

RESEARCH IN EVIDENCE-BASED PROGRAM DEVELOPMENT

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RESEARCH IN EVIDENCE-BASED PROGRAM DEVELOPMENT

AN ANALYSIS OF THREE YEARS OF STUDYING
E-MOTIVE EXCHANGES

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SUMMARY

This report gives an overview of studying three years of exchanges within the EU-funded DEAR project E-motive. Besides this overview, the report includes a process analysis and a cross-case analysis of all the studies within this project. The main purpose of this report is to share the lessons learnt of three years of research in evidence-based program development.

About E-motive

E-motive is a network of organizations across the globe that aims to share innovative solutions to global and local issues. E-motive establishes connections between citizens, experts and organizations from all over the world to share innovative and successful methods developed in the Global South to contribute to solving local and global issues. E-Motive exchanges are characterised by mutual benefit: on the one hand, Northern partners learn about new professional methods from inspiring peers from the South. Thereby E-motive aims to broaden Northern partners' perspectives on (new forms of) development cooperation and raise awareness of global interdependencies. On the other hand, Southern partners gain international recognition (are empowered) and expand their networks.

Overview of three years of research

This study is based on 11 evaluation studies of E-motive exchanges that have been conducted in the period 2012-2015. The exchanges varied in the topics they address, from empowering imprisoned youth to neighbourhood improvement and reducing antibiotics in dairy farming. In the first year, the evaluations focused on the impact of the activities on Northern participants attitudes and behaviour. The research in the second year was dedicated to finding out what effects E-motive has on its Southern partners. Evaluations in the third year were about the occurrence of peer to peer mutual learning in the exchanges. To study these topics, a mix of quantitative and qualitative methods was applied.

Changing attitudes

The main research question in the overall study is about the extent to which the E-motive program influences the main stakeholders and wider audiences' attitudes on global interdependencies and development cooperation. Unfortunately, our findings suggest that participation in an E-motive program does not influence the main (Northern) stakeholders attitudes on global interdependencies. The main reasons for this effect not to appear are: 1) organizers of the exchanges did not give explicit attention to the general topic of development cooperation and global interdependencies; 2) participants in the exchanges had before participating a relatively high level of awareness of global interdependencies and the effectiveness of development cooperation. Also, we did not find any effects on the wider audiences. What was true for participants in the exchanges was even more true for the wider audiences, topics need to be addressed in order for people to change their attitudes.

Southern partners' views

The E-motive consortium assumed that the program would benefit participating Southern partners in two ways: 1) it would expand their networks and 2) it would empower their organisations. The research question for year two was formulated to test those assumptions: to what extent does the E-motive programme influence the partners in the Global South? The main influence our studies found was in professional learning. Evidence for empowerment was generally missing. However, we did find support for the other assumption: participating in E-motive exchanges for Southern partners appeared to broaden their networks.

Professional learning

The mutuality and sustainability of learning was the focus in the studies in the third year. This started with the research question: to what extent and how has (mutual) peer to peer learning been taking place in E-motive exchanges? The answer to this question is two-folded. On the one hand, we conclude that in general learning is taking place in all exchanges. All in all, the results show that time and organisation are important factors when it comes to facilitating learning. On the other hand, we see the complexity of organising an international exchange in which mutual learning is facilitated. Learning was only sporadically two sided *and* at the same time. Mutual learning did not only appear to be difficult to organise, the evaluations also made clear that there is work to be done when it comes to the sustainability of two sided professional learning after the exchanges.

The process of three years of research

This report includes a process analysis of three years of studying E-motive

exchange. This analysis offers valuable insights for researchers as well as program management on ways to optimize usability of the research process and findings for program development and decision making. Altogether, a few processes and decisions have been crucial over the three years. Firstly, we changed the focus of the evaluations. While the initial plan and intention was to measure impact of E-motive exchanges on attitudes and behaviour related to development cooperation, during the course of the first year, results implied that future research would be more valuable if additional questions and assumptions were tested. Secondly, we altered the research design accordingly. The initial approach (based mainly on surveys and quantitative analyses) was replaced by more qualitative methods such as in depth interviews. Thirdly, a general shift from impact measurement to monitoring was made. During the three years, we have become more and more aware of the value of research in providing evidence for decision making. This enables consortium and project partners to learn while doing and enables them to make evidence-based adjustments to the program during its implementation.

Recommendations

We conclude this report with seven recommendations for program managers and researchers that monitor and evaluate programs: 1) make learning topics explicit; 2) don't try to convert the converted; 3) test assumptions of a program; 4) make room for reflection; 5) allow yourself to change your mind; 6) don't be afraid to get involved, and 7) ask the right questions, and do it together.

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1. INTRODUCTION

This report gives an overview of studying three years of exchanges within the EU-funded DEAR project E-motive. Besides this overview, the report includes a process analysis and a cross-case analysis of all the studies within this project. The main purpose of this report is to share the lessons learnt of three years of research in evidence-based program development. First, we'll introduce the E-motive program.

1.1 THE E-MOTIVE PROGRAM

E-motive is a network of organizations across the globe that aims to share innovative solutions to global and local issues. E-motive establishes connections between citizens, experts and organizations from all over the world to share innovative and successful methods developed in the Global South¹ to contribute to solving local and global issues. E-motive facilitates the exchange of knowledge and experience in a context of equality. E-Motive exchanges are characterised by mutual benefit: on the one hand, Northern partners learn about new professional methods from inspiring peers from the South. Thereby E-motive aims to broaden Northern partners' perspectives on (new forms of) development cooperation and raise awareness of global interdependencies. On the other hand, Southern partners gain international recognition (are empowered) and expand their networks. E-motive was launched in the Netherlands in 2006 as one of Oxfam Novib's innovative projects. Since 2006, E-motive facilitated over 80 exchanges between Northern and Southern organizations ("E-motive: about us", 2015).

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Throughout this report, the terms 'global South' and 'global North', 'Southern partners' and 'Northern partners' and 'the North' and 'the South' are used for participants and organisations from the global North (Western countries) and the global South (non-Western countries). Even though the authors acknowledge that the North - South dichotomy is in today's world no longer widely applicable or even correct to describe relations and dependencies, within this project it is a generally accurate, pragmatic and comprehensive way to describe the different relations that developed and interactions that happened.

1.2 RELEVANCE OF THE E-MOTIVE PROGRAM

Mainstream development cooperation is generally still perceived as a process of bringing knowledge and resources from people in the ‘North’ to the receivers in the ‘South’. In this process the knowledge and experience, e.g. in the field of strengthening social fabrics and stimulating active citizenship, of the people in the Global South is often overlooked. E-Motive provides an alternative to this inequality underlying mainstream development cooperation. It facilitates exchanges between professionals in which mutual learning for solving global and local problems from all over the world is promoted in a judgement-free setting (“E-motive: about us”, 2015).

1.3 THE E-MOTIVE EU CONSORTIUM PARTNERS

The E-Motive EU consortium partners are situated in the Netherlands (Movisie, NCDO Foundation/Kaleidos Research and Oxfam Novib), Spain (Coordinadora de ONG para el Desarrollo-España) and Poland (Stowarzyszenie “Jeden Swiat”). In this collaboration, Kaleidos Research (NCDO Foundation) is responsible for researching the effects of the E-motive program in a broad sense (“E-motive: about us”, 2015).

1.4 THE RESEARCH

In this report we analyze three years of studying E-motive exchanges. In compliance with the initial proposal for EU DEAR funding, this study systematically assesses how the E-Motive exchanges have evolved over time and to which extent they are able to link effectively to wider stakeholder audiences and change their attitudes. The study identifies main factors of influence for the effectiveness of the E-Motive program and shares the main lessons learnt.

The main research question in this study is:

To what extent does the E-motive programme influence the main stakeholders and wider audiences’ attitudes on global interdependencies and development cooperation?

Starting from this research question, we aim to get insight into the main processes of the E-motive program and into good practices and lessons learnt when it comes to attitudinal change by means of exchanges. Processes and changes within the three-year evaluation studies have impacted the focus of the research, and two additional research questions were added for the second and third year. In the second year research was conducted on the impact of E-motive on its Southern partners:

To what extent does the E-motive programme influence the partners in the Global South?

In the third and final year, the research focussed on mutuality in peer-to-peer learning and on the sustainability of learning within the program:

To what extent and how has (mutual) sustainable peer to peer learning been taking place in E-motive exchanges?

All three questions will be answered in this report by means of a cross-case analysis and a process analysis. In the cross-case analysis data of all relevant studies within this project will be used to answer the research questions. The process analysis describes in details the steps and decisions in three years of studying the E-motive program. The studies that are part of this research were conducted between March 2012 and September 2015. The analyses for this report were conducted in December 2015 and January 2016.

1.5 STRUCTURE OF THIS REPORT

This report has six chapters. Following this brief introduction, Chapter 2 gives an overview of all the studies, cases, exchanges, research questions and methods of data collection used in the evaluation studies. Chapter 3 presents the results of the cross case analysis. In Chapter 4 the results of a process analysis are presented. Chapter 5 offers the conclusion, and Chapter 6 concludes with recommendations for the E-motive program.

2. METHODOLOGY

This chapter gives: a) an overview of the studies, and b) the methods of data collection in these studies of E-motive exchanges. A mix of qualitative and quantitative methods was used to study impact of and (learning) processes in international exchanges. During the course of the three-year program the focus in the research shifted from quantitative research methods to the use of qualitative methods.

2.1 THE STUDIES

In this paragraph we give an overview of all the studies that are used for this synthesis report: the case they describe, the actual exchange and the research questions (Table 2.1 to Table 2.10). In 2013, four exchanges were studied. Three of these exchanges were part of the longitudinal (tracking) study: the exchanges on theatre between Formaat (The Netherlands) and Combatants for Peace (Israel / Palestine), the exchange on empowering young people in prison between Young in Prison The Netherlands and Young in Prison Africa and the exchange on sports and development between NSA/ISA International and SOPA (Kenya). For more information about the planning of the studies, please see Appendix A, Table A.2.

TABLE 2.1
Study of exchange between Formaat and Combatants for Peace (2013) (Van Reisen, Carabain, Hogeling & Van Geffen, 2014).

EXCHANGE	FORMAAT AND COMBATANTS FOR PEACE
Case	Formaat and Combatants for Peace are organisations working with participatory theatre to achieve social change. Their methods are based on Theatre of the Oppressed (TO), a theoretical and practical framework developed by the Brazilian artist and activist Augusto Boal. Theatre of the Oppressed activates the audience, who are transformed from spectators to 'spect-actors', allowing both actors and spect-actors to explore, exhibit, question and alter aspects of their lives. Since 1999, Formaat has been working with a variety of vulnerable and minority groups in Dutch

EXCHANGE	FORMAAT AND COMBATANTS FOR PEACE
	society, empowering them to participate and engage in dialogue. Target groups include elderly people, youth, people with disabilities and people with psychosocial problems. Besides working directly with these groups, they also offer trainings and lectures to practitioners and to the wider public. Combatants for Peace is a group of Israeli and Palestinian people, collaborating peacefully against the Occupation and working towards a solution through Theatre of the Oppressed. Started by ex-combatants from the Israeli army and Palestinian freedom fighters, the organisation has developed conflict-resolution methods based on Boal's work.
Exchange 2013	The exchange in 2013 consisted of three visits from Combatants for Peace to the Netherlands. The first visit took the form of a master class by Chen Alon, their artistic director. This master class, held on the 20 th and 21 st of April 2013, was tailored to practitioners: social workers, theatre directors, and others interested in learning about peace building through theatre. The second visit took place in the context of the celebrations around the Peace Treaty of Utrecht, on the 21 st and 22 nd of June 2013. Here, Chen Alon and Formaat offered a master class to members of the public who had registered for it in advance. The next day, Formaat organised a 'Panel for Peace' discussion, in which Chen was a key speaker. The third visit took place during the International Peace Week (September 2013), and consisted of a series of master classes and Forum Theatre performances.
Research questions	<ol style="list-style-type: none"> 1. To what extent do Northern participants use the newly learned tools? 2. To what extent does the exchange program affect the Northern participants' behaviour, attitude and knowledge about global interdependencies and the effectiveness of development cooperation in addressing common global issues? 3. To what extent are the (professional) stakeholders reached? 4. To what extent do the Northern participants (agents of change) and E-motive affect the stakeholders' behaviour, attitude and knowledge about global interdependencies and the effectiveness of development cooperation in addressing common global issues?

TABLE 2.2

Studies of exchanges between NSA/ISA International and Seeds for Peace Africa (2013 and 2014)(Van Reisen & Carabain, 2014a; Van Reisen & Carabain, 2015b).

EXCHANGE	NSA/ISA INTERNATIONAL AND SEEDS FOR PEACE AFRICA
Case	ISA (formerly known as NSA International) is an organization that strengthens programs and organizations in sport for development and peace in Africa, Asia and South-America. In the Netherlands, ISA raises awareness of sports for development. Together with local partners ISA has been supporting development programs (NSA International, 2013). SOPA (Seeds of Peace Africa) is a Kenyan organization working in Kenya, Uganda and South Sudan. The aim is to reduce violence and improve social cohesion and empowerment through sports. Their mission is to facilitate the empowerment of

EXCHANGE	NSA/ISA INTERNATIONAL AND SEEDS FOR PEACE AFRICA
	children, young people and women through non-violent means, conflict transformation and peace education/training, research and analysis, counselling and networking in order for them to participate in building positive peace, sustainable development and respect for human dignity in realizing a just and friendly world (Seeds of Peace Africa, 2013).
Exchange 2013	The exchange between ISA and SOPA consisted of a visit to SOPA in Kenya by five Dutch policy-level professionals in community sports and sports education. During this visit, these agents of change took part in workshops and field visits led by SOPA to learn more about using sports for peaceful communities and social safety. Researchers didn't travel to Kenya but conducted a pre and post measurement survey among participants in the exchange.
Research questions 2013	<ol style="list-style-type: none"> 1. To what extent do Northern participants use the newly learned tools? 2. To what extent does the exchange program affect the Northern participants' behaviour, attitude and knowledge about global interdependencies and the effectiveness of development cooperation in addressing common global issues? 3. To what extent are the (professional) stakeholders reached? 4. To what extent do the Northern participants (agents of change) and E-motive affect the stakeholders' behaviour, attitude and knowledge about global interdependencies and the effectiveness of development cooperation in addressing common global issues?
Exchange 2014	After the five Dutch professionals' visit to Kenya in 2013, in 2014 the Kenyan professionals came to visit the Netherlands. They visited the Dutch professionals' organisations, neighbourhoods, and educational institutions. The aim was for Dutch professionals and students in the sports for development sector to learn more about SOPA's methods. The participating professionals were from Breda Actief, Buurtsport Tilburg, Hogeschool van Amsterdam (HvA), and Koning Willem 1 College (KW1C).
Research questions 2014	<ol style="list-style-type: none"> 1. To what extent do Northern participants use the newly learned tools? 2. To what extent does the exchange program affect the Northern participants' behaviour, attitude and knowledge about global interdependencies and the effectiveness of development cooperation in addressing common global issues? 3. To what extent are the (professional) stakeholders reached? 4. To what extent do the Northern participants (agents of change) and E-motive affect the stakeholders' behaviour, attitude and knowledge about global interdependencies and the effectiveness of development cooperation in addressing common global issues? 5. What effects does the exchange have for the Southern partners?

TABLE 2.3

Study of exchange between Young in Prison the Netherlands and Young in Prison Kenya, Malawi and South-Africa (2013) (Van Reisen & Carabain, 2014b).

EXCHANGE	YOUNG IN PRISON THE NETHERLANDS AND YOUNG IN PRISON KENYA, MALAWI AND SOUTH AFRICA
Case	Young in Prison is an organisation founded by a Dutch woman, Noa Lodeizen, in South Africa. After a visit to Pollsmoor prison there in 2002, she decided to start an organisation that would tackle the poor circumstances in the prison and pay attention to re-integration. Since then, Young in Prison has been developing creative methodologies that offer life skills and social skills, to work with young people in prison to help them to contribute positively to society post-release. These methodologies were developed and implemented by Young in Prison partners in South Africa, Surinam and Malawi. YiP is currently exploring additional possibilities for a start up in Kenya. The methods that YiP promotes include psycho-social workshops with young people using sports and arts; post-release trajectory; and advocacy/lobby towards politics.
Exchange 2013	In 2013, YiP NL organised an exchange between its African partners from Kenya, Malawi and South Africa, and Dutch professionals who would be trained as YiP workshop leaders. After a four-day training in the YiP-methodology, partly taught by the African partners and partly by the YiP NL staff (modules on the new monitoring and evaluation system for international accreditation), the Dutch and African YiP workshop leaders toured around The Netherlands to four different youth prisons to introduce the methodology. The aim of this 'Yip Caravan' was to enthuse the institutions for receiving structural workshops from YiP NL.
Research questions	<ol style="list-style-type: none"> 1. To what extent do Northern participants use the newly learned tools? 2. To what extent does the exchange program affect the Northern participants' behaviour, attitude and knowledge about global interdependencies and the effectiveness of development cooperation in addressing common global issues? 3. To what extent are the (professional) stakeholders reached? 4. To what extent do the Northern participants (agents of change) and E-motive affect the stakeholders' behaviour, attitude and knowledge about global interdependencies and the effectiveness of development cooperation in addressing common global issues?

The fourth study on community involvement by ELOS Nederland was researched as a possible best practice.

TABLE 2.4

Study of exchange between Stichting Elos Nederland and Insititutio Elos Brazil (2013) (Van Reisen, Carabain & Van Elfrinkhof, 2014).

EXCHANGE	STICHTING ELOS NEDERLAND AND INSTITUTO ELOS BRAZIL
Case	The collaboration with Elos Brazil started in 2009, when two Dutch organisations, Commundo and Fairground, met Elos Brazil in Santos, Brazil. Inspired by the latter's methodologies, a Dutch sister foundation, Elos Nederland, was formed in 2011, with the intention of spreading the Elos philosophy and methodologies (especially the Oasis Game) in the Netherlands. The Oasis Game is perceived as a successful methodology for community mobilisation and transformation in Latin and South America, which has since been implemented in many countries. The aim of the Oasis Game is to realise a common dream of the community in a playful way, with minimal expenses.
Exchange 2013	This Oasis Game was held in an area called Loven, in the city of Tilburg, the Netherlands. It revolved around two consecutive long weekends to ensure that people working during the week could also join in. The organisers of the Oasis Game in Loven had previously been trained in Brazil by instituto Elos Brazil. The Oasis Game studied is one of over 20 Oasis Games organised by Elos NL since 2010. The Oasis Game evaluated here did not include direct contact with the Brazilian organisation, but should rather be seen as the long-term outcome of previous learning exchanges. A new facilitator was trained by her colleagues from Elos NL during the course of this Oasis Game, which was held in Tilburg, the Netherlands.
Research questions	<ol style="list-style-type: none"> 1. To what extent do Northern participants use the newly learned tools? 2. To what extent does the exchange program affect the Northern participants' behaviour, attitude and knowledge about global interdependencies and the effectiveness of development cooperation in addressing common global issues? 3. To what extent are the (professional) stakeholders reached? 4. To what extent do the Northern participants (agents of change) and E-motive affect the stakeholders' behaviour, attitude and knowledge about global interdependencies and the effectiveness of development cooperation in addressing common global issues?

Although the exchanges and projects studied in the first year covered a wide variety of topics, the base of research questions for the evaluation of all projects was the same.

In the second year (2014), three studies were conducted. One (the exchange between ISA and SOPA) was part of the tracking study of (see Table 2.2). The other two studies in 2014 were different from the studies conducted before. These studies did not, as was primarily done, research an exchange. In these studies the assumptions of the E-motive program about the effects of the program

on the Southern partners were tested, by means of a survey (see Table 2.5) and an in-depth study of South African partners (see Table 2.6).

TABLE 2.5
Survey among the Southern partners of E-motive (2014) (Van Reisen, Carabain & Van Gent, 2015).

SURVEY AMONG SOUTHERN PARTNERS	
Case	After a year of research, it became clear that the effects in the South were based on assumptions, and that empirical evidence was lacking completely. E-Motive wants to develop itself into a new model for development cooperation, in which cooperation, equality and mutual inspiration for solving global problems are central. This makes insight into the effects of E-Motive in the South urgent. E-Motive wants to involve the South more at strategic level and wants to offer partners worldwide an online platform where knowledge can be shared. E-Motive needs to know if and how Southern partners want to be involved at these two levels. In this way, the research contributes to the development of E-Motive towards a new model of development cooperation, co-created by 'developed' and 'developing' countries: a worldwide network in which people work together to solve global and local issues, with equal voice and participation from the South and North.
Southern organisations	58 respondents from 24 Southern organisations involved in E-Motive exchanges since 2006 took part in this study. They covered a range of countries and all three Southern continents Asia, Africa and South America) that are part of the E-Motive network.
Research questions	<p>1. How do Southern partner organisations view E-Motive?</p> <ul style="list-style-type: none">• What do they understand E-Motive to be?• How is their relationship with the programme?• What has their experience with E-Motive been like? <p>Do Southern partner organisations feel a need to be part of decision-making at strategic level of the E-motive programme?</p> <p>What, according to the Southern partner organisations, are the preconditions for a successful global E-Motive network? What should the organisational structure of E-Motive look like?</p> <p>What would the Southern partner organisations see as the ideal E-Motive?</p>

TABLE 2.6
E-motive: The South African perspective (2014) (Van Reisen & Carabain, 2015a).

E-MOTIVE: THE SOUTH AFRICAN PERSPECTIVE	
Case	The second part of studying the effect of E-motive on the Southern partners was a research visit to South-Africa to investigate the attitudes and opinions of the South-African partners.
Southern organisations	For this study, six South African partner organisations that once took, or are currently taking, part in the E-Motive programme were visited by the researchers.

E-MOTIVE: THE SOUTH AFRICAN PERSPECTIVE

Research questions	<ol style="list-style-type: none"> 1. How do Southern partner organisations view E-Motive? <ul style="list-style-type: none"> • What do they understand E-Motive to be? • How is their relationship with the programme? • What has their experience with E-Motive been like? 2. Do Southern partner organisations feel a need to be part of decision-making at strategic level of the E-motive programme? 3. What, according to the Southern partner organisations, are the preconditions for a successful global E-Motive network? What should the organisational structure of E-Motive look like? 4. What would the Southern partner organisations see as the ideal E-Motive?
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In the final year of studying E-motive exchanges five studies were conducted. The (Dutch) head researchers researched two exchanges organised by the Dutch organisation Natural Livestock Farming and the Indian Trans Disciplinary University (see Table 2.7).

TABLE 2.7

Studies of exchanges between Natural Livestock Farming and Transdisciplinary University (2015) (Hogeling & Carabain, 2015; Hogeling & Carabain, 2016).

EXCHANGE	NATURAL LIVESTOCK FARMING AND TRANSDISCIPLINARY UNIVERSITY BANGALORE INDIA
Case	Natural Livestock Farming is an organisation around sustainable (Dutch) livestock initiatives, with a focus on dairy farming. Through the involvement of organisations and individuals in this sector in an interactive way the initiative aims to contribute to a better world in which milk and other livestock products are produced in a sustainable way. In the various countries involved the aim is to develop and contribute to national dairy strategies instead of simply copying the Dutch system. The Transdisciplinary University (TDU) is an innovation-oriented University, legislated as an autonomous University. The University has been founded by the Foundation for Revitalization of Local Health Traditions (FRLHT) Trust and has evolved from 21 years of its pioneering work. Unlike conventional universities, TDU gives equal importance to research, education and translation/outreach/ application of knowledge for societal change. One of the focuses of this university is to preserve and share Indian traditional health practices, such as the use of herbals in the veterinarian practice.
Exchange 2015 (1)	The aim of this exchange is to reduce the use of antibiotics, improve quality of dairy products and enhance health and wellbeing in Dutch, Indian and African dairy farming, by strengthening the action-learning community of stakeholders in the dairy chain in the awareness about, use of and access to natural products. This exchange builds upon earlier exchanges between Dutch, Indian, Ethiopian and Ugandan professionals. This exchange differs from earlier exchanges by means of the composition of the group

EXCHANGE	NATURAL LIVESTOCK FARMING AND TRANSDISCIPLINARY UNIVERSITY BANGALORE INDIA
	professionals. This exchange did not just include veterinarians and farmers, but also include people from the animal food industry, academia, research groups and farmer unions.
Research questions 2015 (1)	To what extent does mutual learning – learning from Dutch professionals involved in the project as well as those involved from India – occur in the context of the Natural Livestock Farming/E-motive antibiotic resistance project exchange in 2015?
Exchange 2015 (2)	This report evaluates an E-Motive exchange visit in the Netherlands. Natural Livestock Farming (NLF), welcomed visitors from India (the Institute of Trans-disciplinary Institute of Health and Technology (TDU), from Uganda and from Ethiopia. This exchange is framed as a return visit. Dutch professionals have been to India, Uganda and Ethiopia in the first half of 2015. In E-Motive exchanges, the central idea is that partner organisations from the global South and North and participants in these exchanges share their knowledge.
Research questions 2015 (2)	<ol style="list-style-type: none"> 1. What are participants' backgrounds and (professional) networks and do they intent to use their professionals networks? 2. To what extent does the exchange promote long term mutual learning and sustainable involvement among participants?

Additionally, a Polish researcher studied an exchange between a Polish and a Kyrgyz organization and a Spanish researcher studied two exchanges between Spanish partners and partners from the Global South (see Table 2.8, 2.9 and 2.10).

TABLE 2.8

Study of exchange between Fundacja Przyroda i Człowiek and The Min Kiyal Foundation (Adamska-Kijko, 2015).

EXCHANGE	FUNDACJA PRZYRODA I CZŁOWIEK AND THE MIN KIYAL FOUNDATION
Case	Fundacja Przyroda i Człowiek is an NGO that organizes non-profit activities in the area of environmental protection and sustainable development. It was founded in 2012, from the need to reap the potential of people setting up innovative projects in the field of nature conservation and cultural heritage. The Foundation cooperates with local communities, NGOs and scientists, environmentalists, culture experts. The Min Kiyal Foundation was established in August 2010 by a group of enthusiasts for whom the regional culture was important. The initiator and the person animating activities of the Foundation is Aidai Asangulova who comes from Kyzyl Tuu (Kyrgyzstan). Since 2010, the Foundation organized for two times the Felt Festival in Kyrgyzstan as well as many other events aimed at processes revitalizing the Kyrgyz traditional culture. While coordinating the work of local artists, the Foundation has a lot of orders for the production of traditional products:

EXCHANGE	FUNDACJA PRZYRODA I CZŁOWIEK AND THE MIN KIYAL FOUNDATION
	felt carpets, special women's and men's hats, traditional clothes. Both foundations combine the protection of cultural heritage and natural resources available in their country in their activities. It is worth noting that both of them operate in mountainous areas.
Exchange 2015	The exchange project between Fundacja Przyroda i Człowiek and Kyrgyz Min Kiyal Foundation consisted of two stages. The first stage took place in the second half of August 2015. Nine participants from Poland traveled to Kyrgyzstan for over a 7-day trip. The second stage was associated with a week-long stay of four members of the Min Kiyal Foundation in the southern part of Poland, in the second half of October 2015. The aim of the exchange was for the participants to gain knowledge and expand skills on: (1) organizing local communities, (2) methods for the direct processing of natural resources, (3) the use of existing natural resources to sustain cultural heritage, and (4) good practices in the commercialization of cultural heritage.
Research questions	<ol style="list-style-type: none"> 1. To what extent is it possible to implement in the Polish context the knowledge, skills and experience gained during the exchange? 2. Which aspects of the exchange, according to participants, proved to be most valuable? 3. What are the limitations related to the implementation of new solutions in the Polish context? 4. How does the exchange influence the way of thinking about Polish issues? 5. How does the exchange program increase awareness of the methods of development cooperation and global cooperation among participants?

TABLE 2.9

Study of exchange between Jana Sanskriti, T.R.E.S. Social, Altekio, CREAKTUA and EQUA (Pandora Mirabillia S. Coop.Mad, 2015).

EXCHANGE	JANA SANSKRITI, T.R.E.S. SOCIAL, ALTEKIO, CREAKTUA AND EQUA (SPAIN)
Case	Jana Sanskriti's work is based on the firm belief of the strength and effectiveness of theater as a tool not only for communication, but also for empowerment. It currently has 30 teams representing theater, mainly in rural areas, plays on today's most pressing issues. A notable objective of the work of Jana Sanskriti is that oppressed people abandon the belief that they are inferior, weak or unable to think analytically. On the contrary, they are able to provide dynamic leadership if the culture of monologue breaks and dialogue is established at various levels of society. Professionals of the social sciences and theater form T.R.E.S. Social, with extensive experience in the process of training trainers and socio-educational intervention. Their aim is to impact substantially on research, promotion and dissemination of theatrical tools of social intervention that contribute to a transformation of society, facing a culture of solidarity, freedom and responsibility. TR3S feels and

EXCHANGE	JANA SANSKRITI, T.R.E.S. SOCIAL, ALTEKIO, CREAKTUA AND EQUA (SPAIN)
	expresses the responsibility of transmitting artistic and educational processes that put its emphasis on the individual, in the process of collective learning and creative experience. The organization believes in an education in which teachers and learners are in a dialogic process of transformation. Altekio Coop S.A. initiatives for Sustainability emerges with the idea of offering solutions from a holistic perspective on the social, ecological and economic problems of communities and / or territories. Creaktúa was born in 2010 with a group of young people, Juvenile Center users from Madrid. Their interest in the study of the relationship of violence based in the daily dynamics of the centers, lead to the experience of a process of Theatre-Forum accompanied by T.R.E.S. Social. From this experience the playSilenced Screams was born, a show that Creaktúa still performs. In parallel, since 2013, Creaktúa begins a process of self-education for the multiplication of their experience, with the aim of promoting the articulation of similar Forum Theatre processes in different Child Centers throughout the country. EQUA works since 1997 with and for people with intellectual disabilities, to allow them to develop, their own lives independently and with equal opportunities than the rest of the population, and to improve their living conditions. To do so, they apply a strategy of integration and active and autonomous social participation for people with intellectual disabilities. EQUA has also an area of external training, through which practice, learning and knowledge are systematized, and shared later in courses and workshops.
Exchange 2013	<p>The exchange revolved around the issue of theater as a tool for change. It was focused on the Theatre of the Oppressed, a methodology based on the idea of dialogue and interaction between the audience and the actor around common issues. It is a technique based on:</p> <ul style="list-style-type: none"> - Dialogue against the monologue - Communication through the body - Empowerment: accepting a subjective position of the weakness of power
Research questions	<ol style="list-style-type: none"> 1. How are knowledge and experience transferred between projects? Which are the factors involved in the exchange process that enable or hinder the exchange relationship? 2. Is there a change or not in the subjective position of the subjects taking part in the project?

TABLE 2.10

Study of exchange between PETA, The Cross Border Project, InteRed, and Proyecto Kieu (Pandora Mirabillia S. Coop.Mad, 2015).

EXCHANGE	PETA, THE CROSS BORDER PROJECT, INTERED, AND PROYECTO KIEU (SPAIN)
Case	Peta is an organization of creative and critical artist-teacher-cultural workers committed to artistic excellence and a people's culture that fosters personal fulfillment and social transformation. It roots its foundation in the use of theater that is distinctly Filipino as a tool for social change and development. Since 2005 PETA is

EXCHANGE

PETA, THE CROSS BORDER PROJECT, INTERED, AND PROYECTO KIEU (SPAIN)

located in the PETA Theater Center, PETA continues through these programs to pursue its dream, empowering people and society with each gesture, word, image, sound, expression and creative learning experience. The Cross Border Project started in New York. Since 2012 Cross Border is set in Spain with a group of artists working in the field of theater, education and social transformation. The Cross Border Project is an initiative of cultural and social innovation, consisting of a theater company, a School of Applied theater and a kitchen. The Cross Border is a space where research and development projects can take place. With an essence at the same time local and international, the organization has developed projects in such diverse areas as Rivas-Vaciamadrid, Medina de Rioseco, Paris and Dakar, working in Spanish, English and French. InteRed is a Development NGO promoted by the Teresian Institution. Committed to a transformative education that generates the active and committed participation of all the people for justice, gender equality and social and environmental sustainability. Its aim is to be an organization open to the participation and dialogue with groups and individuals from different countries, which drives educational processes for personal and collective change in favor of social justice, equity and care for people and nature. InteRed works with people and organizations from different countries and cultures, especially those who have their rights violated. Proyecto Kieu's mission is to reconcile, unite and use the tools of culture and communication to achieve human dignity, sustainable human development and poverty eradication. Poverty in a broad sense and not only as material shortage, but also understood as lack of opportunity, equality, and respect for civil, political, economic, social and cultural rights. Poverty is mainly a result of the exploitation of people and nature; and the cause of social inequality is unequal access to resources and the exclusion of people from the decisions that affect them. Proyecto Kieu's objective is to develop the potential of cultural and communicative actions as part of sustainable human development, struggle for human dignity and social exclusion. It is that people use culture and communication as tools for reflection, individual development and the defense of collective identities against the homogenizing threats posed by the globalization process, particularly in favor of social welfare, more just economic relations and freer human beings.

Exchange 2015

The exchange consisted on sharing theatrical methodologies designed to trigger social change. PETA Theater is a leading and pioneer organization in teaching theater for social change, has a company and a school, as well as 50 years of experience working in Asia. Therefore, during the exchange PETA did not only explain and show their methodologies, but also their background and organization, an inspiring experience that will be very useful for the Spanish organizations. In the second phase of the encounter, the Spanish organizations have shared their methodologies based on art for social transformation.

Research questions

1. How are knowledge and experience transferred between projects? Which are the factors involved in the exchange process that enable or hinder the exchange relationship?
2. Is there a change or not in the subjective position of the subjects taking part in the project?

2.2 METHODS OF DATA COLLECTION

The research designs in the studies contain a mix of quantitative and qualitative methods (Table 2.11). In seven studies we followed the methods as proposed in the original research proposal (see appendix A). All these evaluation researches started with an outcome mapping session to gain a clear picture of the effects that were expected by the various stakeholders in a project. A survey was executed among participants in the E-motive exchanges before and after the exchange. The researchers participated in and observed the exchanges. A Most Significant Change exercise was included in the questionnaire. Finally, in some cases interviews were held with three to ten key stakeholders in the interventions. In all evaluation studies, prior to the research, explicit attention was paid to a discussion of possible research questions that were relevant for the project organisations (the people organising the exchange). Researchers ensured that whenever possible these questions were addresses in the research via one of the methods used.

TABLE 2.11

The methods of data collection

	OUTCOME MAPPING	SURVEY	PARTI- CIPANT OBSER- VATION	MCS	INTER- VIEWS	ADDITIO- NAL METHODS
Formaat	X	X	X	X		
Elos	X	X	X	X	X	
NSA International 2013	X	X				
ISA International 2014	X	X	X	X		
YIP	X	X	X	X		
Natural Livestock Farming 2015 (1)			X	X	X	X
Natural Livestock Farming 2015 (2)			X		X	X
Byroda I Czlowiek	X	X	X	X		
Jana Sanskriti			X		X	X
PETA			X		X	X
Survey Southern partners		X				
The South-African perspective						X

Outcome mapping

The researchers invited representatives of the Northern partners for an Outcome Mapping (OM) workshop. An outcome mapping session can be used to create a log frame together; to get insights and clarity about the expected outcomes of an intervention, and to discuss the ways to get to these particular outcomes (how does the intervention work, who does is influence?). A facilitator asked the Northern project leader(s) of the E-motive exchange to identify all stakeholders of the exchanges. Then, for each stakeholder, the project leader(s) formulated desired outcomes in terms of behavioural changes. The head researchers also included attitudinal changes as outcomes in order to answer the research questions about attitudes towards development cooperation and global interdependencies.

Survey (pre- and post- measurement)

Questionnaires were designed for participants in the exchanges, based on the expected changes emerging from the outcome mapping session and research questions posed by strategic partners, e.g. E-motive, EU, NCDO (Kaleidos Research). The questionnaires asked about respondents' perception of methodologies from the South, effectiveness of international development cooperation and global citizenship statements. Questions were partly derived from existing questionnaires by NCDO on these subjects. Each questionnaire also included a number of customized questions about the specific exchange.

Participant observation

At least one researcher participated in each of the exchanges. In all cases, they clearly introduced themselves as researchers studying the exchange. A topic list for observations was created before each exchange, but room was left for taking note of relevant unexpected events. Hence, in most cases the researchers took notes of additional observations.

Most Significant Change Stories (MSC)

Initially, participants were e-mailed and asked to write a story in 200-500 words about what, according to them, was "the most significant change that the exchange with the Southern organisation has led to." Key stakeholders would then read the stories and select the most significant change story that best captured the most important effect in that exchange. Based on the relatively low response rate in the questionnaires in the E-motive evaluations pre- and post-intervention, it was decided to limit the time commitment asked from participants and to embed the MSC question into the surveys.

Face-to-face interviews

Face-to-face interviews were held with key stakeholders in the exchanges. Each interview lasted about an hour and followed a topic list including topics like the process, effects, domestic applicability, and external influences. For more information on the topic lists, please refer to the evaluation reports of each specific exchange. When possible ideas about development cooperation were discussed.

Additional methods

Next to these five methods of data collection, in some of the studies additional methods were used. In some cases, a group discussion with all participants in an exchange was organised. Other methods include workshops, short ad hoc interviews, the use of information from social media (such as WhatsApp data) and usage of visual information such as photo and video.

Workshops

The workshops were structured as follows: each workshop began with a short introduction round where all participants, including the researchers, briefly introduced themselves. After this short introduction participants were asked to draw their understanding of E-Motive on paper. These drawings were then discussed. The next part consisted of a question to participants to summarise the effects of E-Motive in (approx.) one word, and a discussion of the chosen words. The third section covered the needs of the partner organisation: did they experience a need to be more involved in E-Motive at strategic and network level, and if so, what are the necessary conditions for their desired involvement? The last section would consist of looking to the future: what would the global network of E-Motive ideally look like? This method was used for the study: E-motive: The South-African perspective.

Literature review

The researcher reviewed and summarized a number of relevant documents about several aspects of the study. A literature review was part of the Spanish study that included the research of the Jana Sanskriti and the PETA case.

WhatsApp group data

An additional source of data in the study of the exchange between Natural Livestock Farming and Trans Disciplinary University is the information from the WhatsApp group that included all Northern participants in this exchange. Just before the exchange, the secretary of Natural Livestock Farming started this group. In the beginning, the main information shared in this group was information

regarding traveling to India. During the exchange the app was used to share pictures and this happened also the first period after the exchange. Later the app was mainly used to share information about participants' initiatives on the topic of antibiotics reduction in dairy farming and media coverage about the project.

Finally, we want to emphasize that for all conducted studies over the three years, the research questions determined what type of research method was used in the study.

3. RESULTS: CROSS CASE ANALYSIS

In this chapter we report the results of a cross case analysis on the three research questions in this study. The first question concerns the extent to which participating in the program affects the Northern participants' behaviour, attitudes and knowledge about global interdependencies and the effectiveness of development cooperation in addressing common global issues. The second question concerns the impact of participating in E-motive exchanges on Southern partners. The final research question concerns the extent of professional learning for all partners within the exchanges.

3.1 ATTITUDES TOWARD DEVELOPMENT COOPERATION AND GLOBAL INTERDEPENDENCIES

One of the main expectations about participating in the E-motive program was that participants and their surroundings would (positively) change their attitudes toward the effectiveness of development cooperation and become more aware of global interdependencies.

Our analysis shows that the E-motive program does not work as expected when it comes to changing attitudes. The following quotes from the reports show that participating in the exchanges did not change the attitudes of the participants on this matter.

"Although the 'Learning from the South' principle was made explicit at the beginning of the Oasis Game and Brazilian elements were present throughout the weekends, changing the perspective of international development cooperation or global interdependencies is not seen as a main goal by Elos NL." (Van Reisen, Carabain & Van Elfrinkhof, 2014)

“Although the exchange deepened participants’ and the public’s understanding and affinity with the conflict in Israel and Palestine, we did not find any significant differences in attitudes towards development cooperation or global interdependencies in general.” (Van Reisen, Carabain, Hogeling & Van Geffen, 2014)

The examples above show that we did not find any differences in participants’ attitude towards development cooperation or global interdependencies in general. On the contrary, in one study we find the opposite effect:

“However, there appears to be a significant decrease in support for development cooperation. Because respondents refer to corruption and lack of political will standing in the way of effective development cooperation, we infer that respondents evaluate the effectiveness of development cooperation at a larger scale.” (Van Reisen & Carabain, 2014a)

We distinguish two main reasons why this effect fails to appear as expected. The first reason is that during the exchanges no explicit attention was given to the more general topic of development cooperation and global interdependencies. If the exchange would have been explicitly placed in the context of wider international development cooperation, we could have expected an effect on attitudes towards development cooperation or interdependencies in general. But if participants don’t consider development cooperation to be linked to a specific exchange, they cannot be expected to change their attitudes about these items as a result of the exchange.

A second reason is that a substantial number of participants took part in the exchange because they were willing to, more than any other random person would be. Hence, they were relatively open to learning from the Southern partner. This self-selection process may explain the high scores on questions about global citizenship and global interdependencies even before one of the interventions took place. Our comparison with a representative sample of the Dutch population showed that indeed, exchange participants had higher scores on global citizenship and prior exposure to foreign cultures than the Dutch public. We conclude that, because the participants already had a high level of awareness of global interdependencies and the effectiveness of development cooperation, a ceiling effect occurred.

Surprisingly, in one of the exchanges we studied in 2015 there seem to have been changes in participant’s attitudes toward people in the Global South taken place.

“An unexpected outcome of this study regards development education. The initial idea behind E-motive was that taking part in a peer-to-peer learning exchange from people of the global North will influence their ideas about the global South. We have found evidence, in contrast with earlier studies in which we researched the effect of this on people in the North in exchanges in the Netherlands in which they met peers from the South, that this type of education took place among the majority of the participants in this exchange.” (Hogeling & Carabain, 2015)

We argue that an important reason for the observed change in attitudes was the background of the participants. Participants within this particular exchange had little or no experience in activities related to development cooperation, and in some cases had not travelled to the Global South before. These participants were more likely to show and express signs of learning about development.

Finally, at the start of the E-motive program it was expected that not only the participants, but also wider audiences would change their perspective on the Global South by being in one way or the other involved in an E-motive exchange. During all our studies only the structure of one exchange allowed us to test this expectation. We were able to survey the audience of a theatre show of *Formaat* (Van Reisen, Carabain, Hogeling & Van Geffen, 2014). We did not find any proof that this wider audience changed their perspective on the South. We argue that the main reason for this is that the topic was not addressed in the performance.

3.2 IMPACT OF E-MOTIVE ON SOUTHERN PARTNERS

In order to gain additional insights into workings of the E-motive program, the impact of participating in E-motive exchanges on Southern partners was studied (Van Reisen & Carabain, 2015c; Van Reisen, Carabain & Van Gent, 2015). An important assumption behind the E-motive program is that participating in E-motive exchanges empowers the Southern participants and also enables them to broaden their network. Two studies were conducted to test these assumptions. The first study was a survey study among a large number of Southern partners of E-motive and the second study was an in depth study among six South-African E-motive partners. All these Southern organisations were matched to Dutch organisations in an E-motive exchange. In figure 3.1 we present the extent to which Southern partners experienced positive effects of participating in the E-motive network .

The positive effects on Southern partners of E-Motive exchanges have been manifold: effects were found on knowledge development, methodological development, network size, and reputation. The improvement of network and reputation

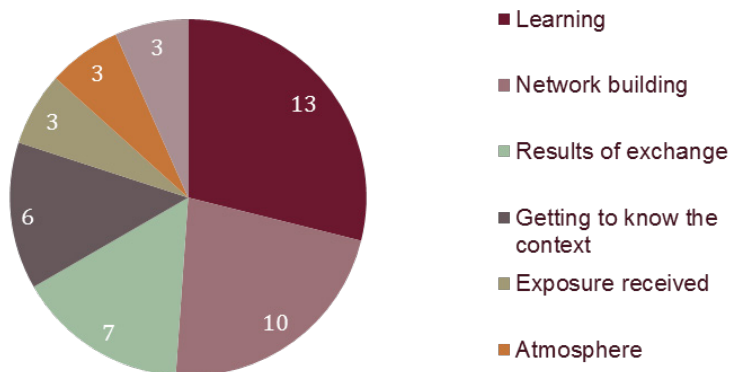


FIGURE 3.1

The positive effects of E-motive on the Southern partners (number of time mentioned) (source: Van Reisen, Carabain & Van Gent, 2015).

mostly took place in the partners' country and in The Netherlands (the exchange country).

The most important effect appeared to be in peer to peer professional learning. Additionally, the results do support an assumptions regarding participation of the Southern partners. Participating in E-motive exchanges broadens the Southern partner's network.

Regarding the second assumption that participating in E-motive exchanges empowers the Southern participant, based on our survey data this assumption is not true for most of the Southern partners. The following quote from one of the Southern partners supports this finding:

"(...) And also, empowerment seems to be less important!" (Van Reisen, Carabain & Van Gent, 2015)

Participating in an Emotive exchange affected the attitudes related to development cooperation of the Southern participants. However, these effects were smaller than the impact of their participation on learning, reputation and network size. The smaller size of this effect is explained by one of the values of E-motive, that is meeting likeminded people from other countries.

"Taken together with our earlier reports on E-Motive's effects in the North, our research suggests that E-Motive is less about development education (addressing

knowledge, attitude and behaviour related development cooperation) than it is about professional learning between organisations in the North and South.” (Van Reisen, Carabain & Van Gent, 2015)

To a lesser extent, improved access to funds and methods of fundraising also appeared to be seen as an opportunity created by E-motive, in one case leading to a successful joint grant application together with a Dutch partner. Additionally, the E-motive program itself is seen as a source of funding by the Southern partners.

“Although the philosophy of E-Motive (of reverse development, or more recently, mutual learning between North and South) is well understood by all, an equally or more important aspect of their relationship with E-Motive seems to be the funding they received from E-Motive. This is because funding is very scarce in South Africa itself. For this reason, the participants emphasised the need for E-Motive to fund both the exchanges (more fully, in terms of paying the participants who come to share their methodologies, as one would when hiring trainers) as well as anyone contributing to building/coordinating the potential global network in the form of a paid position of regional or thematic coordinators.” (Van Reisen & Carabain, 2015a)

In general, the E-motive program seems to achieve its goals with their Southern partners.

“E-Motive seems to be on the way to achieving its aim in the South: to provide opportunities for mutual learning with partners worldwide, in an inclusive network, to enable the sharing of ideas and methods to tackle local and global issues.” (Van Reisen, Carabain & Van Gent, 2015)

However, there is room for improvement. According to Southern partners, the E-motive program’s effectiveness in the Global South might especially benefit from involving the Southern partners more on a strategic level.

“It has built positive relationships with its Southern partners, which it can continue to build on by involving them in decision-making about E-Motive at strategic level, and during planning, implementing, monitoring and evaluation of projects, as well as by letting them network through an engaging online platform.” (Van Reisen & Carabain, 2015a)

3.3 PEER TO PEER LEARNING AMONG PROFESSIONALS IN E-MOTIVE EXCHANGES

As mentioned in the introduction, the process of evaluating E-motive exchanges has given us the insight that two additional questions must be addressed in order

to give a complete overview of the effectiveness of the exchanges. This paragraph focuses on mutual learning, and insights are based on the information in the wide range of evaluation reports available from three years of E-motive monitoring and evaluation. Since the focus of the evaluation studies in the final year is specific on peer to peer learning, these later studies provide specific information about (mutual) peer-to-peer learning. Two research questions about the occurrence of mutual learning and the sustainability of this type of learning are the focus in these studies. However, earlier studies also included research questions about peer to peer learning. Six studies included a research question on the extent to which Northern participants use the newly learned tools. And even the studies that did not directly include questions about peer to peer learning provided us with information on this topic. In this paragraph we answer the following research question:

To what extent and how has (mutual) peer to peer learning been taking place in E-motive exchanges?

Firstly, we focus on the three studies from 2015 that have clearly and directly addressed mutual peer to peer learning. In all three studies, the results are positive in a way that they indicate that learning did take place in the respective exchanges. In the two Dutch studies, two noteworthy remarks are made about learning. One is that the learning that occurred during an exchange was mostly non-mutual: guests learned from hosts, but it was only sporadically that hosts learned from guests at the same time. A second remark concerns the sustainability of learning. The actual learning appeared to be limited to the exchange weeks. The following quotes from the research reports illustrate this summary:

“Based on information that was gathered during interviews, from participant journals and through participant observation by the researchers, we can conclude that learning did occur during the exchange and after, but that mutual learning at the same time only happened occasionally and sporadically.” (Hogeling & Carabain, 2015)

“The results indicate that a) learning during the exchange week does occur, (...), but that c) in general North – South and South – North learning is limited to the actual exchanges or to project staff interactions.” (Hogeling & Carabain, 2016)

“(...) the encounters have enabled the exchange of knowledge, experience and values thanks to the existence of mutual recognition oriented spaces (...).” (Pandora Mirabillia, 2015)

In all three studies, the authors mention what they have found to be drivers for (mutual) learning as well as possible barriers for (mutual) peer to peer learning they have identified. Drivers that are mentioned are a sense of equality among participants (peers), careful selection of participants, a certain extent of group diversity, trust and openness, time for reflection as a group and individually, sufficient time reserved for relevant exchange meetings and matching of peers, promoting different spaces for communication and enabling a shared experience, creating a common understanding among participants of what is going on in the exchange.

There are six studies that address mutual learning to a certain extent or indirectly in the research questions. None of these studies state that learning was totally abundant during the exchanges. In all projects participants mention to have learned something, either about a new method, about another culture, about themselves or about their own environment. The transfer of knowledge during the exchanges is generally described as 'effective' and 'inspirational'.

"We deduce that the methodological transfer so far was effective, as participants reported finding the methods applicable, valuable and suitable." (Van Reisen, Carabain, Hogeling & Van Geffen, 2014)

"They report having enjoyed the process and learning more about the Oasis philosophy of working with locally abundant resources and working together." (Van Reisen, Carabain, & Van Elfrinkhof, 2014)

"All respondents were positive about the exchange. They report having grown as a person or learned about the context, giving examples of new things they learned." (Van Reisen & Carabain, 2014a).

Additionally, some of these six studies also include comments about barriers and drivers of learning. Barriers include the transferability of the methods, in one exchange the abundance of direct contact with the Southern partner, language barriers, time pressure, the existence (or abundance) of learning goals for both Dutch and Southern participants and related to that consistent framing of the exchange goals in all communication prior to participation. Drivers appear to be the existence of correct expectations among participants, clear and consistent communication and content that is perceived as relevant.

Mutual learning (Southern participants learning as well as Northern participants learning) was no key question in the evaluation of these exchanges. Given that

fact, some results do indicate that there were chances for mutual learning or actual learning of Southern partners taking place. This is illustrated by the following quote from one of the reports:

“Though the mutual learning, reverse development story of E-Motive was only shared briefly at the beginning of the training week and did not receive much explicit attention, we observed a high quality of mutual learning and learning from the South taking place.” (Van Reisen & Carabain, 2014b)

Additionally, we want to address the results about learning in the studies on the Southern partners involvement in E-motive. Both studies include results about peer to peer learning. Southern partner report positive effects of knowledge and methodological development in the survey that was conducted:

“The effects of E-Motive exchanges have been manifold: respondents report positive effects on knowledge development, methodological development, network size, and reputation. (...)” (Van Reisen, Carabain, & Van Gent, 2015)

However, results from our in-depth study among South African partners show that mutual learning in the exchanges can still be improved:

“(....) Focus on quality of learning by letting partners clarify mutual learning needs; let partners who feel that the mutual learning is urgent and relevant take part, and implementing a good M&E system. In summary, the exchanges can be improved by focusing on relevance, urgency and quality of learning. (...)” (Van Reisen & Carabain, 2015a).

We argue that peer to peer learning is an essential and successful part in E-motive exchanges. However, this analysis show that small adjustments can make this part of an E-motive exchange even more successful, sustainable and mutual.

4. RESULTS: PROCESS ANALYSIS

In this chapter, we give a detailed description of the process of studying three years of E-motive exchanges. The evaluating process has influenced the focus of the research and vice versa. Within this three year-period of evaluating and monitoring the program we moved away from the original proposed study design in the EU proposal (see appendix A, table A.2).

In short, the initial planning for the study was based on ten intervention specific evaluations divided over three years. Part of the interventions were planned to be evaluated by means of a tracking study, which consisted of a baseline measurement in year 1 (2013), and two follow-up measurements in year 2 (2014) and year 3 (2015). Measurement levels varied per study, and ranged from output, outcome and impact to process measurement.

In this chapter, we describe why and how we altered this original design. Additionally, this chapter provides insights into all the evidence-based decisions that were made in the research process and that were used in the development of the E-motive program as a whole.

4.1 THE FIRST YEAR: 2013

In the first year of the evaluation study we researched four E-motive exchanges. Three of these exchanges were supposed to be part of the longitudinal (tracking) study: the exchanges organized by the Dutch organizations of Formaat (theatre), NSA International (sports and development) and Young in Prison (empowering young in prison). The fourth study, with ELOS Nederland (community involvement), was included as a possible best practice.

The main objective of the studies in year 1 was to give insight into the effects of participating in an E-motive exchange with colleagues from the global South on

Northern participants. The idea behind this focus was to offer an alternative to the traditional power balances between the Global South and North in development cooperation. In this traditional image of development cooperation people from the Global South are always perceived as students and people from the Global North as teachers.

In the first year of the research, the main research question was:

To what extent (and how) does the exchange program affect the Northern participants behavior, attitude and knowledge about global interdependencies and the effectiveness of development cooperation in addressing common global issues?

Summarizing the results of all studies in year 1, we did not find a distinct or significant relation between participation in an E-motive exchange and the Northern participants behavior, attitude and knowledge about global interdependencies (Van Reisen & Carabain, 2014a; Van Reisen & Carabain, 2014b; Van Reisen, Carabain, Hogeling & van Geffen, 2014; Van Reisen, Carabain & Elfrinkhof, 2014). Two arguments explain this finding. Firstly, no explicit attention was paid to the effectiveness of development cooperation and global interdependencies during the exchanges. Secondly, there seemed to be a selection effect. Participants in the exchanges were relatively aware of effectiveness of development cooperation and global interdependencies.

Realizing that a main assumption of the E-motive programme – Northern participants behaviour and attitudes are influenced by the exchange – did not seem to appear made us question another main assumption of the program. E-motive assumes that Southern partners experience empowerment and a boost for their networks through their participation in the exchanges. The need to research this assumption complies with a discussion at that time among the consortium partners. They had started to wonder the extent to which E-motive could be seen as a form of ‘colonial thinking’. In the case of E-motive, instead of spices in colonial times, Northern people were getting knowledge from the South. It seems justified for a program that aims to change power relations between the global North and South to ask the question: what is in it for ‘them’?

4.2 THE SECOND YEAR: 2014

In the second year, the main focus of the research shifted from the Northern participants to the Southern participants. The assumed effects in the South (i.e. empowerment, network strengthening) had not yet been empirically studied. Additional reasons to study effects in ‘the South’ were provided by the consortium.

The E-Motive consortium wanted the program to develop itself into a new model for development cooperation. In this new model, cooperation, equality and mutual inspiration for solving global problems are central. This included that E-Motive wanted to involve the Southern partners more at a strategic level and wanted to offer partners worldwide an online platform where knowledge can be shared. The E-Motive consortium needed to know if and how Southern partners wanted to be involved at these levels.

The research in the South focused on the following research questions:

- *How do Southern partner organisations of E-Motive view E-Motive?*
- *What do Southern partner organisations see as effects of the exchange(s)?*
- *What should E-Motive look like, according to the Southern partners?*

We thus not only wished to investigate the impact of the program in ‘the South’, but also investigated the role of the Southern partners within the organisational structure of E-motive. To this end, we designed a two-part study: one part consisted of an online survey among all E-motive’s Southern partners. The other part was an in depth study of six E-motive partners in South Africa.

In the second year, we kept on researching the exchange of NSA International (sports and development) as being part of the longitudinal study. The results of this second study showed us that the added value of a longitudinal design within this research is limited (Van Reisen & Carabain, 2015b). This made us decide to let go of this design.

The results of the survey among Southern partners suggested that the vision that E-Motive - to become a global network of organisations exchanging knowledge to tackle local and global issues - is supported by the Southern E-Motive community.

The study also revealed that E-Motive seems to be on the way to achieving its aim in the South: to provide opportunities for mutual learning with partners worldwide, in an inclusive network, to enable the sharing of ideas and methods to tackle local and global issues. It has built positive relationships with its Southern partners, which it can continue to build on by involving them in decision-making about E-Motive at strategic level, and during planning, implementing, monitoring and evaluation of projects, as well as by letting them network through an engaging online platform. Taken together with our earlier studies on E-Motive’s effects on Northern participants, our research suggests that E-Motive is less about development education than it is about professional learning between organisations in

the North and South (Van Reisen & Carabain, 2015a; Van Reisen, Carabain & Van Gent, 2015). Therefore, we felt the need to adapt our objectives for the third and final year of studying E-motive exchanges. It became relevant to investigate the occurrence of professional learning between organizations in the North and the South involved in E-motive exchanges.

The first step in researching professional learning was conducting a theoretical exploration of global citizenship and mutual learning to prepare for the study in year 3 (see appendix B).

Again in year 2, results of the evaluation studies were directly used as input for program development and management. In the fall of 2014, we organized the E-motive learning day. We presented the results of the studies among Southern partners to a wider audience of people involved or interested in the E-motive program. The results were additionally used in a two-day meeting of the consortium partners on the development of the E-motive program in the future.

4.3 THE THIRD YEAR: 2015

In the third year of the research five studies were conducted: exchanges of two Spanish organizations and one Polish organization were evaluated and the for the Netherlands we evaluated a Natural Livestock Farming's exchange visit to India and the return visit to the Netherlands. Additionally, this overall report was written in 2015.

The studies of the Spanish and Polish researchers were based on the initial research design. The head researchers organized a two-day research workshop for the Spanish and Polish researchers in the Netherlands. The main objective of this workshop was to get the researchers acquainted with the research design, methods of data collection and analyses.

Guidance for the Polish and Spanish researcher was provided based on their demand. Since there was hardly any demand for support, the guidance from the head researchers has been limited to the workshop and regular updates on the process (and not so much on the content or developments) via e-mail. As agreed upon, we received the final reports on the three Spanish and Polish exchanges in the last months of 2015. Unfortunately, the input given in the research workshop about methods and research design was to some extent ignored. This complicated comparability with the other studies in this project.

The focus in 2015 for the head researchers was on the mutuality and the sustain-

nability of professional peer-to-peer learning between the global North and South within E-motive exchanges. The main research questions concerned the extent to which mutual learning takes place and sustainable learning relations are established within or as a result from the E-motive exchange:

To what extent and how has (mutual) sustainable peer to peer learning been taking place in E-motive exchanges?

By studying two exchanges of the Dutch organization Natural Livestock Farming (one exchange in India and one in the Netherlands) we identified good practices and barriers to mutual learning among professionals and sustainability of the program (Hogeling & Carabain, 2015; Hogeling & Carabain, 2016). Again, these insights provided a more solid base and recommendations for future exchanges in the E-motive program, and thereby also enhanced the sustainability of the program.

4.4 REFLECTING ON THREE YEARS OF STUDYING E-MOTIVE EXCHANGES

The analysis above shows that we have made some radical choices in the three years of evaluating E-motive exchanges. For us, the most important change is that we shifted away from impact measurement of the different exchanges to monitoring the program as a whole. The reason for this change is that we realized that within E-motive there is a very relevant dynamic between monitoring and execution of a program; research results can be of great value during the implementation of a (three year) program. The development of the program is affected and in most cases improved when using the insights and tools that result from the monitoring studies. The development of the E-motive program benefited largely from our shift to evidence-based development of the program as a center focus of the evaluation study.

This study also showed the importance of questioning and addressing assumptions behind an intervention. In the first year this meant that assumptions regarding views of Northern participants on the global South needed some reconsideration. The second year brought us the insight about the actual benefits of the program for Southern partners, and does justice to the idea that E-motive is offering an alternative to the traditional power balances between the global South and North in development cooperation.

A third finding was the insight that survey research with pre- and post-intervention measurements for evaluating this program has limitations. The questionnaire included questions from a study that researched attitudes regarding global

interdependencies for a general public and we hardly found differences between the pre- and post-intervention measurements. This shows on the one side the importance of tailor made questions, but also tells us not to expect too much behavioral and attitudinal changes on topics that are not clearly addressed in the intervention.

Lastly, the studies show the importance of researchers themselves participating in the interventions. Participative observation provides an enormous amount of insights into the processes in the interventions that would have been impossible to gain in any other way. Although it is a time-consuming method, it turns out to be worth every hour we put into it.

5. CONCLUSIONS

In this chapter we present our conclusions based on the analyses in the previous chapters. We start with the conclusions of the cross case analysis and after that we present our conclusions based on the process analysis. Finally, we address a limitation of this study.

5.1 CROSS CASE ANALYSIS

Attitudes toward development cooperation and global interdependencies

The research question that was leading in the evaluation studies of the E-motive exchanges was:

To what extent does the E-motive program influence the main stakeholders and wider audiences' attitudes on global interdependencies and development cooperation?

The answer, based on the relevant studies, is that unfortunately in almost all cases, participating in an E-motive program does not influence the main stakeholders (participants) attitudes on global interdependencies. The main reasons for this effect not to appear are that 1) organizers of the exchanges did not give explicit attention to the general topic of development cooperation and global interdependencies, and 2) prior to the interventions (exchanges), participants had a relatively high awareness of global interdependencies and a relatively positive attitude towards the effectiveness of development cooperation. These arguments are supported by the facts that in a single exchange we did observe a change in attitudes among participants, among whom there was clearly more room for changes in attitudes.

Not surprisingly, we did not find any effects on the wider audiences. What was true for participants in the exchanges appeared to be even more true for the

wider audiences, topics need to be addressed in order for people to change their attitudes on that specific topic.

Impact on the South

From the start of the program, E-motive assumed that the Southern partners in the would benefit from their involvement in two ways: 1) it would broaden their network and 2) it would empower them. In the second year of the research we tested the extent to which these assumptions hold for the Southern partners themselves. Our research question was:

To what extent does the E-motive programme influence the partners in the Global South?

The most important effect for Southern participants of being involved in an E-motive exchange was in professional learning. Also we found support for one of the assumptions. Participating in E-motive exchanges broadens Southern partners' networks. However, we found less clear evidence that participation for Southern partners actually empowers their organisation.

Mutual learning

The bigger proportion of the studies has to some extent paid attention to mutual learning. Altogether, these results can be used to answer the following research question:

To what extent and how has (mutual) peer to peer learning been taking place in E-motive exchanges?

Based on the information in all the research reports, the answer to this question is two-folded. On the one hand, we can conclude that in general learning is taking place in all exchanges. In some projects, participants seemed to have learned mainly about new, (Southern) methods, while in other exchanges the learning appeared to focus more on personal, individual development and personal experiences. All in all, the results show that time and organisation are important factors when it comes to facilitating learning during an exchange. Time is needed to have in depth interactions with peers, where the careful organisation of exchanges enables relevant activities and meetings for all participants at all levels and maybe even more important builds in moments of preparation and reflection. In contrast with what we found and thus expected after the first year of research, there have also been exchanges in which participants have learned about development cooperation and global interdependencies. The key to this kind of learn-

ing appeared to be mainly in a careful selection of participants. On the other hand, the results show the complexity of organising an international exchange in which mutual learning is facilitated. In most exchanges, learning was 'available' only for the Dutch/Polish/Spanish participants or only for their 'Southern' counterparts. Learning was only sporadically two sided at the same time. Our main explanations for this finding are in the framing of and communication about an exchange prior to the activities (exchanges were framed as learning visits), in a lack of time for in depth interactions, in non-matching peer interactions and in language barriers. Mutual learning did not only appear to be difficult to organise, the evaluations also made clear that there is work to be done when it comes to the sustainability of two sided professional learning after the exchanges.

5.2 PROCESS ANALYSIS

When it comes to the process of studying E-motive exchanges, we can conclude that there have been several important developments and changes over the three years. Not only did we add research questions and collectively decide to move away from the original question on attitudes towards development cooperation after the first year. During the three years, we also altered the research design to match the new research questions and to provide input for evidence based decision making by the program management. Altogether, we feel that the following developments and decisions have been either very valuable or pivotal in the research process:

- **A shift in the focus of the evaluations.** Initially there was the plan and intention to measure impact of E-motive exchanges on attitudes and behaviour related to development cooperation. During the course of the first year, results implied that future research would be more valuable if additional questions were to be answered. Also, we realized the importance of addressing the assumptions of the E-motive program. The focus then shifted to effects on Southern partners in the second year and mutual peer to peer learning in the final year.
- **Alteration of the research design.** Two developments have led to an alteration of the research methodologies. Firstly, different questions ask for different methods. Secondly, unforeseen difficulties and opportunities in the research activities in the first year(s) have provided the researchers with the progressive insight that additional methods might be of use in studying exchanges. The initial approach (based mainly on surveys and quantitative analyses) was replaced by more qualitative methods such as in depth interviews.
- **A shift from impact measurement to monitoring.** The two mentioned developments imply a bigger change in the way we worked within the program.

During the three years, we have become more and more aware of the value of research in providing evidence for decision making. Not ignoring the importance of knowing what the impact of a program is, we have gradually shifted our focus from impact measurement to providing monitoring information. This enables consortium and project partners to learn while doing and to make evidence-based adjustments to the program during implementation.

5.3 LIMITATIONS OF THIS STUDY

A unexpected but important limitation of this study is that the studies of the Polish and Spanish partners lacked comparability to the other studies. On the one hand, researchers strayed from the original research design, and on the other hand the quality of one of the reports was just not good enough. One possible reason for these complications could be some confusion within the consortium over who is responsible for the Polish and Spanish studies. Money for these research projects was allocated to the Spanish and Polish partners (and not to NCDO/Kaleidos as the main research partner). This may have reflected on the communication with the two country researchers.

6. RECOMMENDATIONS

This section presents recommendations for consideration. We believe the syntheses of evaluation reports provides valuable insights and concrete suggestions on improving the role of research in developing (exchange) programs.

- **MAKE LEARNING TOPICS EXPLICIT**

This study shows the need for learning to be made explicit. Professional learning between international peers took place in one way or the other in every exchange and was clearly made explicit in the goals and expectations for these exchanges. However, learning about global developments, an important part and implicitly present in all exchanges, was in general not labelled as relevant or not mentioned at all. Therefore, set learning goals: make sure to address what you want participants to learn.

- **DON'T TRY TO CONVERT THE CONVERTED**

Our results show that a substantial number of participants in the exchanges were already before the exchange, more than the general public, aware of global interdependencies and the effectiveness of development cooperation. Therefore, it is hard or even impossible, because of a so-called ceiling effect, to create more awareness of these issues amongst them. Instead it is easier to have (measurable) impact on awareness with people who are less aware of global interdependencies and the effectiveness of development cooperation.

- **TEST ASSUMPTIONS OF A PROGRAM**

This study shows the importance of testing the basic assumptions of a program, of testing the log frame. Our results indicate that assumptions should not always been taken for granted. Insights into the workings of the assumptions can give you valuable evidence on how your program works.

- **MAKE ROOM FOR REFLECTION**

When organising an international exchange which aims to promote peer-to-peer learning, a careful organisation of preparation activities and reflection sessions, and creating sufficient time within the program for in depth interactions of peers are crucial. When looking for more than just short term involvement and learning, careful matching and time management are even more important drivers.

- **ALLOW YOURSELF TO CHANGE YOUR MIND**

In the process of this study, we let go of the original research design. This choice was based on the wish for the research to have more direct impact on the development of the program. At first, it seemed that we let go of a valuable idea; not focusing on the (quantitative) measurement of impact. At the end of the three years it turned out to be that, by switching our focus to monitoring, the research provided the program managers of the E-motive program with absolutely valuable insights. We would encourage researchers and program management to be alert and critical during the course of an intervention on the added value that research may provide when broadening its perspective to more than just impact measurement.

- **DON'T BE AFRAID TO GET INVOLVED**

We choose to include participative observation as method of data collection in the studies, which has led to a higher level of involvement with the exchanges. In many cases, the objective researcher that studies his or her topics from a certain distance is seen as the correct approach to conducting research. During the three years, we've found that being part of the project actually provided us with insights that we could not have obtained in another way. In order to frame findings from such a participatory method in a way that they can be generalized, we'd recommend for researchers to work in pairs and to organise a (daily) reflection session.

- **ASK THE RIGHT QUESTIONS, AND DO IT TOGETHER**

As easy and obvious as it sounds, formulating the right research question is a crucial factor when it comes to providing valuable and usable results. Also, we would like to emphasize the importance of making the formulation of these questions a joint process of researchers and program - and project management, and even not restricting this process to the time before the intervention. The process of researching E-motive has shown us that research questions are more fluid than we assumed. In the course of the research, we've added questions to study assumptions, deleted questions that were no longer relevant and discussed new questions that would be useful to program management as well as partner organisations.

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APPENDIX A

E-MOTIVE EVALUATION RESEARCH 2013-2015

NCDO will conduct the evaluation studies that are part of the Oxfam Novib E-motive program funded by the EU. The evaluation program consists of 2 exchange program tracking evaluation studies (3 year) and five single exchange program evaluations.

A.1 E-MOTIVE OBJECTIVES AND INTERVENTION LOGICS

The overall objective of E-Motive is to implement South/North cooperation based on peer-to-peer learning, equality and shared responsibilities. The specific objectives of this program are: 1) E-motives method of peer-to-peer learning is transferred to Spain and Poland, and 2) an increased public awareness of global interdependencies and the effectiveness of development cooperation in addressing common global issues.

NCDO will evaluate the effectiveness of exchange programs in the Netherlands, Spain and Poland (the 'Northern part' of the program). The intervention logics of the E-motive exchange programs of the Northern part of the program are described in figure 1.

A.2 RESEARCH OBJECTIVES AND RESEARCH QUESTIONS

Research objectives

Two research objectives are defined:

1. Study the extent to which the exchange programs increase (public) awareness of global interdependencies and the effectiveness of development cooperation in addressing common global issues;
2. Understand how the exchange programs can contribute to an increase of the awareness of global interdependencies and the effectiveness of development cooperation in addressing common global issues among its participants and stakeholders.

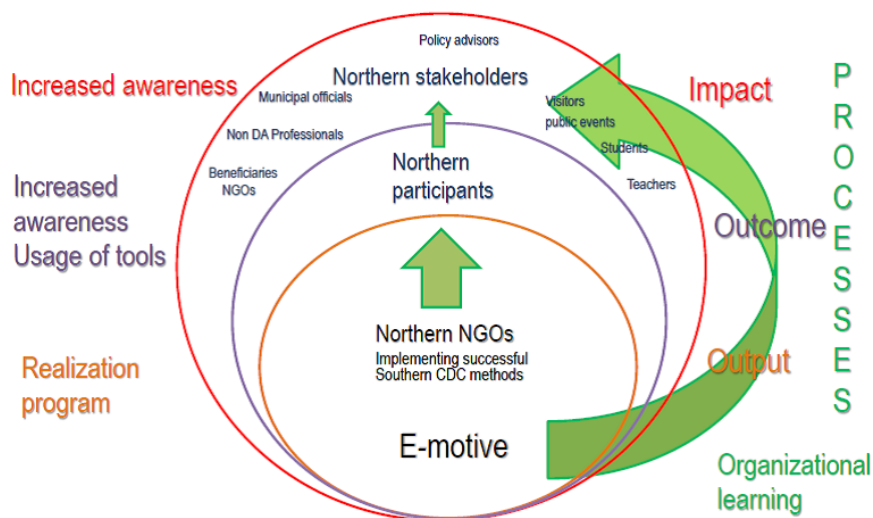


FIGURE A.1
Intervention logics of exchange program (North)

The two research objectives are explained in the following paragraphs.

1. Increased awareness

Increased awareness is to be achieved on two levels: 1) the outcome level among the participants of the exchange programs, and 2) the impact level among professional stakeholders and the general public (non-professional stakeholders). Increased awareness among participants is to be achieved by taking part in the exchange program. The effects on awareness among professional stakeholders and general public are to be achieved via participants (agents of change) *and* E-motive. These agents of change try to achieve increased awareness among professional stakeholders and the general public by means of e.g. development education, training and debates. E-motive will try to influence the awareness of professional stakeholders via online strategies (such by means of the E-motive website).

2. Understanding E-motives contribution to awareness

This part of the evaluation study focuses on understanding *how* the exchange program contributes to increasing public awareness. Gaining insight into the ‘how’ will enable both E-motive and its project partners (pro-

professionals, agents of change) to learn and, if necessary, adjust their programs to make their intervention more effective.

In this study four levels of evaluation can be distinguished : the output, outcome, impact and processes level. Table A.1 shows the four levels and their corresponding target groups and research objectives.

TABLE A.1
Levels of evaluation, target groups and research objectives

LEVEL	TARGET GROUP	RESEARCH OBJECTIVES
Output	E-motive organization	Inventory of the programs
Outcome	Northern participants	Mapping outcome KAB ² global interdependencies and effectiveness DC ³
	Programs	Usage of tools Progress markers
Impact	Northern stakeholders	Mapping impact KAB global interdependencies and effectiveness DC
Processes	Programs	Strengthening program Knowledge transfer

Research questions

In this paragraph we present the research questions for each level of this evaluation.

Output level

The research questions on this level concerns whether and to what extent the E-motive program has been realized. The main research question at this level reads:

To what extent has the cooperation between the NGOs from the South and North within the E-motive program been realized?

This question will be answered by means of desk research and data provided by the E-motive organization (Oxfam Novib).

2
 KAB = Knowledge, Attitude and Behavior
 3
 DC= Development Cooperation

Outcome level

The research questions on the outcome level focus on the usage of the Southern tools and the increased awareness among the Northern *participants* of the intervention. More precisely, we will study whether and to which extent the participants of the organizations in the North use the tools as presented by the organizations from the South. Moreover, we will evaluate to which extent the Northern participants' knowledge, attitude and behavior regarding awareness of global interdependencies and the effectiveness of development cooperation in addressing common global issues has changed.

To what extent do participants use the newly learned tools?

To what extent does the exchange program affect the Northern participants behavior, attitude and knowledge about global interdependencies and the effectiveness of development cooperation in addressing common global issues?

We consider measurable effects among the participants of the exchange program (the agents of change) a necessary condition to enable effects on professional stakeholders and the general public on the impact level (progress markers).

Impact level

The first step on the impact level will be to study whether and to which extent the participants of the exchange program (agents of change) in the North have reached the professional stakeholders and the general public (progress marker). Reaching the professional stakeholders and the general public is a necessity for changing the knowledge, attitudes and behavior regarding awareness of global interdependencies and the effectiveness of development cooperation in addressing common global issues among both the professional stakeholders and the general public. If E-motives or the agents of change are not able to reach stakeholders, changes will not occur in these stakeholders. The first question on the impact level therefore is:

To what extent are the (professional) stakeholders reached?

On the impact level we also measure the effect of the exchange program on its (professional) stakeholders and the general public via the agents of change (participants) or E-motive.

To what extent do the participants (agents of change) and E-motive affect the stakeholders behavior, attitude and knowledge about global interdependencies and

the effectiveness of development cooperation in addressing common global issues?

Level of processes

The research questions on the level of processes focus on the strengthening of the programs and knowledge transfer. In general the questions on this level focus on understanding and organizational learning.

Which constraints and possibilities were encountered during the implementation of the Southern methods?

How does the exchange program affect the participants (agents of change) behavior, attitude and knowledge about global interdependencies and the effectiveness of development cooperation in addressing common global issues?

How do the participants (agents of change) affect the (professional) stakeholders behavior, attitude and knowledge about global interdependencies and the effectiveness of development cooperation in addressing common global issues?

How have the organizations in the North learned from the interaction with organizations from the South?

How are the (professional) stakeholders and the general public reached?

Which methods have been used by agents of change to reach the stakeholders and the general public? Which methods are (perceived) most effective?

Which online strategies have been used by Emotive to reach the stakeholders and the general public? Which methods are (perceived) most effective?

A.3 METHODS OF DATA COLLECTION

A mix of the following participatory and non-participatory methods of data collection will provide answers to the research questions:

1. Outcome mapping
2. Computer Assisted Web Interviews (CAWI)
3. Paper and Pencil Interviews (PAPI)
4. Most Significant Change technique
5. Face to Face interviews

Implementation and usage of these methods is explained in the following paragraphs.

BOX A.1: QUESTIONNAIRE DESIGN

Two questionnaires are designed for each evaluation study. One questionnaire will be used for the face-to-face interviews and includes questions about the organizational aspects of the program. The other questionnaire will be used in the computer assisted web interviews and paper and pencil interviews and will focus on the attitude, know-

ledge and behavior with regard to global interdependencies. Furthermore, our aim is to design questionnaires with two parts: a general part (that will be included in all questionnaires) and an intervention specific part that will exclusively focus on the intervention.

BOX A.2: MOST SIGNIFICANT CHANGE [DAVIS & DART, 2005]

The MSC technique involves the collection of significant change stories about the program among participants and the systematic selection of the most significant one of these stories. When this technique is implemented successfully, participants are more likely to focus their attention on program impact.

The most significant change (MSC) technique is a form of monitoring and evaluation that revolves around participation. Participants are actively involved in deciding on changes to be recorded and in analyzing the collected changes. The monitoring aspect of

the MSC technique comes to forth in the appearance of the technique throughout the program cycle and the provision of information that helps participants manage and adjust the program. It contributes to evaluation because it provides knowledge on the impact and outcomes of a program that can be used to help evaluate the performance of the program as a whole.

Davis, R.J. & J.J. Dart (2005). *The 'Most Significant Change (MSC) Technique. A Guide to Its Use.*

BOX A.3: OUTCOME MAPPING

Outcome mapping is a technique that introduces monitoring and evaluation at the planning stage of a project. This technique brings the project team and the researchers together with the aim to design the monitoring and evaluation framework.

Outcome mapping involves the inventory of expected effects of the intervention on the various levels and also aims to come to a clear description of the various target groups the intervention aims to affect.

Increase awareness

E-motive aims to increase awareness among its participants (agents of change) and (professional) stakeholders. To examine and evaluate increase in awareness of (professional) stakeholders, CAWI and PAPI interviews with open and closed questions will be used. The closed questions enable a comparison between stakeholders and agents of change. In the interviews with professional stakeholders, there will be additional about the usage of the introduced Southern methods and the role of the participants in this implementation.

Understanding increasing awareness

To examine how E-motive contributes to increasing public awareness two methods will be used: face-to-face interviews and the most significant change technique (MSC). The interviews among the participants (agents of change) will be used to enable the participants to talk in an open setting and in their own words about the relation between the exchange program and awareness. The most significant change technique will be used to gain insights into the role of increasing awareness within the exchange programs.

A.4 PLANNING 2013-2015

The planning of the evaluation of E-motive by NCDO is summarized in table A.1. The complete study includes 10 (intervention specific) evaluations in the Netherlands, 1 evaluation in Poland and 1 evaluation in Spain. In table A.1, six programs are identified by letters A to H. Two programs will be evaluated at three stages of the program (tracking study). More precisely, they are evaluated at the start-up year of the program, after the program has run for 1 year and when the program has run for 2 years.

2013

In 2013, we conduct a baseline measurement among three programs that are starting up and a full evaluation of a best practice. E-motive selected three programs (Formaat, Young in Prison, LINK/TIE). The selection criteria were, partners that are willing to learn and have shown to be reliable, programs clearly show a growth potential, sustainable partnership between the Dutch partners and the southern partners, country of origin of the southern partner. Moreover, E-motive has striven make a selection diverse in theme, sector, stakeholders and network in the Netherlands.

2014

In 2014 we will conduct four single evaluations. Two evaluations will be conducted as part of the tracking study and two will be additional exchange programs.

2015

In 2015 we will also conduct four single evaluations. Two will be part of the tracking study in the Netherlands. One program in Poland and one program in Spain will be evaluated.

TABLE A.2
Planning of the Evaluation Study

YEAR	PROGRAM	STATUS	MEASUREMENT LEVELS
2013	Program A	Start-up	Outcome, Impact, Processes (baseline)
	Program B	Start-up	Outcome, Impact, Processes (baseline)
	Program C	Start-up	Outcome, Impact, Processes (baseline)
	Program D	3 rd year	Output, Outcome, Impact, Processes
2014	Program A, B or C	2 nd year	Output, Outcome, Impact, Processes (tracking)
	Program A, B or C	2 nd year	Output, Outcome, Impact, Processes (tracking)
	Program E	advanced	Output, Outcome, Impact, Processes
	Program F	advanced	Output, Outcome, Impact, Processes
2015	Program A, B or C	3 rd year	Output, Outcome, Impact, Processes (tracking)
	Program A, B or C	3 rd year	Output, Outcome, Impact, Processes (tracking)
	Program G (Spain)	3 rd year	Output, Outcome, Impact, Processes
	Program H (Poland)	3 rd year	Output, Outcome, Impact, Processes

A.5. RESEARCH ACTIVITIES

Single evaluations⁴

RESEARCH ACTIVITIES	SPECIFICATIONS
Outcome mapping	Outcome mapping workshop with initiators
Face-to-face Interviews (processes)	Open interviews with key participants
MSC technique	Collecting significant change stories among all participants Focus group with key participants for the selection of the most significant change stories
Questionnaires	Computer Assisted Web Interviewing among all participants and (professional) stakeholders

4
This procedure is applicable to the programs D, E, F, G and H.

Tracking studies⁵

Year 1

RESEARCH ACTIVITIES	SPECIFICATIONS
Outcome mapping	Outcome mapping workshop with initiators
MSC technique	Collecting significant change stories among all participants Focus group with key participants for the selection of the most significant change stories
Questionnaires	Computer Assisted Web Interviewing among all participants and (professional) stakeholders

Year 2

RESEARCH ACTIVITIES	SPECIFICATIONS
Face-to-face Interviews (processes)	Open interviews with key participants
MSC technique	Collecting significant change stories among all participants Focus group with key participants for the selection of the most significant change stories
Questionnaires	Computer Assisted Web Interviewing among all participants and (professional) stakeholders

Year 3

RESEARCH ACTIVITIES	SPECIFICATIONS
MSC technique	Collecting significant change stories among all participants Focus group with key participants for the selection of the most significant change stories
Questionnaires	Computer Assisted Web Interviewing among all participants and (professional) stakeholders

⁵

This procedure is applicable to the programs A, B, and C.

A.6 ACTIVITIES AND INDICATORS

We distinguish the following research activities:

1. Development of a research methodology, design of the questionnaires and conduction of a protocol for the MSC method.
Indicators: full research proposal, description of the research methodology, questionnaire design, protocol for the MSC method, exercise and outcome mapping.
2. Identification of the 6 exchange programs in the Netherlands, 1 exchange program in Spain and 1 in Poland to be evaluated over the course of the program.
Indicators: 8 programs selected for the study
3. Baseline measurement of 3 exchange programs in the Netherlands.
Indicators: 3 baseline measurement reports .
4. Single evaluations of 9 exchange programs.
Indicators: 9 evaluation reports.
5. Tracking study of at least 2 programs: Output, outcome, impact and processes assessment of two programs at three stages of the exchange program (year 1, 2 & 3).
Indicators: 2 tracking reports.
6. Halfway and overall report of the evaluations of the exchange programs presented to the key stakeholders.
Indicators: 2 reports (halfway and overall), 3 expert meetings (halfway report) and 1 international conference (overall report).

APPENDIX B

KALEIDOS
RESEARCH

E-MOTIVE BACKGROUND PAPER

MUTUAL LEARNING AND GLOBAL CITIZENSHIP

Edith van Ewijk, Kaleidos Research⁶

This background paper is written as input for funding proposals for the E-motive programme which is executed by Oxfam-Novib. The paper sets out the origination of the programme and discusses the development and future focus in the context of worldwide changes.

E-motive and ‘reverse development cooperation’

The main focus of development cooperation has been on transferring financial resources and knowledge from the Global North to the Global South, based on the idea that wealthier countries assist lower income countries in poverty alleviation and (economic) development (McFarlane, 2006; Dolowitz and Marsh, 1996). Generally, transferring knowledge from the South to the North has not been formulated as an objective for development cooperation by organizations in the North. As a result, practices in the South have generally not been conceptualized as ‘potential source for learning’ in the North (Johnson and Wilson, 2006: 222).

E-motive is a programme that challenges this ‘North to South’ focus. E-motive is an exchange programme of Oxfam Novib in the Netherlands focusing on professionals from the Global North and South. The programme has included transferring knowledge from the Global South to the Global North, also referred to as ‘reversed development cooperation’. E-motive connects Northern-based NGO’s to peer organisations in the Global South focusing on ‘citizens involved in societal change and social innovation’ and stimulates and facilitates peer-to-peer learning amongst professionals on an equal base. The idea behind the exchanges is that both partners can benefit from the partnership; e.g. partners in the Global North obtain possibilities to learn from innovative practices in the Global South,

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while partners in the South can be strengthened and extend their networks. However, gradually the emphasis of the E-motive programme has been placed on learning by partners in the North from partners in the South.

A general idea behind the exchanges is also that peer-to-peer learning among professionals positively influences their attitudes towards development cooperation and to inform and involve professionals about interdependencies in the world. Since 2006, E-Motive has organised more than 90 exchanges between Northern and Southern based organisations.

Mutual learning and global learning network

From 2013, the Dutch based E-Motive programme was extended to Spain and Poland by means of EU funding. Nowadays, the programme is gradually transforming into a global learning network. Recent research among Southern partners of the E-motive programme shows that participants in the Global South would welcome more mutual forms of learning (Van Reisen & Carabain, 2014). As the programme's focus has been placed primarily on transferring knowledge from the South to the North, it is argued that the learning taking place during exchanges is not truly mutual. Mutual learning involves learning on both sides of the partnership whereby both partners gain knowledge from the exchange. Recently, E-motive initiated some exchanges in which mutual learning is central within the exchange and the programme aims to emphasize mutual learning in future exchanges.

The erosion of the North-South division

The shift in focus of the E-motive programme towards more mutual learning fits in with global trends. Three transformations have particularly pointed to the erosion of the global North-South division and have shown we are living in an increasingly polycentric world (SER, 2012).⁷

- The rise of emerging economies like Brazil, India and China and the rapid growth of the middle classes in these countries. At the same time, the economy has slowed down in many higher income countries. In other words, the distribution of global wealth has changed during the past decade (UN, 2013; Wijnfelds et al., 2012).

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See also EADI conference 2014; <http://www.gc2014.org/>

- The increased urgency to address issues of common concern like climate change, food security and peace and security. These issues have become more pressing due to globalization, population growth and economic development (UN, 2013).
- The withdrawal of the state in providing (public) services in Western European countries and thereby providing more space for the initiatives of citizens (Tonkens, 2008; Kisby, 2010; WRR, 2012). In many lower income countries, citizens have a long tradition in organizing themselves; they have joint forces to provide services which governments have not taken care of. Spaces for citizens to participate in local development and local governance can be created (by local governments), claimed (by civil society) or negotiated between government and civil society actors (Scott and Barnett, 2009 in Baud et al., 2011). It can be argued that differences between higher and lower income countries regarding the government – civil society interfaces have become smaller (see also Van Ewijk & Spitz, 2012).

Global education

The shift from a world divided into a Global North and Global South towards a polycentric world is also echoed in global education strategies. The focus of global education in the Global North – both within and outside formal structures – used to be on learning about the Global South and the role of development cooperation. In the literature, partnerships established at the local level have generally been recognized as important sites for educating people in the North on issues related to inequality, poverty, sustainability and development in the South. By establishing linkages with particular geographic locations, abstract issues in a ‘faraway place’ can become more concrete and tangible (Bontenbal 2009: 51). Thus, ‘The South’, ‘Africa’ or ‘Latin America’ becomes a tangible and visible image in the eyes of citizens in ‘the North’ and vice versa.

Recently, the focus has shifted towards global citizenship and thereby towards awareness rising of the interconnectedness and mutual dependency in the world. Also, an increasing number of countries develop an official curriculum on global education indicating the importance of this topic in education. Recent literature on global education focuses on the need to develop ‘21st century skills’ referring to the knowledge people need to obtain about the worldwide interdependencies and issues of global concern (Medel-Añonuevo et al., 2001). There is also a shift from ‘soft’ global education to ‘critical’ global education (Bourn, 2014; Andreotti, 2006). People are increasingly stimulated to obtain knowledge and critically look at their own role and to take (shared) responsibility for solving global issues. To summarize, the division of the South and North is also fading

within global education and the focus shifts towards we are all living in 'one world'. These shifts are directly related to the global changes described before.

Obstacles and opportunities in mutual learning processes

Although the strict division between the North and South is dissolving, it might still be persistent in the minds of people and thus limits mutual exchange of knowledge between the North and the South (van Ewijk, 2013). Not only is the classical idea of development cooperation in which rich countries assist lower income countries still at the heart of many programmes for development cooperation, this idea is also still dominant in the public debate (Pollet et al., 2013; Spitz et al., 2013).

Additionally, E-motive partners in the Global South claim that most donor driven development programmes still have a top down structure in which not they do not fully take into account the specific characteristics of the country or region they are working with. The E-motive programme has always focused on exchanges on an equal base with respect for cultural and context specific characteristics.

In the literature, it has been argued that geographical divisions have functioned in itself as obstacles for the process of learning between organizations (van Ewijk, 2013). These obstacles are mainly related to perceptions; people generally expect to find greater benefits by interacting with organizations with 'common values' or 'similarities' within their own region (McFarlane, 2006). So, people tend to exchange knowledge with like-minded or comparable actors, but seem to forget that they can also learn from others with different values or ideas. Also the World Bank, which dedicates its 2015 report on learning, argued that we share a common perspective on the world and we do not easily learn something new (World Bank, 2015). Johnson and Wilson (2009: 26) argue that difference, not communality, is ultimately the source of learning and new knowledge. Especially exchanges between professionals or peers originating from different localities can trigger 'outside the box' learning. The interaction with people originating from another background and the confrontation with another geographic area and/or social reality can function as a mirror. This 'mirroring' can be helpful to increase the understanding of one's own culture and society (Wulf 2001, quoted in Devers-Kanoglu 2009). However, the potential of learning from differences is not always recognized (Johnson and Wilson 2009). Mutual learning among different organizations requires genuine interest in the partner organization and an openness to learn (Robinson et al. 2000). One of the greatest challenges in inter-organizational relationships is to put aside preconceived notions about others and to be open to new ideas and new ways of doing things (Hewitt and Robinson 2000: 324).

Next to an open attitude for learning, several other partnership conditions play a role in exchange processes. These conditions include trust, equality, power and the complementary of resources (Fowler 1998, 2000; Robinson et al. 2000; Vincent and Byrne 2006; Wilson and Johnson 2007; Johnson and Wilson 2009). Furthermore van Ewijk (2013) argued that the learning in partnerships have to be facilitated and do not occur 'automatically'. It often requires face-to-face contacts, direct in-depth exchanges between peers and assistance in overcoming obstacles like language barriers.

Mutual learning and global education within E-motive

The E-motive programme is believed to be suitable for facilitating a true mutual exchange on an equal base in which global learning, critical thinking and taking shared responsibility for global issues for all partner organizations involved is addressed. A central focus within all exchanges of E-motive is "citizens involved in societal change and social innovation". The projects within E-motive are generally initiated by citizens who aim to realize (social) changes in their own locality. This is believed to bear a large potential for mutual learning, as partners from the Global North and South have things in common, but there are also sufficient differences between the partners which can trigger 'outside de box' learning. The programme aims at introducing a new way to establish coalitions and exchanging knowledge between experts on specific global issues like new forms of democracy and food security (e.g. food without antibiotics and hormones). The programmes inspire to function as a global mutual learning platform whereby Oxfam Novib will offer a number of services to the participants to facilitate and stimulate the exchange of knowledge between peers.

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This report is the result of studying three years of exchanges within the EU-funded DEAR project E-motive. E-motive is a network of organizations across the globe that aims to share innovative solutions to global and local issues. It's main method for change is in supporting the exchange of knowledge through worldwide live exchanges of (professional) peers.

This synthesis study gives an overview of the evaluations that were conducted, it includes a cross-case analysis and process analysis of three years of research of all the studies published within this project. The main purpose of this report is to share the lessons learnt of three years of research in evidence-based program development.

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