

E-motive

**Report
Programme Assessment
2006 – 2009**



20 January 2010

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Bob van der Winden
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Daniel Haverkort**

Acknowledgements

We would like to use this space to thank all those who so generously answered our questions and especially the (all in all over 60!) people who answered questionnaires, sent in stories, sat in forums, especially the panel members who sat 4 times all together!

Also we want to mention Jolien Marsman and Daniel Haverkort, without whom this mega-faceted project would never have come to an end.

And last, but not least: Carin Boersma of E-motive whom we harassed so many times for the *umphy-est* report and support (to push people to send us their stories for instance): thank you for your patience, even during your sickbed!

It was a pleasure to work with such an enormous amount of dedicated people!

Talent Nyathi, Bob van der Winden

Summary of Assessment report

E-motive 2006-2008

This report covers the assessment of E-motive, 2006 up to including 2009. E-motive has over 3 years funded 62 *projects*. The amount of projects with (34) *partners* in the Netherlands was 45. We used mainly the Most Significant Change methodology (based on storytelling and reflection on those stories).

We collected questionnaires from 26 and *stories* from 24 Dutch partners, 16 stories from participants and 12 from international partners (some NL partners did not have international partners, some didn't send a story).

Over the years E-motive had 2 major goals:

- peer-to peer learning from South to North (improving projects for social cohesion in the Netherlands);
- improving the image of Southern countries by presenting successful solutions from there, bringing innovation and inspiration

The questions we reflected upon in this assessment were basically: '*Have these goals been met?*' and '*What worked best?* What other advice can we give E-motive?'

Main findings

Our findings are based on a threefold approach (triangulation): in the first place a desk study and the questionnaires we sent out; in the second place the 52 stories we discussed in 2 forums and one panel; in the third place the qualitative analysis we made ourselves of the 52 stories. Main findings are:

- The majority of projects are **good**, although not always fitting in the E-motive objectives. Specifically one-off projects (seminars etc.) need to be reconsidered.
- There is a need for **focusing** after 3 pilot years: e.g. projects that produced intensive and long-lasting *equal* partnerships between Dutch and foreign organisations were most successful with regard to the E-motive objectives
- The peer-to-peer learning *from* the South does not **automatically** lead to an improved *image* of the South. Promotion of the concept *and the results* is now the next step for E-motive. There is ample opportunity *beyond the development platform*. E.g. social cohesion - innovation platforms, etc.
- The existing **network** of active partners is an asset and should be operationalised
- Lessons content wise: e.g. in many stories **community** solutions from the South are seen vis-à-vis *individualism* in the North: what is an AHA moment for many Dutch participants, comes naturally for the International counterparts. Another example: Muslim communities in the Netherlands are very keen on learning from other Muslims in the world: there is ample opportunity for cooperation here
- Main strength of E-motive is building concrete outcome, based on mutual inspiration from the encounter of **world citizens**

Recommendations:

- The concept of E-motive should be further discussed and formulated. The 10 I's and *the stories* can be a starting point. There is now an opportunity to come to the *core*, redefine objectives where necessary, *add outcome (indicators) etc.* It also is highly necessary to build an *action/reflection cycle* in the program, e.g. with support of an advisory panel, etc.
- There are many 'practical issues' to be solved:
 - The role of international partners needs to be enhanced

- The growing network of partners should actively be managed and promoted
- Funding issues need to be solved by Oxfam-Novib and other partners
- (Human!) Resources need to be allocated: E-motive is understaffed for real growth

Most Significant Change Methodology

The core Most Significant Change methodology (MSC) is the question:

“In your opinion what was the most significant change that took place in”

(describe the change and explain why you think it is significant) – stories can be elicited by asking for ‘AHA-moments’, etc.

MSC is different because participants have a choice about what sort of information to collect; it uses diverse rather than standard data; information is analysed by all participants, not simply by a central unit: subjectivity is used rather than avoided.

The used qualitative research methodology in the first place delivers a ‘thick description’¹ in the stories of the projects between 2006 and 2009. That description allows reading opinions, interpretations and expectations of the interviewed themselves. Findings are *validated* through *triangulation* (comparing different sources) contained in the material but also through the desk study of existing documentation and separate qualitative analysis.

So data analysis is done in a constant *iterative* (repetitive) and *interactive* way in different stages: in the kick-off workshop, in the desk study, while putting forward the stories to the forums, while finally discussing the stories and the process in the panel meeting.

But also a warning is in place: The structure of the report looks (misleadingly!) logical. It follows the instrumental logic of social scientific research. But working in ‘difficult’ countries, living under stress and without democracy is not simple. Thinking that in hindsight you can *judge* an endeavour like this out of your armchair is not realistic: that is also a reason why this assessment has been an interactive and iterative process where many stakeholders were highly involved and largely contributed to it. However it is worthwhile to reflect upon what has been achieved, to ‘look what to look for’, guided by thorough qualitative social science research methodology and theory. That is in the end how you can come to conclusions, knowing that - while you are writing them - the situations you are talking about in most countries have already changed and need new reflection.... It’s important to stress that this should be a constant process...

The 11 Most significant stories

In this summary we are highlighting the 11 ‘most significant stories’, in their turn also highlighting our main findings:

SOA Aids – Positive Muslims & Cordaan – Handi Maroc. Both are using concepts from abroad in Holland. The problems at *Cordaan* and *HandiMaroc* are similar, making transfer easier: equal implementation and learning vice versa is the key, the large organisation makes dissemination easier. At *SOA Aids* the method needs translation to the Dutch Society. Positive Muslims has ample experience for an enormous demand in the Netherlands: lessons from the Quran for the Islamic Dutch.

¹ Denzin & Lincoln (2000) *handbook of qualitative research*, Thousand Oaks

Wijkalliantie / Soul City (Kwanda) & Vrede van Utrecht / Arena y Esteras

Kwanda: wonderful project to transfer to Holland in social cohesion. Inspiration, Innovation is there – on its way to become implementation as well. Important opportunity for dissemination. *Vrede van Utrecht*: Good example of a long term and productive theatre involvement between partners, institutional links (funding!) are growing; the theatre plays are shown to a large (school) public

BlinN / IRRAG Nigeria & Hogeschool Rotterdam /Fes: How knowledge and ‘feeling’ are found in the countries where immigrants/ slave labour victims come from. The *BlinN* project is different from other projects: information from (e.g.) Nigeria was necessary in order to do better work here. So not a *concept* was transferred but highly necessary information. Both were not followed up by further going partnerships: E-motive can also be productive in ‘just’ information exchange.

Diversity Joy - Phaphama & Hoedje van papier - Pasa la Voz. Both projects built a long and intensive cooperation between the partners. *Diversity Joy*’s match with Phaphama has grown over the years. It is a good example how one can learn from the South and broadly apply those lessons in the Netherlands, which in its turn yields results for South Africa! Both score high on E-motive’s objectives.

Dat kun jij ook! - Ukunda – Kenya & Ramadan Festival – Positive Muslims. Both projects are about *encounter*. ‘*Dat kun jij ook*’ is a good project with perspective: meeting in cyberspace. Also the *Ramadan Festival* gives people the chance to meet without forcing anybody to completely move out of their own world. It’s in combination with other projects a fine way of information dissemination, leading to a better image of developing countries.

Click F1

The most important thing to discuss based on the Click F1 story is: why did things go wrong, while all parties involved were of good will? What were the underlying assumptions that were different for the different parties? Can this be avoided in the future? Lessons should be drawn from this experience.

Qualitative Analysis

What we (the team of assessors) did as well is unpacking every story - based on the (theoretical) analysis framework we developed after studying all reports etc. from the projects The 2 assessment questions are also contained in this framework. Then we ‘scored’ all stories qualitatively on 10 I’s:

TEN EYES to look at E-motive

1. **Inspiration**
2. **Innovation**
3. **Implementation**
4. **Interaction**
5. **Interests (joint)**
6. **Intensive partnership**
7. **Image of the South**
8. **Information, dissemination**
9. **Impact (or better said outcome....)**
10. **Improvement (potential) for E-motive**

The resulting Matrix can be found on the following page as well as in the main report, where it is thoroughly explained.

RESULTS MATRIX

10 I's / 24 projects	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	%green
Inspiration	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	100
Innovation	Green	Green	Yellow	Yellow	Green	Green	Yellow	Green	Green	Green	Green	Green	Green	Green	Green	Green	Yellow	Green	Green	Green	Green	Red	Green	Green	79
Implementation	Green	Green	Green	Green	Green	Green	Yellow	Green	Green	Green	Green	Green	Green	Green	Yellow	Yellow	Green	Green	Green	Green	Green	Green	Green	Green	88
Interaction	Green	Green	Green	Yellow	Green	Green	Green	Red	Yellow	Green	Green	Red	Green	Green	Yellow	Green	Green	Green	Green	Green	Green	Yellow	Green	Green	75
Interests (joint)	Yellow	Green	Green	Red	Green	Yellow	Green	Red	Yellow	Green	Green	Red	Green	Green	Red	Green	Green	Green	Green	Green	Yellow	Red	Yellow	Green	63
Intensive partnership	Yellow	Green	Green	Red	Green	Red	Green	Red	Green	Green	Green	Red	Yellow	Green	Red	Red	Yellow	Green	Green	Green	Red	Red	Red	Green	50
Impact, better: outcome	Green	Yellow	Green	Green	Green	Green	Green	Red	Green	Green	Yellow	Green	Green	Green	Green	Yellow	Green	Green	Green	Green	Green	Yellow	Orange	Green	75
Image improvement	Green	Yellow	Green	Yellow	Green	Red	Green	Red	Green	Yellow	Green	Red	Green	Green	Red	Red	Yellow	Green	Green	Green	Green	Yellow	Orange	Green	54
Information, communication	Green	Yellow	Green	Red	Green	Red	Green	Yellow	Red	Green	Green	Red	Green	Green	Green	Yellow	Green	Green	Green	Green	Yellow	Yellow	Orange	Green	58
Improvement for E-motive (potential)	Green	Green	Green	Yellow	Green	Red	Green	Yellow	Green	Green	Green	Red	Green	Green	Yellow	Yellow	Yellow	Green	Green	Green	Yellow	Red	Yellow	Green	58

This matrix is showing the findings of this assessment in abroad overview (**based on the stories!**): it must be stressed that it does not show results of *individual projects* and is no judgement of the projects (the assessment has from the beginning never been a *project evaluation!*). The percentages 'green' in the most right column give an indication of the overall programme score on the different 'eyes' we looked at it. It shows above all that there are above average scores on all 'eyes', except the *intensive partnership* (which scored positive in around half of the projects). The matrix also gives an overview of the *kind of projects* leading to more intensive partnerships, as already stated in the main findings (see also chapter 8).

Amsterdam, 20 January 2010,

Talent Nyathi,
Bob van der Winden,

with support of Jolien Marsman and Daniel Haverkort.

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Emotive Programme Assessment 2006-2009

1. Introduction

This report covers the assessment of the E-motive portfolio from 2006 till 2009. The E-motive network (funded by Oxfam Novib) works with different organisations on active citizenship and social cohesion. The organisations in E-motive let the work methods and lessons from development co-operation inspire them as much as possible. Dutch organisations learn from people and organisations from developing countries, from their work forms, approaches and specific projects. The E-motive network links counterparts of Oxfam Novib and other organisations from developing countries with Dutch organisations.

E-motive has over 3 years funded 62 *projects*. The projects with 34 *partners* in the Netherlands amounted up to 45: other projects were either one-off or in function of the programme. This assessment focused on the 45 projects with different partners in the Netherlands and in the South.

The assessment was conducted by BWsupport: *Bob van der Winden* and *Talent Nyathi* are long-term colleagues: Talent established the *Africa Book Development Trust* and *Africa Community Publishing and Development Trust* in Zimbabwe but is now coordinating the Training for Transformation Programme near Cape Town (RSA). She has a wealth of experience in social cohesion at community level as well as with exchanges all over the world. Bob himself holds a masters degree in public administration (thesis on evaluation) and after 10 years working in NiZA as a programme director is now working (mainly in evaluation) in his own company BWsupport.

The assessment was supported by two students (in their last year) of the Hogeschool van Amsterdam: Jolien Marsman and Daniel Haverkort.

1.1 Objectives of the assessment

E-motive has 2 major goals:

- peer-to peer learning from South to North (improving projects for social cohesion in NL);
- Enhancing social basis (*draagvlak*) for international cooperation: improving the image of Southern countries by presenting successful solutions from there, bringing innovation and inspiration.

Overall research question is:

- Are these goals met?
- What have been the changes over time in the *emphasis* on E-motive's different goals – also on implementation level? Practically speaking: what has been done and where is the *added value* of this

In the end the main *goal* of the assessment is to make an informed decision in 2010 about continuation of the programme. Related questions are: what has been changing in the project over time; was this an improvement, do we have to continue like that?

Finally: this is *not* an impact study: after 3 years there will hardly be any visible, tangible impact: the only thing we may hope is to see *glimpses* of it in the elicited stories (see chapter 8). *More detailed research questions:*

- Outcome should be looked at at 2 levels: on social cohesion as well as on image forming about International cooperation of the involved.
- What is the effect on the Southern Partners?
- How does the investment from Oxfam Novib relate to the investment from others?
- Is there a visible influence of the 3 other partners in the MOU (Mano, Movisie and Hogeschool van Amsterdam?)
- Is there a focus needed on one of the two main objectives?
- Does the transfer of ideas, concepts, information (from North to South) succeed?
- Do the Dutch partners succeed in incorporating the lessons learned in their own practice, with own funding?
- Which factors influence a longer involvement between the partners? Is *mutual learning* taking place?
- Is there a role for capacity building for E-motive in North or South?
- Are their ethical dilemmas in these exchanges? Neo-colonialism (now exporting ideas), tourism to and from the South, with no results for the South?
- What can partners 'get *from each other*' in the E-motive network?
- Is there a difference if partners are also partners of Oxfam Novib?

2 About the process

Clearly it is not easy to try to compare 45 projects with 34 different partners in the Netherlands and all together thousands of beneficiaries. But in order to ‘compare apples with pears’ as the Dutch would say we can use the fact that we are here comparing all kinds of fruit, that were produced by the same programme, and compare them with the objectives of that programme (E-motive) in mind. It was deemed necessary to develop an analytical framework (based on a desk study of the funded projects) and use a methodology *in line* with the objectives and culture of the E-motive programme, which was found in the *Most Significant Change Methodology (MSC)*.

In line with the principle of *triangulation* the process was carried out on different levels: next to the *storytelling (MSC)* a desk study and a survey were conducted.

2.1 Used Methodology

Important features for the methodology to be used:

1. Make a clear distinction between ‘output’, ‘outcome’, impact’
2. In the actual assessment we use a constructivist participative approach: Counting, description, judgement are all possible but **not enough**:
3. stakeholders are the focus
4. Start with stakeholders’ view / constructions
5. Discuss important questions via *storytelling*
6. Forums to discuss out-coming stories; aggregation
7. Formulate **KEY** Questions and an analytical framework and this way focus the assessment.

The core of the applied Most Significant Change methodology:

A question to partners/participants etc.: “In your opinion what was the most significant change that took place inover the ... months” [describe the change and explain why you think it is significant]

Re-iteration of the same kind of question to forums and panel in order to discuss the out-coming stories: “Which of these SC stories do you think is the most significant of all?” [describe the change and explain why you think it is significant]

How is MSC different?

- Participants have a choice about what sort of information to collect
- Uses diverse rather than standard data
- Information is analysed by all participants, not simply by a central unit
 - Subjectivity is used rather than avoided. The task of the *Forums* and the *Panel* is to read through and identify the most significant of all the submitted SC stories. Subjectivity is made accountable through transparency: the selection process is thoroughly documented.

2.2 Step by step

The used methodology however needed to be *embedded* in a complete framework for the assessment, especially in order to pay enough attention to key issue 7, as formulated above.

Hence a desk study (studying the funded projects and formulating an *analytical framework*): the used Most Significant Change process and a qualitative analysis of the collected stories *based on the analytical framework* were conducted separately.

a. desk study

The desk study took place in August and September 2009 and was based on a full list of information about all 62 funded projects, of which 45 were selected projects: with in total, 34 stakeholders (in the Netherlands) and somewhat less in the South (not all projects had Southern partners). An analytical framework (The 8, later 10 I's – or eyes to look at the projects) was developed. Also the process was slightly adjusted, based on the desk study and a simple questionnaire was developed and sent to all partners.

b. kick off

A kick-off meeting with an advisory panel of 4 members was held on 21 August (see Annex 2) : a second panel meeting with 5 members took place on 28 September 2009 (see annex 3). In the kick off we discussed the process, the key questions and the way of selecting stories at length: it helped us to slightly redesign the process as well. Panel members were:

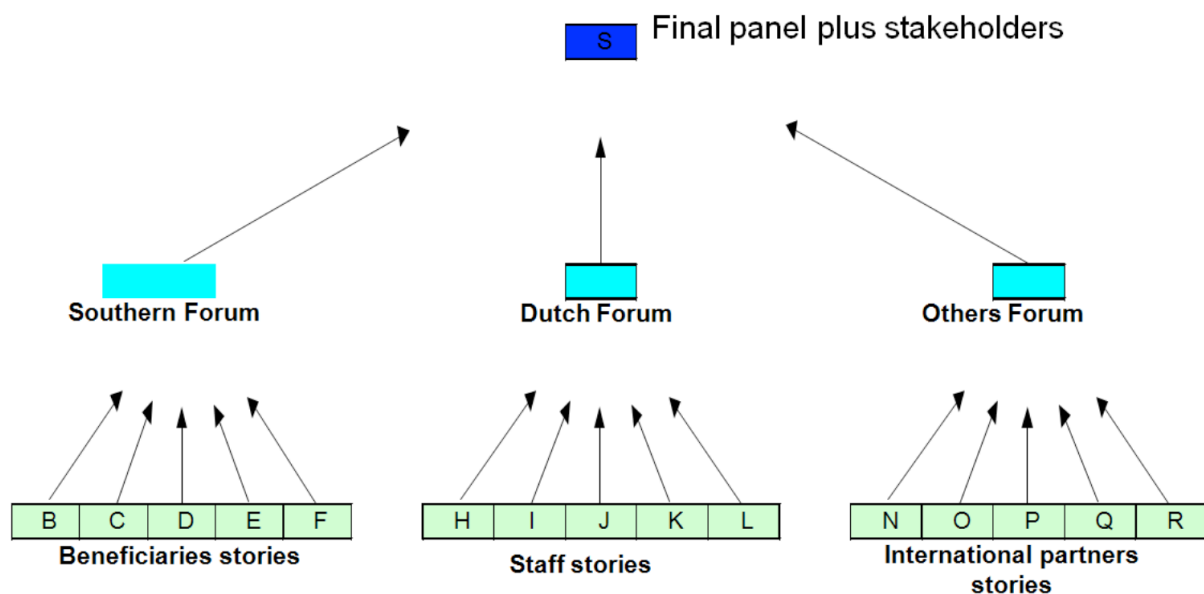
- Joost van Alkemade. manager social cohesion at MOVISIE
- Dorothé Appels. Director at COS Nederland board member at east and horn of African human rights defenders project.
- Geert Snelders. Student 'Vrijtijdsmanagement' at NHTV,
- Michiel van Buuren (Mano)
- Moustapha Baba. Partner @ Mexit. Worked on several projects as 'interface' between
- Iris Shiripinda. Coordinator at Soa Aids Nederland
- Marieke Hart (researcher at Context)
- Marco Bijl (lecturer / researcher at HVA)
- Carin Boersma (E-motive)

c. Survey

In this particular E-motive assessment the paramount issue was to raise so much interest that most stakeholders would start writing us stories - on topics and in a way that we could use them for the assessment. So we started with a little email/ telephone survey among all 34 'coupled partners' (so around 60/70 in total). That gave us an overview of the portfolio, also seen from the point of view of the partners. Meanwhile we also selected 24 projects / 'coupled partners' we wanted to elicit stories from anyhow. These partners were all asked either to grant us a telephone interview for eliciting stories (the southern partners) or to join one of the story-writing workshops (the Netherlands partners).

d. Collecting stories of change

The basic form of the MSC assessment is as follows:



The basic question is: 'looking back over the period you got involved with E-motive, what do you think were the most significant changes that the project brought to you or others involved? What were the changes in their lives, in their work, in their approach and thinking? What values would you say came through the emotive projects? What did you learn?'

We invited all 34 Dutch and 24 Southern partners for telephone interviews in order to elicit stories from them (*and at least* one of their beneficiaries). The Dutch organisations were invited for a 'staff writing workshop' and a 'beneficiaries writing workshop' in the week of 1 October, thus making the collection of stories a more face-to-face thing. All in all we had 10 partners participating in the workshops, so we invited the other partners as well as the beneficiaries for a telephone interview.

e. Reviewing the stories

In the end we held 3 'forums' in order to discuss the 52 collected stories: a Southern partners' forum by internet / skype / NING, a Netherlands partners' forum, as well as a third forum of other stakeholders (students; project officers; academics etc.). Both Netherlands' forums were face to face (as recommended by the panel). We asked the 3 forums to discuss the stories and select the (for them!) 5 to 10 most significant stories...

Finally the final stakeholders group (advisory panel) selected the most-most significant (in the Netherlands; this took place on November 23).

f. Providing stakeholders with regular feedback about the review process

This would be the first purpose of the 'social networking' (internet) website (NING www.ning.com/emotive-panel): those Netherlands' and International partners that volunteered for the forum had their own NING.

g. Conducting secondary analysis of the stories en masse

This was done in a qualitative analysis by the evaluators, the students and the panel (in the report and preparation for the final panel meeting on 23 November), in

November 2009. Qualitative research in the first place delivers a ‘thick description’² of what happened in the projects between 2006 and 2009, based on the stories. That description allows the reader, and so the E-motive staff, to read opinions, interpretations and expectations of the participants themselves. That is one of the main reasons that the stories are all contained in annex 12; quotes and analysis are in the main report. Findings are *validated* through the *triangulation* (comparing different sources) contained in the material: Data analysis is done in a constant *iterative* (repetitive) and *interactive* way in different stages: in the desk study, while eliciting stories, in the forum and panel meetings and especially in our own analysis based on the ‘ten eyes’ before bringing the stories to the forums.

A warning is in place here: this report may look logical; it follows the instrumental logic of social scientific research. But let me warn you beforehand: that is a misunderstanding; the work and the environment of a development programme over the years are highly ambiguous, murky, messy and overloaded. That reality goes especially for work in the *aid arena*. Working in ‘difficult’ countries, living under constant stress and without democracy is not simple, let alone at the same time exchanging with Northern stakeholders and passing on your knowledge! Thinking that in hindsight you can judge an endeavour like this out of your armchair is not realistic: also this assessment has been an interactive and iterative process with many stakeholders who were highly involved and who largely contributed to it. Nevertheless it is worthwhile to reflect upon what has been achieved, to ‘look what to look for’. That is in the end how you can come to conclusions, knowing that - while you are formulating them - the situations you are talking about in most countries have already changed and need new reflection.... It’s important to stress that this is a constant process... It is always worthwhile to consider building elements of the assessment process into your day-to-day work, specifically the built-in reflection on results achieved and challenges ahead.

h. Main findings Main findings were presented on the E-motive day on 24 November. They are reflected in this report under final responsibility of Talent Nyathi and Bob van der Winden.

2.3 Assessment from day to day

In practice the assessment started with the kick off meeting 28 August and took place in September, October and November, 2009. The final report was mainly written in December 2009 and discussed with the panel on 13 January 2010.

Month:	Day:		Total days, including reports	
August		Inception meeting and preparation	Talent	Bob
	21	Kick off workshop 1.		2
September	¼	Desk study	1	3
September	11	Questionnaires	1	1
September	12	Set up and manage 3 NINGS		1

² Denzin & Lincoln (2000) *handbook of qualitative research*, Thousand Oaks

September	28	Kick off workshop 2	1	2
September/ October		Eliciting stories	2	4
October	1,2	Writing workshops	1	1
October /November		Eliciting stories	2	4
November	19	Forums in Amsterdam		2
	20	Internet Forum		1
November	15-24	Qualitative analysis	1	2
November	23	Final Panel meeting	1	1
November	24	Emotive day, presentation	1	1
November /December		Report writing		2
January	13	Presentation report to panel		
total			11	27

3 Summary Kick-Off Meetings

3.1 Kick-off 21/8

Participants: Marieke Hart, Moustapha Baba, Marco Bijl (advisory panel), Carin Boersma (E-motive), Bob van der Winden (co-assessor with Talent Nyathi).
Not available at this time: Iris Shiripinda, Dorothé Appels, Joost van Alkemade, Michiel van Buuren.

After some rounds of explanations (see also chapter 1 and 2 of this report) the following main questions are discussed:

1. Stakeholders – and how to engage them?
2. How / where to collect Significant Change Stories – which stakeholders?
3. 'Domains of Change' - brainstorm
4. Organisation of Forum groups

3.2 Panel remarks

Process

- Learning is the main goal: learning to improve the programme
- The connection with the programme needs to be made, but further questions need to be as open as possible in order to prevent people from 'forgetting' unexpected (or even negative) outcome.
- Basic feature of the method is the discussion of the (around 40 x 2 x 2) stories by forums.
- A simple way would be to have a Southern, Dutch and other stakeholders' forum' (at least 2 of them can be held in person in NL. in this case)
- For the South a third forum with the use of Internet is probably the best possible solution.

Stakeholders:

- We can learn from the ripple model that there are many (layered) stakeholders and beneficiaries on more or less 'distance' of the project.
- It is important to 'build' a safe setting for those writing stories – e.g. employed people if their boss also has access to the stories etc.

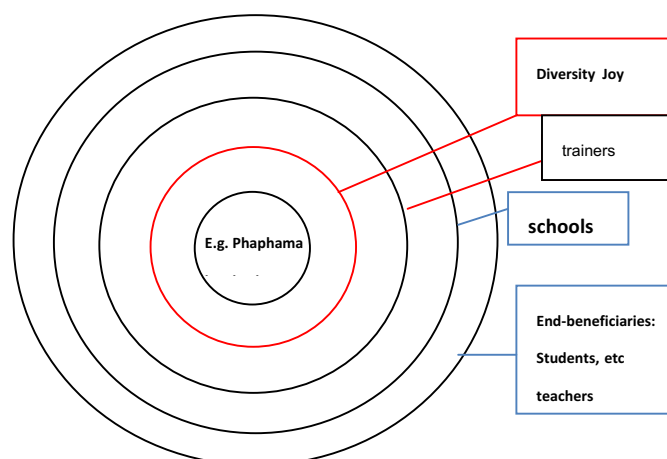
Stories

- Stories can reveal *some contribution* of the E-motive programme: don't expect *full attribution*: in general that is impossible, but here many others contribute to the projects, where E-motive funds the exchange aspects...
- A well thought and transparent way of selecting those projects that are going to be part of the assessment and will be asked to write stories needs to be developed.
- Eliciting stories normally done by field workers, (phone) interviews, group discussion, actually writing beneficiaries in workshops... In this case that is not really feasible: *13 partners in Sub Sahara Africa – of which 5 in South Africa; 11 in North Africa and Middle East – 5 in Morocco), 8 in Latin America – 3 in Brazil; 3 in Asia) In total around 60 'coupled partners'*

- Nevertheless the most feasible way in practice has always been to organize writing workshops. That could be done for different 'layers' in the projects (e.g. end-beneficiaries and staff).

Research Questions

- The *detailed research questions* are:
 - **4 I's, 1T:** Inspiration, Innovation, Implementation and Impact, using Transfer. How do these elements come back in the different projects?
 - **Impact:** Southern partner, Netherlands' partner, Dutch professionals and public
 - **Transfer:** *Translation* from one context to another? The way the exchange is organised? What are the factors leading to success or failure?
 - **Sustainability**
 - **Communication:** Is there a need for improvement?
- It is important to use the *goals of the programme* and *the research questions* (and detailed research questions like those based on 4 I's) into the questions that we ask the storywriters.
- To this end we could for instance use the 'ripple model': how does a funded project deliver added value to their environment: closer by and further off:



- Furthermore the panel remarks that it is important to *merge* the research questions with the *analytical model*: so if you use the 4 I's (and T, see above) as analytical model they need to be worked out further in the detailed research questions: work out questions for inspiration, innovation, implementation and impact.

3.3 Kick-off 28 September

Attending: Joost van Alkemade, Dorothé Appels, Geert Snelders (Mano) Moustapha Baba, Iris Shiripinda, Talent Nyathi, Jolien Marsman, Daniel Haverkort , Bob van der Winden.

Apologies: Marieke Hart, Marco Bijl, Carin Boersma,

The main objective of the second meeting was to discuss the analytical framework for the assessment: meanwhile the Analytical model had been extended, based on the remarks of the panel and on the desk study: **The seven 'eyes' and the ripple**. The

4'l's were thought to be not representative enough of the research questions, specifically not of the *International Cooperation (Image) part of it*. (See also chapter 4)

3.4 Remarks from the panel at kick-off-2

- 'Branding'. Are the people who participate known with the project? A lot of people don't know who or what Emotive is? Is Emotive enough visible for the outside?
- Try to find out what is really important and is it measurable? Is it the learning/inspiring aspect (which may lead to cohesion and the improvement of the image?)
- What can be said about the two major goals of Emotive (learning and image)? What was the interpretation of people in the projects? Did it come out well? Where did it all start with? (Go back to the source... Reverse Development Cooperation)
- Social cohesion is more an effect than it is a goal.
- What's in it for the south? If there is not so much, is it a threat?
- How are the forum groups working together?
- Do the groups know about each others' (different) situations?

Possible questions for the topic list:

- If you were responsible for the E-motive programming, what would you do differently?
- What's innovation about the work of E-Motive?
- Both to South and North: Results vis à vis the Millenium Development Goals.
- What were the initial problems that motivated you to think of exchanging experience with the South?
- What outcomes did you expect initially? Is there a new, different curiosity?
- Are there new patterns visible in the thinking and acting?
- In what way did you secure the knowledge in your organization
- What were your fears in the beginning? In terms of interacting with the south?
- Your prejudices, expectations, perceptions? How did it turn out?
- What did you included in your own rules, competencies, permanent partners and networks?
- Who en what were the energy sources in the process?
- Afterwards, what can you still see from the inspiration in the results?
- What disappointed you in the project? What made you happy in the project?
- How to describe the interaction? How was the leadership in the interaction? Degree of (in)equality?
- Are you happy and satisfied about your role and input in this process/project?
- In terms of sustainability, how do you see the project surviving beyond E-motive?
- How broadly is this vision N-S project shared in your organization?
- South: have you heard what NL has learned?
- NL: have you heard how the South has improves their lives?
- South: did you know your experience was shared?
- NL: did you know the ideas are from country X?
- What concrete benefits did you have?
- What out of the process become a part of your conventional practice?

- Social cohesion is a non concrete concept. E. Tonkens uses the *tangible concept of social quality: gained competencies*

4 Desk Study

After the first kick-off workshop a series of documents around all projects were studied including the *original project plan* and the different *progress reports to E-motive* (available from almost each project) as well as different publications and websites.

It turned out there were 62 projects under scrutiny, of which 17 were projects without a specific partner in the Netherlands (e.g. publications, conferences, etc). After consultation with E-motive (Carin) and the panel, we selected all 34 partners in the Netherlands of whom 24 had partners in the South (some had multiple projects, so a total amount of 45 projects was covered).

We decided to send simple questionnaires to all partners first and to approach partners for writing stories based on those questionnaires. We used the input from the panel in the first place to formulate the questions for these questionnaires (later we used the input from the kick-off workshops in formulating the topic questions for the writing workshop and the interviews).

We received (after a lot of reminders though, even by phone) 25 questionnaires back from Netherlands' partners and 9 from International partners.

Hence we decided to try to elicit stories from all projects we had either received an international or a Dutch partner's questionnaire, totalling up to 54 Dutch plus international partners. We also elicited stories from participants in the projects from the Netherlands: all in all we tried to get stories from 27 participants as well.

At the same time we used the information from the kick-off workshop and the reports to sharpen our *analytical framework*: first we added 3 I's, after the second panel meeting we added 3 more, coming to a total of 10 'eyes' to look at E-motive projects. We also decided to use the 10 eyes later to make a separate qualitative analysis of the stories to be received (and where necessary the project documentation of E-motive) in order to have a different look at the programme and compare the results.

4.1 The ten 'Eyes'

Studying the reports delivered to us by Carin Boersma of E-motive (see annex 1), especially from the reports to emotive (made by the – Dutch- partners after projects) it became clear that there was more in the programme next to the 4 'I's' that had already been described by Marco Bijl (Hogeschool van Amsterdam) and Mara Visser in her research report 'Emotive, omgekeerde ontwikkelingssamenwerking'³.

³ Mara Visser (March 2009): E-motive, Omgekeerde ontwikkelingssamenwerking: Onderzoek naar de inspiratie, innovatie, implementatie en impact van Nederlandse projecten., HVA, Amsterdam

The original 4 I's (Inspiration, Innovation, Implementation and Impact) are geared first and foremost to what is happening in the Netherlands, thus covering the *social cohesion* part of the original E-motive objectives. However many a report describes the *Interaction* between the Dutch and Southern partner, sometimes even as joint *Interests*, pursued by both (or more) partners, or further going cooperation leading to MOU's, e.g.; we called it called Intensive partnership (institutionalisation). This way we had developed the '7 I' model out of the 4 I's by Marco Bijl and Mara.....

We used these I's – or also 'eyes' with which we are looking at the E-motive programme in the questionnaire. We also provided this framework to the panel before the second session (28 September) and in /after the discussion with the panel 3 *more eyes were developed*. In the first place the I of Information because of the remarks of Moustapha Baba: it is important to see that *just learning* is not enough: if partners have learned something and for instance see Southern partners differently now, this needs to be spread around in order to yield the full intended effect of the programme (also several respondents to the questionnaires mentioned it, by the way).

The 9th 'Eye' became thus the eye of image (of the South): we decided to look at the projects as well in order to see what happened with that image directly.

The final eye is the 'I' of potential or possible Improvement for E-motive, contained in the projects. Thus the **Ten Eyes** were born and used throughout the project. We are recapitulating them in chapter 4.2. (see also chapter 8 for several examples).

4.2 Analytical Framework Emotive programme assessment

1. Three I's and an I...

Using applicable theoretical and other existing frameworks we added 'three more I's' to the already existing '4 I's' as they were developed in the HVA (Hogeschool van Amsterdam, Marco Bijl, Mara Visser). Here we draw on the thesis of Mara Visser based on *Dutch* projects: 'E-motive, Omgekeerde ontwikkelingssamenwerking: Onderzoek naar de inspiratie, innovatie, implementatie en impact van Nederlandse projecten.'

The 4 existing I's, forming a kind of 'analytical tool' for projects of E-motive are:

Inspiration: It can be the first driver to start a certain project, inspired by examples of others (in this case mostly Southern 'partners'), but also participants can be inspired by a certain methodology, or a meeting, an exchange, something seen on stage, a person etc : it will be different for everybody, but forms the basis of many a project.

Innovation: Where the Inspiration leads to new projects (in the Netherlands) we speak of Innovation: something new starts, based on lessons drawn from a partner in the south. It has a clear preparation phase (in which E-motive) has an important role, a development phase (in which E-motive will be supportive many times) and a clear phase of implementation. In the development phase **transfer** takes place from ideas and projects in the South to projects in the Netherlands.

This **transfer** is rather a **translation interaction** from one context to another: but also here the questions Is: is there also transfer to the south? (see interaction).

Implementation: In many projects after an inspiration and innovation phase factual implementation takes place: projects are executed in the Netherlands, the Dutch public(s) are confronted with these projects and a (Dutch) practice comes into being.⁴

Of course all endeavours are directed to obtain a certain effect, be it **outcome for** or **impact on** society: hence *the 3 I's and an I*.

2. Three more I's

It is clear that this model was developed above all looking to the effect on *social cohesion* in the Netherlands, hence covering mainly one of the two general objectives of the E-motive programme. We started thinking along the '**I-line**' and developed three more I's also covering the Southern side: *Interaction, (joint) interests and Institutionalisation (of relations)*:

Interaction: in the phase of the inspiration there is of course interaction: no inspiration without interaction... But is this interaction lasting? Are 'after our natural resources now also ideas stolen from us' as one of the respondents answered in an earlier evaluation? Or is something developing which could be a longer lasting interaction? 'Is there something in it for the South? This question will be answered in many forms but it will be an addition to the other 4 I's and will give us more information about the second major goal of the programme: is this **interaction** improving the social base for International cooperation in the Netherlands? But also, and very important, what was the **effect** (outcome, impact) of the interaction on the Southern Partner / **in the South**?

It can also just be a **simple exchange**, either one or two way, and we can learn from that as well: what were the successes and failures here?: here we should have a look into the **communication**, either between partners as well as from both partners to the beneficiaries and the outside world as well.

(Joint) Interests: But we can still think a bit further: If Interaction takes place and people from different parts of the world recognise their joints interests and start working together for these interests a more truly global cooperation can grow out of this: going even *beyond* the 'social base for International Cooperation in the Netherlands'. In our view the added value of E-motive would be of a much larger order than even formulated in the two major goals if we would find bits and pieces of this kind of global cooperation, let alone if it is solidified in:

Intensive Institutional relations:

We cannot envisage a more interesting thing than E-motive supported projects finally leading to long term, sustainable relations between different institutions (foundations, NGO's, theatre groups etc. etc.) in different parts of the world including The Netherlands and 'the South'. We will be actively looking for stories told about this kind

⁴ '*E-motive in de praktijk*', of M. Verheije (Warner Strategy and Fundraising 2008) describes how important the factual implementation is for a long-term, more sustainable effect / impact on Dutch society through which also a more equal relationship can grow between the different partners in the project.

of grown (growing) relationships and think that if we detect signs of them we can learn a lot for future projects.

3. The last 3 I's, making 10 eyes to look at the E-motive programme

Information / Communication: For improvement of the image of the South (one of the central objectives of the E-motive programme) it is not enough to learn from the partners, even if implementation and a long term relationship are there: the image would certainly improve, but only for the directly involved (like staff of the partners etc.). hence it is necessary to look at endeavours – from different sides – to actively spread information / communicate about what was learned.

Improved **Image** (of the South): As information about the lessons learned is good, but not sufficient sometimes we decided also to have an explicit look at the moments/ projects where clearly there was improvement of the image going on: the proof of the change is in the practice....

Potential of **Improvement** for E-motive: Finally it all comes together in this *potential* I: which projects are promising for E-motive, answer the objectives of the programme and would be an asset for Emotive for the future as well?

4. Relations between the I's

In our view there is no *linear relationship* (or a 'staircase') where each step leads to a following: it is mostly not the case that interaction leads to inspiration, leads to implementation, leads to renewed interaction, pursuing of joint interests and finally to institutionalisation. All of them can be combined with only one or two of the other, so in the end we think we might represent our thinking with a diagram, where **Inspiration** is the basis, **Interaction is the core** (and can be followed by / combined with various other 'stages') and (through **communication** and **transfer**) output, outcome and impact are the ultimate goals: in the South and in the Netherlands: hence the 'ripples' around the whole model (see annex 5). The last three I's (Information, image, improvement) are linked with the different forms of output, outcome and impact.

Hence we also think that we need to actively search in the stories we gather for these combinations of 'eyes', leading – or not – to output, outcome and impact.

4.3 Typology of projects

From the desk study we made our own 'typology' of E-motive projects, in order to get better grip on the broad portfolio. We think (*form-wise*) there are the following types of projects:

1. Mainly **Dutch projects**, where exchange is not clear/ non-existent
2. Simple **exchanges**, trips, congresses etc. with no much outputs except *Inspiration*
3. **Exchanges with outputs** like videos and other products that can be used later, indicating that also some things have been learned: *first stage of innovation*

4. **Repeated exchanges**, with a clear learning output: *second stage of Innovation, start Implementation*
5. Real long-term **partnership** between South and North; *Interaction and Implementation (in the Netherlands)*
6. Ongoing **sustainable Interaction: Impacts** in the Netherlands.
7. **Mutual interests**; impacts in South as well – *institutionalised cooperation*

Of course about the second part (the 'I's') we could not be sure before we researched whether this is the case, this typology can be seen as an hypothesis, which is nevertheless for transparency reasons important to mention.

Content wise we used the following typology:

1. **Schools (+ Higher education)**: ranging from simple exchange to long term relationships
2. **Theatre**: mostly community theatre, so links with 3. Again from simply playing together to very complex relationships, even seeking money for projects of the partners
3. **Media**: mostly use of media in communities / for a purpose; strongly linked with 4.
4. **Community Work / Art**: Ranging from training for difficult groups to 'total makeover' of neighbourhoods / communities
5. **(Health) Care**: from the mentally disabled to HIV/Aids
6. **(Woman) Activists**: Important issues like human trafficking
7. **Information/debate**: mostly related with the above-mentioned categories.

Through this categorisation it became clear to us that the E-motive programme has a multitude of facets. It may in the end lead to the conclusion though that it might be wise for E-motive to develop some focus in the selection of projects to be funded; indeed over the years from the project reports, the funding decisions and applications we saw a developing focus:

1. A focus towards longer partnerships (funding more projects of the same partners) In total around 10 Dutch partners got projects funded repeatedly and all of them (in theatre, media, Muslim world, care, health, schools, communities, etc. In fact content wise there is no focus (yet).
2. A focus on 'initial costs' or the 'costs of exchanges', often using E-motive funding as a lever to open up possibilities and then assuming that the exchanges would be followed up by internal funding sources (which is indeed starting in some cases)
3. More focus on 'social effects' of projects e.g. no theatre because of the theatre, but theatre because of the effect on the community around it. May be we should call it community work / art.

4.4 Brief financial analysis

The last analysis we made in the desk study is a brief financial one: not in order to redo the work of the accountants (we believe the E-motive books are duly checked), but in order to signal trends and pointers for the rest of the assessment.

For simplicity reasons we used the typology as of paragraph 4.3 as a base:

Publications etc.	75.000 Euro
Dutch one-off projects	90.000 Euro
(Simple) Exchanges, conferences etc.	50.000 Euro
Arts development (mainly for Holland)	60.000 Euro
Community arts	100.000 Euro
Schools (+ Higher education):	45.000 Euro
Media (community related)	42.000 Euro
Community Work	70.000 Euro
Training (Mainly Diversity Joy/ Phaphama):	100.000 Euro
(Health) Care (SOA/ Cordaan)	130.000 Euro
(Women)Activists:	30.000 Euro
Surinam communities	30.000 Euro
Muslim communities (Ramadan festival etc. etc.)	220.000 Euro
Landelijke stichting Zinvol Geweld/Gunfree SA	470.000 Euro

N.B. Budgets are not exact, but merely indications and interpretations of the evaluators!

- Also here are trends visible: clearly the LSZG foundation was a one/off very early project through which also the South African partner (Gunfree South Africa, later Phaphama) was funded; this has not occurred anymore after 2006/7.
- Further the first 4 categories are 'petering out': most date till 2008 and not later
- From 2008 on more investments were made in Muslim and Surinam communities: with success it seems in the Muslim case.
- Finally community arts are steadily funded throughout the programme, later followed by community work in general (e.g. Wijkalliantie)
- In the 'care' work the cooperation with Cordaan and SOA/Aids was growing steadily.

We did not draw immediate conclusions from this analysis but it was kept in the back of our mind in order to 'place' developments and follow them also funding wise. This will come back in the final recommendations.

5 Questionnaires

As said after the desk study we decided to send simple questionnaires to all partners first and to approach partners for writing stories based on those questionnaires. We sent out questionnaires to the 34 Dutch partners first, asking them for the addresses of their counterparts as well. Unfortunately these data were not readily available from the beginning (also caused by the illness of Carin Boersma who nevertheless supported us tremendously, even from het sickbed!). To be honest: getting response on the questionnaires and later eliciting stories was a nightmare: only because of the enormous efforts of (above all) Jolien Marsman and Daniel Haverkort who were 'seconded' to us by HVA in the last phase of their studies in cultural work, we managed to get the job done.

We received 25 questionnaires back from Netherlands' partners and 9 from International partners. We think there are several reasons for the low international response: in the first place assessments, questionnaires, interviews do not have the highest priority for people in NGO's struggling with time. That is understandable and it happens all over the place.

In the second place we noticed in some answers we got when we asked for a response, that specifically International (but also Dutch) organisations that had been part of a *one-off* meeting, exchange etc. were reluctant to spend the time answering us. Because of this we may have received (although we tried our best) slightly more response from more intensive, ongoing partnerships.

All in all we received response from 27 out of 34 Dutch partners, and from 9 International partners. It must be said however that of the 34 Dutch partners 10 had no specific partners in the South. So we received 80% response from the Netherlands and 38% from the South.

We asked the different partners mainly about their views on the (at the time) **7 I's** and also for an indication on outcome: whether they were seeing things differently, doing things differently and whether they felt empowered or they had learned nothing. Of course more answers (ticks) were possible and we left space for remarks.

The results are summarized in the following tables:

Question	Dutch partners (response 80%)		International Partners (response 38%)		Total (response 62%)	
	Positive answer	Per-centage	Positive answer	Per-Centage		
Inspiration?	21	78 %	7	78%	28	78%
Innovation?	20	74 %	9	100%	29	81 %
Implementation?	19	70 %	6	67%	25	69%
Interaction?	16	59 %	8	89%	24	67%
Interests (joint)?	13	48 %	7	78%	20	56%
Was it a deception?	1	4%	0	0 %	1	3%
Seeing things differently?	12	44 %	5	56%	17	47%
Doing things	9	33 %	5	56%	14	39%

differently?						
Empowered?	16	59 %	7	78%	23	64%
No difference	4	15 %	2	22 %	6	17%

There were quite some remarks from the respondents, which we later used in the topic questions, developed in order to elicit stories. Some remarks shed a special light on the percentages above:

- Of the Dutch respondents 4 answered that their objective for participating in E-motive was to establish links that could (also on the long term) provide them with necessary *information* for their work in the Netherlands. That made us think that E-motive could have a value even if there was not so much innovation... It came back later in the stories.
- The Dutch organisation that wrote it had been a deception also wrote they had been very inspired in the beginning: the deception was the way E-motive had handled the end of their cooperation. This has meanwhile also been communicated to E-motive staff in order to draw lessons from it.
- Some answers were only counted as *half* e.g. when organisations indicated that they were *starting* more intensive cooperation.
- The 2 International respondents that indicated that there was no difference, they had learned nothing stated that no partnership had developed out of the one-off cooperation.
- By the way: it is better to look at the totals in order to avoid the bias from the low response of the international partners; we asked the same questions, so this is not a big problem: sometimes there were other reasons behind answers, but that came out better in the qualitative research (stories and analysis)

What conclusions did we draw from this little survey?

Of course in the first place that a survey is not enough.... but you wouldn't have expected otherwise....

Still it is obvious that the survey indicates some successes of E-motive:

- The great majority (around 80%) of respondents who on their turn were the great majority of all partners involved (all in all 62 % response on the survey) has been inspired, learned innovations, and a slightly less percentage was implementing them – even some in the south!
- More telling is may be that all in all almost 60% of the Dutch respondents and 80% of the International respondents felt empowered, which is a broader question than the doing and seeing things differently: but these were (from the total) also 47 and 39 %, telling us that there was a lot of *genuine learning* going on.
- The *outcome mapping* methodology⁵ for monitoring and evaluation defines exactly that as 'outcome': changes implemented by the 'boundary partners' – in this case the partners of E-motive. So the programme is successful: at least in around 40 -50% of the respondents' organisations actual changes took place to which E-motive delivered an important contribution.
- Last but not least: it is encouraging that almost 60% of the respondents said they are pursuing joint interests with international partners. 16 organisations thereby

⁵ Earl, Carden & Smutilo (2001) *Outcome mapping; Building learning and reflection into Development programmes*, Ottawa: IDRC

indicated they were building or had established intensive partnerships: this led us to specifically highlight this aspect in the story telling as well (see chapter 5).

Based on the survey we made our first 'matrix' (which was shown in the presentation of 24 November). Talent and Bob 'scored' on the base of the questionnaires, backed up by information from the desk-study (and some received stories) where necessary. We first scored on the (then developed) 7/8 eyes, later added the 9th and 10th I. Later the matrix was revisited by Jolien and Daniel, based on the stories. (see chapter 8). The 'Survey-matrix' was the following:

10 I's / 25 projects	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	%
Inspiration																										92
Innovation																										76
Implementation																										96
Interaction																										76
Interests (joint)																										56
Intensive partnership																										44
Impact, better: outcome																										68
Image improvement																										64
Information, communication																										56
Improvement for E-motive (potential)																										56

NOTE: it is important to remark here that a matrix like this 'tells' us something about the programme and NOT about the individual projects: in the first place the assessment was never conducted into the specific project, but into the programme as a whole. In the second place 'scores' are subjective, based on interpretations by only 2 people, and give a false image of exactitude. Nevertheless the *total* perception of dark and light greens (more or less positive) or orange/reds (negativish scores) give an impression of *our* interpretation of the *programme* based on *surveys and desk study*.
Dark green = certainly a contribution, **Light green** = a contribution, but ca/should be improved, **Red** = no contribution (sometimes counterproductive), **Orange**= no contribution but there is potential.

6 The Stories

6.1 Introduction

We started the collection of stories on 1 and 2 October with 2 writing workshops in the Netherlands (with 10 participants all together). At the same time we encouraged the other Dutch and International partners (sometimes with support of emotive-staff/ Dutch partners, most of the time 'doggedly' calling them) to send in their stories, describing what *for them* were the most significant changes. Somewhere in the beginning of October we decided that this would not yield enough stories and we started to call people, making interviews (based on a script and topic list), 'construct' the story from there and then send it back to the respondents for verification.

At least 60% of the stories were obtained in this way. Although this may give slight differences with 'self-written' stories it was of great importance for the assessment project: the most significant change methodology as it was used here is on itself an 'extensive' research model, not going very deep into the separate projects. So you need a minimum of stories to be on the safe side while drawing conclusions.

In the end in this assessment we gathered stories from 24 Dutch partners, 16 stories from participants and 12 from international partners (some NL partners did not have international partners, some didn't send a story).

We have in total received 52 stories. Overall we received one or more stories of almost 70 % of ALL 45 Emotive projects. Taking into account that all in all 12 projects did not have international partners and/or or specific partakers.

We consider this a sufficient amount of stories for the purpose of the assessment.

Here also *triangulation* comes in: next to the stories we have studied reports from almost all 45 projects (desk study) and received questionnaires from 26 projects.

Together a firm base for analysing the E-motive programme.

Again a word of warning is in its place: of course we still received the last questionnaires when half of the stories were written. For instance the *survey matrix* was made in November when most stories had been received as well, etc. Also the process is much more 'ambiguous, muddy murky, messy and overloaded' than it looks like on a clean slate of paper as in this report. One story was received even after the presentation of 24 November, but it nevertheless integrated in this report, although it (fortunately, that saved us a lot of extra work...) did not shed a complete other light on our findings....

6.2 Story writing workshops

There were two story writing workshops: one with 8 participants (from Formaats, Landelijke stichting Tegen Zinloos Geweld, Wijkalliantie, Cordaan, Vrede van Utrecht, BlinN, SOA-AIDS NL) on 1 October, one with 2 participants (who told and later wrote their stories) on 2 October: from Ukunda (NL) and a participant in the projects SOA-AIDS / Positive Muslims. In the first workshop we did a round with 'key words' about the experiences of the participants first, in order to make an informed decision about which story to tell (in couples of 2) /write later (see also Annex 6, report workshop 1 October). The key words were categorized into: Information (exchange), inspiration, innovation, Interaction, Communities, Culture, General / relationships, more or less coinciding with the (at the time) 'seven Eyes'. The storytelling was done by pairs who

shared experiences of their project to each other. After sharing the experiences, the stories were written by the individual participants. In the stories: key aspects of the learning effects and impact by giving concrete examples. Every stakeholder presented their story to the group, after which a short video was made. The video's were later shown in the presentation on 24 November.

6.3 Interviews, stories

As said eliciting stories from the projects was a painstaking process, taking place between 1 October and half November. The majority of the stories were written based on the interviews one of the team members (Talent, Jolien, Daniel, Bob) made: all stories were sent back to the participants for verifying.

All in all the following stories were collected from 24 projects:

Story number	Partner	International partner	Beneficiary
ST-1	Cordaan (Duke de Wit Hamer)		Mariette van Bilderbeek
ST-2	HRO (Els Bakens)		Marianne Stroucken
ST-3	Vrede van Utrecht (Rien Sprenger)	Arena y Esteras,	Jasper (Circus Diedom) + De rest (Jasper)
ST-4	Words over weapons (Angela)	Phaphama	Sandy Kardolus
ST-5	Wijkalliantie (Sophie + Carolien)	Soul City	No participants yet
ST-6	Ilva Poortvliet	Ukunda, Kenya	
ST-7	KSU (Andre de Hamer)	Bunga Helmanda, Atjeh	Anne Marjon Jonker – Paulusschool Utrecht
ST-8	COS Brabant (Peter Gelens)	No int. partner	anna stolycia
ST-9	Cre8 (Ben hekkema)		
ST-10	Lochem/mutare – Thijs de la Court	Mutare Municipality	
St-11	Diversity Joy	Phaphama	Koen Wortman
ST-12	Critical Mass (Bas Gadiot)	No international partner	Jos Jongerius
ST-13	Formaat (Ronald Matthijssen)	JANA Sanskriti, India	Meinke Noordma
ST-14	SOA-Aids NL (Iris Shiripinda)	Positive Muslims, Cape Town	Humera Alam, Inci Tezcan
ST-15	BlinN, Jannie vd Berg		PMW (Anke vd Dries), pete van putten.
ST-16	War trauma Foundation (julia ten bookum)		Suhair jubeh
ST-17	Kunstfactor (Claudia Marinelli)	Sarakasi, Kenia – Marjon	
ST-18	Movisie (Lou Repetur)		
ST-19	Ramadan Festival B.Verberne, M. Baba	Positive Muslims (2009)	
ST-20	Mano/ Hoedje van papier: M.van Buuren	Pasa la Voz, Peru- Liesbeth Kerstens	
ST-21	Dragon productions (Maggie)	No international partner	
St-22	Felix Meritis (Joanneke Lootsma)	No specific International partner	
ST-23	Click F1: hendrik jan trooster	No specific international partner	
ST-24	COS Rijnmond (Fadma Bouchataoui)		
25	Be the change: no (just survey) / IBISS; only survey received		

6.4 The Forum of 19 November, afternoon:

It was a lively afternoon, where 6 NL partners and 3 (more remote) stakeholders participated. The first exercise was to select the 'Most significant stories'.

The 'top 11' with the reasoning of the participants behind their choices were:

1. **Diversity Joy – Phaphama** Is a very visible project, also because the match between partners has grown over the years and the project grows from strength to strength. It is a good example how one can learn from the South and broadly apply those lessons in the Netherlands, which in its turn become lessons for South Africa! A careful and reciprocal partnership is the result.
2. **Soa AidsNL – Positive Muslims** Positive Muslims is an organisation that has ample experience in a field where there is an enormous demand in the Netherlands: specific lessons from the Quran for the Islamic Dutch. It is a project that is very well fitting in the E-motive objectives.
3. **Hoedje van Papier – Pasa la Voz** Pasa la Voz is a very inspiring partner for media projects in the Netherlands. Inspiration, innovation, Implementation and joint interests are all on their place. Passion has come to the Netherlands and now a local organisation has grown out of it: it started with individuals in the Netherlands, became an organisation in Peru and finally became also an organisation in the Netherlands again!
4. **Wijkalliantie / Soul City** A wonderful project to transfer to Holland and serve in the social cohesion sphere. Inspiration, Innovation is there – on its way to become implementation as well. The Soul city crew in turn can come to Holland to learn from the experiences here.
5. **Cordaan / RBS Maroc** Cordaan was sceptic in the beginning, but many participants were flabbergasted by the things they saw: so different from what they had expected: the project really contributed to a radical change of the image of Morocco from a 'backward' country to a country where progress was made on the very issues Cordaan is struggling with.
6. **Ramadan festival / various partners** A beautiful way of 'meeting other cultures' in your own country – not necessarily an E-motive project, but if it can be used in combination with other projects as has been the case a fine way of presenting new findings.
7. **Vrede van Utrecht / Arena y Esteras** Good example of a long term and productive theatre involvement between partners
8. **Movisie – various partners ('We can' India)** A good example of taking one's own responsibility: 'We can'.
9. **Hogeschool van Rotterdam / Universite Fes** How knowledge and 'feeling', necessary for here, are found in the countries where immigrants come from, but not necessarily followed up by further going partnerships
10. **BlinN / IRRAG Nigeria** In the BlinN project something different is going on in than in various other projects: it was clear from the beginning that information from (e.g.) Nigeria was necessary in order to do better work here. So not a *concept* was transferred but highly necessary information was required. It worked out well, good that E-motive took care of this.
11. **Click F1** The most important thing to discuss based on the Click f1 story is: why did things go wrong, while all parties involved were of good will? Can this be avoided in the future?

6.5 The Forum 19 November, evening

It was a quiet but very productive evening: with 3 participants (one NL staff member, one a participant in a project and one a (more remote) stakeholder) it also became a very good discussion. Selection of 10 Projects, in pairs:

1. **SOA Aids – Positive Muslims & Cordaan – HandiMaroc.** Both are working on the **Transfer**. The problems at Cordaan and HandiMaroc are the same which makes transfer easier. At SOA Aids the Positive Muslims methodology needs to be translated to the Dutch Society. Soa-Aids Nederland → this is really a peer to peer project and a perfect match. Equal learning and then do what you learned. Cordaan → Equal implementation and learning vice versa is the key.
2. **Dat kun jij ook! - Ukunda – Kenya & Ramadan Festival – Positive Muslims.** Both projects are about **encounter**. 'Dat kun jij ook' is a good project with perspective for the future: meeting in cyberspace! Also the Ramadan Festival gives people the chance to meet each other without forcing anybody to completely move out of their own world.
3. **Diversity Joy - Phaphama & Stichting Hoedje van papier - Pasa la Voz.** Both projects built a long and intensive cooperation between the partners.
4. **Dragon Productions & Critical Mass.** Both projects don't really fit **E-motive**. In this form the projects should not have been supported in hindsight. Dragon Productions → too much on the surface. Critical Mass → There was no partnership: it is about people abroad, not with them. A good project, but not for E-motive.
5. **War Trauma - Algeria, Egypt, Lebanon, Israel, Palestine & Vrede voor Utrecht - Theatre groups Arena and Esteras**. Both projects have a potential perspective, which has not been reached up to now. There was peer to peer exchange in the War Trauma conference but this was not leading to sustainable partnerships. 'Vrede voor Utrecht' could have been timed better: didn't it come too early for the community in Holland? The community does not seem to be strengthened.

6.6 The on-line Forum

On the online International forum the following votes were cast:

1. **SOA-Aids NL - Positive Muslims @ South Africa**
2. **Wijkalliantie - Soul City @ South Africa**
3. **Vrede van Utrecht - Arena y Esteras @ Peru**
4. **DiversityJoy and Phaphama**
5. **Cordaan en Handimaroc**

6.7 Final list of selected projects and stories:

Since there was overlap, the final list of 15 stories/ projects that were considered by the forums as Most Significant for the E-motive programme are:

Diversity Joy – Phaphama;
Soa AidsNL – Positive Muslims;
Hoedje van Papier – Pasa la Voz;
Wijkalliantie / Soul City;
Cordaan / RBC Maroc;

Ramadan festival / various partners ;
 Vrede van Utrecht / Arena y Esteras;
 Movisie – various;
 Hogeschool van Rotterdam / Universit   Fes;
 BlinN / IRRAG Nigeria;
 Click F1;
 Critical Mass;
 Dragon productions;
 Dat kun jij ook! /Ukunda – Kenya;
 War Trauma foundation

6.8 Forum’s advice to E-motive

The assessment team has – after the forums – formulated the following thesis, developed from the *general* remarks made by the forums. We discussed these 5 theses later in the panel. (see also annex 7)

1. In the First place the feeling of the forums was positive: the overwhelming majority of projects were seen as good to excellent, albeit not always fitting in the Emotive objectives. Meanwhile there is space for **focusing** after 3 years of ‘trial and error’: Emotive should focus on the projects that are at least promising to produce intensive and long-lasting *equal* partnerships between Dutch and foreign organisation.
2. The now growing **network** of partners in the Netherlands and abroad should actively be managed and promoted by E-motive itself in order to move actively from bilateral to multilateral partnerships.
3. The concept of E-motive (“things ‘happen’ because of influence / learning from the South”) should be further developed and formulated in a fully discussed and peer-reviewed **theory of change**. The (meanwhile) 10 I’s – or eyes – *as well as the stories* can be a good starting point. E.g. it is striking in many stories that one of the main lessons learned is *community* vis-à-vis individualism: what is an AHA moment for many Dutch participants, comes naturally for the African, Asian, Latin American counterparts!
4. The peer-to-peer learning from the south does not *automatically* lead to an improved image of the South. **Promotion** of the concept *and the results* is now the next step. This should explicitly be done *beyond the development platforms*. E.g. social cohesion - innovation platforms, etc.
5. Other **recommendations** from the forums:
 - Many times small projects have better partnerships!
 - Make sure a committee of advice can be installed (Emotive staff doesn’t have *all* the knowledge).
 - Oxfam Novib needs to get ‘value for money’ : E-motive must be somehow supporting their objectives. Of course attracting more funders (e.g. for social cohesion) would be optimal; the development of the covenant is a start.
 - Is it not possible that Oxfam Novib gets a bit easier with the boundaries between International Cooperation and Reversed Development Cooperation? That way a more logical and gradual growth of joined projects could be furthered.
 - On the assessment: essential for the actual approach is the dilemma between diversity and going deeper: the superficial approach has a dark side.

7 The Final panel meeting

7.1 The ‘most most’ significant stories

It was the task of the panel to finally select the 10 most important stories (from the 15 the forums selected – they can be positive or negative!). In the end **Cordaan**, **Soa Aids NL**, **Wijkalliantie**, **Diversity Joy**, **Hogeschool Rotterdam**, **Hoedje van Papier**, **Ramadan festival**, **Click F1**, **Ukunda**, and **Blinn**, were selected as most important stories for E-motive to learn from (see annex 1 for quotes and annex 12 for the full stories).

BlinN: The project of Blinn is very important because of the urgency of information about the peer group. It deals with the issue of trafficking of women. This issue is not featuring enough on the agenda compared to drug issues for example.

Hogeschool Rotterdam has found a way to link their education with Morocco, where many of their students *and* the later learners of those students originate from.

Positive Muslims: Positive Muslims has both social impact and political impact. Many lessons can be learnt from how they work. They are breaking a taboo. The methodology they use has a high value for the Netherlands. Positive Muslims is a great instrument to the believers of a religion to drive them (sustainability).

Cordaan works with a lot of issues that are urgent. This makes the exchange good. It's a strategic choice to look for information and solutions in Morocco.

Soa Aids NL and Ramadan Festival are also significant. It's important to focus on participants and broaden the circle.

Wijkalliantie has a big outcome. Create quality between cultures. **Soul City** triggers Ownership (Kwanda) TV show to effect social impact.

Diversity Joy has now also other funds and this is important for E-motive to implement things in Dutch Society. Go to the mainstream, beyond project level.

Ukunda cause it needs a voice. The access to computers is so important for Africans.

CLICK F1 weren't treated right by E-motive, lessons to be learnt. We lost creative energy and participants.

7.2 The advice from the forums: What works and what doesn't?

There were also more remarks from the forums, discussed by the panel (see 6.8):

- a. **There is space for focusing after 3 years of 'trial and error'**
- b. **Use network of partners in the Netherlands and abroad**
- c. **The concept of E-motive needs to be elaborated**
- d. **Peer-to-peer learning does not *automatically* lead to an improved image**
- e. **Don't only go for the big projects**
- f. **Committee of advice**

a. **The emotive objectives are paramount; do we need to adjust them? Do the objectives still fit? Which objectives are met? Examples:**

WAR TRAUMA good project but has no impact for Dutch society. It didn't fit. So look better to your objectives before going on with the projects, or look to objectives and maybe change them. Objectives can be sharpened here, create Indicators and expected outcomes, but keep an open mind to the things you didn't expect. Oxfam Novib has a lot of power while selecting: more balance is necessary. Also e. and f. fit here: the panel agrees with small projects and a committee of advice.

b. No discussion necessary: **network** would be an asset. But is it feasible with such small staff? Can covenant partners come in for extra personnel?

c. You need a well thought out **theory of change**... Experts are needed to coach and evaluate the projects. Strategic planning is necessary! There should be a go or no go moment, in the continuation/evaluation of E-motive There's still a big distance between the two sides in the organization (Oxfam Novib, other covenant partners). It goes beyond reversed development. Its fits in 'globalization': E-motive needs to be put in a strategic position. E.g. invite people from projects to create a plan around it and hear them out on expectations. The feedback is low from the south. That should be addressed on the middle long term. All covenant partners have to be clear about the future.

d. The communication to the public should be further elaborated: look at Cordaan how they communicate their motives.

The only way to do this is: you have to go for it or not. Covenant partners should come in as well. Oxfam still too hesitant in communication (is it Oxfam or is it E-motive they communicate?) The image of the south is very complex. What is the communication strategy on this issue? E-motive is a unique chance to enter other platforms. The expert meeting about social cohesion in the Balie was a great example. A missed chance since E-motive was not able to replace Carin who was on sick leave.

e. Don't only go for the big projects

The main goals are much about impact in NL. Here goes: If you have a problem look where the best ideas are, no matter where that is.... Small organisations had a lot of impact in the researched projects!

f. Committee of advice

Emotive lacks the people who have the knowledge for *all* the projects and is understaffed anyhow. This makes it hard to coach and follow up projects. In that way, the MOU (*covenant*) is a good thing, opens possibilities. Advisory board(s) – depending of the kind of project, see also typology in chapter 4.3) - can do a lot.

8 Qualitative analysis

Now we have a host of desk study results, questionnaires, (10 most significant) stories, forum discussions and panel discussions. How to *bake chocolate* of all these data? How to finally come to conclusions and recommendations of the team? Or in the words of Quinn Patton (one of the outstanding evaluation theoreticians): "Analysis brings moments of terror that nothing sensible will emerge and times of exhilaration from the certainty of having discovered ultimate truth. In between are long periods of hard work, deep thinking, and weight lifting volumes of material..."⁶

⁶ Michael Quinn Patton (2002) *Qualitative research & Assessment Methods*, Thousand Oaks

Fortunately there are methodological rules and tactics; giving us guidance and we have our own material to help us in this respect:

- In the first place what you can read in chapter 4 up to including 7, but especially in the full stories in the Annexes, is a 'thick description'⁷ (as thick as we dared to afford in the framework of this assessment) of the projects between 2006 and 2009. That description allows the reader, and so the E-motive staff, to read opinions, interpretations and expectations of the storywriters themselves, and so have a much more in-depth knowledge of what is going on: in other words: *draw your own conclusions!*
- Then we have the *informing principles*⁸ of this assessment, in MSC being the collected stories and the discussion on forum- and partner-levels: the quotes of chapter 8 and annex 1 are the culmination of lessons learned in this process
- Of course the storywriters and the assessment team have written the material, but there are so many points of view (golden rule of journalism: always use at least 2 sources!) and different sources (stories, reports, literature, from partners, stakeholders, participants, forum and panel members) that there is enough reason to validate the findings because of the *triangulation* contained in the material.
- In the second place we have the Terms of Reference, where research questions are formulated (see chapter 1); we will answer them in chapter 9 and 10, drawing *conclusions* and formulating *recommendations*.
- Finally we have the expectations of the assessment and the remarks of the advisory panel (kick off workshops, chapter 3, final meeting chapter 7), also being dealt with in chapter 9.

To sum it all up - after the story-collection phase and the discussions in the forums - *the assessment team* 'scored' the stories again (as we did after the desk study and survey – see chapter 5) based on the analytical framework: the 10 eyes to look at E-motive. Four people did this separately (Talent, Jolien, Daniel, Bob) and the results were compiled by Bob.

This again is a form of 'triangulation': it gives you a view from another angle again, but – it must be repeated – the final 'judgement' is your own....

8.1 Qualitative scoring

The story-matrix (in chapter 8.2) was developed using a qualitative scoring methodology, bringing significant quotes from the different stories under the headings of the '10 eyes'. Also if there was no significant quotation, the story was discussed along the 'measuring rod' of the 10 I's – and jointly it was made plausible whether a project had yielded Inspiration, Innovation, Implementation, Interaction, (Joint) Interests, Intensive partnership, Impact, Image improvement, Information/communication and/or was a potential for the future E-motive programmes ('Improvement' possible)...

The *quotes* (see 8.3) are interesting as *learning moments*, can be taken into account while judging possible future projects, as some of the intended effects of projects clearly were obtained in the quoted projects.

⁷ Denzin & Lincoln (2000) *handbook of qualitative research*, Thousand Oaks

⁸ Guba & Lincoln (1990) *Fourth Generation Assessment*, Sage, London

The *overview* (paragraph 8.2.) is exactly that: it says something about the *overall scoring* of the E-motive programme (after all the main objective of this assessment process!), *not about the individual projects in the first place...* In paragraph 8.3 the underlying stories are analysed.

Probably it is becoming boring... but: this is the assessment of the *team*, nothing more, nothing less...

8.2 The story matrix

The original matrix, compiled by Talent and Bob (based on the surveys and desk study) was revisited by Jolien and Daniel, based on the stories. Of course there are differences, but we would not call them significant: on all 'eyes' the percentages of *green scores* show less than 10 % difference, and the trends are the same

All in all the quotes are good learning material: it is recommendable to study the different I's and then look up what people in the different projects say about them. Because of the large amount of text (30 pages) it was decided to make a selection.

10 I's / 24 projects	1	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	%gree
Inspiration	Dark green	Light green	Dark green	Dark green	Dark green	Dark green	Dark green	Light green	Dark green	Dark green	Dark green	Dark green	Dark green	Dark green	Light green	Dark green	Light green	Light green	Dark green	Dark green	Dark green	Dark green	Dark green	Dark green	100
Innovation	Dark green	Light green	Orange	Orange	Dark green	Dark green	Orange	Light green	Dark green	Dark green	Dark green	Light green	Dark green	Dark green	Light green	Light green	Orange	Dark green	Dark green	Dark green	Dark green	Red	Dark green	Light green	79
Implementation	Dark green	Light green	Light green	Dark green	Dark green	Dark green	Orange	Dark green	Dark green	Dark green	Dark green	Light green	Dark green	Dark green	Orange	Orange	Light green	Dark green	Dark green	Dark green	Dark green	Light green	Dark green	Dark green	88
Interaction	Light green	Dark green	Dark green	Orange	Dark green	Light green	Dark green	Red	Orange	Dark green	Dark green	Red	Dark green	Dark green	Orange	Light green	Dark green	Dark green	Dark green	Dark green	Light green	Orange	Light green	Light green	75
Interests (joint)	Orange	Dark green	Dark green	Red	Dark green	Orange	Dark green	Red	Orange	Dark green	Dark green	Red	Light green	Dark green	Red	Light green	Light green	Dark green	Dark green	Dark green	Orange	Red	Orange	Light green	63
Intensive partnership	Orange	Light green	Dark green	Red	Light green	Red	Dark green	Red	Light green	Dark green	Dark green	Red	Orange	Dark green	Red	Red	Orange	Dark green	Light green	Dark green	Red	Red	Red	Dark green	50
Impact, better: outcome	Dark green	Orange	Dark green	Dark green	Light green	Light green	Dark green	Red	Light green	Dark green	Dark green	Orange	Dark green	Dark green	Light green	Orange	Light green	Dark green	Dark green	Dark green	Light green	Orange	Orange	Light green	75
Image improvement	Dark green	Orange	Dark green	Orange	Dark green	Red	Light green	Red	Light green	Orange	Dark green	Red	Dark green	Dark green	Red	Red	Orange	Dark green	Dark green	Dark green	Dark green	Orange	Orange	Dark green	54
Information, communication	Light green	Orange	Light green	Red	Dark green	Red	Light green	Orange	Red	Light green	Light green	Red	Dark green	Dark green	Light green	Orange	Light green	Light green	Dark green	Dark green	Orange	Orange	Orange	Light green	58
Improvement for E-motive (potential)	Dark green	Light green	Dark green	Orange	Dark green	Red	Dark green	Orange	Light green	Dark green	Dark green	Red	Dark green	Dark green	Orange	Orange	Orange	Dark green	Dark green	Dark green	Orange	Red	Orange	Light green	58

Dark green = certainly a contribution, **Light green** = a contribution, but can/should be improved, **Red** = no contribution (sometimes counterproductive), **Orange**= no contribution but there is potential.

8.3 Analysing the stories

Typology

Adapting the typology as from paragraph 4.3 we made the following subcategories for the different stories / projects:

Stage / content	a. schools	b. theatre/ media	c. communi- ty work	d. care	e. information
1. Dutch projects	12. Critical Mass	21. Dragon 23. Click F1			22. Felix Meritis
2. Exchanges	23. Click F1	9. Cre8		16. War Trauma	
3. Exchange output	6. Ukunda	17. Kunstfactor	5. Wijkalliantie	8. COS brabant	
4. implementation	2. HRO 4. WJMW	13. Formaat	18. Movisie	14. Soa/Aids 24. CosRijnmond	15. Blinn 19. Ramadan
5. partnership	7. KSU	3. Vrede Utrecht 20. Mano	11. Diversity Joy	1. Cordaan 10. Lochem / Mutare	

8.4 Inspiration

It may be clear that *all* projects that sent us storeys were very much **Inspired** by the experiences E-motive has made possible for them. But we can also safely conclude that in the stories of the 'Dutch projects' (category 1) there is really nothing that went *beyond* that inspiration. It is also clear that these projects belong to the first projects, started in 2006 and 2007, where the *main aim* was still inspiration, in the vague hope that more might grow out of it. In itself a useful strategy (trial and error), and also some more promising projects, started in that time, which were either supported again by E-motive (or moved forward fully on its own) like Ramadan festival, Diversity Joy etc. Probably the programme would have faster developed if a proper '*action reflection*' cycle would have been built into it from the beginning. Because of the understaffing of the programme this would probably not have been possible at all for the few employees in the programme (see further the host of inspiring remarks about inspiration from almost all respondents in the full stories, annex 12).

Some striking quotes

I was amazed by the strength of the women in Morocco and how they organize themselves. In most of the cases (90%) there were no fathers involved and the mothers stood alone in big families with little money. Despite of this they continued the care for their disabled children and founded a foundation for themselves. In this foundation there were 46 mothers who exchanged ideas and experiences. This was very inspiring to see.

ST-1 M. van Bilderbeek beleidsmedewerker Cordaan

What struck me (and with me the students I discuss the film with in the lessons) above all is the fact that schools in Morocco communicate very directly with 'their' parents: We realise that will have to change if we want to reach something with these kids: then we will have to reach their parents!

ST-2 Hogeschool Rotterdam Els Bakens.

Generally speaking in the Netherlands the tendency is to make individualistic, more arts than reality related plays. On the contrary we want to make work that can be used in communities. In that respect we are learning a lot.

ST-4 Jasper Hogeboom, De Rest: Vrede van Utrecht / Arena Y Esteras, Peru

I was comparing it to the campaign I'm working on and all of a sudden I understood that I like the method of Kwanda so much, because its starting point for community improvement is not the money and an activity, but starts with the *community* itself before organising activities together.

ST-5 Sophie Boshouwers, Wijkalliantie

I think there's a lot of inspiration and interaction in this program. Through this program the students are inspired by the letters and interact to each other. They can learn how their overseas friends live their lives. From the project we've learnt: good partnership and organizing the project

ST-7 Story Bunga Helmanda KSU-School Atjeh Indonesia

Interesting enough thinking through projects together with the people from Mutare gave us the opportunity and also the inspiration to go deeper into our projects: we both agreed that good research is the heart of the matter...

ST-10 Lochem/Mutare – Thijs de la Court (Wethouder)

Diversity Joy learned from Phaphama that you can create an atmosphere, where these kids can find trust and also learn to practice how to deal with problematic situations. Later they can live the rehearsed practical assignments, and quite a few seem to do so.

ST-11. Koen Wortman Diversity Joy/Phaphama

... Their community was not recruited, not advertised together, but grew organically from the first Jana Sanskriti group in 1985. Their community is their *constituency*. Mobilizing the constituency is the first step towards sustainability...

ST-13 Ronald Matthijssen Formaat

Through theatre these young people need to recognize that understanding their reality as individual is deeply connected to the collective. This is the meaning of 'freedom' in India.

ST-13 Sanjoy Ganuly, Jana Sanskrit

...One of my colleagues went to attend the conference. He came back super inspired. He had seen a whole range of attitudes on dealing with sexually related issues but also on hiv/aids among the Muslim key leaders who were at the conference. This conference had people from all over the world-Muslims; from progressive to conservatives!

ST-14 Iris Shiripinda Soa Aids Nederland

In South Africa I assisted in education in a youth penitentiary system. The intensity was so high there! Much higher than I ever witnessed in Holland! ...

ST-14 Inci Tezcan, GGD Rotterdam

... It is still very difficult for us to realise that the reality in Nigeria is that of the extended family: happiness of the individual is less important than, or better said coincides with the wellbeing of the extended family. One family member is sacrificed without many problems in the interest of the rest. Here in the west we see that as rather cruel, but it means at least that we need to take that into account if we want to empower the individual client. *ST-15 Jannie van der Berg BlinN*

By sharing stories and experiences from other organizations I learned a lot about how they work with the same issues. By this I was inspired.

ST-16 Suhair Jubeh, Treatment and Rehabilitation Center for Victims of Torture

Where the inspiration, innovation and deployment came from was an educational film from Morocco. It was in Berber and the situations and the people who were in the film were very real for the women who had seen the film in the Netherlands. Through recognition came discussions for example on equality, this was very nice to see.

ST-24 Fadma Bouchataoui Cos Rijnmond

8.5 Innovation

There was an enormous lot of innovation triggered by the programme, and in that sense one of the main goals was clearly and satisfactorily attained: if 80% of the respondents indicate that their projects got a tangible **innovative** boost you can be really satisfied with your programme (see the matrix in chapter 8.2).

One of the important facets that is coming back time and again is the sense of *community* that was an eye-opener for many involved in the projects, and which is transferred into new endeavours in the Netherlands: community theatre, informal ways of building campaigns, reaching (Muslim) communities in new ways, etc.). Sometimes innovations even go 'back and forth': partners in the South also implement innovations they learned from the north.

Some striking quotes

A film has been made, which has been used in workshops in Rotterdam, as a preparation for students, schools and teachers are informed about the way of working in Fes with this film,

ST-2 Hogeschool Rotterdam, Els Bakens.

Now with support of E-motive we have been able to make a film of it and that will take us to the next level: Emotive supported us to make this film, not only financially but also stimulating us to move forward Also innovation (from Dutch expertise on school class management and didactics) so that schools in Aceh are more 'research learning' is the case.

ST-7 - KSU/Aceh: Andre de Hamer

What we learned from there is to do something that is rather contrary to what is the usual practice in the Netherlands: to start from what *is already there!* You see: we learned to take the *informal economy* into account and start from there: especially women who are not born in the Netherlands do all kind of work already in the family sphere, like making curtains, textile for the home etc.

ST-8 COS Brabant – Peter Gelens

This way we can use new technologies (like the use of algae) in a comprehensive way, after an integral study has been made. The eye-opener for me was above all that the Emotive project which made it possible for 4 officials from Mutare to spend a few months here, has led to mutual trust so that we can now think about innovation together.

ST-10 Lochem/Mutare – Thijs de la Court (Wethouder)

Since 2008, we gradually changed our policy into community building and community-rooted work. We try to 'let things grow' instead of 'making things work'. Augusto Boal, the founder of Theatre of the Oppressed, was known as the 'sower of seeds', not the leader of the movement. Development

exchange is very much the sowing of seeds and letting it grow. As Sanjoy Ganguly says: 'don't underestimate the people, they change the world'. What he also means to say by that is: you don't need to stand beside them all the time.

ST 13 Ronald Matthijssen, Forma

The handbook for education to Islamic target groups was very revealing and useful: here aspects from the Quran are coupled with issues around HIV and AIDS. This is a great support to make these issues debatable for this target group. We (GGD Rotterdam – municipal Health Department) have decided to start using the handbook before the end of 2009.

ST 14 Inci Tezcan GGD Rotterdam

What can we do with this approach in the Dutch context? I tried to translate our experiences in the brochure: such as that it is important to take more time in the beginning of a meeting with a client for exchange of personal talk. But of course we cannot work with the 'top down' approach like in a school. The only thing we must realise now is that Nigerian women are used to that approach and that it will be difficult for them to come up with their own ideas.

ST 15 Jannie van der Berg BlinN

In Holland all actions against home-based sexual violence are *institutionalized*; people expect all kind of institutions, paid by the state, to solve these problems. We have arranged a lot of laws around these things, but people tend to forget their own *informal* responsibility. The *We Can* campaign in India showed us we can do a lot *informally* in this respect: we have become too dependent on the authorities...

ST-18 Lou Repetur, Movisie

8.6 Implementation

Over the whole programme was nothing wrong with **implementation**: even if it was not completely innovative there were many lessons learned and brought into practice in the Netherlands (and again also the other way round): from approach of the mentally handicapped in Moroccan communities, involving people in the neighbourhood, community building as such, training alternatives to violence (and mediation the other way round), training Muslim communities in the approach of HIV/AIDS, working in penitentiary systems, going back to own roots (BlinN, Cos Rijnmond) in order to understand reality in the Netherlands better, introducing different (cross-over) methodology in arts education, etc. etc.

Many theatre productions (sometimes covering the whole local school population of group 7 and 8), films, DVD's, tapes, books, brochures etc. etc. were produced thanks to support from E-motive.

Some striking quotes

All this is input for further discussion in the Netherlands. Together with the Amsterdam school for Higher education (HVA) we want to support this discussion actively and we expect to influence that way the changes in perception concerning the influence and/or prescriptions coming from culture and religion on the work with mentally handicapped.

ST-1- Duke de Wit Hamer, Cordaan

To get them together in the way I saw in Morocco, we installed a mothers network. The network is intercultural and about the connection with the children. The mothers can talk with each other and exchange experiences. In this they can see they are not alone and can support each other.

ST-1 M. van Bilderbeek beleidsmedewerker Cordaan

So we learned from Arena how you can really involve people from the neighbourhood in your work and we are actually doing that. In the Fort we have a place where we can reflect: the Fort is in the middle of nature and no distractions from the (rich) city are here: that makes it also easier to work with groups from other countries.

ST-4 Jasper Hogeboom, De Rest: Vrede van Utrecht / Arena Y Esteras, Peru

In the Netherlands we made a film and document with three Kenyans about that methodology: we describe the methods, pay attention to traps and problems and we also train arts teachers in the methodology. The film is now finished and yet another way to learn from each other, implementing it is the Netherlands and in East Africa.

ST-9 Ben Hekkema Cre8

This way Jabu and Judy learn about mediation training and Phaphama establishes itself as a mediation organisation. So we are not only exchanging the exercises in the workshops, but also the curriculum, the way of working, the organisational model and many new projects as well!

ST-11 Diversity Joy, Tom Schram

...the ethnic Minorities Program of STI Aids Netherlands was able to launch both the English language and the Dutch language versions of the manual at an Iftar (evening meal during the Ramadan) here in Amsterdam. A very successful event that saw many interested guests meet and share their enthusiasm for the manual.

ST 14 Elizabeth Njeru, SOA AIDS Nederland

...Specialist field training so that others could understand the complex issues involved in dealing with PLWHA's and being a service provider as well as a trend setting organization in the battle against HIV as a pandemic in SA. (this wasn't done in SA yet, so it was a first for PM and the N-S learning project)...

ST 14 Interview Positive Muslims

The simple fact that there is more trust in me of victims I work with in the Netherlands, if they understand that I've been there supports me in my work; I'm closer to them that way.

ST 15 Anke van den Dries, BlinN.

Elements of those lessons we then introduce in centers for the arts (CvK) in The Netherlands: bringing dance and music (and other 'cross-over' activities together for instance, which is much more common in Africa, also in professional circles (like teachers).

ST 17 Claudia Marinelli, Kunstfactor / Umoja

8.7 Interaction, Interests, Intensive partnership

These categories were added for this assessment in order to follow International and Netherlands' partners in the development after the first exchange. And indeed for $\frac{3}{4}$ of the respondents an **equal interaction** over a longer period of time took place. Real equal interaction most of the time was triggered off by common **interests** (63%) and so overtime led to **intensive partnerships** in half of the respondents' projects. We are convinced that this is one of the most important findings of this assessment: the intensive partnerships that in many cases developed (also without direct support of E-motive) are the backbone of this programme and are the ones that in the end

can bring most *outcome* over a longer time to the Netherlands but also (as an originally *unintended* outcome) to the International partners. Specifically the projects with KSU, Vrede van Utrecht, Mano, Diversity Joy, Lochem / Mutare, HRO/Fes but (incipient) also of Kunstfactor, Cordaan, Formaat should be mentioned here.

Some striking quotes

Meanwhile an MOU (covenant) has been agreed by the education authorities of Fes and the HVR in order to deepen and broaden this cooperation: it is really a long term thing now: the objective is to go on with learning *from each other*, to exchange students, teachers, etc. around the themes of early school leaving and 'the broad school' etc. In that sense the project was very successful: Emotive can boast to have supported it in the beginning and now something beautiful is growing!

ST-2 Hogeschool Rotterdam Els Bakens.

On our side we have little artistic education; we come forward from the community movement. So we also learned an incredible lot when we participated in the Rotterdam festival! Now we are connected with similar groups in the whole world, and that is very important for us, since there is not much like us in Peru.

ST-10 Arena Y Esteras, Ana Sofia, Peru

A benefit of participating in this project is that we have the benefit of sharing with each other but currently there is a real benefit for us to take our lessons to the Netherlands (which I think in principle and conceptually is a very good move) through WijkAlliante, which is an organisation interested in the reality television show.

ST-7 Soul City

So the starting point of the relationship was not a need on their side that we could fulfil, our starting point was our need for social cohesion programs in The Netherlands where they could help us out. From there the 'who helps who' has not been an issue, because the major focus became how we both can develop and learn in sharing our knowledge, experience and resources.

ST-11 Diversity Joy, Tom schram

... we were in the whole thing together from the beginning: we have developed a mutual feedback system that is really working. I don't feel the master-student relation anymore: learning is taking place on both sides now. In the end we are both building communities: the workshops are not the focus but the communities around them, and we have the culture in common in both communities."

ST-11 Phaphama / Div. Joy Judy Collins and Jabu Mashini

Through BlinN we do have contacts in Nigeria, which helps with tracing of family for instance, but also if victims are willing to return to tell more about the actual situation and making contact.

ST 15 Anke van den Dries BlinN

We were invited by the war trauma foundation to visit the 2 days conference from 29th January till 30th January 2007. In this conference there were other organizations from Middle East and the Netherlands who deal with victims of war. We shared experiences and ideas.

ST 16 Suhair Jubeh, Treatment and Rehabilitation Center for Victims of Torture

We came a long way with the groups in India: although there is always the hazard of a renewed exploitation (now of ideas!) we managed to have mutual benefits: the added value is that learning from

each other also works as recognition and affirmation, but that is a deeper level: you need to deal with multicultural communication and that is a lesson in itself.

ST 18 Lou Repetur, Movisie

The important thing here is that you do not try to influence Muslims in Holland from the Dutch perspective, but bring them in contact with a Muslim community in the Western Cape that existing for hundreds of years: there was more goodwill for Farid Essak, simply because of being the kind of person (and also Muslim) he is.

ST 19 Bastiaan Verberne, Ramadan Festival

The national working group Moudawana has now expanded this because we want better ties with different parts of Morocco. Therefore we can also refer women to women organizations in Morocco. We have communicated with the new organizations as well with the 'old' organizations because of interact and common interest. Communication and co-flow of information back and forth is constantly in progress.

ST 24 Fadma Bouchataoui Cos Rijnmond

They came from such different countries from Africa, Russia, Lithuania, Poland, China, Peru, all living in Eindhoven and all sharing the same dream, inspiration and vision: starting our own little company.

ST-6 Anna Solycia, Cos Brabant

...main challenge is to go on seeing everybody in their own power, not as a victim who needs help: and here that is a two way process: we both see each other in our own power.

The good thing of the RDC concept is however, that it forces the North to see the power of the South. But then, sooner rather than later, the next stage needs to be reached: mutuality."

ST-11 Phaphama / Div. Joy Judy Collins and Jabu Mashini

We had many Arab guests and an Israeli professor who said end of that 2 days "If this are our enemies, who still need friends". This shows that dialogue in this country is of great importance. It was impressive to see how the guests enjoyed the fact that after the lunch were could go out for a walk without having to think about their safety.

ST 16 Julia ten Bookum War Trauma Foundation

We want to develop this further, also outside the Ramadan: we would love to have a work programme during the whole year on these themes, probably also with Positive Muslims if possible. That would also fit well in the development of our toolkit that we are developing since 2008 to come from talking – to doing meetings! So we will not just dwell on themes but move into long term cooperation – from individual to sustainable contacts.

ST 19 Bastiaan Verberne, Ramadan Festival

We have now several international contacts, from the city link Arnhem-Lima up to Belgium and France: we think it is good to have a network of likeminded people, who all do community work.

Thus exchanging from both sides we both have much to gain still. Meanwhile also support for us to become 'fundable' by organizations like HIVOS, etc. has been given from the Netherlands. That adds to the relationship but is not the only important thing! *ST-10 Arena Y Esteras, Ana Sofia, Peru*

Meanwhile there is a formal MOU between the three main partners: the KSU (representing the schools in Utrecht), Domstad PABO and the University in Aceh. Dutch teachers spent 3 weeks up to 3 months in Aceh, together with students of the PABO: all together 60 people have exchanged this way.

ST-7 - KSU/Aceh: Andre de Hamer

The most important learning that we got from this process was cooperation with institutions. We have since developed working relationship with Africa University. Further, through this partnership we also learned that the private sector could assist in environmental issues such as waste management

E-motive Story from Mutare City Council

We said to Tom: If you come to help us, you're wasting your time. But if you feel your liberation is connected with ours, then let's work together (free to [Lilla Watson](#))!

The problem for E-motive might be that they have not been able to link into the structures of the partners. They tend to *distance* themselves, with the danger that relations will instrumentalise."

ST-3 Phaphama / Div. Joy Judy Collins and Jabu Mashini

8.8 Impact, or better: outcome

There was certainly enough **outcome** in the programme: at least 75% of the projects scored green in this regard. The outcomes also vary very much between *unintended* by the programme (results of Ukunda in Kenya for instance, the *embedding* of Southern partners in global networks) up to the kind that was *envisaged* from the beginning: starting with *trust* from Moroccan communities, a whole range of different outcomes was obtained: learning to *live* poverty (through theatre), to analyse and structure your own behaviour (in schools on a large scale), learning what *real contact* is (teachers at school), linking with likeminded entrepreneurs in the South, learning to develop your emotions into action ('we can...'), concrete results in making HIV/AIDS an issue, developing media projects *nationwide*, etc. See further the full stories (annex 12) for many concrete examples.

Some striking quotes: *impact on society*:

Through the project we collected much more trust from the Moroccan community. It helps if you let them participate in the development of projects.

ST-1 M. van Bilderbeek beleidsmedewerker Cordaan

During that play we make one class react as though they are living in poverty, the other is living in wealth. That way the kids really *live* the poverty, which is important and something theatre can bring to you.

ST-4 Jasper Hogeboom, *De Rest: Vrede van Utrecht* / Arena Y Esteras, Peru

What I see in young people during the lessons is that after a while they are aware of what we are talking about. You can see that in the second lesson we give the language is less coarse, this is clearly a reaction to the first lesson where we talked about language abuse.

ST-4 Story Sandy Kardolus Gastdocente Landelijke Stichting Tegen Zinloos Geweld

A concrete example is a lady, Marisol, who makes jewellery based on Peruvian tradition. She is now working with a group in Peru so that she can now *import* jewellery instead of only producing herself: she designs, production is in Peru. That way she is scaling up. This lady is well educated, so it was relatively easy, but there are more women who could very well live up to those challenges.

ST-8 COS Brabant – Peter Gelens

The last, but not least pleasing moment for me was having 18 key community persons from a Muslim background volunteering to carry on the work they had learnt from Positive Muslims on the training, on sexuality and HIV prevention. For two years we had tried, and it had not worked. And to think that

these people from the South came, and armed with the good theology of a responsible, compassionate and non judgemental Muslim, managed to break the unwillingness within the muslim community to work on these issues. And also made the Dutch health care professional relook at their attitudes that impeded them from discussing sexuality and sexually transmitted infections among Muslim. Wow!

ST 14 Iris Shiripinda, SOA AIDS Nederland

From that moment on people are looking for company of others, make a fist together. It becomes: We don't want to support this anymore. Together people make a swimming pool out of the drip... That's the way to make a difference...

ST 18 Lou Repetur, Movisie

We continue this project to work nationwide. And that is something to be proud of. Many E-motive projects remain within their own framework or environment. We want this project to be a success nationwide and we can make this project a success nationwide.

ST 20 Michiel van Buuren, coordinator Stichting Hoedje van Papier

The women who have seen this film came more to our projects and activities and we could see the development in their thinking changing. How they look at certain traditions and norms is now different.

ST-24 Fadma Bouchataoui Cos Rijnmond

8.9 Image improvement

This 'eye' has been added because it is one of the main goals of the emotive programme. In fact the assumptions around it have changed over the years: where it was simply assumed in the beginning that 'where inspiration takes place, expression of another image follows' it became more or less clear as from 2008 on, that this was not *necessarily* the case: in fact in 'Wapen jezelf met woorden' (one of the very first projects, story 4) the result was even counterproductive: the image that a DVD (notably produced by Oxfam Novib itself!) portrayed of schools in South Africa produced the effect in schools where it was shown of a happy 'We're glad it is not that bad in Holland....'

Other projects in these first years did not produce any change in image, because the public was very small (projects of War trauma foundation, Cre8, many of ClickF1 etc.) or too limited (dragon, Felix, Ukunda, Kunstfactor). In other cases there is potential but this has not been accompanied from the side of E-motive / Oxfam Novib.

Therefore the potential effects have not (yet) been obtained (Diversity Joy, Wijkalliantie, etc. etc.). the effect is then such, that the organisation in question is reaping fruits of the project (gets the credits for the innovation) but the role of E-motive stays behind the screens (as was the case in the Balie meeting 'Wibautlezing' in October 2009).

There is however also the very good example where the Ramadan festival worked together with Cordaan and later SOA-HIV-Aids-NL: here the developed trustworthy reputation of the Ramadan festival was optimally used to bring the results of the other projects to the fore.

So the peer-to-peer learning *from* the South does not *automatically* lead to an improved *image* of the South. Promotion of the concept *and the results* is now the next step for E-motive. There is ample opportunity *beyond* the 'Development Aid'

platform. E.g. social cohesion - innovation platforms (Ramadan festival, *Wibautlezing*, television related to *Wijkalliantie* etc. etc.).

We recommend a thorough discussion and ditto changes in policy around the Public relations- and campaign aspects of E-motive. The Covenant partners and Oxfam Novib need to discuss this issue urgently if a real result in this regard is required.

8.10 Information, communication

In general there is a request for more contact / information among the partners, preferably organised by E-motive. In our view this is also a simple but effective form of *downward accountability*: sharing the information (e.g. about partners) with the partners themselves. Time and again this was mentioned, not only in the stories, but also in the forums and the panels, as well as during the presentation on E-motive day. If a way can be found to organise this in the form of a simple *network* the time consumption from E-motive side can probably be kept minimal. It will most probably also contribute to a better *image* of the South if good practice is shared.

Some striking quotes

I would support the continuation of the work but i think when an organisation contributes, there must be financial benefits for it. Oxfam benefits from the work that is funded by other organizations (e.g. Soul City and Kwanda are not funded by Oxfam) and while on one level it is good (they are not only promoting the projects they fund), there is a lesser incentive for us to prioritise this work
ST- 7 Soul City

The added value of multicultural cooperation is that we can really see and also feel the knowledge of other countries: we have a vision on the world that really is a bit arrogant, like we know everything best... But in essence we are mostly looking *inside*, which hampers us in developing ourselves.
ST 18 Lou Repetur, Movisie

A third key factor is the long term work Ramadan festival is doing: our supporters know us as reliable for over 5 years now, that has been developed cautiously and consequently has gathered a lot of knowledge and understanding: we are not in the 'project carrousel' anymore – we are not forced after a few years to do something else again, because what we are doing good is not 'new' anymore!
ST 19 Bastiaan Verberne, Ramadan Festival

It was an AHA moment for other organizations as we showed what and how we addressed problems, because they thought that we could do this to, or how can we work together on this. The fact that the turnout was very good and everyone actively participated were beautiful moments that contribute to the AHA moment.

ST 20 Michiel van Buuren, coordinator Stichting Hoedje van Papier

8.11 Potential for E-motive

All in all there is over 50% of the respondents' projects (15 out of 24) that are showing enough potential to become part of a future network, or even for further support by E-motive, depending on the criteria to be developed in a possible new project period. Similar projects as (in the first place) those that are developing long-term partnerships in the first place, but the selection of 'most significant' stories shows that there is also space for *information* related projects like BlinN and HRO.

In general the forums as well as the panel emphasised the need to further develop and focus the *theory of change* behind the E-motive programme: only this way thoroughly thought over decisions can be taken, whether or not to fund future projects.

Some striking quotes

...Inviting people to one-off events is necessary but not essential. If you take in partners, make sure they have a constituency. Community-based work is based on, well, community!

ST 13 Ronald Matthijssen, Forma

It is saddening that the project was suspended I have would liked to see the project continue because through theatre we create space for young people to explore their potential and tap into their creativity and contribute immensely to their wellbeing and to the happiness and security of their communities.

ST 13 Sanjoy Ganuly, Jana Sanskrit Theatre Group

There was no further partnership, because it was a short term training in addition to another term of exploring for searching a partnership but it did not continue.

ST 16 Suhair Jubeh, Treatment and Rehabilitation Center for Victims of Torture (TRC)

I still think it is a very worthwhile idea, although difficult to implement for Dutch organizations: it is good to learn things from far away, and that can happen often, but real mutual exchange is much more interesting: no one way learning but long-term sustainable relationships in which the exchange takes place permanently. But that then is time-consuming and many organizations don't have that time, especially in the North!....Click F1 is not working with E-motive directly anymore, although we do cooperate with the HVA (Marco Bijl) and Hoedje van Papier/Mano (Michiel van Buuren) who are all directly involved in E-motive: we still do have the same inspiration as before, although not with E-motive itself at the moment.

ST 23 Hendrik Jan Trooster Click F1.

What I actually missed in our project, which I think could get more attention is that the foreign organizations come to the Netherlands to learn from us. The organizations themselves are very interested ... The fact that we are not only their learning from them, but they also of us. That you use your new contacts for mutual learning and that we won't let this chance get by (equal).

The only thing I can think of at the moment that E-Motive could do is to give more space and financial resources for this, and perhaps that is would be in the grant application, that not only a partnership must rise, but the two-way learning experience is required as well.

ST-24 Fadma Bouchataoui Cos Rijnmond

9 Presentation of the final report to the panel

On 15 January we presented the final report to the panel.

Attending: Wim Stoffers (head Linkis), Marieke Hart, Moustapha Baba, Dorothé Appels, Michiel van Buuren, Carin Boersma, Geert Snelders and Marianne Gybels completed the team from the E-motive side, Bob van der Winden (co-assessor with Talent Nyathi).

Not available this time: Iris Shiripinda, Joost van Alkemade,.

Talent Nyathi sent her greetings from Kleinmond. And of course we are all glad to have Carin back in our midst!

On the agenda were:

1. A round of comments from all panel members
2. Priorities in the final advice of the panel to E-motive

Marieke Hart opened the floor and started off saying that she enjoyed the richness of the research, many viewpoints and many people heard. It is important to take the next step now: in the first place she stressed the point of **communication**: it is indeed not *automatic* that a new image develops of developing countries: it is important to build strategies, and campaign around the theme of E-motive. It's also important to be more precise: do you want to change awareness (that at the moment perceives developing countries wrongly) or do you seek support for International Cooperation? Those are two different things. The good thing (as was established by the assessment) is that E-motive also taps into other platforms (like social inclusion etc.) in order to bring the voice of international cooperation in! E-motive's power is also that we are not immediately begging for money.

BUT: the main thing we have learned is that social cohesion and international cooperation *together* are essential ingredients for a globalisation of awareness and **global citizenship**. From learning to the south E-motive partners are moving into peer-to-peer learning! She missed that in the final report.

Michiel van Buuren: We can loosely couple the social base for international cooperation to **different ministries** that all are occupied with one or more themes of E-motive: like the education ministry, sport, culture, wellbeing, VROM. We must be very smart in communication in the Netherlands! Who are our target groups needs to be quickly established now. The fact we have too little human resources (although he agrees that some extra are needed) can be solved by using our **network** as ambassadors, our people in the projects: 'crowd or peer-to-peer communication' may be the answer....

Further we need to tap more in universities and other **higher education**: many students are creative enough to deliver an important contribution... The same goes for volunteer networks like that of COS and the corporate world. Corporate Social Responsibility can thrive inside E-motive.

Wim Stoffers: The example of the 'Wijkalliantie' made me think of 2 things: in the first place they are using the example of Soul City to develop a soap on TV; we can complement that with a documentary 'the making off' and have a **broad public**. In the second place that opens up the network of the **VNG (local municipalities)** to us: if VNG wants to learn from abroad (they are already active the other way round) we have made a major point!

Moustapha Baba: The importance of an assessor from the South (Talent Nyathi) must be stressed: looking with other eyes to how we are meddling around in the Netherlands is crucial! The importance of E-motive for me is first and foremost that the themes of E-motive are **crucial in the Dutch society**, but we cannot solve them alone... We need support from international partners, and that has already had a great impact. People like Talent can formulate that concretely. During the research I also realised that we could have made the link with communication rather in an earlier stage.

Wim Stoffers: I have seen E-motive rolling out from the very first (OMOS) meeting till now and there has been an enormous **growth**. That we are also focusing more and more is a good sign. The 10 eyes are an interesting tool to look at project, in my view we should also look at them as a kind of '**steps**' – not automatically, but we have seen that there is an evolution in the different stages that brings us more results in different ways. Some partners that do not develop can also be not yielding results sufficiently for instance.

Dorothe Appels was glad that she took the effort to join the panel: it was a fruitful discussion over time. She notes that it may sound abstract, but also concrete lessons have been learned, such as '**creating encounters works for world citizenship**'. E-motive is good in creating the opportunity, but now – what is the next step? What is the most fruitful handling perspective for partners and their target groups? How do they become **ambassadors**? E-motive may look for a specific choice thematically, bases on globally important issues. Where **themes and methods** (e.g. encounter) come together there is the real importance of E-motive. May be we can also start 'measuring' that kind of contributions to world citizenship; it would be an interesting new thing.

The important thing in this programme is the **inspiration from the encounter**, if that is developed into innovation (combining efforts) that is more than a mere exchange. The innovative aspect is also showing that people are moved and made thinking: 'with another pair of glasses' AHA moments are the important core of E-motive. It is important to work hard and develop E-motive's identity in a process that we need to start now. An **advisory board** can be very supportive here.

Priorities of the panel's recommendations to E-motive

In the discussion we establish the following list of priorities, based on the draft report:

1. We can say goodbye to one-off projects
2. Theory of E-motive should be further developed
3. Communication is important (we agree that it does not work *automatically*).
We can use the project partners as ambassadors for a start.
4. The covenant is signed now, but the partners need to take the lead from now on: we cannot go on with support from Oxfam Novib alone, they have done a lot already.
5. The network should be used and enhanced (and the management of it needs capacity). (Clusters of) partners can form the base. This needs to be scrutinised time and again.
6. We need to have a good look now and again at the position of international partners: if they are not well respected that is against our ethical stance
7. An advisory board is of crucial importance in this time of focus
8. Main strength of E-motive is building concrete outcome, based on mutual inspiration from the encounter of world citizens

10 Conclusions & Recommendations

In the whole assessment the 'Most significant stories' are the *informing principles* for the conclusions. First they were selected by the forums, finished off by the panel. Here we are still in the realm of the stakeholders: although the team assisted, the main conclusions are in fact drawn by stakeholders themselves (see chapter 8.3). There are also more questions to be answered: was the programme satisfactory in the light of the *objectives of the original project plan* (9.1) and of course the *research questions* of this assessment, they are answered in chapter 9.2. Finally in 9.3. we summarize our conclusions and recommendations in the main findings.

10.1 Original Objectives

E-motive has 2 major goals (see paragraph 1.1.):

- a. peer-to peer learning from South to North (improving projects for social cohesion in the Netherlands);
- b. Enhancing social basis (*draagvlak*) for international cooperation: improving the image of Southern countries by presenting successful solutions from there, bringing innovation and inspiration.

The overall research question were:

1. Are the goals met?

Summing up the evidence from all different sources we have dealt with in this assessment project it is safe to say that goal a. certainly has been met to a large extent:

Both the 'survey matrix' as the story-matrix show over 90 % 'implementation' (output) for projects improving social cohesion in the Netherlands, and that is something to be proud of. Of course the perceived 'outcome' – defined as changes taking place in the 'boundary partners' (around 70%, see chapter 5) is lower, but that is usual in ongoing projects. On the other hand there are clear signs of some 'impact' on society already now, as summed up in paragraph 8.8, showing that the very *concept* of the programme from the beginning is indeed working.

Goal b. however has been met to a limited extent: yes, inspiration, innovation has been found, yes even some impact is visible, but too few people realise – 'live' – the fact that this originated in the South, because the lack of communication around this issue. This is certainly a missed chance because there are ample possibilities to 'show off' with the results and reach a broader public. See also our recommendations.

2. What have been the changes over time in the *emphasis* on E-motive's different goals – also on implementation level?

In the beginning of this assessment (in the financial part of the desk study) certain trends were noticed, that later were confirmed by surveys and stories: clearly the very big Words over weapons project of LSTZG was a one-off very early project this has not occurred anymore after 2006/7. Further also the categories of smaller 'one-off' projects and simple exchanges are 'petering out' after 2007.

The investments in community arts, or specific (e.g. Muslim, neighbourhoods, Surinamese) communities seem in most cases to bear fruit, which is since 2008 adequately followed up by repeated funding on the one hand and slowly bringing projects to sustainability and independence from E-motive on the other.

The investments in long-term, more sustainable, partnerships between International and Dutch partners is a logical follow-up.

It is clear that the programme became more 'adult' since 2008, a trend that should be continued by better formulating and focusing the overall aims and completing them with a 'theory of change': here is work to do for the Hogeschool van Amsterdam for instance!

There are however no clear signs of a thorough change in emphasis on the two different goals: although the first general goal was more and more met, which was also contributing to the second goal, the lack of a clear communication and information strategy prevented to inform a more general public about the results, hence also missing out on improving the image. In fact E-motive needs a proper communication strategy *for itself* taking into account the legitimate needs of the covenant partners (especially Oxfam Novib).

10.2 Detailed research questions

1. Outcome should be looked at on 2 levels: on social cohesion as well as on image forming about International cooperation of the involved.

See 9.1

2. What is the effect on the Southern Partners?

Fortunately there have only been very few (of which only one very clear) cases where the Southern partners felt their knowledge was completely 'sucked out' by the Dutch partner. In the overwhelming majority of cases there was something 'in it for them' as well. However whether that was enough is not always clear: quite some Southern partners complain about the little they got from it. Dutch partners also noticed this. It is not always feasible (and in fact not advisable) within the limits of this programme to 'do more' for Southern partners. However it is not comprehensible for E-motive partners (be it South or Dutch) that a programme that is part of Oxfam Novib is completely separately run from regular projects, and there is no influence whatsoever of a successful E-motive project on decisions to fund Southern partners from other funding lines. More streamlining and a 'larger say' of E-motive staff in these decisions would be a welcome support to E-motive and also to a better functioning of Oxfam Novib as a whole. It would open opportunities and the regular programmes would be able to learn a lot about future developments in (global) international cooperation, where E-motive is in the forefront of interesting changes.

3. How does the investment from Oxfam Novib relate to the investment from others?

4. Is there a visible influence of the 3 other partners in the MOU (Mano, Movisie and Hogeschool van Amsterdam?)

Answer to 3 and 4: This assessment came too early to say much about the contribution of the other covenant partners: in the researched period of time there was only here and there (especially the research capacity delivered by HVA and

there students) an influence, let alone an investment: matter of fact is that the covenant was signed at the presentation of the results of this assessment. Nevertheless the contribution of HVA and their students (for instance in the formulation of the initial '4 I's') certainly had an indirect influence on staff of E-motive and this assessment as well. After the signing of the covenant it is now time to *share more of the burden* among the 4 covenant partners.

5. Is there a focus needed on one of the two main objectives?

In our view this is not necessary: both objectives can go perfectly well together provided that an adequate communication strategy is developed.

6. Does the transfer of ideas, concepts, information (from North to South) succeed?

Yes, this is certainly the case, for all three categories, sometimes together, sometimes only one or two (see also 9.1). This assessment established that all three are equally interesting: ideas, concepts, information were all to a certain extent successfully transferred to Dutch practice.

7. Do the Dutch partners succeed in incorporating the lessons learned in their own practice, with own funding?

Yes, the transfer took place in the great majority of projects, but 'own funding' was not directly part of this assessment. However we can safely state that the majority of projects supported by E-motive were (especially after 2008) embedded in sustainable organisations which had own funding from the beginning. Where this was not the case a prudent strategy towards independence from E-motive was followed, and in some cases already successful; this line can be pursued and improved in the light of the (re)formulation of the 'E-motive theory'.

8. Which factors influence a longer involvement between the partners? Is mutual learning taking place?

From the desk study it was clear that 'joint interests' are the most common trigger for longer involvement: the organisations that were able to set up longer contacts and managed to learn to-and-fro could do such mainly because of *shared passions*. See also many different quotes showing this in chapter 8.3. Consequently a clear shared passion can be a strong indicator for potentially successful projects...

9. Is there a role for capacity building for E-motive in North or South?

In general: no. Our recommendation is to set up and maintain the network between *all partners* in the programme. From there on partners can fairly well exchange, come to a wider approach in 'peer to peer' learning and even build mutual capacities. The *network* however is something single partners cannot manage on their own: so this is first and foremost a role for the E-motive programme.

10. Are their ethical dilemmas in these exchanges? Neo-colonialism (now exporting ideas), tourism to and from the South, with no results for the South?

Yes, they are there. Especially in *one-off* events and single exchanges where there is little mutual involvement this danger is real, and it happened indeed in (very) few cases. The best remedy is the long-term mutual involvement, in whatever form: a network where partners can correct each other would also help.

11. What can partners 'get from each other' in the E-motive network?

Asking the question is answering it: the need for a network was expressed several times, in stories, forums and panel; even in the presentation on E-motive day.

Several things were mentioned: in many cases *multilateral* partnerships can grow (e.g. between groups with similar content – like community theatre etc.); peer-to-peer learning is already mentioned; actively offering each other services (like training), but also together the need for specific training (e.g. in project formulation etc.) can be detected by the network and that could become a project again, etc.

Several remarks during the presentation were pointing at a *contribution* partners could also deliver to the network and E-motive (e.g. in re-formulating the 'theory of change', etc.)

12. Is there a difference if partners are also partners of Oxfam Novib?

This has not significantly been found; there were also very few organisations where this was the case. (see also 2.)

10.3 Conclusions and recommendations (main findings)

These findings are based on all foregoing paragraphs, desk study, questionnaires, the 52 stories we discussed in 2 forums and one panel and the qualitative analysis.

Main findings are:

- The majority of projects are good, although not always fitting in the E-motive objectives. Specifically one-off projects (seminars etc.) need to be reconsidered.
- There is a need for focusing after 3 pilot years: e.g. projects that produced intensive and long-lasting *equal* partnerships between Dutch and foreign organisations were most successful with regard to the E-motive objectives
- The peer-to-peer learning *from* the South does not *automatically* lead to an improved *image* of the South. Promotion of the concept *and the results* is now the next step for E-motive. There is ample opportunity *beyond the development platform*. E.g. social cohesion - innovation platforms, etc.
- The concept of E-motive should be further discussed and formulated. The 10 I's and *the stories* can be a starting point. There is now an opportunity to come to the *core*, redefine objectives where necessary, *add outcome (indicators) etc.* It also is highly necessary to build an *action/reflection cycle* in the program, e.g. with support of an advisory panel, etc.
- The existing *network* of active partners is an asset and should be operationalised
- Lessons content wise: e.g. in many stories *community solutions from the South are seen vis-à-vis individualism* in the North: what is an AHA moment for many Dutch participants, comes naturally for the International counterparts. Another example: Muslim communities in the Netherlands are very keen on learning from other Muslims in the world: there is ample opportunity for cooperation here
- There are many 'practical issues' to be solved:
 - o The role of international partners needs to be enhanced
 - o The growing network of partners should actively be managed and promoted
 - o Funding issues need to be solved by Oxfam-Novib and other partners

- (Human!) Resources need to be allocated: E-motive is understaffed for real growth
- Main strength of E-motive is building concrete outcome, based on mutual inspiration from the encounter of **world citizens**

After these (lengthy) conclusions and recommendations of this assessment it is now time for the covenant partners to discuss the results and start operationalising conclusions and recommendations for the future; our role is finished with this report. We must say however that it was with great joy and satisfaction that we were part of this challenging and sometimes difficult endeavour of E-motive. We compliment E-motive with the will and endurance to bring this project to a good end.

Amsterdam, 20-01-2010

BWsupport,

Talent Nyathi,
Bob van der Winden,
Jolien Marsman,
Daniel Haverkort

Annex 1. Quotes from the most significant stories.

Based on the selection by the panel, the team selected the 'most significant quotes' from the 10 stories:

CORDAAN – RBC @ MAROKKO

"By adjusting of your own views you can then talk differently with the Moroccan groups in the Netherlands and move forward with concerned Moroccans...

Another moment where I realised this was during meetings with Moroccan colleagues who had joined us in the trip to Morocco. It was revealing how little knowledge *they* had of the country, politics and the developments in (health)care and support to the handicapped.

All this is input for further discussion in the Netherlands. Together with the Amsterdam school for Higher education (HVA) we want to support this discussion actively and we expect to influence that way the changes in perception concerning the influence and/or prescriptions coming from culture and religion on the work with mentally handicapped. In other words: what we can learn from the actual Morocco can contribute to the discussion that is now also starting up within the Moroccan / Dutch community"

Vrede van Utrecht – Arena y Esteras @ Peru

"Clearly this kind of exchanges does have a large impact on the participants who are involved for the first time. As far as I'm concerned I had this experience years ago. And ever since I am involved in different places to establish the possibility to have such experiences for students and youth who are busy using *community art* for processes of social change. In neighbourhoods, in prisons,, with migrants asylum seekers, etc.

For me in such projects the question is how the initiatives can develop enough sustainability. And how the costs of such projects are related to the learning effects that they yield...The question is whether those budgets are optimally used *for the southern partners*. As far as the money question is concerned we have tried to solve that otherwise. Before they moved on (travelling to Belgium and Germany) we had a meeting with the leaders of Arena&Esteras in order to hear from them what financially were the most pressing needs.They indicated that they had the assignment to organise in November 2009 in Peru the annual national festival for the 'theatre for social change'."

Wijkalliantie – Soul City @ South Africa

"Another issue that keeps me thinking is individualism versus community. What is desirable, what is possible in a society based on individualism? Does a human being need a community and is this community developing in the same way as in South Africa? The translation of the concept is causing most discussion: it forces us to think about an approach in Holland and why we do certain things. To get the money or because we really think it works???

One of the moments that it dawned upon me that community life in South Africa is different from the Netherlands was after we arrived in Pefferville. A poor community where criminality is a big problem for society. A problem that can only be taken on if you fight all together. They did that by removing dangerous bushes next to the school

(where regularly people got mugged and even violated). What gave me a feeling of cohesion was that with the whole crew we just walked into a lady's home who had opened it up for a sewing group for the programme. Or maybe it was the dancing and the music people made together before and after the filming for the TV programme. Despite the troubles and conflicts I saw individuals join a group with common interests and a common goal."

Ilva Poortvliet – Ukunda @ Kenya

".....access to education and technical equipment such as computers is a natural learning process in The Netherlands. But, for us in Kenya it is a preserve for the Elites. It is for this reason that I think e-motive played a very important role to enhance learning abilities of the school pupils. In addition to the computers we maintain our partnership through Internet. Unfortunately only one out of six schools has a laptop and Internet access. We created a website where young people both from Kenya and the Netherlands post their stories and read. Through the Internet the pupils share cultural stories. Through shared stories they also practice English writing skills and learn more about each other's countries. It is a fantastic experience between and among pupils.

Another important contribution from the e-motive project was the supply of clean water by means of providing taped water and setting up of libraries in the six participating schools. While the health of the pupils improved, they also have access to books. It is saddening for us that this project was discontinued; if there is one thing we could do we would like to see the project continue. Access to computers, communicating through e-mails, constructions of classrooms, access to clean water and setting libraries is the best thing that could ever happen to empower people in the rural remote areas of Kenya....."

Diversity Joy, Phaphama

"From there, starting Diversity Joy in The Netherlands in 2006, an intensive relationship has started, where at first Jabu was here several times to train our trainers and coach them in the workshop process. For me this implied another AHA moment where I was able to see what Phaphama and its people did in its strength. So the starting point of the relationship was not a need on their side that we could fulfil, our starting point was our need for social cohesion programs in The Netherlands where they could help us out. From there the 'who helps who' has not been an issue, because the major focus became how we both can develop and learn in sharing our knowledge, experience and resources. By now our relationship with Phaphama grows further and further: several people who are not part of the core of the organisations (both in South Africa, as in the Netherlands) are now exchanging as well ... and 'to and from' we are all learning a lot. Stijn Hogenhuis is now (October 2009) in South Africa to give mediation training to the diversity office of the Witwatersrand University in Johannesburg, together with Jabu and Judy. This way Jabu and Judy learn about mediation training and Phaphama establishes itself as a mediation organisation."

BLinN

"It is intended in this project to learn from organisations from the countries where victims of human trafficking are coming from. That way we can support the better here in the Netherlands. During the (longer existing) cooperation with organisations from Nigeria we have little by little learned about cultural differences mainly...

Knowing these differences is an important basis to improve the support we want to give. We translated these lessons in tips and in a brochure for helpers about communicating with victims from Nigeria (see our website www.blinn.nl). I include some experiences that come to my mind: In Nigeria we also followed activities of GPI (Girl Power Initiative). First there was a plenary where people exchanged experiences. Things like a bus driver treating you badly and a boyfriend you cannot trust. There was a lot of attention for being strong and better organising yourself, such as never to leave your glass unattended...

What can we do with this approach in the Dutch context? I tried to translate our experiences in the brochure: such as that it is important to take more time in the beginning of a meeting with a client for exchange of personal talk. But of course we cannot work with the 'top down' approach like in a school. The only thing we must realise now is that Nigerian women are used to that approach and that it will be difficult for them to come up with their own ideas."

Ramadan Festival

"Over the years Ramadan festival has made encounters possible between Muslims and non-Muslims, fitting well in the concept of Reverse Development Cooperation (RDC)... The important thing here is that you do not try to influence Muslims in Holland from the Dutch perspective, but bring them in contact with a Muslim community in the Western Cape that existing for hundreds of years: there was more goodwill for Farid Essak, simply because of being the kind of person (and also Muslim) he is...

The fact that we learn from the methods and also the handbook of positive Muslims about homosexuality is one of the key- elements of the success of projects: they have developed solutions against violence, ways of education of the people that would have taken us ages to develop!

We also had a Bangladeshi organization the year before, but that was a more rural organization against marital violence, important, but not such a good match as the more city-wise people from Positive Muslims."

Stichting Hoedje van Papier – Pasa La Voz, Peru

"The most inspiring of our project were the Peruvian people. And the ideas of these people. They were much further than us with creative and professional formative courses in the field of media. Also they were much further methodically than us and also further than the Dutch organizations we had invited.

The open nature of the conference was quite unique. We heard that from all sides. We brought Dutch and foreign parties and organizations together who would not come into contact with each other otherwise. We came a long way in a very short time with an effective network with many organizations in the Netherlands. We continue this project to work nationwide. And that is something to be proud of. Many E-motive projects remain within their own framework or environment. We want this project to be a success nationwide and we can make this project a success nationwide."

Click F1.

"The original idea and energy behind E-Motive that comes from this inspiring woman (Sylvia Boirren...) also still inspires me. We are all global citizens, all connected and all equally interdependent on each other in one way or the other. That is what E-Motive is basically all about. Becoming aware of that and take our responsibility

wherever we can. I still think it is a very worthwhile idea, although difficult to implement for Dutch organizations: it is good to learn things from far away, and that can happen often, but real mutual exchange is much more interesting: no one way learning but long-term sustainable relationships in which the exchange takes place permanently. But that then is time-consuming and many organizations don't have that time, especially in the North! We ourselves were involved in a number of projects, but I would like to mention especially the 'Bolletjes Estafette': youth from Curacao and Surinam were very enthusiastic supporting the education of their peers who would be susceptible to be recruited for drugs transport. We have invested a lot of time and money in this project ourselves as well. However after E-motive support local funding did not come off the ground and the project had to be suspended. In general you can learn from it that for this kind of projects financing is the bottleneck and should be thought through thoroughly before starting up. That means that E-motive in the future also needs to be transparent in their possibilities for sustainable support: not just one-off projects but build in sustainability as well."

SOA-AIDS NL.

"... I was more than impressed when I was subjected to a 12-hour working day by their Director Fatima Noordien who wanted to show me all they were doing. I visited People living with HIV, went through the materials they used in their work, attended their Saturday awareness raising activities for parents when they brought their children for football. And for the first time, I sat in a Mosque and was so amazed to hear how compassionate and gender sensitive the Imam who was preaching that day was. Till then, I had only heard one story about the Muslims and the Muslim religion. The next moment of learning for me was when Positive Muslims came to the Netherlands and gave training to the key community Muslim leaders and the health care providers. The training was evaluated with a 9 out of ten and health care givers praised Fatima for having opened their eyes to the cultural other. Maybe a Wow moment I got feedback on from my Dutch colleagues was the fact that it was a Muslim woman who was giving the training, super articulate, with a head dress ... Many people were so amazed by Fatima since our media almost equated women with a Muslim background and a headress to dummies... The last, but not least pleasing moment for me was having 18 key community persons from a Muslim background volunteering to carry on the work they had learnt from Positive Muslims on the training, on sexuality and HIV prevention. For two years we had tried, and it had not worked. And to think that these people from the South came, and armed with the good theology of a responsible, compassionate and non judgemental Muslim, managed to break the unwillingness within the Muslim community to work on these issues. And also made the Dutch health care professionals relook at their attitudes that impeded them from discussing sedulity and sexually transmitted infections among Muslim. Wooow!"

Annex 2: Report Kick-Off meeting E-motive 21-08-2009

Participants: Marieke Hart, Moustapha Baba, Marco Bijl (advisory panel), Carin Boersma (E-motive), Bob van der Winden (co-assessor with Talent Nyathi).
Not available at this time: Iris Shiripinda, Dorothé Appels, Klaas Molenaar

Agenda:

1. Introduction, Framework of programme (Carin)
2. Research questions (Bob)
3. Methodology: Most Significant Change
4. 'Analytical model' – *who are stakeholders?*
5. Five important questions
6. Process, expectations, E-motive day, report
7. Video messages for Talent

1. Introduction

During lunch an extensive expose is given about the history of being of E-motive, the actual situation and the challenges for the future by Carin as well as Marco: they are both part of the 'covenant' group (Oxfam-Novib, HvA (Hogeschool van Amsterdam), Movisie and Mano) who are now the leading force behind E-motive. *Carin Boersma* is at the moment the only one paid (0,8 FTU) to coordinate the programme: she will have a colleague again for 0,4 FTU. Carin is not a 'long time development worker', but has been a lecturer at one of the Netherlands big institutes for tertiary education; In-Holland.

Also the others introduce themselves:

Marieke Hart is working with Context, geared towards capacity enhancement for development. They are a 15 persons research and training organisation working in enhancing the social basis (draagvlak) for International Cooperation (e.g. organising masterclasses), global citizenship, research for development (in which a project 'Civic driven change' is paramount), also doing evaluations – they have experience with Most Significant Change for instance.

Moustapha Baba is working for Mexit, an advisory organisation for social cohesion: they mainly work with local government and housing corporations in The Netherlands, working for 10 year in diversity and integration issues. They are also involved in the annual Ramadan festival, a non-religious event bringing Muslims and non-Muslims together at an *Iftar* (joint meal) during Ramadan in order to discuss issues of joint interest. They are also proud of supporting starting up initiatives as Cordaan (institute for social care) learning from Morocco (Handimaroc) etc.

Marco Bijl works as a lecturer and researcher at the HvA (department cultural-social studies). He also does research into E-motive programs with his students: several projects have been studied and now they are working on a model to look deeper into these social cohesion projects. The analytical model '4 I's and a T' has been developed by them. They are interested in this assessment because it will be one more building brick for their research.

Bob van der Winden introduces *Talent Nyathi* as well as himself, being long-term colleagues: Talent established the *African Book trust* and *African Community Publishing Trust* in Zimbabwe but is now coordinating the Training for Transformation Programme near Cape Town (RSA). She has a wealth of experience in social cohesion on community level as well as with exchanges all over the world. Bob himself holds a masters degree in public administration (thesis on evaluation) and after 10 years working in NiZA as a programme director is now working (mainly in evaluation) in his own company BWsupport. The advisory *Panel* will be extended with Dorothe Appel (COS-NL) and hopefully Iris Shiripinda and Klaas... They were not available for this meeting, so a second meeting was organised for **28 September 9.30 in The Hub Amsterdam**.

Bob finally asks whether everybody agrees that the intermediate reports (such as this report, as well as the interim reports, etc.) will be shared between all parties via a NING (social networking tool). That is agreed, so reporting will be in English (be it with Dutch grammar sometimes....apologies upfront!).

2. Research questions

E-motive has 2 major goals:

- peer-to peer learning from South to North (improving projects for social cohesion in NL);
- Enhancing social basis (draagvlak) for international cooperation: improving the image of Southern countries by presenting successful solutions from there, bringing innovation and inspiration.

Overall research question is:

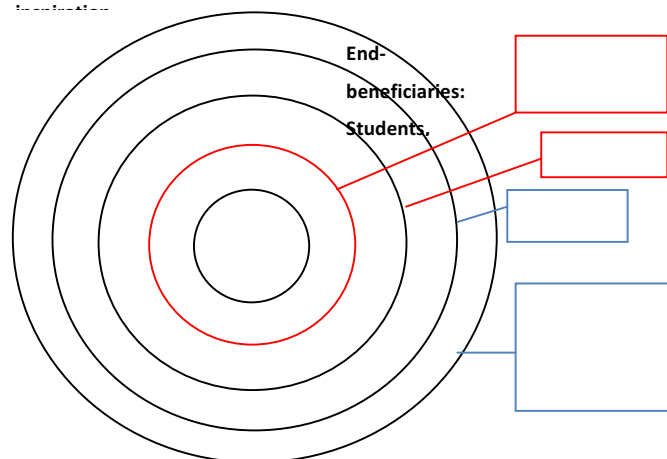
- Are these goals met?
- What have been the changes over time in the *emphasis* on E-motive's different goals – also on implementation level?

The detailed research questions are:

- **4 I's, 1T:** Inspiration, Innovation, Implementation and Impact, using Transfer. How do these elements come back in the different projects?
- **Impact:** Southern partner, Netherlands' partner, Dutch professionals and public
- **Transfer:** *Translation* from one context to another? The way the exchange is organised? What are the factors leading to success or failure?
- **Sustainability**
- **Communication:** Is there a need for improvement?

The first remark of the panel is that the focus of the evaluation needs to be sharper: we agree that the main *goal* is to make an informed decision in 2010 about continuation of the programme. **The sharper focus should be: what has been done and where is the added value of this!** Related questions are: what has been changing in the project over time, was this an improvement, do we have to continue like that?

To this end we could for instance use the 'ripple model': how does a funded project deliver added value to their environment: closer by and further off:



The challenge is to find information (stories) from the different *layers of the ripple*: this needs to be carved out carefully in the process (with 60 projects!) in order to not create an overload for the evaluation, but at the same time being transparent in the choices made *whom* to interview, elicit stories from.

Furthermore the panel remarks that it is important to *merge* the research questions with the *analytical model*: so if you use the 4 I's (and T, see above) as analytical model they need to be worked out further in the detailed research questions: work out questions for inspiration, innovation, implementation and impact.

It is also remarked that this is *not* an impact study: after 3 years there will hardly be any visible, tangible impact: the only thing we may hope is to see *glimpses* of it in the elicited stories (see 3).

3. Methodology

Important features:

- Make a clear distinction between 'output', 'outcome', impact'
- In the actual assessment we use a constructivist participative approach: Counting, description, judgement are all possible but **not enough**:
- stakeholders are the focus
- Start with stakeholders' view / constructions
- Discuss important questions via *storytelling*
- Forums to discuss outcoming stories; aggregation
- formulate 'domains of change' based on research questions: formulate **KEY** Questions and this way focus the research.

The core of Most Significant Change methodology:

- A question:
 - "In your opinion what was the most significant change that took place inover the ... months"
 - [describe the change and explain why you think it is significant]
- Re-iteration of the same kind of question
 - "Which of these SC stories do you think is the most significant of all?"
 - [describe the change and explain why you think it is significant]

How is MSC different?

- Participants have a choice about what sort of information to collect
- Uses diverse rather than standard data
- Information is analysed by all participants, not simply by a central unit
- Subjectivity is used rather than avoided

MSC in stages

1. Defining Domains of Change (after kick-off)
2. Define reporting period: 2006 - 2009
3. Collecting SC stories: **KEY** is whom to collect stories from!
4. Selection of collected SC stories: **KEY** is good report about arguments for selection
5. Feedback of the choices made: by assessors
6. Verification
7. Quantification

The contents of the presentation on 21 august can be found in annex 5. This part will deal with the remarks of the panel during the meeting.

4. Stakeholders

Bob likes to clarify his approach, based on '4th generation evaluation' (more about it on the BWsupport website) and now for this assessment of E-motive projects extended with Most Significant Change methodology:

Nowadays in every evaluation we're trying to know about 'output' (e.g. how many learners did we reach?), 'outcome' (e.g. have they learned anything?), and 'impact' (did anything change?).

In the *First generation* counting **output** was the main goal; the *Second generation* – as a reaction to the first– it was mostly (thick) **description** of what had happened; the *Third generation* – which is in fashion nowadays – the **judgment** (conclusions and recommendations of the evaluator) are paramount. The *Fourth generation* – which is responsive to the stakeholders and constructivist in its methodology – is a relatively new development in the USA over the last decade, and still little used in International Cooperation projects, though its 'offspring' MSC is now often used.

Focus of the *Fourth generation evaluation* are:

- a thorough stakeholder analysis (including the question: are there victims of the project?),
- interviews with stakeholders, going from one to another, stories elicited from the stakeholders
- the use of Claims, Concerns and Issues as informing principles: is there consensus about the 'good outcome – that's a *claim*'; is there consensus about the need to change things: that is a *concern*; and the rest (where people differ) are *issues*, that need to be discussed in a stakeholder meeting in such a way that an *agenda for the future* emerges.

The important notions in this framework are:

- 'Truth' is always some consensus

- 'Facts' are always context specific
- Interventions are not stable
- Development = Change = is endogenous
- In evaluation facts and values are always linked
- Accountability is mutually shaped (trust!)
- Evaluators are subjective, facilitating negotiation
- Responsive: start with stakeholders' constructions

We discuss the *cube* as the analytical model:

- It is remarked by the panel that the NETWORK around E-motive (Netherlands as well as South) is an important factor: do we know it? Do we use it well?
- It is also important to recognise more stakeholders: e.g. potential future funders of the project (ministry of VROM, Orange Fund); they can for instance be approached with the results of the research.
- It must be stressed that SOUTHERN PARTNERS are important in this programme, they are stakeholders in their own right, not just resources...

Bob stresses that the framework is NOT stable (e.g. changes in projects, even stakeholders, during the project).

5. Important questions discussed in the kick-off workshop:

5. Stakeholders – and how to engage them?
6. How / where to collect Significant Change Stories – which stakeholders?
7. 'Domains of Change' - brainstorm
8. Organisation of Forum groups

General remarks of the panel on the MSC method and these questions:

- It is important to 'build' a safe setting for those writing stories – e.g. employed people if their boss also has access to the stories etc.
- Learning is the main goal: learning to improve the programme
- We can learn from the ripple model that there are many (layered) stakeholders and beneficiaries on more or less 'distance' of the project.
- Stories can reveal *some contribution* of the E-motive programme: don't expect *full attribution*: in general that is impossible, but here many others contribute to the projects, where E-motive funds the exchange aspects...

5.1. Which stakeholders?

Dutch partners and / or their beneficiaries? Southern Partners? Other Dutch stakeholders? Dutch Public?

Panel remarks: use projects as co-researchers in this assessment, try to reach end-beneficiaries through them! Both in NL as in the South.
Go as close to the end-beneficiaries as possible.

5.2. Stories could also be collected based on *content* of exchange:

*E.g.: Conflict Transformation : Phaphama- Diversity Joy and 8 more
Social Cooperation / community work: Ramadan, Lochem, Cordaan + 7*

Theatre, circus, dance: Peta Phillipines, Vrede van Utrecht +6
(Social) Health: Positive Muslims, SOA Aids NI, War trauma, + 5
(Community) Media: Pasa la Voz – Hoedje van papier +4
Youth/ schools: Click F1; Cre8; Scouting, Marowijne +4
Gender: BlinN, Osmose, + 2
Environment: KSU/ Atjeh, +2
Public debate: Felix Meritis, Kraan + 2

Panel remarks:

This is mostly a way to develop a 'typology' of projects: a well thought and transparent way of selecting those projects that are going to be part of the assessment and will be asked to write stories needs to be developed.

5.3. Domains of change

Examples: - Changes in Quality of live (Conflict transformation, Health, Environment)

- Changes in Participation in Society (Community work)
- Changes in 'voice' (Media), Theatre, debate
- Changes in self-confidence (Youth, Gender, minorities)
- - in perception ('3d world' knowledge, people, countries)
- - in 'global thinking' or global 'embedding', networking ...
- - in sustainability (of projects, organizations)
- - all other changes
- - lessons learned
- - or no Domains at all...

Panel remarks:

- As said before it is important to use the *goals of the programme* and the *research questions* (and detailed research questions like those based on 4 I's) into the questions that we ask the storywriters.
- A set of 'domains of change' should be developed connected to these research questions.
- The connection with the programme needs to be made, but further questions need to be as open as possible in order to prevent people from 'forgetting' unexpected (or even negative) outcome.

5.4. How to elicit stories?

1. Normally done by field workers, (phone) interviews, group discussion, actually writing beneficiaries in workshops...
2. In this case that is not really feasible: *13 partners in Sub Sahara Africa – of which 5 in South Africa; 11 in North Africa and Middle East – 5 in Morocco), 8 in Latin America – 3 in Brazil; 3 in Asia) In total around 40 'coupled partners'*
3. We tend to ask all partners to select a beneficiary, an involved (staff) member and someone from the highest level in the organization (2 persons at the least). We will then send instructions directly to these persons. So we will in the end have around $2 \times 2 \times 40 = 160$ respondents max. We count on 50% writing us stories. We will, where necessary, elicit stories by (phone) interview.

Panel remarks:

- The most feasible way in practice has always been to organize writing workshops. That could be done for different 'layers' in the projects (e.g. end-beneficiaries and staff).
- In the Netherlands that is possible the panel thinks: for the Southern partners another way should be used (telephone and/or internet).

5.5. Forums

1. Basic feature of the method is the discussion of the (around 40 x 2 x 2 'domains') stories by forums.
2. A simple way would be to have a Southern, Dutch and other stakeholders' forum or Public? (at least 2 of them can be held in person in NL. in this case)
3. Any other way needs to be done by internet forum discussion (e.g. NING) and verification by phone (interviews or group chat)

Panel remarks:

- The same remark as under 5.4.: A 'Social Cohesion' forum of Dutch partners and an 'other stakeholders in Holland' forum can be easily organized.
- For the South a third forum with the use of internet is probably the best possible solution.

6. Process, planning

August 21: Kick-off workshop

September 28: midterm panel workshop

September 2009: desk study-sample interviews

End September: Follow-up workshop (panel)

September-October: MSC – story collection, Telephone interviews

End October: MSC selection 'forums'(internet)

22 November: final stakeholder workshop

24 November E-motive day**7. Video messages, social networking**

We made short video messages for Talent in order to tell her our personal views on the following topics: Stakeholders, Domains of change, How (from whom to collect stories), Forums, Any other expectations of the process.

The videos were uploaded to the 'social networking tool (NING), that was specifically opened for this panel group: www.emotive-panel.ning.com.

This is a pilot in order to see whether there is added values in the video messages – possibly video stories will be collected.

A video with Marco Bijl, who had to leave earlier, was made and added a few days later (see also 9: interview Marco Bijl).

All other related documents (including this report) are also uploaded or will be uploaded to the NING.

8. Concrete arrangements

- The next meeting is 28 September, 10 a.m. in the Hub, Amsterdam
- Marco Bijl had to leave earlier and will be interviewed Monday 24 August
- Two more members: Klaas Molenaar and Iris Shiripinda will be asked to join the panel.
- A comprehensive list of projects will be available soonest on the NING
- Report of this meeting to be sent to members and published on the NING
- A more refined approach of the assessment process, taking into account the remarks of the panel, will be worked out by Talent and Bob in the week of 1 September and published on the NING (see annex 1)
- Evaluation activities (writing partners, etc.) will start in that week as well.

9. Interview Marco Bijl

Marco had to leave the kick-off meeting early, so we decided to talk further on Tuesday 25 August, where we dealt with the following issues:

- Students: Marco informs whether we are able to involve one or two students of his in the assessment. It would mean a 3 months assignment, which can start somewhere in September, so ending end November fits well. He will check the students out, Bob will check with Talent (meanwhile we both agreed to take one or two students on board: a request has been sent to Marco with some ideas of the work to be done by students).
- The big issue with E-motive is that there are 2 goals (social cohesion *in* and peer learning *for* work in the Netherlands; enhancement of social basis('draagvlak') for International Cooperation): these goals are not necessary in line with each other: how were the different goals met? Also given the different interests and power relations? E.g. Oxfam/Novib delivers the money and wants predominantly to reinforce the 'social basis' (draagvlak); Dutch partners are mainly interested in social cohesion!
- Of course the theoretical model (4 I's and a T) can be used – Marco would like us to apply our minds to it as well and may be even come up with an extension of the meaning, of course we will refer to HvA and him.
- Both Social cohesion and 'social basis' issues would have to be looked after using the 4 I's: for instance impact for social cohesion is different from impact on the 'draagvlak' level.
- The T (standing for transfer) has to do with the *contexts* of the projects: it can be very difficult, in fact impossible, to 'copy cat' a successful project from Egypt to Amsterdam for instance: a thorough context analysis with all stakeholders would be necessary. But also: are there general lessons to be drawn about transferring a project from one context into a completely different one? Is it possible to develop a theoretic analysis model? We will start using the 4 I's – we will try to work out some more 'measuring criteria'.

Annex 3 Report Kick off 2 Panel Emotive assessment.

28 September 2009 De Hub Amsterdam

Attending Panel Members:

- Joost van Alkemade. manager social cohesion at [MOVISIE](#)
- Dorothé Appels. Director at COS Nederland board member at east and horn of African human rights defenders project.
- Geert Snelders. Student 'Vrijtijdsmanagement' at NHTV, representing Michiel van Buuren (Mano)
- Moustapha Baba. Partner @ Mexit. Worked on several projects as 'interface' between
- Iris Shiripinda. Coordinator at Soa Aids Nederland

Apologies: Marieke Hart (Context), Marco Bijl (HVA), Carin Boersma (E-motive)

Research team

- Bob van der Winden. (BWsupport) co-assessor.
- (Olita) Talent Nyathi. (Coordinator training for Transformation, South Africa) Co- assessor.
- Daniel Haverkort. Research Assistent. Student HVA. Department Culturele Maatschappelijke Vorming. Final year.
- Jolien Marsman. Research Assistent, Student HVA. Department Culturele Maatschappelijke Vorming. Final year.

1. Agenda

Bob explains that in the first kick-off meeting the main topic of discussion was the *process*. This meeting the main issue is the *content*: the analytical model ('7 I's and the ripple') and a short update on the process.

1. Short introduction participants
2. Research questions (Bob)
3. Methodology: Most Significant Change
4. Analytical framework 'ripple'
5. Process from now on

2. Research Questions

E-motive has 2 major goals:

- peer-to peer learning from South to North (improving projects for social cohesion in NI);
- Improving social basis (draagvlak) for international cooperation (improving the image of Southern countries by presenting successful solutions from there, bringing innovation and inspiration).

How are these goals met? What have been the changes over time in the *emphasis* on E-motive's different goals – also on implementation level?

3. Research process

We are using Most Significant Change methodology for eliciting stories (we hope to gather around 70 in total) from Dutch partners, (Dutch) beneficiaries and International partners. See report on the first kick-off meeting (25 august).

Storytelling (MCS)

On Thursday and Friday the workshops 'storytelling' will start with the Dutch stakeholders. We need to select subjects and questions which can be used in the workshops and also in the interviews with the south partners.

Bob asks the panel to chase and motivate stakeholders to participate the workshops. Either stakeholders will write stories themselves, or the team will interview them and will write the story, which in the end will be checked by the stakeholder.

Finally there will be around 20 stories selected by the forums as 'significant', which will be discussed by the panel on the 23rd of November.

Important dates:

22 October 14-17 PM: The Hub: Beneficiaries writing workshop

19 November, 13- 17 PM: **Dutch Partners Forum**, The Hub

23 November, 10-13 in de HUB. Final Panel meeting: all stories from 3 forums are discussed.

4. Analytical model: The seven 'eyes' and the ripple

THE SEVEN I's (or 'eyes' as well...) describe features of as well as to a certain extent 'stages' in the process between partners in E-motive projects.

1. Inspiration
2. Innovation
3. Implementation
4. Interaction
5. Interests (joint)
6. Institutionalization (of relationships)
7. Impact, Output, Outcome

5. Questions (Q)/remarks (R.) from the panel and sometimes answers (A.):

Q. What is the real goal of the assessment?

A. It's about the future of the emotive projects. How did it develop(good or bad)?

R. What were the impact of the projects? Make a clear difference between stakeholders and participants.

R. Focus on: What are the lessons to be learnt from it. Can there be any improvements?

Q. ‘Branding’. Are the people who participate known with the project? A lot of people don’t know who or what Emotive is? Is Emotive enough visible for the outside?

R. Try to find out what is really important and is it measurable? Is it the learning/inspiring aspect (which may lead to cohesion and the improvement of the image?)

Q. What can be said about the two major goals of Emotive (learning and image)? What was the interpretation of people in the projects? Did it come out well? Where did it all start with? (Go back to the source... was that Reverse Development Cooperation?)

R. Social cohesion is more an effect than it is a goal.

R. What’s in it for the south? If there not so much, is it a threat?

6. Process from now on

Given the time restraint we focus on a brainstorm round about ‘the questions to ask’ in this research. We briefly categorize them as general, directed to initiators, international partners and beneficiaries. Here follows the complete list: meanwhile we are working on a ‘topic list of questions’ to be asked during the interview / story writing process based on these questions.

General Questions from the Kick-off 2 meeting 28-09-09

Important to ask every forum group the same questions “equally in the projects”

Make a standard “way of working” (handleiding)

Are the main goals made together?

How are the forum groups working together?

Does the groups know about each other (different) situations?

Als jij verantwoordelijk zou zijn voor het E-Motive programma, wat zou jij dan anders doen?

(If you were responsible for the E-motive programming, what would you do different?)

What’s innovation about the work of E-Motive, e.g. SANL (bringing people from the south)

Both to South and North: Results vis à vis the Millenium Development Goals.

Initiators (Dutch partners) Questions from the Kick-off 2 meeting 28-09-09

What were the initial problems that motivated you to think of exchanging experience with the South?

What outcomes did you expect initially?

Worden er andere vragen aan elkaar gesteld?

Is er nieuwe, andere nieuwsgierigheid?

Are there questions asked to each other?

Is there a new, different curiosity?

Zijn er nieuwe patronen zichtbaar in het denken en het doen?

Are there new patterns visible in the thinking and acting?

Op welke wijze heb je de kennis kunnen borgen in je organisatie?

In what way did you secure the knowledge in your organization

ON: Assumptions

Transfers agenda to southern affairs

Method from south implemented in or transferred to NL. partners

What were your fears in the beginning? In terms of interacting with the south?

Your prejudices, expectations, perceptions?

How did it turn out?

Wat is opgenomen in je eigen regels, competenties, vaste partners en netwerken?

What did you included in your own rules, competencies, permanent partners and networks?

Wie en wat waren de energie bronnen in het traject?

Wat kan je achteraf in het resultaat terug zien van de inspiratie?

Who en what were the energy sources in the way?

Afterwards, what can you still see from the inspiration in the results?

What is your role in the organization?

Did the project meet your goals?

What disappointed you in the project? (Unmet expectations)

What made you happy in the project?

Hoe beschrijft zich de interactie?

Hoe lag het leiderschap in de interactie?

Mate van (on)gelijkwaardigheid?

How to describe the interaction?

How was the leadership in the interaction?

Degree of (in)equality

International Questions from the Kick-off 2 meeting 28-09-09

South: relationship versus globalization ship

North: same

South: where to go until 2015

North: same

Outcomes on. Short-term? Long-term? . How has the north, south learning benefited you as an organization?

Ben je tevreden over jouw rol en input die je hebt kunnen leveren?

Are you happy and satisfied about your role and input in this process/project?

South: Major Bottleneck for future (on 7 I's)

North: same

South: what do you consider as innovation

North: same

South: did you find it respectful?

North: what did you learn?

In terms of sustainability, how do you see the project surviving beyond E-motive?

How broadly is this vision N-S project shared in your organization?

South: how did you exchange?

North: same

South: what objective to reach in 5 years

North: same

South: what are results areas

North: what assumptions where there in the beginning

South: what did you learn?

North: same

Beneficiaries stories Questions from the Kick-off 2 meeting 28-09-09

South: have you heard what NL has learned?

NL: have you heard how the South has improves their lives?

South: did you know your experience was shared?

NL: did you know the ideas are from country X?

Wat zijn de leerpunten die je hebt geleerd/gezien vanuit het project uit het zuiden?

What are the lessons you've have learned en seen from the project from the south?

Waarom zou dit soort project gecontinueerd moeten worden, of niet.

Why should this kind of project keep continuing, why not?

Did you feel any different with this project?

Equal partners

As the expert?

The beggar from the South?

South: did your life improve because of intervention? How?

North: same

What concrete benefits did you have?

First flight ever to Holland?

First contact with people in the North? Etc.

Sociale cohesie is een niet concreet begrip. E. Tonkens hanteert het tastbare begrip van sociale kwaliteit: verkregen competenties.

Social cohesion is a non concrete concept. E. Tonkens uses the tangible concept of social quality: gained competencies

Wat is uit het traject onderdeel geworden van de reguliere werkwijze?

What out of the process become a part of your conventional practice?

Annex 4: Analytical Framework Emotive programme assessment - Talent Nyathi, Bob van der Winden, 25-09-2009

1. Introduction

The complete E-motive programme is a complex and multifaceted 'herd' of projects. Hence before starting to analyse its parts (the different 'project – animals') and the whole 'herd' it is important to develop a notion how to start handling the herd and its animals: an analytical framework. Of course we started from the research questions (see '**E-motive portfolio analysis**' (Talent Nyathi, Bob van der Winden) - 090805):

'E-motive has 2 major goals:

- peer-to peer learning from South to North (thus improving projects for social cohesion in the Netherlands);
- improving the social basis in the Netherlands for international cooperation (improving the image of Southern countries by presenting successful solutions from there, bringing innovation and inspiration).

Are these goals met? Do they go well together? What have been the changes over time in the *emphasis* on E-motive's different goals – also on implementation level?

2. Three I's and an I...

Using applicable theoretical and other existing frameworks we added 'three more I's' to the already existing '4 I's' as they were developed in the HVA (Hogeschool van Amsterdam, Marco Bijl). Here we draw on the thesis of Mara Visser based on *Dutch* projects: 'E-motive, Omgekeerde ontwikkelingssamenwerking: Onderzoek naar de inspiratie, innovatie, implementatie en impact van Nederlandse projecten.'

The 4 existing I's , forming a kind of 'analytical tool' for projects of E-motive are:

Inspiration: It can be the First driver to start a certain project, inspired by examples of others (in this case mostly Southern 'partners'), but also participants can be inspired by a certain methodology, or a meeting, an exchange, something seen on stage, a person etc : it will be different for everybody, but forms the basis of many a project.

Innovation: Where the Inspiration leads to new projects (in the Netherlands) we speak of Innovation: something new starts, based on lessons drawn from a partner in the south. It has a clear preparation phase (in which E-motive) has an important role, a development phase (in which E-motive will be supportive many times) and a clear

phase of implementation. In the development phase **transfer** takes place from ideas and projects in the South to projects in the Netherlands.

This **transfer** is rather a **translation interaction** from one context to another: but also here the questions Is: is there also transfer to the south? (see interaction).

Implementation: In many projects after an inspiration and innovation phase factual implementation takes place: projects are executed in the Netherlands, the Dutch public(s) are confronted with these projects and a (Dutch) practice comes into being.⁹

Of course all endeavours are directed to obtain a certain effect, be it **outcome for** or **impact on** society: hence *the 3 I's and an I*.

3. Three more I's

It is clear that this model was developed above all looking to the effect on *social cohesion* in the Netherlands, hence covering mainly one of the two general objectives of the E-motive programme. We started thinking along the '**I-line**' and developed three more I's also covering the Southern side: *Interaction, (joint) interests and Institutionalisation (of relations)*:

Interaction: in the phase of the inspiration there is of course interaction: no inspiration without interaction... But is this interaction lasting? Are 'after our natural resources now also ideas now stolen from us' as one of the respondents answered in an earlier evaluation, or is something developing which could be a longer lasting interaction? 'Is there something in it for the South?' This question will be answered in many forms but it will be an addition to the other 4 I's and will give us more information about the second major goal of the programme: is this **interaction** improving the social base for International cooperation in the Netherlands? But also, and very important, what was the **effect** (outcome, impact) of the interaction on the Southern Partner / **in the South**?

It can also just be a **simple exchange**, either one or two way, and we can learn from that as well: what were the successes and failures here?: here we should have a look into the **communication**, either between partners as well as from both partners to the beneficiaries and the outside world as well.

(Joint) Interests: But we can still think a bit farther: If Interaction takes place and people from different parts of the world recognise their joints interests and start working together for these interests a more truly global cooperation can grow out of this: going even *beyond* the 'social base for IC in the Netherlands'. In our view the added value of E-motive would be of a much larger order than even formulated in the two major goals if we would find bits and pieces of this kind of global cooperation, let alone if it is solidified in:

Institutional relations:

⁹ '*E-motive in de praktijk*', of M. Verheije (Warner Strategy and Fundraising 2008) describes how important the factual implementation is for a long-term, more sustainable effect / impact on Dutch society through which also a more equal relationship can grow between the different partners in the project.

We cannot envisage a more interesting thing than E-motive supported projects finally leading to long term, sustainable relations between different institutions (foundations, NGO's, theatre groups etc. etc.) in different parts of the world including The Netherlands and 'the South'. We will be actively looking for stories told about this kind of grown (growing) relationships and think that if we detect signs of them we can learn a lot for future projects.

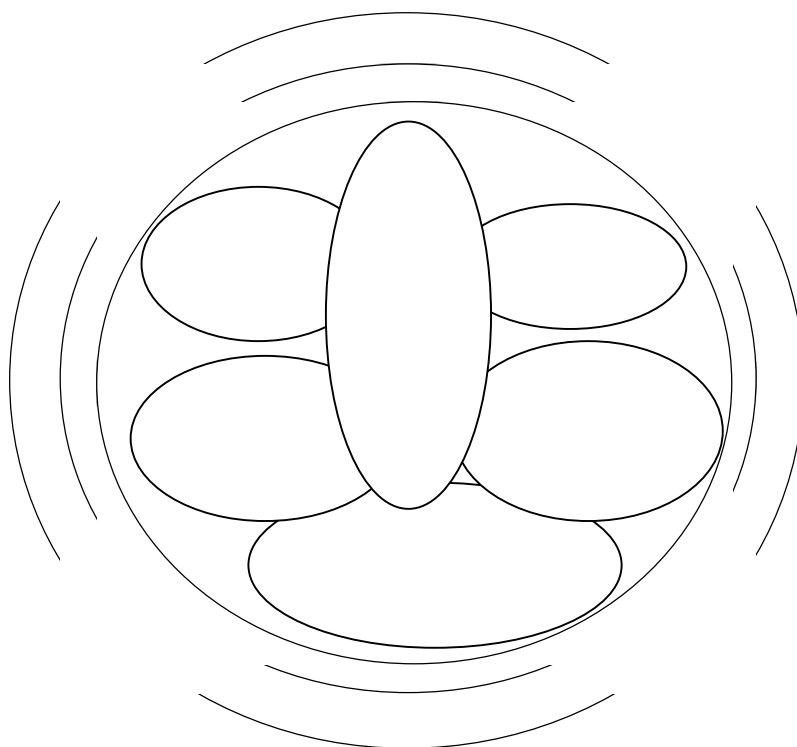
Innovation

Implement-

4. Where it comes all together

In our view there is no *linear relationship* (or a 'staircase') where each step leads to a following: it is mostly not the case that interaction leads to inspiration, leads to implementation, leads to renewed interaction, pursuing of joint interests and finally to institutionalisation. All of them can be combined with only one or two of the other, so in the end we think we might represent our thinking with the following diagram, where **Inspiration** is the basis, **Interaction is the core** (and can be followed by / combined with various other 'stages') and (through **communication** and **transfer**) output, outcome and impact are the ultimate goals: in the South and in the Netherlands: hence the 'ripples' around the whole model.

Hence we also think that we need to actively search in the stories we gather for these combinations of stages, leading – or not – to output, outcome and impact.



Annex 5: Report Workshop Stakeholders 01-10-2009

Participants:

Roland Matthijssen(Formaat); Angela van der Wouden (Landelijke stichting Tegen Zinloos Geweld), Sophie Boshouwers, Carolien Grootendorst(beiden wijkalliantie), Duke de Wit Hamer(Cordaan), Rien Sprenger (Vrede van Utrecht), Jannie vd Berg (Blinn), Elisabeth Njeru (SOA-AIDS NL). **Research team:** Bob van der Winden, Talent Nyathi, Daniel Haverkort

1. Key Phrases/Words

To obtain key phrases/words of the projects participants filled in coloured papers. After discussing them, we categorized them as:

- **Information (exchange), inspiration, innovation**
- **Interaction**
- **Communities**
- **Culture**
- **General / relationships**

Information (exchange), inspiration, innovation

- Communication (exchange of information)
- Two-way exchange
- Cultural exchange as a reciprocal process
- Inspiration and innovation – using a method developed in the south and north
- Education entertainment
- Individuals vs. environment
- Output: manual for HIV prevention in NL

Interaction

- Interaction, based on expertise, genuine interest and solidarity
- We have to travel back and forth
- Similar problems
- We need to co-produce under the umbrella
- Connection beyond the bilateral: building a larger network
- Do we really want to cooperate the other way around?
- -joint interests: e.g. positive muslims / SOA-AIDS NL

Communities

- Do communities need this?
- Creating communities by organical growth
- Community strength (network)
- Involvement of workers locally
- Innovation/implementation Making use of existing structures with a new methodology
- Communities with soul
- structural solutions
- Making communities work better, feel better and look better

Culture

- Organisational Workshop: translation
- Understanding the culture > dialogue in the Netherlands
- Interpretation of the Quran
- Cultural differences
- Expanding my comfort zone
- Mutual understanding

General / relationships

- Empowerment
- Money is not the first issue (and sometimes even irrelevant)
- Who is in charge of the money?
- Equality
- Shared interests

2. Storytelling/Writing stories

The 'key words' served as inspiration for the storytelling by all participants: The storytelling was done by pairs who shared experiences of their project to each other.

After sharing the experiences, the stories were written by the individual participants.

In the stories: key aspects of the learning effects and impact by giving concrete examples.

Every stakeholder presented their story to the group, after which a short video was made.

The video's will be published on an internal website as inspiration for other story tellers.

Important dates:

- **19 November:** Forums stories(everyone is welcome to join the forum where all the stories will be discussed and selected as most significant, please write your interest to Bob at bob@bwsupport.nl)
- **24 November:** Emotive Day

Thank you for coming and supporting us!

Annex 6: The 15 Most significant E-motive stories

20-11-2009, Bob

1. Process

All together 51 stories from 24 partners (out of 34 partnerships with E-motive) were collected: they are all available at the Netherlands' and the International NING Forums: members of the panel can send an email to bob@bwsupport.nl in order to get access to *all* stories. On the panel NING we published only the 15 stories that were selected by the 3 forums who discussed them on 19 and 20 November.

2. The Forum of 19 November, afternoon:

It was a lively afternoon, where 6 NL partners and 3 (more remote) stakeholders participated.

The first exercise was to select the 'Most significant stories, which after some discussion became 'the most significant projects' – so not the best projects, but the projects for input for a good discussion...

The general remarks made by forum participants were:

It is most important for E-motive, but also for us in the assessment process to make a good match between project- and personal experience: this is a key success factor in these exchanges: people are passionate, projects can only then become very good. Also a good match with partners from abroad is essential: may be E-motive can use more expertise in this sense. Finally the methodology that is learned from the international partners needs to be useful and broadly applicable in the Netherlands.

These remarks apply to all projects.

The 'top 11' with the reasoning of the participants behind their choices were:

12. Diversity Joy – Phaphama

Is a very visible projects, also because the match between partners has grown over the years and the project grows from strength to strength. It is a good example how one can learn from the South and broadly apply those lessons in the Netherlands, which in its turn become lessons for South Africa! A careful and reciprocal partnership is the result.

13. Soa AidsNL – Positive Muslims

Positive Muslims is an organisation that has ample experience in a field where there is an enormous demand in the Netherlands: specific lessons from the Quran for the Islamic Dutch. It is a project that is very well fitting in the E-motive objectives.

14. Hoedje van Papier – Pasa la Voz

Pasa la Voz is a very inspiring partner for media projects in the Netherlands. Inspiration, innovation, Implementation and joint interests are all on their place. Passion has come to the Netherlands and now a local organisation has grown out of it: it started with individuals in the Netherlands, became an organisation in Peru and finally became also an organisation in the Netherlands again!

15. Wijkalliantie / Soul City

A wonderful project to transfer to Holland and serve in the social cohesion sphere. Inspiration, Innovation is there – on its way to become implementation as well. The Soul city crew in its turn can come to the Netherlands to learn from the experiences here.

16. Cordaan / RBS Maroc

Cordaan was sceptic in the beginning, but many participants were flabbergasted by the things they saw: so different from what they had expected: the project really contributed to a radical change of the image of Morocco from a 'backward' country to a country where progress was made on the very issues Cordaan is struggling with.

17. Ramadan festival / various partners

A beautiful way of 'meeting other cultures' in your own country – not necessarily an E-motive project, but if it can be used in combination with other projects as has been the case a fine way of presenting new findings.

18. Vrede van Utrecht / Arena y Esteras

Good example of a long term and productive theatre involvement between partners

19. Movisie – various

A good example of taking one's own responsibility: 'We can' instead of education top down.

20. Hogeschool van Rotterdam / Universite Fes

How knowledge and 'feeling', necessary for here, are found in the countries where immigrants come from, but not necessarily followed up by further going partnerships

21. BlinN / IRRAG Nigeria

In the BlinN project something different is going on in than in various other projects: it was clear from the beginning that information from (e.g.) Nigeria was necessary in order to do better work here. So not a *concept* was transferred but highly necessary information was required. It worked out well, good that E-motive took care of this.

22. Click F1

The most important thing to discuss based on the Click f1 story is: why did things go wrong, while all parties involved were of good will? What were the underlying assumptions that were different for the different parties? Can this be avoided in the future? How?

3. The Forum 19 November, evening

It was a quiet but very productive evening: with 3 participants (one an NL staff member, one a participant in a project and 1 a (more remote) stakeholder) it also became a very good discussion.

General remarks were:

Don't work top-down: it is important that projects work from a felt need of the target group! The relevance of the projects and their output, outcome and thorough implementation is of paramount importance: in the transfer / translation you can see whether there is more than just inspiration: this again depends on good research to the needs of the locally active

people in the Netherlands. Solutions should be developed in an equal way between all parties.

10 Projects, in pairs:

6. **SOA Aids – Positive Muslims & Cordaan – HandiMaroc.** Both are working on the **Transfer**. The problems at Cordaan and HandiMaroc are the same which makes transfer easier. At SOA Aids the Positive Muslims methodology needs to be translated to the Dutch Society.
Soa-Aids Nederland → this is really a peer to peer project and a perfect match. Equal learning and then do what you learned.
Cordaan → Equal implementation and learning vice versa is the key.
7. **Dat kun jij ook! - Ukunda – Kenya & Ramadan Festival – Positive Muslims.** Both projects are about **encounter**. 'Dat kun jij ook' is a good project with perspective for the future: meeting in cyberspace! Also the Ramadan Festival gives people the chance to meet each other without forcing anybody to completely move out of their own world.
8. **Diversity Joy - Phaphama & Stichting Hoedje van papier - Pasa la Voz.** Both projects built a long and intensive cooperation between the partners.
9. **Dragon Productions & Critical Mass.** Both projects don't really fit **E-motive**. In this form the projects should not have been supported in hindsight.
Dragon Productions → too much on the surface.
Critical Mass → There was no partnership: it is about people abroad, not with them. A good project, but not for E-motive.
10. **War Trauma - Algeria, Egypt, Lebanon, Israel, Palestine & Vrede voor Utrecht - Theatre groups Arena and Esteras .** Both projects have a potential perspective, which has not been reached up to now. There was peer to peer exchange in the War Trauma conference but this was not leading to sustainable partnerships. 'Vrede voor Utrecht' could have been timed better: didn't it come too early for the community in Holland? The community does not seem to be strengthened.

4. The on-line Forum

On the online International forum the following votes were cast:

6. **SOA-Aids NL - Positive Muslims @ South Africa (3 x)**

-SOA-Aids NL is a beautiful project it is the perfect match for both organizations.
My motivation for Soa Aids en Positive Muslims- It's influence their minds and is a strong method to learn on a equal level

deeper insight in Islamic Culture, way of working of Positive Muslims and an equal relationship with the partners in Holland.

in the first place another image came forward from the Islamic sources about homosexuality that is not compatible with the usual Dutch Islamic opinion.

7. Wijkalliantie - Soul City @ South Africa

-Wijkalliantie is a project that could really help some of the Dutch districts if they implement and innovate the South Africans methods into the Dutch Society.

8. Vrede van Utrecht - Arena y Esteras @ Peru

-Vrede van Utrecht is a very good, interesting project with lots of potential, but I think it was too short and maybe it came too soon for the district.

9. DiversityJoy and Phaphama

About SOA-Aids, Diversity Joy and Cordaan: All of these are powerful examples of positive and effective interventions in the developing world that speak to pertinent and real challenges in the Netherlands. The respectful way in which the partners work together (and there is much work happening between the partners) prevents these projects from simply being "awareness-raising campaigns" in the Netherlands about the terrible things happening in the developing world, often carrying the underlying message; "Let us not become like that!"

Motivation for Diversity Joy -Phaphama - stop to come over to help but connect to each other and share knowledge

In that respect connectedness also means that you don't have to compete: showing off is not necessary. The more joy of sharing makes it work: intercultural misunderstandings can be solved because of the mutual understanding."

We feel that in the relationship with DJ our principles are honoured, and that gives us trust.

We said to Tom: If you come to help us, you're wasting your time. But if you feel your liberation is connected with ours, then let's work together

10. Cordaan en Handimaroc

My motivation for Cordaan - we all have a limited picture and when we really listen to each other in different cultures we can learn a lot and inspire each other

You are thinking that you have knowledge about culture and religion plus the influence of those on (in my situation) the support to and care of mentally disabled people/children. But.....

By talking on the spot in Morocco with people who locally are doing the same, the image that you have is wrong!

5. Final list of selected projects and stories:

Since there was overlap, the final list of stories that were considered by the forums as Most Significant for the E-motive programme are:

- 1. Diversity Joy – Phaphama**
- 2. Soa AidsNL – Positive Muslims**
- 3. Hoedje van Papier – Pasa la Voz**
- 4. Wijkalliantie / Soul City**

5. Cordaan / RBC Maroc
6. Ramadan festival / various partners
7. Vrede van Utrecht / Arena y Esteras
8. Movisie – various
9. Hogeschool van Rotterdam / Universite Fes
10. BlinN / IRRAG Nigeria
11. Click F1
12. Critical Mass
13. Dragon productions
14. Dat kun jij ook! /Ukunda – Kenya
15. War Trauma foundation

These stories (including the linked international and participants' stories) are all posted on the panel NING.

Annex 7: Forum's advice to E-motive

The assessment team has – after the forums – formulated the following thesis, illustrated with the remarks made by the forums. We'd like to discuss these 5 theses in the panel.

1. In the First place the feeling of the forums was positive: the overwhelming majority of projects were seen as good to excellent, albeit not always fitting in the Emotive objectives. Meanwhile there is space for focusing after 3 years of 'trial and error': Emotive should focus on the projects that are at least promising to produce intensive and long-lasting *equal* partnerships between Dutch and foreign organisation.

Forums' remarks:

- Go on shedding a positive light on the South. Keep interests of the South in mind: Transnational impact comes from an open mind and mutual influence
- More emphasis on exchange of information, cooperation, than just looking at the added value for the Netherlands: is there a balance in the relation? Financially, travelling, mutual accountability, mutual info flow?
- Joint ownership: yes there may be economical imbalance, VERSUS equality content wise and organisational...
- The concept of new powerful methods from there which are implementable broadly and simply here (and vice versa) is still strong, especially if the problems are similar. Keep in mind that the start-up of (sustainable) implementation always takes more time than is put on paper!
- Important criterion: NL. partners must see the partner abroad 'in its strength' with sensitivity for the partners' interests: if this works E-motive can support it over a longer time.
- Involved parties must **all** feel the necessity to partake in the project: with mutual respect, **mutual** open learning attitude, enthusiasm, a match in vision is important.
- Should cooperation be sustainable and long-lasting? E.g. is a one-off exchange not sustainable?
- Using a successful concept from the South, doesn't that imply *paying* for it? Can the southern organisation get knowledge / networks / influence, money in return?

- What comes first: trust and partnership or project plan and funding?
- Simple question: does the project yield results for both partners?
- Shouldn't partners support each other *and* E-motive as a whole?

2. The now growing network of partners in the Netherlands and abroad should actively be managed and promoted by E-motive itself in order to move actively from bilateral to multilateral partnerships.

Forums' remarks:

- Look for instance at the growth programme of the orange fund: they put projects together, so they get a strong network. For the organisation it means more information, focus: that helps the fund as well. Work together and find one joined story. Training together would be a good option.
- It would be good if E-motive could function as a knowledge centre or broker function. As consultant for government, business.
- Commitment to the partners. That is to say: at the longer term and also beyond funding.....
- E-motive can grow broader: it might become a place where people innovate anyhow! To start with: add active partners in the Netherlands in the field of social cohesion to the network.
- May be there are elements of projects in the Netherlands other can learn from: this way the Netherlands' partners become a source again. Will add to efficiency and therefore sustainability.

3. The concept of E-motive ("things 'happen' because of influence / learning from the South") should be further developed and formulated in a fully discussed and peer-reviewed *theory of change*.

The (meanwhile) 10 I's – or eyes – *as well as the stories* can be a good starting point.

E.g. it is striking in many stories that one of the main lessons learned is *community vis-à-vis individualism*: what is an AHA moment for many Dutch participants, comes naturally for the African, Asian, Latin American counterparts!

Forums' remarks:

- E-motive is growing: in the beginning a few I's were loosely coupled. Little by little a whole *building* and a 'theory of change' are forming. The concept grows further and further in the E-motive days and evaluation. That also means that new partners can be attracted: the circle is closing...
- Working from an organisation's own problem and target Group is paramount: where solutions come from is not important. What counts is going 'beyond your own box': that's what gives new insights and is E-motive's stronghold.
- A good example is the 'we can campaign': forced marriage becomes an issue in the Netherlands and then the government tries to solve it with political decisions and forced solutions. While over there the 'we can campaign' is discussing at home, personal approach, completely different. Now already the Dutch ministry of Justice is adopting the 'we can' approach: and this is impact!

- Keep the massive cultural/political difference on the agenda to learn from: in Holland we have the inclination to formalise things, while in Peru people start to understand each other, go back to the roots and work personally from there
- The main fact is not anymore that the knowledge is available in the South: sharing sources with the South and developing respectful equal relations is what counts
- How are the partnerships representing the different continents?
- Sustainability is important: building networks, twinning, city linking etc.
- Important to think about the gender aspects: South and North.
- Has the end result a recognisable Southern Touch?
- Look for projects that have a clear impact on communities in the Netherlands
- Projects that enlarge the involvement of the 'new Dutch' with development cooperation, but with the Dutch society as a whole as well should be prioritised.

4. The peer-to-peer learning from the south does not *automatically* lead to an improved image of the South. Promotion of the concept *and the results* is now the next step. This should explicitly be done *beyond the development platforms*. E.g. social cohesion - innovation platforms, etc.

Forums' remarks:

- Disseminating information from and by E-motive is a new task
- Isn't there a potential tension with Oxfam Novib and isn't E-motive too modest in relation to Oxfam Novib?
- Simply bringing experiences of projects to the fore and invite others to join thinking will do
- Actually only the directly involved see another image of the South: the circles around them see it as coincidence!
- A way should be found to show partners in their strength: more important than just learning...
- Build a 'rallying point' for experiences of the good projects and work from there!
- An annual contest for youngsters to 'invent' an E-motive project: the winner gets it financed and eternal glory!

5. Other recommendations from the forums:

- Don't only go for the big projects: many times exactly small projects have better partnerships!
- Emotive doesn't necessarily have a good overview of art and theatre projects (or other specialised projects): make sure a committee of advice on these items can be installed.
- The essential question is what the demands are for Oxfam Novib to keep on funding E-motive

- Is it not possible that Oxfam Novib gets a bit easier with the boundaries between IC and RDC? That way a more logical and gradual growth of joined projects could be furthered.
- Oxfam Novib needs to get 'value for money' : E-motive must be somehow supporting their objectives. Of course attracting more funders (e.g. for social cohesion) would be optimal; the development of the covenant is a start.
- On the evaluation: essential for the actual approach is the dilemma between diversity and going deeper: the superficial approach has a dark side.

Annex 8: Report on final Panel meeting 23 -11- 2009

Agenda:

1. opening (Bob)
2. participants' introductions
3. Your votes please! Which are the 10 Most Significant Stories?
4. The advice from the forums: discussing the advice
5. Closure

2. Introductions

Participants: Michiel van Buuren, Founder of Mano; Marieke Hart, Context. Dorothe Appels, Director COS Nederland. Moustapha Baba, Partner Mexit.

Researchteam: Bob van der Winden, Talent Nyathi, Jolien Marsman and Daniel Haverkort

Proces: E-motive has 2 major goals:• peer-to peer learning from South to North (thus improving projects for social cohesion in the Netherlands);• improving the social basis in the Netherlands for international cooperation (improving the image of Southern countries by presenting successful solutions from there, bringing innovation and inspiration). The objective of this programme appraisal is to answer the questions: 'Are these goals met? Do they go well together? What have been the changes over time in the emphasis on E-motive's different goals – also on implementation level?'

Via the **Most Significant Change methodology** we gathered stories from as many projects as possible (be it the Dutch, the international partners or some partakers). Main question in these stories was always: please tell us a (for you) significant feature of the international cooperation you were involved in, and what change it brought about. After the forums, now the panel will have to come in focusing on:

- what were the **MOST significant** of these stories, given the goals of Emotive?
- are there **similarities or striking contradictions** in the set of stories in your view?
- Would you say the individual story is about **Inspiration, Innovation, Implementation, Interaction, (joint) Interests, Institutionalisation, Information and/or Impact?** What can be said about the improvement of **Image** in the South and what are potentials for the future of Emotive?

3. Your votes please!

To get an overview put a sticker on the story which are seen as most significant (positive or negative). Which are the 10 Most Significant Stories?

Cordaan (5 stickers), Soa Aids NL/7, Wijkalliantie/5, Diversity Joy/3, Hogeschool FES/3, Hoedje van Papier/4, Ramadan festival/3, Click F1 (2 votes), Ukunda (2 votes), Blinn/1, Movisie/1

Motivations to keep stories with less than 2 votes: Dorothe: The project of Blinn is very important because of the urgency of information about the peer group. It deals with the issue of trafficking of woman. This issue is at the background in the importance of the agenda compare to drug issues for example. We decide to keep Blinn as an important story.

Michiel: The project of Movisie is very connected to Emotive. They have a lot of power inside the goals to social cohesion. As an organization it is important to be part of Emotive. The campaigns are very strong. They can provide energy and strength into the policies. **Dorothe:** It's more about the institutional argument. It's on a different level. Separate it from the rest. We decide not to keep Movisie as important story.

Making a round along the table:

Marieke: Picked stories to find negative and positive lessons for the future. Which stories highlight this? Which of the stories contain this? The image of the south has improved for the people inside, not outside. That remains a question mark.

Dorothe: I looked for social impact and political impact. Positive Muslims has both. Many lessons can be learnt from how they work. They are breaking a taboo. The social impact is high. The methodology they use has a high value for the Netherlands. Cordaan works with a lot of issues that are urgent. This makes the exchange good. It's a strategic choice to look for information and solutions in Morocco. It goes beyond NGO work. Learn a lot from social cohesion work from South Africa (Positive Muslims).

Mustafa: Positive Muslims works with 'hidden' issues it is good to learn from them for the future. At the start Cordaan was a bit critical, but after the visit, trust came and now they try to implement it here. Soa Aids NL and Ramadan Festival are also significant. It's important to focus on participants and broaden the circle.

Michiel: Target groups are important to projects. Some are focusing on the South, and some to their own situation. I looked for the Dutch situation. Wijkalliantie has a big outcome. Create quality between cultures. What are they doing, what's going on? Diversity Joy has also other funds and this is important for Emotive to implement things in Dutch Society. Go to the mainstream, beyond project level.

Marieke: The main goals are much about impact in NL. Soul City / money drives the project. It goes beyond what can we get there, but have to be more equal. If you have a problem look where the best ideas are, no matter where that is.

Talent: E-motion triggers and is a Motive for action. Breaking new grounds. Create space for other voices. Promote mind shifts to motivate action. Sustainability driving the process. Soul City triggers Ownership (Kwanda) tv show to effect social impact. Dialogue continues to take place for information. Voted for Ukunda cause it needs a

voice. The access to computers is so important for Africans. Positive Muslims is a great instrument to the believers of a religion to drive them (sustainability).

Question Bob: All positive, where's the negative sides?

Michiel: We lost creative energy and participants: CLICK F1 weren't treated right by Emotive, lessons to be learnt.

Mustafa: Continuation of projects is caused by what kind of image the stakeholders of Novib and Emotive have of the projects. Some projects are good for Dutch society but not recognized that way. We need learn from mistakes. There are so many exchange programs; some are better organized than others. E-motive needs to start earlier to organize people who know what's going on. Make a model for the things you have to think about in exchange projects. Improve theory and process.

Bob: Agreed, Emotive lacks the people who have the knowledge for *all* the projects and is understaffed anyhow. This makes it hard to coach and follow up projects. In that way, the MOU (*covenant*) is a good thing, opens possibilities.

4. The advice from the forums: What works and what doesn't?

We discuss the 5 theses now, coming from the forums and formulate new questions where necessary.

The 5 theses can be found in the report on the forums, briefly:

- a. **There is space for focusing after 3 years of 'trial and error'**
- b. **Use network of partners in the Netherlands and abroad**
- c. **The concept of E-motive needs to be elaborated**
- d. **Peer-to-peer learning does not *automatically* lead to an improved image**
- e. **Don't only go for the big projects**
- f. **Committee of advice**

Formulating questions around the advice from the forum

a. The emotive objectives are paramount, do we need to adjust them? Do the objectives still fit? Which objectives are met? Examples:

WAR TRAUMA good project but has no impact for Dutch society. It didn't fit. So look better to your objectives before going on with the projects, or look to objectives and maybe change them.

The second goal (image improvement) wouldn't be enough to cover the results you want to reach. Why are you promoting this as a funder? What is your longtime commitment?

Objectives can be sharpened here, create Indicators and expected outcomes, but keep an open mind to the things you didn't expect.

Be more critical at the start and know what you want to expect.

Novib has a lot of power while selecting: more balance necessary.

Also e. and f. fit here: panel agrees.

b. no discussion necessary: network would be an asset. But is it feasible with such small staff? Can covenant partners come in for extra personnel?

c. You need a well thought out theory of change (methods/theory). Experts are needed to coach and evaluate the projects.

- There's still a big distance between the two sides in the organization (Oxfam Novib, other covenant partners).
- It goes beyond reversed development. It fits in 'globalization' and goes beyond Oxfam Novib. E-motive needs to be put in a strategic position.
- Invite people from projects to create a plan around it and hear them out on expectations.
- The feedback is low from the south. That should be addressed on the middle long term
- Strategic planning is necessary! There should be a go or no go moment, in the continuation/evaluation of E-motive.
- It's all about money in the end. Qxfam Novib needs to make a clear choice. What is it that brought them in here in the first place?
- All covenant partners have to be clear about the future. Conditions needed.
- There is a general discussion on private initiatives: How to position us with the rightwing politics/critics? E-motive needs a stronger fundament on why it is important.

d. It works both sides, the communication to the public should be more worked out, look at Cordaan how they communicate their motives.

The only way to do this is: you have to go for it or not. Covenant partners should come in as well. Oxfam still too hesitant in communication (is it Oxfam or is it E-motive they communicate?)

How did this start and how did it develop? Ask the person who started it (Sylvia). Make clear that there's a lot of potential but more efforts are needed.

The image of the south is very complex. What is the communication strategy on this issue? It is too much influenced by the media.

E-motive is a unique chance to enter other platforms. The expert meeting about social cohesion in the Balie was a great example. A missed chance since E-motive was not able to replace Carin who was sick.

5. Closure

The final report will be written in December, question is who's going to read it and how to stimulate this. Bob suggests a final meeting in the end of December or January. Michiel suggests making an executive summary which is agreed upon. Talent suggests putting it online.

End of meeting: 12.30.

Annex 9: List of Acronyms

BlinN	Bonded Labour in the Netherlands
BW	Bob van der Winden
COS	Commissie OntwikkelingsSamenwerking
DVD	Digital Video Disk
HRO	Hogeschool Rotterdam
HVA	Hogeschool van Amsterdam
LSTZG	Landelijke Stichting tegen zin in geweld
MOU	Memorandum of Understanding, covenant
MSC	Most Significant Change Methodology
NL	Netherlands
OMOS	Omgekeerde OntwikkelingsSamenwerking
RDC	Reversed Development Cooperation
SC	Significant Change
SOA	Sexueel overdraagbare Aandoeningen

Annex 10: Studied documents

Programme documents:

Boersma, C. (2009) *Project list 2006-2009* (E-motive)
E-motive (2008) *De zuidelijke partner als inspiratiebron* – folder Oxfam-Novib
E-motive (2009) *Werkplan 2009*
Oxfam Novib (2007) *Reversed Development Cooperation*

Project reports:

C3612 to C909008: all project reports of the 62 E-motive projects from the Oxfam Novib Data bases.
Winden, B.v.d. (2009a.) *Evaluation report Words over Weapons*
Winden, B. v.d. (2009b.) *Evaluation report Diversity Joy*

Publications

Davies, R. and Dart, J. (2005) *MSC in stages*
Denzin & Lincoln (2000) *Handbook of qualitative research*, Thousand Oaks
Earl, Carden & Smutilo (2001) *Outcome mapping; Building learning and reflection into Development programmes*, Ottawa: IDRC
Guba & Lincoln (1990) *Fourth Generation Assessment*, Sage, London
Quinn Patton, Michael (2002) *Qualitative research & Assessment Methods*, Thousand Oaks
Verheije, M. (2008) '*E-motive in de praktijk*', (Warner Strategy and Fundraising)
Visser, M. (March 2009): *E-motive, Omgekeerde ontwikkelingssamenwerking: Onderzoek naar de inspiratie, innovatie, implementatie en impact van Nederlandse projecten.*, HVA, Amsterdam
Wortman, K. 2009 *Conflicts involving street youths in the public space, understood and addressed through the concept of habitus (thesis UvA)*

Websites

www.mande.co.uk (Most Significant Change methodology)
www.oxfamnovib.nl

Several websites of different E-motive funded projects

Annex 11: Opdracht portfolio analyse E-motive

Inleiding:

Na 2,5 turbulente jaren van pionieren van E-motive is het de hoogste tijd om te kijken wat het opgeleverd heeft. Er ligt een gevarieerd portfolio van zeer uiteenlopende projecten. Geen eenvoudige taak hier een representatief beeld van te geven en de succes en faalfactoren boven water te krijgen. Dat is ook de reden dat we voorstellen om te werken in een onderzoeksteam van 2 en te werken met een klankbordgroep.

Opdracht:

Maak een kwalitatieve portfolio analyse van 01-01-2007 t/m 1 juli 2009 van E-motive projecten op projectniveau.

Kernvragen hierin zijn:

1. E-motive kent twee doelstelling. Worden beide doelstellingen gehaald? Wat zijn hierin de aanbevelingen?
2. Is er sprake van Inspiratie, Innovatie, Implementatie en wat is de Impact?
Wat is de impact op de Zuidelijke partner?
Wat is de impact op de Nederlandse partner?
Wat is de impact op Nederlandse professionals en publiek?
3. Wat valt op rond de vertaalslag van de ene context naar de andere context?
Zijn er succes en faalfactoren te benoemen rond de uitwisselingen en het maken van de vertaalslag.
4. Ontstaat er een duurzame samenwerking en wat zijn factoren die dit positief dan wel negatief beïnvloeden?
5. Is een heldere communicatie over E-motive en wat valt hierin te verbeteren?

Onze voorkeur is om dit te doen in een team van 2 onderzoekers, waarbij zowel de Nederlandse als de Zuidelijke partners vertegenwoordigd zijn.

Middelen die gebruikt kunnen worden zijn:

Desk top study;

Bestudering actuele en achtergrond documenten E-motive

belangrijke documenten: businessplan E-motive, businessplan Oxfam Novib 2007-2010, onderzoeks- en adviesrapport Sjoera Dijkers, aanvraagformulier, richtlijnen rapportage en intakecriteria, webpagina bij Oxfam Novib, Movisie en Hogeschool van Amsterdam, 5 student onderzoeksrapporten, 2 onderzoeksrapporten van externe evaluatie.

Een Klankbordgroep in het Zuiden en in Nederland. (aantal stakeholders en andere belangrijke personen voor E-motive)

Op basis van vragenlijsten/ interviews/ verhalen/ discussie kan een representatieve groep benaderd worden

De klankbordgroep loopt in het hele proces mee en volgt kritisch de claims, issues en concerns.

Tijdspad:

Juli t/m begin november 2009

Presentatie door onderzoeksteam op de E-motivedag midden november 2009

Kosten: tussen de 15.000 en 20.000 afhankelijk van offerte

Product:

2 exemplaren onderzoeksrapport zowel in Nederlands als in Engels, maximaal 35 pagina's. - video

Mogelijke onderwerpen voor in interviews:

- De impact moet op 2 niveaus onderzocht worden zowel de inspiratie, innovatie implementatie en impact op sociale cohesie deel als ook op de beeldvorming OS van betrokkenen.
- Wat is in voor de Zuidelijke partner, wat is het effect, wat zou de Zuidelijke partner willen?
- Investerings budget van oXfam Novib t.a.n. andere investering, hoe verhoudt zich dat en zit hier ontwikkeling is
- Heeft convenant invloed?
- Wat levert de investering van geld en mankracht Oxfam Novib op?
- Worden de doelstellingen gehaald, tweedelig?
- Kan dit wel 2 zulke uiteenlopende doelstellingen? (focus)
- Zijn E-motive projecten inspirerend en innoverend?
- Is de match goed en lukt het met de vertaalslag van totaal verschillende contexten?
- Wat is nodig om tot implementatie te komen? Lukt het dat de Ned. organisatie met eigen investering en Ned. funding komt tot implementatie?
- Wat zijn factoren die van invloed zijn of een samenwerking tussen beide partijen duurzaam wordt of eenmalig is?
- Ontstaat wederzijds leren en is dit gelijkwaardig? Is het van invloed dat het leren startte in een good practice in het Zuiden?
- Wat kan E-motive doen aan capacity building/ Is dit nodig zowel in Noord als in Zuid?
- Zijn er ethische dilemma's bij dit soort uitwisselingen? Verkapte nieuwe vorm van kolonialisme, kennis halen? Arme mensen voor een weekje naar het rijke NL aan en hier alle mooie omstandigheden zien en dat terug naar hun lastige en onrechtvaardige situatie?
- Wat kunnen partners in het Zuiden of in Ned. binnen het netwerk van E-motive aan elkaar hebben?
- Maakt het uit of het partners zijn van Oxfam Novib?

Annex 12: Final planning of the assessment STEP by STEP – the process of the E-motive portfolio assessment - 090903

1. Getting started:

a. desk study

A desk study meanwhile has taken place that led to the following documents:

- A full list of information about all 62 funded projects*
 - A typology of projects with criteria for selection of projects for this assessment *
 - A list of selected projects: 50 projects with, in total, 2 x 40 stakeholders (NL and South)*
 - A list of key questions (topic list) *
 - A Questionnaire for a quick-scan of the 50 projects *
 - An invitation for the writing workshops and (based on this) a student's manual for phoning Southern partners in order to elicit stories from them
 - Decisions taken about a revision of the process (this document)
- Documents available on this NING

b. kick off *

A kick-off meeting with an advisory panel of 4 members has been held on 21 August: a second panel meeting with (hopefully) all 7 members will be held on 28 September 2009.

In the kick off we discussed the process, the key questions and the way of selecting stories at length: it helped us to slightly redesign the process as follows:

In this particular E-motive assessment the paramount issue is to raise so much interest that most stakeholders will start writing us stories - on topics and in a way that we can use them for the evaluation. So we will start with a little email/ telephone survey among all 40 'coupled partners' (so 80 in total). That will give us an overview of the portfolio, also seen from the point of view of the partners.

Meanwhile we have also selected 24 projects / 'coupled partners' we want to elicit stories from them anyhow; based on the results of the survey that amount could grow. These 48 partners will all be asked either to grant us a telephone interview for eliciting stories (the southern partners) or to join one of the story-writing workshops (the Netherlands partners).

2. Establishing 'domains of change'

E.g.: changes in people's lives; changes in the *image* of Southern organisations; changes in participation in development (social cohesion); plus always an 'open category'; etc. Also negative changes are allowed...The questions will be formulated as open as possible as per the advice of the panel...

3. Collecting stories of change

Basic question: 'looking back over the period you got involved with E-motive, what do you think were the most significant changes that the project brought to you or others involved? What were the changes in their lives, in their work, in their approach and thinking? What values would you say came through the emotive projects'

These key questions are all reflected in the **Topic list and the questionnaire***: on the contrary we will keep the 'writing assignment' as open as possible, in order to also capture 'surprises'.

As said we will invite 24 Southern partners for telephone interviews in order to elicit stories from them (*and at least one of their beneficiaries*). The Dutch organisations will be invited for a 'staff writing workshop' and a 'beneficiaries writing workshop' in the week of 28 September, thus making the collection of stories a more personal thing.

4. Reviewing the stories

This is a tricky thing in this programme. Suppose we have collected 50 stories (which is around a 50% 'story score' since we are at the most eliciting 2 x 24 stories, see the programme above); how to 'read' them, and discuss them?

We have decided to have 3 'forums' in order to discuss them (end of October): a Southern partners' forum by internet / skype / NING, a Netherlands partners' forum, as well as a third forum of other stakeholders (students; project officers; academics etc.).

Both Netherlands' forums will be face to face (as recommended by the panel).

We will then send all the stories to the 3 forums (each will have their own 'NING' to discuss them and select the (for them!) 5 to 10 most significant stories...

Finally the final stakeholders group (advisory panel plus added stakeholders) selects the most-most significant (in the Netherlands; this will take place on November 23).

5. Providing stakeholders with regular feedback about the review process

This would be the first purpose of the 'social networking' (internet) system (NING): all different partners will have their own group in a NING. Only after receiving all stories they will be disclosed to everyone.

6 Setting in place a process to verify the stories if necessary

Stories that are selected by one of the forums need to be verified by mail or otherwise by telephone by the evaluators....

7. Conducting secondary analysis of the stories en masse

This is work for the evaluators and the panel (in the report and preparation for the final meeting)

Recapitulation of planning of the assessment:

1. August: first advisory **panel workshop**: 21 August
2. August/September: **desk study**
3. September: small email/ **telephone (quantitative) survey**
4. 28 September: **second panel workshop**: discuss documents forthcoming from the desk study.

5. End September: 'Qualitative survey' based on 'most significant change' method: 24 'couples' of partners (South and Netherlands) will be asked to tell us **stories** about changes coming forth from the E-motive projects, most significantly impacting their projects, organisations, lives, societies, image of the South.
Telephone interviews with partners abroad in the week of 28 September; writing workshops in the Netherlands on 1 and 2 October.
6. End of November: The stories will be grouped by the assessors and put forward to 3 '**forums**': a Southern (on internet), 2 Dutch (face to face): discussing and deliberating about the selection of **most** significant changes:
7. Meanwhile all results and discussion points are being discussed with the stakeholders' panel through the internet (NING).
8. 23 November: The selected '**most significant**' stories will be discussed in the **final stakeholder workshop**, taking place just before the E-motive Day (24 November).
9. **E-motive day presentation** (24 November)
10. **Final report writing** and discussion with panel.

ANNEX 13: ALL COLLECTED STORIES

1. CORDAAN – RBC @ MAROKKO

ST-1-E- Duke de Wit Hamer, Cordaan

What has had most impact on my in the framework of the exchange between Cordaan Amsterdam and RBC Marrakech, Morocco?

You are thinking that you have knowledge about culture and religion plus the influence of those on (in my situation) the support to and care of mentally disabled people/children. But.....

By talking on the spot in Morocco with people who locally are doing the same, the image that you have is wrong!

Especially during our second visit – June 2009 – our meetings went a lot deeper and during one of these talks I was flabbergasted by the surprise of our Moroccan friends about how in Dutch Moroccan circles in the Netherlands is thought about the limitations the Islam would imply for Moroccans in the Netherlands to work in the 'care' environment.

By adjusting of your own views you can then talk differently with the Moroccan groups in the Netherlands and move forward with concerned Moroccans.

The Dutch Moroccans (and of course you cannot generalise... but...) often did not follow the developments in their own country. Their way of thinking is often based on that of their parents, who came 30 to 40 years ago to the Netherlands. You can see that for instance in the status a profession in the 'care-environment' has – not positive clearly... In Morocco itself people are looking in a completely different way at this issue.

Another moment where I realised this was during meetings with Moroccan colleagues who had joined us in the trip to Morocco. It was revealing how little knowledge *they* had of the country, politics and the developments in (health)care and support to the handicapped.

All this is input for further discussion in the Netherlands. Together with the Amsterdam school for Higher education (HVA) we want to support this discussion actively and we expect to influence that way the changes in perception concerning the influence and/or prescriptions coming from culture and religion on the work with mentally handicapped.

In other words: what we can learn from the actual Morocco can contribute to the discussion that is now also starting up within the Moroccan / Dutch community.

1. M. van Bilderbeek beleidsmedewerker Cordaan

I lead the project of the exchange between Cordaan and RBC in Marrakech, Morocco. The goal was to exchange knowledge and learn from the people in Morocco. Main question was how to reach Moroccan parents in the Netherlands and involve them in caring for their disabled children.

In this project the Moroccan mothers (in the Netherlands) participated in collecting questions which we brought with us in the exchange trip. They were pleased with the fact we wanted to explore more about the problem and the people.

It was an eye opener to see the differences between the people in the countries. Caretaking for children above 12 years old for Moroccans in the Netherlands isn't easy, because of the lack of access to family and other networks. In Morocco it's also not easy. They don't have much money and resources but do manage to take care of the child. By Islamic culture it is said that mothers aren't allowed to wash their sons from the age of 12 years and older. We asked an Imam in Morocco about it and he said it's only allowed when the boys are not able to do it themselves. If you take care of these people you will get rewarded in the afterlife paradise. He uses the Quran to show this.

I was amazed by the strength of the women in Morocco and how they organize themselves. In most of the cases (90%) there were no fathers involved and the mothers stood alone in big families with little money. Despite of this they continued the care for their disabled children and founded a foundation for themselves. In this foundation there were 46 mothers who exchanged ideas and experiences. This was very inspiring to see.

In the Netherlands there is less contact with the parents. It's hard for them to get any information and they feel alone with their problem which can lead to mental problems.

To get them together in the way I saw in Morocco, we installed a mothers network. The network is intercultural and about the connection with the children. The mothers can talk with each other and exchange experiences. In this they can see they are not alone and can support each other. Besides the mothers network we also installed an intercultural women's network in Cordaan where women are supported to develop their talents.

Through the project we collected much more trust from the Moroccan community. It helps if you let them participate in the development of projects.

2. Hogeschool Rotterdam @ FES Universit   @ Marokko

ST-2 Hogeschool Rotterdam Els Bakens.

The Rotterdam school for applied sciences (HVR) has organised an exchange between students, schools and education organisations with schools and an education organisation in Fes (Morocco).

The goal was in first instance to learn from Fes about how we could better prevent early school leaving, particularly among Moroccan children.

A film has been made, which has been used in workshops in Rotterdam, as a preparation for students, schools and teachers are informed about the way of working in Fes with this film,

Meanwhile an MOU (covenant) has been agreed by the education authorities of Fes and the HVR in order to deepen and broaden this cooperation: it is really a long term thing now: the objective is to go on with learning *from each other*, to exchange students, teachers, etc. around the themes of early school leaving and 'the broad school' etc. In that sense the project was very successful: Emotive can boast to have supported it in the beginning and now something beautiful is growing!

What struck me (and with me the students I discuss the film with in the lessons) above all is the fact that schools in Morocco communicate very directly with 'their' parents: that is much more difficult in Rotterdam: here we communicate often through letters via the students, and in a less personal way. We realise that will have to change if we want to reach something with these kids: then we will have to reach their parents!

On the other hand in Fez the stick is still very present, even in the corner of the classroom, where students are 'corrected with': They can learn a lot from us as well about working more closely with children, not just 'teach them a lesson'. The MOU proves that such is what they really want: the future will show when we have our first joint workshop in Fes! It looks like it's going to be possible to really exchange between the different contexts: we have already successfully discussed what we call the 'dynamic triangle' between teacher, child, parent: they were really seeing the light.

2. Story Marianne Stroucken adjunct directive OBS Delfshaven English version

I came in contact with the students who organized the activities in primary schools, because one of the students went to school here and she still has sisters and one brother here at school.

When I look for my AHA moment during this project, I would say that the project grew from the moment it came with the impressions of the students till the final activity. We have had many moments of consultation and there were many factors which have not been considered. That does not mean that the students did not do anything with it. They took up things very well and went to work with it. One example is that they wanted to shoot a film of the activities, they did not think about with classroom, and that all parents have to agree to do this film. For such a thing I need written permission from the parents.

I found it a very pleasant cooperation. The students saw me as a business partner, and possibly could provide assistance in addressing or solving a problem.

The goals of the students were clear. *Boeien en Binden*.
The goals of E-motive were not.

The activities were very fun and interesting but at our school there has been no change following this project. It has had no great value to us.

I saw a big growth with the students in their attitude towards the school and me. They could come to me because I could support everything in a practical way, partly because of this they took me very serious.

I have skipped the next project. These because the first time it cost more time then I had planned and we are already busy enough with the daily running of the teaching. Moreover there are coming many (fascinating and meaningful) projects to the school. This is a necessary choice. The teachers and students function best in a structured and if possible, quiet environment. Maybe the next school year again.

3. Vrede van Utrecht – Arena y Esteras @ Peru

ST- 3-E Story Rien Sprenger, Vrede van Utrecht

Clearly this kind of exchanges does have a large impact on the participants who are involved for the first time.

As far as I'm concerned I had this experience years ago. And ever since I am involved in different places to establish the possibility to have such experiences for students and youth who are busy using *community art* for processes of social change. In neighbourhoods, in prisons,, with migrants asylum seekers, etc.

For me in such projects the question is how the initiatives can develop enough sustainability. And how the costs of such projects are related to the learning effects that they yield...

Travelling to and fro is necessary to really come to joint learning experience and depth. And that travelling alone is expensive. The question is whether those budgets are optimally used *for the southern partners*.

As far as the money question is concerned we have tried to solve that otherwise. Before they moved on (travelling to Belgium and Germany) we had a meeting with the leaders of Arena&Esteras in order to hear from them what financially were the most pressing needs.

They indicated that they had the assignment to organise in November 2009 in Peru the annual national festival for the 'theatre for social change'.

From our side - Vrede van Utrecht/Community Art Lab – we have subsequently contacted HIVOS (Dutch funding agency) with the project plan and the budget of the project in order to ask them to support the festival financially. They were interested. We have communicated that with our partner and they applied themselves. Whether that application has been honoured, I don't know yet: but the festival is only possible with HIVOS support. From our side we let them know again that we want to see whether two theatre makers of De Rest (with whom they developed the 'umbrella project!') could join that festival. They can then learn to know the way of working in Villa El Salvador and find new inspiration...

If it works out and HIVOS support their festival then also in that sense the visit to Utrecht and the Netherlands had added value for them. This is an example how you can develop a joint win-win situation and that seems of intrinsic importance to me.

3. Jasper Hogeboom, De Rest: Vrede van Utrecht / Arena Y Esteras, Peru

Theatre Group Arena y Esteras has visited the Netherlands (and also our place: Fort Maarseveen, an old defence fortress in Utrecht) several times. We have made joint theatre productions, working a day together every time with different actors. Compared to other countries it is very special to see the sheer necessity of their work and the drive of the Peruvian actors. For instance their play on Clean drinking water is an important message for the people in their neighbourhood.

We can use that kind of work as a very good example for our own: tell a story with a message!

Generally speaking in the Netherlands the tendency is to make individualistic, more arts than reality related plays. On the contrary we want to make work that can be used in communities. In that respect we are learning a lot. For instance we have been inspired by different community theatres all over the world and made a play lately, which we show to all school classes in primary school (7th and 8th year) in the neighbourhood (20 schools, 40 classes): it is called the 'Potato eaters' (Aardappeleters)...

During that play we make one class react as though they are living in poverty, the other is living in wealth. That way the kids really *live* the poverty, which is important and something theatre can bring to you.

It is less easy in the Netherlands, in the South the problems are clearly to identify; in the Netherlands problems are more hidden. We feel very connected to Arena though, because also they are very concerned about their environment! So we learned from Arena how you can really involve people from the neighbourhood in your work and we are actually doing that. In the Fort we have a place where we can reflect: the Fort is in the middle of nature and no distractions from the (rich) city are here: that makes it also easier to work with groups from other countries.

We feel that Emotive is doing good work if they would make these exchanges possible in the future as well: it is very difficult for Latin Americans to come here in 'Fort Europe', starting with the travelling costs...

In the exchange we discovered that we are less different than we thought before: especially Youth has similar ideas: apart from the difference in chances (we have more possibilities here) we found out that we really want to do the same many times, not only with Arena, but also with El Salvadorian, South African groups, etc.

3. Story Jasper Riedeman Circus Diedom

The theater group Arena y Esteras from Villa El Salvador from Perú has given a circus workshop to twelve of our youth participants. The theater group came to Europe under the motto "Building bridges between Latin America (Peru) and Europe". The group made a tour of two months through Spain, Netherlands, Belgium, Italy and Germany. In the week of April 27 to May 4 the Peruvian youth circus

group were on work-mission in Utrecht, they have been invited by the Community Art Lab (CAL-XL), the Vrede van Utrecht in collaboration with E-motive, Oxfam Novib.

The workshop was only one day, on that day there was a collaboration: the groups were asked for their techniques and an exchange of game. After the workshop, both of the groups gave a presentation.

What struck me was that despite the players are technically on the same level, that the Peruvians were more open in terms of presentation and dancing. The Dutch players were more on their own. Also the development of a play is very different. For them, playing is a daily event, action.

It was a very nice and interesting experience for everyone, but too short. We had little time to really analyze and evaluate because the Peruvians were only here for one day. The language barrier was also a crucial point, we speak no Spanish and they are speak no Dutch or English, thus we could not talk that easily with the Peruvians.

We would like to have a longer and more intensive exchanges for example with this group to go deeper. So that we could have the time to do all the things that we misses out on this time. Currently we do not have the time or financial possibilities for it yet.

When I look back and see what has stuck with me most is that I it is a really nice and great idea, but I have been a bit skeptical about the level of the Peruvians, what they could and who they really were. But through this cooperation, I definitely looked different to the project.. The collaboration went well, they were very enthusiastic, so our group got a real boost.

I would have like to get more information from de Vrede van Utrecht about the theater group itself and perhaps the goals of the project, this will create a better image.

3. Arena Y Esteras, Ana Sofia, Peru

We are in Villa El Salvador, a part of Lima, with 400.000 inhabitants. We work with theatre on schools, and in the neighborhood. We think that meanwhile we have developed a form of theatre that is worthwhile spreading to other places. We have now several international contacts, from the city link Arnhem-Lima up to Belgium and France: we think it is good to have a network of likeminded people, who all do community work. Culture here was always seen as an industry to make money, now we need to establish the culture of the people. There are similar initiatives that still must grow in the Amazon part of Peru as well.

Our contact with the people from Utrecht is very good, specifically with Rien and Eugen: it dates from our visit to the Netherlands. The situation here is tense for us now: we are exposing the plans of the Mayor here who is trying to sell the market to a commercial party. So we run into police brutality, that the way it goes here...

On our side we have little artistic education; we come forward from the community movement. So we also learned an incredible lot when we participated in the Rotterdam festival! Now we are connected with similar groups in the whole world, and that is very important for us, since there is not much like us in Peru. We are less structured in our work than the Dutch circuses, but have more feeling with the problems.

Thus exchanging from both sides we both have much to gain still. Meanwhile also support for us to become 'fundable' by organizations like HIVOS, etc. has been given from the Netherlands. That adds to the relationship but is not the only important thing!

4. Words over Weapons – Phaphama @ South Africa

ST 4-E Angela van de Woude, LSTZG

AHA moments of *Wapen jezelf met Woorden* (Words over Weapons)

The AHA moments of the project are for me the stories of the guest teachers about what happens during the lessons. Those are the moments that I feel we are doing good things

- A guest teacher is teaching in a second class of a VMBO (vocational training) school. One of the boys from the class is bullied during the lesson. The guest teacher immediately reacts and starts talking with the students about bullying. The conversation deals with the way students relate to each other and what that means for the bullied boy. After the lesson she talks with the boy and discusses a strategy for the future.
- During another lesson, also on a VMBO school, a girl tells that she took a weapon to school for some time because she did not feel safe. The guest teacher starts a discussion about advantages and disadvantages of having and using weapons: If you use the weapon there is a real victim, and you end up with a criminal record yourself. If the weapon is taken from you by someone else you run the risk to become the victim yourself. The girl concludes that she does not improve her safety with weapons. In the class a discussion starts how you can create safety in other ways.

The lessons offer the opportunity to students to share experiences and they are supported to find solutions / alternatives.

4. Story Sandy Kardolus Guest teacher Landelijke Stichting Tegen Zinloos Geweld

I am lecturer guest teacher at the project Weapon yourself With Words.

I give 4 lessons and have also developed classes together with a colleague.

The AHA moments with the youth are when you discuss things during the lessons and they are silent. At that time, they are thinking about certain things, usually it's about criminal things or carrying weapons. When they find out that having a weapon only brings them a false sense of security, this is one of the big AHA moments for them.

My own AHA moment is that when I started I was shocked that the 5% that too a weapon to school 'feels' that 80 to 90% of their home environment has a weapon or is wearing one. And so they carry weapons themselves.

Another thing is that I do this work for 3 years now, and I find it very strange that people love it when others are beaten; you have movies that are called *Happy Slapping*. This person is beaten and it is filmed and put on the Internet, and this is found very funny by the youth.

But if you say "Well, come forward then he there will film you while I'm hitting you" it's suddenly not funny anymore. For others it is hilarious and to yourself is not fun at all.

I think this largely comes from the "mess" that is disseminated through the media. This shows that there really is a generation gap.

What I see in young people during the lessons is that after a while they are aware of what we are talking about. You can see that in the second lesson we give the language is less coarse, this is clearly a reaction to the first lesson where we talked about Language abuse.

I do not know what happens when I'm gone, but we get good feedback and responses from the schools.

As an example in our package is a so called 'aggression trap', this is an incremental step in aggression. It starts with things that bother you, then annoy, anger and make you furious. I discuss with young people what disturbs them, irritates, makes them angry and furious. After that we see what they can do to calm down when they are angry so they will not be desolate.

The teaching packages that we follow are very practical, the criteria of E-motive lie in the rationale the implementation in the package, but it is not so clear.

What I would like to say is that the schools and the students describe the lessons as very valuable. We are welcomed with open arms and the schools highly appreciate us.

5. Wijkalliantie – Soul City @ South Africa

ST - 5A -Carolien Grootendorst - *Wijkalliantie*

I have the feeling that the biggest AHA-moment still needs to come, though many new thoughts and processes have started already. At the moment this is above all connected with how we in the Netherlands deal with community development.

The state decides what is important, where there is money for and what people need to do before they qualify as a 'good neighbourhood'. Intercultural contact, social cohesion, are key. The team can decide itself what are the important subject they want to work on....

Another issue that keeps me thinking is individualism versus community. What is desirable, what is possible in a society based on individualism? Does a human being need a community and is this community developing in the same way as in South Africa? The translation of the concept is causing most discussion: it forces us to think about an approach in Holland and why we do certain things. To get the money or because we really think it works???

One of the moments that it dawned upon me that community life in South Africa is different from the Netherlands was after we arrived in Pefferville. A poor community where criminality is a big problem for society. A problem that can only be taken on if you fight all together. They did that by removing dangerous bushes next to the school (where regularly people got mugged and even violated). What gave me a feeling of cohesion was that with the whole crew we just walked into a lady's home who had opened it up for a sewing group for the programme. Or maybe it was the dancing and the music people made together before and after the filming for the TV programme. Despite the troubles and conflicts I saw individuals join a group with common interests and a common goal.

Another moment that I became aware of the unclarities in the Netherlands about what communities are was when I received an email from Gavin, someone who works on organisation development in Kwanda: the workshops they give to the communities and the methods that make the effects of Kwanda sustainable. He wondered whether we have enough methodological base for our project because it will otherwise not have the desired effects.... He also wrote that that they had meanwhile got 1000 people at work because of the community work programme. I wondered how in heaven's name we could organise that! My own prejudice, or feeling anyway, at that moment was that people here do not want meddling from outside and programmes in their neighbourhood. That will certainly cause resistance. Everybody organises things much more for themselves here. How can you embed a thing like that in communities and neighbourhoods here in Holland?

That's what we are thinking about a lot at the moment.

ST-5 B Sophie Boshouwers, AHA-moment (*Eigenwijzebuurten – Wijkalliantie*)

My a-ha moment happened when I was talking with a friend – just at home on the couch – about Kwanda, the new methodology of Soul City to improve communities. I was comparing it to the campaign I'm working on and all of a sudden I understood that I like the method of Kwanda so much, because its starting point for community improvement is not the money and an activity, but starts with the community itself before organising activities together.

How can you give everyone a chance to partake if you don't know the differences between people and accept them? If people do not know of each other what moves them, where their talents are? If you don't have a basis with each other?

And also: how many things can you get done if you really get to know each other?

I was really feeling at that moment how beautiful this was – while I secretly knew it for some time of course – what a beautiful approach I found this. The group process and the learning is contributing to

more understanding and even structural improvement. All of a sudden I strongly believed in this and that's why I really felt it as an AHA-moment.

Soul City is not funded by Oxfam but we were invited with Puntos from Nicaragua and Breakthrough in 2006 to share our experiences of using Edutainment for social change. The other two organisations were funded by Oxfam and were much younger than soul city. The workshop was in January in Amsterdam. The experience of learning from each other was a very positive one because we share similar challenges but often think we are grappling with the challenges on our own.

We then agreed to increase the learning and South Africa was volunteered as the host of another meeting. At that time Soul City was busy with a pilot of a reality community makeover show. The team were able to watch this in progress and thereafter a report was compiled.

The report was distributed at the AWID conference.

A benefit of participating in this project is that we have the benefit of sharing with each other but currently there is a real benefit for us to take our lessons to the Netherlands (which I think in principle and conceptually is a very good move) through WijkAlliante, which is an organisation interested in the reality television show. It is a very good opportunity for us as a south partner to be recognised for our expertise and then to contribute for the work happening in the Netherlands.

I would support the continuation of the work but i think when an organisation contributes, there must be financial benefits for it. Oxfam benefits from the work that is funded by other organizations (e.g. Soul City and Kwanda are not funded by Oxfam) and while on one level it is good (they are not only promoting the projects they fund),there is a lesser incentive for us to prioritise this work

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6. Ilva poortvliet – Ukunda @ Kenya

ST-6-E ST-6 Ilva Poortvliet

Goal number one was setting up the Africa Café in the Spuistraat in Amsterdam.

That meant connect all kind of organisations with each other so that people can learn with and from each other; music, theatre, dance, cafe, restaurant, library, etc.

What I did in fact was meeting with a group of people who felt misused because in the past promises had been made that not were kept.

I changed the set of objectives: The Spuistraat was not feasible since the municipality did not allow it – and there was not enough money. I had to abort the project and search for a new objective: that became an Africa cafe together with Saba of the Kilimanjaro restaurant.

Further I worked on 'I can do that too!': the essence was trying to find schools / organisations in the Netherlands and developing countries, so that people / children in the Netherlands could learn from people / children in developing countries. That meant making many phone calls and visits, using internet to find them.

Also accompany students in accompanying children. Developing methods so that kids could give enough input. Support students in their learning process.

With the first group of students we tried to understand the BONO method and we tried to introduce it on primary schools: the 6 'think heads' of De Bono.

Five students of the HVA introduced this on OBS (primary school) de Wadden in Haarlem in group 7 and 8. The interesting thing was that the method forces children who do not say much to talk, and the other way round. Finally we made a film plan out of this

I also supported the students in their reports back to the HVA and teachers in their classes. Especially when things go wrong, like no internet connections etc. That way it finally became a day that was well spent on reverse development cooperation.

6. Ukunda Foundation

"Interview with Rosie Anami E-motive project coordinator"

Ukunda Foundation is a project between schools in the Netherlands and Kenya. The project or partnership included classroom construction, technical support through access to computers to rural remote schools. The project involves six schools. One of the schools that received tremendous support through this partnership is St. Phillips Girls High School in the North West of Kenya. This school is situated in a rural remote area where children had never seen computers. So, access to computers was next to paradise for such communities. The e-motive coordinator worked with the volunteer teacher from the Netherlands to train both teachers and pupils in basic computer schools. On the other hand, access to education and technical equipment such as computers is a natural learning process in The Netherlands. But, for us in Kenya it is a preserve for the Elites. It is for this reason that I think e-motive played a very important role to enhance learning abilities of the school pupils. In addition to the computers we maintain our partnership through internet. Unfortunately only one out of six schools has a laptop and internet access. We created a website where young people both from Kenya and the Netherlands post their stories and read. Through the internet the pupils share cultural stories. Through shared stories they also practice English writing skills and learn more about each other's countries. It is a fantastic experience between and among pupils.

Another important contribution from the e-motive project was the supply of clean water by means of providing taped water and setting up of libraries in the six participating schools. While the health of the pupils improved, they also have access to books. It is saddening for us that this project was discontinued, if there is one thing we could do we would like to see the project continue. Access to computers, communicating through e-mails, constructions of classrooms, access to clean water and

setting libraries is the best thing that could ever happen to empower people in the rural remote areas of Kenya.....

7.KSU-scholen Utrecht - ACEH

ST-7 - KSU/Aceh: Andre de Hamer

Teachers from Utrecht have (after the Tsunami) developed a long term relationship with 6 schools in Aceh, they assist the teachers in Aceh and many times exchange with their classes in Utrecht: especially for the groups 7 and 8 these exchanges can be very stimulating. Now with support of E-motive we have been able to make a film of it and that will take us to the next level: Emotive supported us to make this film, not only financially but also stimulating us to move forward. Also the cooperation with Bunga Helmanda of the teachers department of the University there is of great importance: they are for us a stable partner in the 'pentagon' KSU / Pabo Domstad / schools in Utrecht / schools in Aceh / University in Aceh.

The inspiration is coming from both sides: the schools in Aceh certainly got an impuls, but there is also happening things there! Also innovation (from Dutch expertise on school class management and didactics) so that schools in Aceh are more 'research learning' is the case. Here in the Netherlands it is above all the learners on the Utrecht schools that can now see what *real* global citizenship means. There is certainly interaction between the schools – although that can be improved: means of communication are difficult still. Also the language (most of the time we need interpreters) is a problem many times. Meanwhile there is a formal MOU between the three main partners: the KSU (representing the schools in Utrecht), Domstad PABO and the University in Aceh. Dutch teachers spent 3 weeks up to 3 months in Aceh, together with students of the PABO: all together 60 people have exchanged this way.

The *key elements* in this exchange are for me: *mutual understanding, low threshold contact, real contact, discover answers on own questions*. For me the most significant discovery was that although we are so different in cultures and livelihoods we are so very much the same as well! If you ask boys of a certain age what they like best you get the same answer: playing soccer! For girls that is often playing to be a family, representing the values of 'family bonding' both here (on Kanaleniland and Oog in Al, two very different neighborhoods!) and on Aceh.

Also teachers come back with this feeling: 'realistic counting' is important in both cultures.... In the end we have the same concerns, also as educators: our goals are shared...

7. Anne Marjon Jonker, KSU, Utrecht

What I learned, first and foremost, is how relative everything is... The first time I came back from Aceh I had the week after meetings with the parents of all kids in my school class. In those meetings the parents are eager to know how their kids are doing at school. It was very strange to talk about how their kids handle a pen, while I really wanted to say: 'listen, your kid has 2 parents, lives in a beautiful house, has still got all his friends, and can go to school! Here in Holland that almost speaks for itself, but for me that was so special, after hearing the stories of the Tsunami, and meeting kids that had lost their complete family... Our goal in Aceh was to make the kids finally laugh again, and how they hold their pens, well that is of minor importance. And still you must take those things serious in the Netherlands, because the situation and the expectations are different. Meanwhile the Tsunami took place some time ago and is the difference less obvious: also our attention in Aceh is now going more towards the education again, but the goal of making kids laugh is still in the back of our heads!. What I learned for the Netherlands now is to prioritise the pleasure sometimes and keep the expectations at bay.

I have been to Aceh several times. I have also assisted in coaching of teachers there. Then, once back at work in the Netherlands, I had a difficult meeting with one of the parents. Then I thought of

Aceh, where I had managed to solve this kind of 'cultural clashes' in a positive way – I learned a lot about intercultural communication there!

What I learned is that it is impossible in a place like Aceh to let things go, as we do in the Netherlands: in Aceh you cannot do that because you literally walk into each other! You learn to break through politeness, you need real contact: that is what we need in Holland as well.

Of course we use a lot of material from Aceh in the lessons as well: we are a so called 'World school' so every year we pay attention to Aceh in project weeks, we use concrete things we bring from there, but we also fundraise. Direct exchange via Skype phone has not been possible yet, but we work with pictures, translate texts etc.

What I found out myself is that we are so similar in our hopes for life: we can help each other!

Although my school is a very 'white school', so it is good that the kids get interested in other places: they write about Aceh in the school newspaper, etc.: they get the feeling that there are similar kids in other countries.

We are for years now organizing a trip to Aceh for teachers (KSU) as well as teachers and students of Domstad, the school authorities (KSU en Domstad) are also facilitating this. All participants become immediately ambassadors of the project and take care of sponsoring as well. Myself I have been 3 times now, even during 3 months the last time. We have extended the cooperation to work on 6 different schools in Aceh, half a year long: first we had 14 schools, but the match, the 'click' was finally made with 6. It is very good to also have the teaching department of the local University involved: that is a guarantee for continuity, and more students get better trained. We are teaching things like 'realistic mathematics' which is in its infancy still in Indonesia.

Emotive came in while we already were working on this project for some time, but thanks to the support more was possible, although there are more needs: we have installed computers, but educate people to work with them is not in our budget. Here E-motive could come in.

To sum it all up:

- putting things in perspective (example of the meetings with the parents)
- How much you can do without the support of tools. (find creative solutions))
- back to the basics of education (insight in the origin of education)

7. Story Bunga Helmanda KSU-School Atjeh Indonesia

I've worked with KSU and joined the letter exchange program around 2008 until 2009. I'm an interpreter/translator in this program.

When I got letters from the teachers in the Netherlands, I take some time to translate them and bring them to the schools here. Usually when the students wait for the reaction from the Netherlands they are very enthusiastic. After they read them, they'll react and write letters to response. In the next step, I'll translate them again into English before sending them to the Netherlands.

I think there's a lot of inspiration and interaction in this program. Through this program the students are inspired by the letters and interact to each other. They can learn how their overseas friends live their lives.

From the project we've learnt: good partnership and organizing the project

It's a very good idea to connect these two countries through the kids' letters. Maybe we can continue this program, because the students are very enthusiastic. Perhaps in the future we could do a chat exchange program through internet. But the problem is, here we are still working on internet connection at schools.

I've got a lot of appreciation for Emotive because they have thought about this great program for students. In general my experience on this partnership is very good. There's a high level of participation and respect both from the teachers and students here.

8.COS-Brabant – several countries

ST-8 COS Brabant – Peter Gelens

When we wanted to start with a programme for labour participation and integration we have been supported for international information by Oxfam Novib and their partners: they provided us with a lot of information from their partners in Mali.

What we learned from there is to do something that is rather contrary to what is the usual practice in the Netherlands: to start from what *is already there!* You see: we learned to take the *informal economy* into account and start from there: especially women who are not born in the Netherlands do all kind of work already in the family sphere, like making curtains, textile for the home etc.

We started with women who already were working on these things *informally* and we are trying to bring them further into the more formalized economy but above all to upscale their activities. So we opened a house (which was contributed by a housing corporation for some time) where women could start their activities and grow. We have women who do leather work, textiles, party clothes, jewelry etc. We call it P-fashion (P of participation). We expect the municipality of Eindhoven to approve coming 5 November the project that was developed with support of E-motive into that new phase. Make the women familiar with a *network* rather than a closed (family and neighbours) system.

So for us the AHA-moment was when we realized that we should not try to look for new projects, but we needed to *find* what was already there – enhance the value that was there already – making invisible women (and work) visible. We learned that from experience in Mali, Washington even, where there is a lot of experience with *low-threshold* economy.

A concrete example is a lady, Marisol, who makes jewelry based on Peruvian tradition. She is now working with a group in Peru so that she can now *import* jewelry instead of only producing herself: she designs, production is in Peru. That way she is scaling up. This lady is well educated, so it was relatively easy, but there are more women who could very well live up to those challenges.

For them we organized a *business dinner* where the women could meet the 'Kamer van Koophandel' (business authorities), the tax and revenue service, other allochthonous entrepreneurs, and banks: that way they were familiar with the people behind the formal economy before they even needed them and I can tell you: that lowered the existing threshold enormously!

8. Anna Solycia, Cos Brabant

I took part in the project of United Colors with a lot of different women, who were all without a job.

They came from such different countries from Africa, Russia, Lithuania, Poland, China, Peru, all living in Eindhoven and all sharing the same dream, inspiration and vision: starting our own little company. And I really have been able thanks to that project to reflect for myself: what is my goal in life? how far do I want to adapt? how much resistance do I have? I found spirituality, working with friends, I got at rest with myself.

Meanwhile I could get an office job, not what I went to the project for in the first place, but since I accepted myself and my place, I got self esteem and trust in myself: I could do it and now I have a good salary.

That is also thanks to the in service trainee and to Peter Gelens (COS) – also we were coached by a woman who was an entrepreneur herself. Because we had similar women in the group we had a good energy together, we could really work together and some of the group are still in the project now and then. We have a long term relationship with some 4 to 5 people.

Sometimes it was also difficult: we had beautiful dreams, but we need to realise them step by step; some women expected to be supported all the time, but the most important is doing things *yourself* of course. Strange enough there are more like me who found work in the end because of the project – not because we had to do it, but because we could...

The first course was more a start I think: it was long and people got bored at a certain stage: the second one was much faster and was all together 5 weeks: especially talking with entrepreneurs who have realised something was very stimulating: people get more involved.

But in the end, now the projects are coming to an end, everybody should realise that you got to do it yourself!

9.Cre8 – Marenzo – Friends of the poor @ Kenya

ST-9 Ben Hekkema Cre8

For Ben there are a number of key-elements: but there are 2 outstanding:

1. In east Africa theatre is much more used for influencing social behaviour of people than in the Netherlands. It is a proven form for Yaden, they use it very often - and we learned from it: go to the street, make interactive theatre with the public, etc. Discussion with younger and older people grows out of it, much easier than in Holland... People really take the time to discuss things, so you can use theatre as a means to educate people, show alternatives, comment life...
2. Concrete example was that Marenzo friends of the poor tried to use theatre to make a group of youth work together in a better way: also in East Africa it is not easy at all to inspire youth to set up enterprises at all. Marenzo has a project that is using all forms of communication: theatre, dance, music, arts. That way they manage to get things done in communities, very tiny villages where there is really nothing! That is really amazing...

In the Netherlands first we tried to work with complete school classes to get the spirit of these projects in Kenya and Tanzania: we used suitcases to send up and down between classes. In the end that stayed superficial: especially in Holland it did not come beyond the consumptive level. Later we worked with the theatre group and a theatre school (Koperen Kees, with Emy Barendse) in Holland, unfortunately that did not go well together in time: when we could get contact with Kenya again after the riots in 2008, the school here had finished their project already. But we managed to exchange some things nevertheless.

The real discovery all the time is that the difference between such remote countries as Kenya and Holland is not as big as it looks like! People like to throw a party, even in the same way; people have the same feelings, fears about the future, etc.

Real interactive exchange with the Netherlands is difficult though: sometimes I have the feeling that you would really need to bring Dutch people to Africa before they really learn things: working with school classes stays at the surface; I personally believe more in deepening contacts than in working with large amounts of people.

In Cre8 we work in the development of talent: people can come and join us for a few weeks and then we move on with a smaller group. That is also where we found inspiration for in Yaden – they do the same: they bring arts to a broader group of East Africans and that is how a network develops: some people grab that chance and with them a network is created. Yaden is that network for east Africa. For instance we directly worked together in a village called Moshi with the organisation Mkombozi, there we made a play together with street children

In the Netherlands we made a film and document with three Kenyans about that methodology: we describe the methods, pay attention to traps and problems and we also train arts teachers in the methodology. The film is now finished and yet another way to learn from each other, implementing it is the Netherlands and in East Africa.

10.Lochem/Mutare – Thijs de la Court (Wethouder)

“ For me especially research is very important ; normally speaking both in Lochem as in Mutare implementation is the first thing people start working on, but getting the real picture of things is even more important. We share this feeling with Mutare and I think we are both learning from this.

In the second place the cooperation with the University of Twente (sustainable technology group) for both cities is an extra asset: cooperation with the Africa University (nearby Mutare) as well. Someone who is working on his doctoral thesis is now living in Mutare and is of great value.

Interesting enough thinking through projects together with the people from Mutare gave us the opportunity and also the inspiration to go deeper into our projects: we both agreed that good research

is the heart of the matter: in our case environmental techniques are not easy to implement: first we need to map streams of waste. We are doing this now in Lochem as well as in Mutare, supported by both Universities in a project called 'Environment 2000'. The city linking with Haarlem that Mutare already had made it easier for us to join this project as well: there is a standing relationship between the 3 cities and the 2 universities.

This way we can use new technologies (like the use of algae) in a comprehensive way, after an integral study has been made. The eye-opener for me was above all that the Emotive project which made it possible for 4 officials from Mutare to spend a few months here, has led to mutual trust so that we can now think about innovation together.

Apart from the 4 official also 20 sport teachers have been to Lochem: our schools have been learning from their approach as well: some are now using that knowledge to move on in the same direction. Meanwhile an initiative group with people from education, care for the elderly and social cohesion workers has been formed, apart from the climate workgroup that already existed. We call it 'Grenzeloos Lochem' (Lochem without borders...) In the climate group we gathered technocrats, universities, enterprises from Lochem and consultants.

The trips to Mutare opened up many people's eyes: there is also a group that is fundraising for small projects in Mutare, but this is not the main thing: that is the genuine exchange between the two cities. The advantage here is that Lochem is a small place: every few weeks we have articles in the local newspaper, so that way also the public is easy to inform."

10. E-motive Story from Mutare City Council

"Through the interview with Mr. Munyai the information officer"

The Mutare City council is still in partnership with Harlem. Some of the key expectation that we had were exchange of information and expertise.

The most important learning that we got from this process was cooperation with institutions. We have since developed working relationship with Africa University. Further, through this partnership we also learned that the private sector could assist in environmental issues such as waste management. For instance, next week (12-17 October 2009) we have a clean up campaign networked with organizations such as Environment Africa, Plan International. Private companies will be contributing fuel to this exercise. This is a major step towards sustainable waste management in Mutare. Periodical review meetings were also inspired by our partnership with The City of Harlem. Every Tuesday we review progress and challenges we face with waste management in Mutare. We have since noted through these exercises that our sister city 'Harlem' is much more equipped to redress waste management challenges than us 'City of Mutare'.

We continue to enjoy symbiotic relationships with 'Harlem' through exchange visits. Some of our exchange visits include inviting key note speakers such as professors from The University of Holland to our conferences. We also use e-mails to exchange information between us.....

11.Diversity Joy, Tom Schram

Some important AHA moments have to do with the way I have felt welcome in the Phaphama organisation and beyond. When I expressed my wish to visit them for six weeks and experience what they do there was no hesitation whatsoever from Jab, having been together for only one day in Soweto before. And then, coming in the prisons, our perception would be that these prisoners would be hesitant to relate to outsiders that come from abroad to sit in in their workshops. The opposite was true: they valued the fact that I took the trouble of coming to South Africa to be with them. So I found new people and new contexts that were much more inclusive than I was used to, much less competitive and creating space for you to fit in with anything you have to share.

From there, starting DiversityJoy in The Netherlands in 2006, an intensive relationship has started, where at first Jabu was here several times to train our trainers and coach them in the workshop process. For me this implied another AHA moment where I was able to see what Phaphama and its people did in its strength. So the starting point of the relationship was not a need on their side that we could fulfil, our starting point was our need for social cohesion programs in The Netherlands where they could help us out. From there the 'who helps who' has not been an issue, because the major focus became how we both can develop and learn in sharing our knowledge, experience and resources.

By now our relationship with Phaphama grows further and further: several people who are not part of the core of the organisations (both in South Africa, as in the Netherlands) are now exchanging as well: 2 guys from Orange Farm have done workshops here, many from here (Leon, Najate, Carlos, Sat Atma, Ivar, Tijn) have been to South Africa and 'to and from' we are all learning a lot. Stijn Hogenhuis is now (October 2009) in South Africa to give mediation training to the diversity office of the Witwatersrand University in Johannesburg, together with Jabu and Judy. This way Jabu and Judy learn about mediation training and Phaphama establishes itself as a mediation organisation. So we are not only exchanging the exercises in the workshops, but also the curriculum, the way of working, the organisational model and many new projects as well!

It is astonishing how easy I, and later also others, were accepted inside the very heart of the Phaphama organisation: including training in workshops, etc. Especially with Jabu it has become a close friendship, between the families. It would be very interesting to document his life, as connected as it is with the history of South Africa. He did not get many opportunities to learn, having a responsibility to look after the family, so he developed himself from street seller to interpreter, from there to language teacher and he was open to AVP when it arrived in South Africa. He and his colleagues Judy and Colin were the ones who brought it from a middle class 'good work' to the people who really needed it in townships and prisons. And increasing the quality at the same time! When I met him I was influenced by NLP (looking at how people can deliberately make choices, against all odds); if you want a super example: take Jabu!"

'How is the quality of the work, for instance here compared to South Africa?'

"The good thing of Phaphama is that they do not have a competitive culture: people can link up with each other from here to there and vice versa..."

At the same time you see interesting developments: here we have most people trained by Jabu and Judy and that has been done on a high quality level. Our people, who were training in South Africa even observed that the level there was sometimes lower. We have been able to give feedback on that and we are now looking together into quality management possibilities like regular intervision, etc. And of course we had to be honest with some people as well in our own organisation in that respect: some do not develop further as facilitators and do not reach the level we would expect from them. So we have to tell them that facilitation with us is no further option for them. That can be a painful process but it must be done, in a respectful and honest way..."

11. Phaphama / Div. Joy Judy Collins and Jabu Mashini

Judy: "There are stages that we can discern: first the quiet stage, where Tom came to South Africa, calmly looking at what we were doing. Then Tom started 'on his own': I would call this the 'phone call stage'... where in many phone calls we both systematised what we were doing. Then there was DJ: it happened on its own! And in the fourth stage Carlos and Sat Atma and Leon visited: it went beyond Tom. Finally we are doing things together based on our joint AVP work. And let me add: in NO STAGE money was the driver! "

Jabu: "For me the important issue was that there was *genuine interest* from Tom's side: it came clearly from within. In the second place there is mutual respect: we feel connected and share things, and Tom decided to try it in his own environment. Thirdly there is transparency; we know almost everything

about each other! Fourth: the risk Tom took by bringing me into (his) world of experienced trainers: the first workshop fortunately became a showcase, but there was a real possibility of failure there. Fifth: we were in the whole thing together from the beginning: we have developed a mutual feedback system that is really working. I don't feel the master-student relation anymore: learning is taking place on both sides now. In the end we are both building communities: the workshops are not the focus but the communities around them, and we have the culture in common in both communities."

"In that respect connectedness also means that you don't have to compete: showing off is not necessary. The mere joy of sharing makes it work: intercultural misunderstandings can be solved because of the mutual understanding."

Judy: "We both feel that we do not 'own the product' but rather want to give it wings! There is no power struggle here ... Neither do we say: do it in our way... We feel that in the relationship with DJ our principles are honoured, and that gives us trust. In that sense we are all developing the heritage of the Quakers who started AVP: it has become 'User generated Freeware!', that we – interdependently – develop because we both believe in the intended outcome."

Jabu: "The challenge is that everybody in the relationship is keeping in touch with their own *grand goals*. Then there is all freedom for everyone to take ownership. Then the structures that emerge in the process are for the goal as well and not for control. Then we can build *healthy communities* all over the place. Then we have all become catalysts..."

The main challenge is to go on seeing everybody in their own power, not as a victim who needs help: and here that is a two way process: we both see each other in our own power.

The good thing of the RDC concept is however, that it forces the North to see the power of the South. But then, sooner rather than later, the next stage needs to be reached: mutuality."

Jabu: "We said to Tom: If you come to help us, you're wasting your time. But if you feel your liberation is connected with ours, then let's work together (free to [Lilla Watson](#))!"

The problem for E-motive might be that they have not been able to link into the structures of the partners. They tend to *distance* themselves, with the danger that relations will instrumentalise."

Judy: "E-motive did a whole lot of good, it would be nice to give something back to them in the form of workshops. May be that will make clear that in the end the 'toolbox' stands in between them and their goals: the toolbox denies you. It is all about the relations they themselves forged. They should celebrate what is there. We should help them to 'keep knocking on the toolbox'!"

11. Koen Wortman Diversity Joy/Phaphama

I'm not directly involved in Diversity Joy, but I researched the problem of 'hang around youth' in public space, when I encountered Diversity Joy. I think they have solutions for these groups that have been learned from South Africa (Phaphama). Their workshops (developed in jails) are useful in other conflict situations. Especially the learning by doing and the reflexivity is very important: people tend to act impulsively in conflict situations and Phaphama (and now in Holland Diversity Joy) teaches us to be aware of those impulse and also gives you practical ways of handling them. An example is the 'I – message', that forces you to think about your own feelings, and prevents you from direct escalation. For 'hang around youth' the 'street logics' is paramount: violence, an 'gung ho' behavior is important for anyone's status on the streets. My research showed that especially problematic groups of hang around youth in fact *know* that, but they need that aggression in order to stay on top of things. Diversity Joy learned from Phaphama that you can create an atmosphere, where these kids can find trust and also learn to practice how to deal with problematic situations. Later they can live the rehearsed practical assignments, and quite a few seem to do so.

12. Story Bas Gadiot - Critical Mass.

In 2006, we launched the project "do you think outside your INBOX ". An interactive exhibition on group formation, and influence and (de) escalation of violence. This was through a grant supported by Oxfam Novib (E-motive). By the way: we also had the feeling that E-motive was not clearly presented (in the picture) during this project.

We were actually together with E-motive at the inception of our organization. E-motive was the first sponsor for our project and since then we have grown into an organization that worked with projects in the Netherlands, Europe and the rest of the world, working with many partners and volunteers.

We did this project with no fixed partners abroad. Our cooperation with foreign organizations did not exceed the stage of together finding suitable materials for our interaction-exhibition. An example of how we come into foreign organization is by a volunteer who did a Master in research in Serbia. Through her and her connections, we came in contact with organizations in Serbia.

We believe that if you ask young people of any level who directly or indirectly are affected by conflict, to analyze questions so that you can learn from it. But we also believe that if you ask young people these questions based on examples from abroad (good comparisons) that you get a better analysis, understanding what is central and thus can contribute to the prevention and control of incidents and conflicts.

We had no real criteria given from E-motive, except that we were eligible because we gathered knowledge, materials and other information in conflict areas and that we applied that in our method to inform young people in the Netherlands about conflict dynamics in their own environment and beyond.

Because of this conversation I'm really excited to take another look at E-motive. I will study their website again to see if E-motive fits Critical Mass again.

12. Story Jos Jongerius Docent aan de Internationale Schakelklassen. Eerste bezoeker van de tentoonstelling, met en zonder klas.

through a colleague I came in touch with Critical Mass in 2006. I had seen a part of the exhibition at their office and then with a group of students witnessed the exhibition as a pilot.

The biggest AHA moment during this exhibition was with a part of the exhibition on 'exclusion of people'. This was an arrangement in which there were 4 screens to see which were shielded from each other by means of wooden panels. It was a game of throwing the ball over X to Y and Y threw the ball back to Z and so on. And on the screens was also seen that the ball always switched from person to person. At one point X did not receive the ball anymore. Allowing yourself to get to a point that you physically were going to ask ' why nobody's is giving you the ball..' Later you find out that this is the same in all scenes, no one got the ball anymore. Everyone felt left out.

At the end it was explained that being rejected and left out activates the same part of the brains centers as those in physical pain involved.

This was for me and for many students a huge AHA moment. Rejecting and excluding people really hurts. So you could say: 'ouch' when you are rejected and that would fit with the experience. But no one really does say it....

What I have taken out of this experience is a reference that I have received, I had something to fall back to if something occurred in the class what was discussed in the exhibition. I could use those points to fix problems.

13. Ronald Mathijssen - Formaat

Key Experience

Outspoken

When we started preparing the exchange visit of Jana Sanskriti, we dreamed of a tour around the four major cities. The KIT-Theatre in Amsterdam, the HU in Utrecht, a community stage in the Hague and our own space in Rotterdam. We believed an audience could be advertised together. It was

disappointing that the KIT-Theatre was not available in summer, but we were sure to find another stage.

As time progressed, we couldn't find a partner willing to risk organizing a performance in Amsterdam or Utrecht. In the Hague, we had four partner organizations but they managed to recruit only a small audience. The only place we could receive big audiences was our own. Why? Why didn't the most famous Theatre of the Oppressed group in the world attract the audience it was entitled to?

Was it because the people here don't need their approach? The audiences that came showed something different. Was it because we hadn't put in enough effort? We worked for almost a year to prepare this visit. But why?

When Sanjoy, the director of Jana Sanskriti, showed us the footage of the place he works, we knew the answer. Their community was not recruited, not advertised together, but grew organically from the first Jana Sanskriti group in 1985. Their community is their *constituency*. Mobilizing the constituency is the first step towards sustainability. Inviting people to one-off events is necessary but not essential. If you take in partners, make sure they have a constituency. Community-based work is based on, well, community!

Since 2008, we gradually changed our policy into community building and community-rooted work. We try to 'let things grow' instead of 'making things work'. Augusto Boal, the founder of Theatre of the Oppressed, was known as the 'sower of seeds', not the leader of the movement. Development exchange is very much the sowing of seeds and letting it grow. As Sanjoy Ganguly says: 'don't underestimate the people, they change the world'. What he also means to say by that is: you don't need to stand beside them all the time.

Rotterdam, October 2009, Formaat, Workplace for Participatory Drama, Ronald Matthijssen

13. Meinke Noordman Vrede van Utrecht / Formaat

I have worked with the *Vrede van Utrecht* as a producer of community art projects. Through the Vrede van Utrecht, I became acquainted with E-motive. E-motive has funded 3 projects all in all that I have worked on.

With another producer I organized the workshop on June 3, 2008, I did not facilitate the workshop itself. There were about 20 participants, students but also other theater professionals.

When asked for my AHA moments, I can tell you, it was especially when I came in contact with E-motive. I do not have a development background but I'm from the cultural sector. But the ideas behind E-motive and their philosophy really appealed to me and to me it was a real AHA moment: The fact that you turn around and look what we can learn from 'developing countries' is special. The way they create a show is very unique. These people live in very different conditions and have much *luggage*. It is actually very bad that we think we have to teach them stuff. The idea that we know everything is really outrageous.

About the AHA moments of the participants I can only say a little because I have not facilitated the workshop itself. But I can tell you it was very inspiring. Sanjoy Ganguly the leader of Jana Sanskriti first told things about himself and the organization and the rest of the time was very *physically* spent. They have done a lot of improvisation and walking around in the room. They all focused a lot of time on the body. They use body language a lot instead of speaking language.

Theater and drama can do so much more for you if you live in an oppressed society. Theater is an expression and an instrument to transfer things and to express things and make them visible.

E-motive remained during the project a bit vague. Their philosophy has opened my eyes and I support and agree with their ideas. That equality and exchange is central.

For more substantive questions about the workshop you can probably also interview Eugene van Erven.

13. Jana Sanskrit Theatre Group

'Interview with Sanjoy Ganuly Director'

We entered into a Novib funded project in 2007 – 2008. The project was linked to theatre group in Utrecht. One of the key less learnt during the exchange programme was that the meaning of FREEDOM in India is very different from The Netherlands. My experience was that young people in Utrecht were very reserved. It was not easy to get them to talk about themselves. They were very open about human rights abuses and poverty in India, but they could hardly define what 'FREEDOM' meant for the individual. It was through this experience that I realised that young people from developed countries have a lot to learn from young people from the South.

Through theatre these young people need to recognize that understanding their reality as individual is deeply connected to the collective. This is the meaning of 'freedom' in India. We thus deal with pathologies such as drugs at individual and community levels. While in The Netherlands people are isolated, they deal with their reality as individuals consequently their pathologies could be very high--- causes dependence too. At worst these young people develop deep levels of fear that drive them into substance and drug abuse. Through theatre we have enabled young people to be creative, to use what they have to make meaning in their lives. The young people who participate in our project become very independent persons that are deeply connected to the 'SELF' and the 'COMMUNITY'.

This is something I did not find in The Netherlands when I worked with theatre groups.

It is saddening that the project was suspended I have would liked to see the project continue because through theatre we create space for young people to explore their potential and tape into their creativity and contribute immensely to their wellbeing and to the happiness and security of their communities.

14. Iris Shiripinda – SOA-AIDS NL.

My contact with the Positive muslims came about in a very round about way. In my work, I needed to promote STI/HIV prevention among ethnic minorities among whom are about 800 000 Muslims. With the other groups, namely Africans and Caribbeans, the contact was going rather smoothly. Even with the Christians. But with the Muslims not really. In 2006, I had even called a meeting for key persons from the Muslim community to see if STI/HIV prevention was an item for them to take up in their work. They told me that it was not. They had more pressing social issues that they thought needed urgent attention. Their image in the Netherlands community for instance; that they were perceived as criminals, as fundamentalists, as oppressors of women etc. The press releases were party to this and the war in Iraq and Afghanistan and the president of the United States at that moment, George Bush, did not make our work easier. Bringing a topic such as STI's and HIV, and sexuality, which is already laden with shame, judgement, discrimination and taboos was not an easy task. The doors were not open for engaging the community.

Having a background in development work, I started wondering if there were "home countries" of some of these communities that were doing a good job. The journey started; searching among the developmentalists organisations. We came to Oxfam Novib. Oxfam Novib gave examples of a number of their partners and we eventually decided to try working with Positive Muslims South Africa. Honestly speaking, I was very excited in the beginning. I am a christian myself and did not know much about the Muslim religion. After the initial contacts were established, things started moving fast. Our first wow came. Positive muslims invited us to the first ever conference on Islam, Sex and HIV which was held in Johannesburg. One of my colleagues went to attend the conference. He came back super inspired. He had seen a whole range of attitudes on dealing with sexually related issues but also on hiv/aids among the muslim key leaders who were at the conference. This conference had people from all over the world-Muslims; from progressive to conservatives!

After my colleague had been to south Africa, we concluded that Positive muslims was really worth exploring. I went to cape town to visit them for 3 days. I was more than impressed when I was subjected to a 12 hour working day by their Director Fatima Noordien who wanted to show me all they were doing. I visited People living with HIV, went through the materials they used in their work, attended their Sartuday awareness raising activities for parents when they brought their children for football. And for the first time, I sat in a Mosque and was so amazed to hear how compassionate and gender sensitive the Imam who was preaching that day was. Till then, I had only heard one story about the Muslims and the Muslim religion.

The next moment of learning for me was when Positive muslims came to the netherlands and gave a training to the key community Muslim leaders and the health care providers. the training was evaluated with a 9 out of ten and health care givers praised Fatima for having opened their eyes to the cultural other. Maybe a Woow moment i got feedback on from my dutch colleagues was the fact that it was a Muslim woman who was giving the training, super articulate, with a head dress Many people were so amazed by Fatima since our media almsot equated women with a Muslim background and a headdress to dummies.

The last, but not least pleasing moment for me was having 18 key community persons from a Muslim background volunteering to carry on the work they had learnt from Positive Muslims on the training, on sexuality and HIV prevention. For two years we had tried, and it had not worked. And to think that these people from the South came, and armed with the good theology of a responsible, compassionate and non judgemental Muslim, managed to break the unwillingness within the muslim community to work on these issues. And also made the Dutch health care professional relook at their attitudes that impeded them from discussing sexuality and sexually transmitted infections among Muslim. Woow!

14.Positive Muslims

1. How did Positive Muslims got in contact with Soa Aids Nederland (SANL)?

The initial introduction to Positive Muslims came via Denise Parmentier, the Programme Coordinator for Subsaharan Africa. She is familiar with our work and told Karen Kammeraat about us. Karen visited SA and met with me as Director of Positive Muslims in early 2007. We discussed possibilities and continued conversation via email. Thus it lead to me meeting Bertus, the representative from SOAAIDS at the International Consultation on HIV and AIDS held in Johannesburg in November. This was followed with a 2day visit to our offices in December 2007 by Dr Iris Shiripinda, project coordinator for Ethnic Minorities. We decided on the full programme and content of the North-South Learning Project and discussed matters in more detail, via email. Dr Iris then submitted a proposal to Oxfam Novib to fund this and thus the Project activity was realized in 2008.

2. What kind of methodology does Positive Muslims uses in South Africa?

PM has a unique, multi pronged approach to HIV and AIDS with four pillars of activity:

1. Education and Awareness
2. Support and Development
3. Research
4. Advocacy and Lobbying

Please see our website for further details on this matter: We are uniquely placed in that the only Muslim based organization operating from a non-judgmental perspective, in a developmental way and with sound philosophy of justice and compassionate faith bases.

3. Can you describe how the program has been reached?

By that I mean the process of developing the content of the training in the Netherlands, the internship in South Africa and the manual for the Dutch Health workers.

This was done through discussion, a needs analysis, and looking at matching the resources of Positive Muslims (manual and our practice) to that of the needs of reaching the Ethnic Minority groups in Netherlands. We needed to understand what each one will benefit and bring to this relationship or project.

This is time consuming and requires a will and passion to do the work.

4. Positive Muslims has developed a manual (HIV, SOA & Islam) for the Dutch Health workers. Is there a difference in the original version of the manual of Positive Muslims and the version for the Dutch context? if so, what is the difference?

Yes, there are slight differences. The current workbook covers training for two day programme, with local case studies, information/ data as well as issues that have been identified through the group, that they require to make it more appropriate for a Dutch audience.

5. Did the Dutch group, who were in South Africa for a internship, had any influence on the content of the manual? If so, what kind of influence?

Yes. Through their evaluations, and assessments as well as feedback on the N-S Learning project that they participated in. The idea itself for a manual for Netherlands, originated at a meeting between the trainers that were in Netherlands and SOAAIDS Director and Ethnic Minorities Coordinator.

6. The Dutch group acquired new knowledge, skills and attitudes that's required in the field of educational information services towards Muslims in the Netherlands. Thanks to this exchange program between SANL and Positive Muslims. However, what did this exchange returned to positive Muslims?

Fine tuning case studies, consolidated relationships with other key stakeholders in the Muslims community in SA as they visited more than 10 local organizations from a wide variety like welfare, human rights, religious structures etcetc. This gave them a good understanding of the SA's muslims minority context and what was achieved over the years. This gave PM a push to the front in the community and lead to greater acceptance of PM. This is to mention but one other gain that was made through this project.

7. Can you describe the good points and a few significant improvements aimed at the training in The Netherland and the internship in South Africa?

Specialist field training so that others could understand the complex issues involved in dealing with PLWHA's and being a service provider as well as a trend setting organization in the battle against HIV as a pandemic in SA. (this wasn't done in SA yet, so it was a first for PM and the N-S learning project) Capturing all the processes to enable a solid learning programme had to be adhered to and this was different as we often assume and do evaluations and all processes but not enough time allocated to bringing all of these thoughts and learnings together.

These are some > many more learnings that is captured elsewhere is available.

14.Elizabeth Njeru - SANL

My Wow Moment:

I got involved with the 'Positive Muslims' project about a year after I begun working as a program officer at the Ethnic Minorities Program of STI AIDS Netherlands (Soa Aids Nederland). This was because my colleague who had been working on the project was taken ill, and the project needed to be guided to it's completion and implementation.

The project itself involved the writing of the manual 'Hiv, Aids and Islam', which is to be used to reach the Muslim community in the Netherlands with the message of STI/HIV prevention from a Quran perspective.

Positive Muslims is a faith based organisation in the field of HIV & AIDS. They offer their services from an Islamic perspective to all of humanity, encouraging compassion, mercy and non-judgementalism towards all human kind. They acknowledge that HIV & AIDS is manageable where people infected and affected can live a fulfilling life. Their commitment is to the development of a belief of compassion, a way of reading the Quraan and understanding the Sunnah (the path of Prophet Muhammad, peace be upon him) that focuses on Allah, who cares deeply about all creation. This is Allah who, according to a hadith (prophetic tradition), said at the time of creation, “Indeed, my mercy overcomes my anger.” Such compassion, they believe, must be accompanied by a critique of, and challenge to, a society that forces people to the margins.

Their aims include:

- Creating and deepening awareness among Muslims about the occurrence of HIV & AIDS in all Muslim and Non-Muslim communities.
- Educating their community about what HIV & AIDS is, the ways in which it is contracted, ways of avoiding it and the fact that no one is ‘above’ acquiring it.
- Finding and implementing ways of supporting people living with HIV & AIDS to continue a positive life journey, a process involving: counseling, helping accessing affordable treatment and offering spiritual support.
- Lobbying all the relevant structures both in government and in civil society, particularly their own religious leadership to help in the cause, to increase their compassion, mercy and non-judgementalism for people of all walks of life.

While their work is primarily among Muslims, they are committed to working with all the other progressive groups working on HIV & AIDS.

In order to get myself well into the project I did some reading, visited the website of Positive Muslims of South Africa, and also watched a film called ‘Malawian Kiss’. This was for me my wow moment.

Finally I “met” the lady who had started this whole project. Fagmeda Miller.

Fagmeda Miller is a Muslim lady who formerly lived in Nigeria, and now lives in South Africa. But that is not all, she is also HIV positive and outspoken about it. Not a common thing in the Muslim community, and more so not for women. The fact that she spoke with so much compassion and understanding, reaching out to the leaders in the Muslim community to have compassion and help create a community in which her Muslim brothers and sisters were educated on HIV and AIDS, and in which those infected were taken care of, was a moving and powerful thing to see.

As an officer for ethnic minorities it is part of my job to promote STI and HIV prevention amongst all ethnic minorities, including those with a Muslim background. The creation of the manual, ‘Hiv, Aids & Islam’ gave us a powerful and fitting tool to be used in the outreach work with this community. Several trainers from all over the country have been trained in the use of the manual and have started work in various parts of the country.

With the support of Emotive, the South-North learning program of Oxfam Novib, and together with the Ramadan Festival Organisation, based in Amsterdam, the ethnic Minorities Program of STI Aids Netherlands was able to launch both the English language and the Dutch language versions of the manual at an Iftar (evening meal during the Ramadan) here in Amsterdam. A very successful event that saw many interested guests meet and share their enthusiasm for the manual.

These manuals are both available for free (only postage costs will be charged) and can be ordered through our English language STI prevention website: www.life2live.nl

14. Inci Tezcan, GGD Rotterdam

In this project the lessons learned for me were above all the visit to South Africa. The many differences between countries regarding the position of Islam in society became clear. It was an eye

opener to see how the Islam is functioning there and how issues around sexuality and HIV in this target group were debated.

Muslims in South Africa are much more united compared to Holland with the different groups of Turkish and Moroccans. There inside Islamic institutions and imams there is no taboo to talk about sexuality and HIV. In the Netherlands this is much more difficult and these topics are usually avoided. That makes educational activities on Islamic schools for instance very problematic. The fact that the issue is spot on in South Africa and that Muslims are living there for a much longer time than in the Netherlands is also of influence of course.

In South Africa I assisted in education in a youth penitentiary system. The intensity was so high there! Much higher than I ever witnessed in Holland! Of course the target group made a difference as well: in Holland we work with students in secondary education....

The examples used in South Africa were very useful and inspiring to me: I used these in the Netherlands. Some are very concrete and for instance directly geared to the way you get contaminated by the virus: spitting in a glass of water versus blood to blood contact for instance.

The handbook for education to Islamic target groups was very revealing and useful: here aspects from the Quran are coupled with issues around HIV and AIDS. This is a great support to make these issues debatable for this target group.

We (GGD Rotterdam – municipal Health Department) have decided to start using the handbook before the end of 2009.

14. Humera Alam

In May 2008 a 4 day training was organised by SOAAIDSNL about HIV/AIDS and Islam. In these 4 days the partner organisation Positive Muslims, using a self developed handbook trained the participants in issues like HIV/AIDS, health, taboos, social pressure, sexuality etc.

After this training a follow-up training took place in which 5 partakers got the opportunity to develop deeper insights about the Southern African context – at the same time we were working on the handbook.

This follow-up training took in total 2 weeks and provided more insight in their way of working. The objective of this trip was to translate the South African practical knowledge to the Dutch context.

The continuity and sustainability of this project is criticised: there needs to be a long-term and continuous flow between the partner organisations. They should see this project as an investment. If it is an investment one should go on investing in capital, knowledge, trust and cooperation.

It would be a waist to stop the developed contacts between Netherlands and Cape Town. It should be possible to plan more of these exchanges in order to provide participants with an Islamic background the opportunity to gather knowledge about HIV/AIDS and Islam.

Key learning issues that were of great importance are: deeper insight in Islamic Culture, way of working of Positive Muslims and an equal relationship with the partners in Holland.

In the first place the participants who believe in Islam and/or have an Islamic background, have learned more about the Islamic sources while working out Islamic belief in these questions. These sources have been put into the manual, supported by professor Farid Esack and were thoroughly discussed in the meetings.,

As a second point the training was paying attention to the way of working of the Positive Muslims. Both Farid Esack as Fatima Noordien have supported the participants to translate acquired knowledge to the Dutch context:

Fatima has had to join tough and long negotiations to finally get contact with conservative Islamic scholars in order to be able to practice her progressive approach on HIV/AIDS.

The problems Positive Muslims encountered while passing on their progressive message about HIV/AIDS in an Islamic context can also occur in the Netherlands,

That's why from this experience lessons can be learned.

Besides, I need to mention the mutual respect of the partner organisations in the training. That contributed much to the peer-to-peer training of South African and Dutch organisations.

The necessity of mutual respect contributes to the development of an open vision about development and progress. If one of the organisations would be the leading party, that would lead to unequal relations and influence the quality of the training negatively.

Finally I want to mention two things that have made a huge impression on the participants: in the first

place another image came forward from the Islamic sources about homosexuality that is not compatible with the usual Dutch Islamic opinion.

Farid Esack indicated that there are different interpretations about homosexuality.

For some participants that was a very heavy experience because homosexuality was not seen as a Western invention or a punishment from God. This respectful vision can contribute to a more tolerant stance of the Dutch Islamic community towards homosexuality.

Another practical example is the resilience of Fatima Noordien: by simply going on and on, making contacts, show respect for the involved different office bearers she showed that HIV/AIDS in the Islamic community can be taken on and taboo can be avoided.

15. Experiences in the RDC-project of BLinN

Jannie vd. Berg

It is intended in this project to learn from organisations from the countries where victims of human trafficking are coming from. That way we can support the better here in the Netherlands. During the (longer existing) cooperation with organisations from Nigeria we have little by little learned about cultural differences mainly...

Knowing these differences is an important basis to improve the support we want to give. We translated these lessons in tips and in a brochure for helpers about communicating with victims from Nigeria (see our website www.blinn.nl). I include some experiences that come to my mind:

Empowerment

During the visit to Nigeria with two professionals we met the parents of a victim. We experienced it as very shocking that the mother told us that she hoped her daughter would marry a rich man and buy an airplane. If that worked out she could come back. It is still very difficult for us to realise that the reality in Nigeria is that of the extended family: happiness of the individual is less important than, or better said coincides with the wellbeing of the extended family. One family member is sacrificed without many problems in the interest of the rest. Here in the west we see that as rather cruel, but it means at least that we need to take that into account if we want to empower the individual client. There are also organisations in Nigeria that work on empowerment so we can learn a lot from them. How do they handle this?

Jane Osagie, één van de delegation members gave during her visit to the Netherlands a workshop to (ex-)clients. The opening was beautiful: everyone got attention. Jane told a story about a rock that was hampering women in the community and was removed jointly. It included a song about solidarity which was very moving for the participants and mad many cry. But thereafter she gave a very top-down lecture about how to better plan your life. To us that seemed quite preposterous...

In Nigeria we also followed activities of GPI (Girl Power Initiative). First there was a plenary where people exchanged experiences. Things like a bus driver treating you badly and a boyfriend you cannot trust. there was a lot of attention for being strong and better organising yourself, such as never to leave your glass unattended...

There was some more space here for creativity but sometimes in the working groups it was more like a school... GPI does pay a good deal of attention however to parents and boyfriends, which is a good thing and makes it easier for girls to join.

What can we do with this approach in the Dutch context? I tried to translate our experiences in the brochure: such as that it is important to take more time in the beginning of a meeting with a client for exchange of personal talk. But of course we cannot work with the 'top down' approach like in a school. The only thing we must realise now is that Nigerian women are used to that approach and that it will be difficult for them to come up with their own ideas.

Cooperation and cultural differences.

We also wanted to do something back. For instance around prevention. I had noticed that the preventive talks on markets were often like: if you want to travel go to the Dutch embassy and apply for a visa... I have time and again warned that the embassy does not give visa for this reason. I also

linked them up with IOM and the Dutch immigration authorities, IND. It simply did not work because the organisations do not want to make clear that travelling to Europe is impossible! They do that because they feel guilty – they themselves can travel. But of course they know that nobody will go to the embassy (although the embassy likes this kind of talk). All together the prevention is little effective. On the market everybody knows the dangers, but everybody will do it if they get the chance to hand over a daughter to a trafficker. Still the organisations carry on as always. We (or at least myself) cannot understand that.

In their turn the partners do not understand the luxury that is offered to victims here in Holland. I started to understand that when I saw the shelters in Benin-city: there are no activities and a room with six berths is a luxury. Now they start understand the relativity a bit more, also given the fact that victims in the Netherlands don't have things there that are available at home.

The lessons I think I learned are to stay curious, listen carefully (also to implicit messages), look for a good moment and a good way to tell your story but keep on enjoying the exchange and what you experience there, even if it needs a bit of relativity...

15.: Anke van den Dries, BlinN.

The BlinN project showed me that we, while countering human trafficking, need to have an international network, as 'the other side', the slave traders, already have it. Direct contact with (in my case) a whole range of organisations (from government to small projects for potential victims) in Nigeria is very important. The simple fact that there is more trust in me of victims I work with in the Netherlands, if they understand that I've been there supports me in my work; I'm closer to them that way. I now understand the role of parents better, who see no other way out than sending their children away in order to gain some income for the family. And even the most unsuccessful girls that almost live in slavery here manage to send some money home now and then. From a Western perspective I never saw, that that was a success to Nigerian standards. Another example for me was that I underestimated the importance of having children for a woman: even if the father is unknown, even if you are 17, the mere fact that you have a baby makes you a woman. If you don't have kids you simply don't count there. That is a very important reason why these victims still get children.

Through BlinN we do have contacts in Nigeria, which helps with tracing of family for instance, but also if victims are willing to return to tell more about the actual situation and making contact.

In general the organisations we work for don't have the money for direct cooperation with or trips to the countries of origin, and in that sense it was a huge present: people sometimes only realise how important it is to have been there only after they have gone! This should be standard for our work, but unfortunately it is not.

15.Peté van Putten SHOP Den Haag (Partaker BlinN)

SHOP Den Haag was involved in the exchange project to Nigeria. In the exchange trip I learned more about the country, culture and the people over there.

Because a lot of my clients are from Nigeria it was important to see the country and its culture and learn from the experience. It helps when you know something about your clients' background, and the clients appreciate when you do as well.

I learned a lot about the roles in large families and the power of superstition in Nigeria. Also I've got a clearer view of human trafficking, how it started and the motives for it..

On the trip I visited some organizations like, IRRAQ, GPI, and RRW. The visit wasn't meant to cooperate with them. Visiting these organizations made me realize that most of them are not very trustful. They are not very reliable on data/information from clients. For me it created a negative image of the institutions over there. A positive feeling I've got was from LAPO who work with micro credits.

The exchange trip was very well facilitated by the people who organised it and helped me in my work with victims of human trafficking from Nigeria.

16. Story Julia ten Bookum War Trauma Foundation

If I on the basis of the questionnaire should explain inspiration, innovation and implementation using examples, I would say that:

There was inspiration that people from different countries (Middle East) but which represent similar areas could speak for 2 days long. We heard how their affairs were, thus get a better idea of how things are really like. You hear problems and situations so you get ideas how to get better solutions or approaches.

Trough inspiration we got innovation, you learn from the people. Actually you hear and learn more by talking with people at the tables than the meeting itself because then you can ask them more specific questions. Because of this learning process you can approach things differently. You have several different countries and this also requires fresh approaches.

Implementation will continue in our project because the people from the Middle East had the need to learn how to work with psychological problems and can handle them better and resolve it better.

We have set up a training course and this training has already been given. We train local people / workers. Including local helpers in this is a really important component.

If been asked what the main issues were during these 2 days, I should say that this was the encounter between the Middle East and Dutch people, but actually more the meeting between workers from different countries of the Middle East.

We had many Arab guests and an Israeli professor who said at the end of that the 2 days "If these are our enemies, who still need friends". This shows that dialogue in this country is of great importance. It was impressive to see how the guests enjoyed the fact that after the lunch they could go out for a walk without having to think about their safety. The last thing I found remarkable was that they were interested in music and art therapy and willingly en open participated.

Finally, the collaboration with Oxfam-Novib (E-motive). In 2007 we were still under the motto reverse development. We let experts from the Middle East meet and share knowledge with experts from the Netherlands. We also reported on the basis of the criteria that we have received in advance.

16. Suhair Jubeh, Treatment and Rehabilitation Center for Victims of Torture (TRC)

We were invited by the war trauma foundation to visit the 2 days conference from 29th January till 30th January 2007. In this conference there were other organizations from Middle East and the Netherlands who deal with victims of war. We shared experiences and ideas.

By sharing stories and experiences from other organizations I learned a lot about how they work with the same issues. By this I was inspired.

There was no further partnership, because it was a short term training in addition to another term of exploring for searching a partnership but it did not continue.

17. Claudia Marinelli, Kunstfactor / Umoja

An important key-factor for me is the way we manage to learn from each other in complete equality: teachers and youth both are learning to look further than your own discipline. Elements of those lessons we then introduce in centers for the arts (CvK) in The Netherlands: bringing dance and music (and other 'cross-over' activities together for instance, which is much more common in Africa, also in professional circles (like teachers).

We attended an international exchange camp for instance, where we also showed our own countries' way of performing. There a controversy developed between Kenya and Tanzania, which was also very stimulating for our own discussion: Kenya was using CD-music with their dance, while Tanzania prefers traditional instruments. Kenya allows much more western influence, and Tanzania criticized

them for it. For us it was an eye-opener for our own discussion: on the one hand everybody likes life-music and many people want to promote that here as well. On the other hand the actual culture of Hip Hop shows that you can very well work with recorded music as well and that it is even easier to reach youth with other backgrounds with this kind of music. It is not necessary to strive for the perfect command of one specific instrument but still enjoy music as a whole!

That is for example what we learn in practice (including tips and tricks) when working with all these different African and European groups.

17. Sarakasi Trust Kenya

We have met Kunstfactor as one of the participating partners in the Umoja CFC project. Umoja CFC is funded by the Norwegian government. E-motive funding has not directly gone to Sarakasi, but indirectly by meeting Kunstfactor in Kenya through its participating members in the last cultural exchange/camp in November 2008.

From 2007 up to now students from East African and European Cultural Organizations were brought together in cultural camps. These included students from Tanzania, Ethiopia, Kenya, Norway and the Netherlands. Other participating partners from the Netherlands in this were Music school Sneek and Circus Elleboog from Amsterdam.

The objective of the exchange is to enhance cross cultural understanding as well as cross disciplinary skill sharing. At the end of every exchange we have a showcase. The students stay in touch with one another as we also do with the managements of some of the institutions.

Our expectations of the project were met. First of all we hoped we could also do our own exchanges 'in between'. This has happened with us on two occasions. Also we wanted to learn from the other organizations. Exchanges to be funded by Umoja CFC. Our students did learn a lot. And we do get a yearly regional and international exchange from Umoja CFC. We hoped for cross cultural understanding and that has completely happened. It is a good experience to extend our network and students definitely learned from the exposure to another culture (social) and skills (technical). Of course, being from Africa it is always easy to be a bit intimidated by (white) people who's culture it is to be (more) straight forward or who have had better schooling. But on the other hand, they did work it out. Marion van Dijck

18. Lou Repetur, Movisie

The added value of multicultural cooperation is that we can really see and also feel the knowledge of other countries: we have a vision on the world that really is a bit arrogant, like we know everything best... But in essence we are mostly looking *inside*, which hampers us in developing ourselves. With an open mind we can get a lot more out of life: developing countries may be economically poor, but there is a lot of intelligence, innovation there. To give an example; in Holland all actions against home-based sexual violence are *institutionalized*; people expect all kind of institutions, paid by the state, to solve these problems. We have arranged a lot of laws around these things, but people tend to forget their own *informal* responsibility. The *We Can* campaign in India showed us we can do a lot *informally* in this respect: we have become too dependent on the authorities. Based on the slogan: 'be the change you want to see in the world' men and women realize that they are responsible together in keeping these abuses going on. In campaigns the focus is on people saying: 'I don't want this anymore!' From that moment on people are looking for company of others, make a fist together. It becomes: *We* don't want to support this anymore. Together people make a swimming pool out of the drip... That's the way to make a difference: for instance women started to walk together in groups with a hand painted white covering their mouth... That became a very powerful movement, from bottom upward, saying: we don't want it and we don't accept it! We don't want to see violence anymore. We are now trying to promote small mini campaigns, organized by people themselves. Although the institutions first were rather insulted ("we are already doing this!") they are now realizing that there is a

lot of violence with a 'lower intensity' than the broken rib... TV shows us often a lot of violence in the campaigns, but things are a lot more subtle. Take only the household, where women are mainly the organizers still, even if the husband is of good will the women have to tell how to do things and to plan etc.

People need more insight in how these things work, and we are using low threshold ways like twitter, hyves, glossies, little booklets, small websites. Kids can learn about intimacy, not just lust for instance...

We came a long way with the groups in India: although there is always the hazard of a renewed exploitation (now of ideas!) we managed to have mutual benefits: the added value is that learning from each other also works as recognition and affirmation, but that is a deeper level: you need to deal with multicultural communication and that is a lesson in itself. An example is Tariq Ramadan, a Muslim scholar; although I do not agree with him, he still makes things understandable and debatable. That way only I can understand things better, although I can still differ. The added value of that intercultural communication is that 'we ourselves are not the norm'

19. Bastiaan Verberne, Ramadan Festival

Over the years Ramadan festival has made encounters possible between Muslims and non-Muslims, fitting well in the concept of Reverse Development Cooperation (RDC), so we were supported from 2006 on by E-motive / Oxfam Novib: we are a unique platform to pass messages, in 2009 for instance the message about HIV/Aids – always from a Muslim perspective, and we are happy to work with E-motive, because they also bring in partners from abroad, and think together with us. In 2009 we worked with Assadaaka, a more open community, fitting well with the Positive Muslims community. They organized a very well visited *Iftar*, meal during the Ramadan.

The important thing here is that you do not try to influence Muslims in Holland from the Dutch perspective, but bring them in contact with a Muslim community in the Western Cape that existing for hundreds of years: there was more goodwill for Farid Essak, simply because of being the kind of person (and also Muslim) he is.

Besides our website publishes every year the most extensive 'Iftar- databank' – showing everything that is happening during Ramadan!

The fact that we learn from the methods and also the handbook of positive Muslims about homosexuality is one of the key- elements of the success of projects: they have developed solutions against violence, ways of education of the people that would have taken us ages to develop!

We also had a Bangladeshi organization the year before, but that was a more rural organization against marital violence, important, but not such a good match as the more city-wise people from Positive Muslims.

Another key factor is the transfer: now money was available to 'translate' the content of the handbook to the Dutch situation. That also makes it easier to digest here.

A third key factor is the long term work Ramadan festival is doing: our supporters know us as reliable for over 5 years now, that has been developed cautiously and consequently has gathered a lot of knowledge and understanding: we are not in the 'project carrousel' anymore – we are not forced after a few years to do something else again, because what we are doing good is not 'new' anymore!

My own aha-moment was the first minutes in the Iftar meeting at Assadaaka: you could sense that it would be a good meeting, people were enthusiast and after the meeting they said it had been way too short! Our feeling that 'love before marriage' was a better theme than 'HIV/Aids' was quite right as well: start with what is easier to discuss (and a recognized problem for migrants in another culture) – then add the more controversial things: and it worked, also other allochtonous educators were enthusiast.

We want to develop this further, also outside the Ramadan: we would love to have a work programme during the whole year on these themes, probably also with Positive Muslims if possible. That would

also fit well in the development of our toolkit that we are developing since 2008 to come from talking – to doing meetings! So we will not just dwell on themes but move into long term cooperation – from individual to sustainable contacts.

20. Story Michiel van Buuren, coordinator Stichting Hoedje van Papier English version.

The most inspiring of our project were the Peruvian people. And the ideas of these people. They were much further than us with creative and professional formative courses in the field of media. Also they were much further methodically than us and also further than the Dutch organizations we had invited. The open nature of the conference was quite unique. We heard that from all sides. We brought Dutch and foreign parties and organizations together who would not come into contact with each other otherwise.

We have learned a lot of Pasa La Voz. We include their way of organizing. The basic foundation of *Hoedje van Papier* is based on Pasa la Voz.

There is still a strong and lasting interest and interaction between our foundation and Pasa la Voz. They will come again to the Netherlands for the E-motive day to give a workshop.

To me one of the AHA moment was, and I don't want to sound too 'smug', but I think the whole project was an AHA moment. They were AHA moments for the participants because we acquired competencies through media projects.

It was an AHA moment for other organizations as we showed what and how we addressed problems, because they thought that we could do this to, or how can we work together on this. The fact that the turnout was very good and everyone actively participated was a beautiful moment that contributes to the AHA moment.

We are actually very active in E-motive. We were highlighted in an article in the magazine 'Onze Wereld'. We are always actively engaged in E-motive and think along with several units within E-motive.

We came a long way in a very short time with an effective network with many organizations in the Netherlands.

We continue this project to work nationwide. And that is something to be proud of. Many E-motive projects remain within their own framework or environment. We want this project to be a success nationwide and we can make this project a success nationwide.

20. Liesbeth Kerstens Pasa la Voz/Hoedje van Papier

I have lived and worked in Peru for five years. I have designed and executed the project with people from the area. In this project we organize creative workshops, both children and the educators who work with them.

Hoedje van Papier first started as a foundation to financially support the project in Peru. Now they also organize projects in the Netherlands, based on methods created in Peru.

Between Pasa la Voz and Hoedje van Papier there is still contact and exchange trips are made.

During the exchanges both organizations learn from each other. Basically the people from Pasa la Voz are much more experienced with the working methods and the evaluation of the workshops. They can train and inspire the people from the Netherlands.

On the other hand the people from the Netherlands are more skilled and have more access to different types of expressions and the creative design of original final products. In this case Pasa la Voz learns from Hoedje van Papier.

Also, it is inspiring for the people in Peru to see how people work in other parts of the world. Due to the lack of access to different media, their experiences and knowledge are normally only concentrated on situations in Peru.

In the end the exchanges are inspiring for both parts and the main goal is to exchange and share knowledge and experiences from/with each other.

21. Maggie Boogaart Dragon Productions (professional modern dancer/choreographer)

In 2007 I made a trip to Africa (Senegal, Ethiopia) to work with local dancers and study the cultures. It resulted in a very inspiring trip. It was also my first experience in an Islamic country and it made me confront my own prejudices. I was inspired by the women over there and how they stood in their lives. Because I really lived there for a while I was confronted with the situation how women are treated in these countries/ cultures. My first opinion was that they should be unhappy with the situation they have to live in. I was amazed by the fact how women over there fight for themselves and still be part of the society.

My perspective has changed radically.

Through these experiences I was driven to continue a research in the Netherlands on women. I went to see a diverse group of women from all around the world and asked about their experiences and how it felt to be a woman in their country. While interviewing these women I saw how they grow from telling their emotions. It had an empowering effect. An example of this was when I went to see a woman from Iran and while we talked her husband came in and she told him to go away because she was busy. I was amazed by her reaction.

The stories I received inspired me to develop a dance production where I transformed the emotions and stories of the women into dance moves. In this dance production called *It's your right* I wanted to let the audience feel what the women have experienced. The message here was: Stay sharp and critical! In the end we all have to deal with the same things in life.

I think art is a great way to highlight stories and emotions around social and civil issues .

22. Joanneke Lootsma, Felix Meritis

Felix Meritis was asked to organize a debate in the framework of a larger series called '*I have a Dream*' in co-production with Mexit and Aflatoun.

The theme of this particular debate on June 13, 2008 was called *Educate Yourself! Young Entrepreneurship* and was based on the principles of 'reverse development'.

We heard inspirational talks from Martin Burt (Paraguay), Violet Diallo (Mali), Cresente Paez (Philippines) and Jeroo Billimoria (India) on how they achieve financial education projects for children in their continents. They have developed a special teaching method and with an extra hour of teaching in schools it stimulates and activates entrepreneurship at an early age. A very effective too!

I think this is very important to children also in the Netherlands! and I was pleasantly surprised how the children seemed to be so very quick in learning. In South America they are now thinking about a bank for children. This sounds like a good idea because children can certainly gain a lot of knowledge and skills in banking.

And in a village in Mali the chiefs of a particular village were told by the women of the village how important this teaching method was for the children and their families. It shows that the children can also influence the parents.

This session in the series of '*I have a Dream*' was meant to inspire, not necessarily about implementing the teaching methods in the Netherlands. On the 29th of November, 2009 Felix Meritis will present the booklet called '*I have a Dream*' during the manifestation Forum Amsterdam where a synopsis of this session (and others) will be described.

November 2009

23. Hendrik Jan Trooster Click F1.

All in the beginning of E-motive when we only called it OMOS (reverse development cooperation) we were very enthusiastically cooperating with Oxfam Novib, as we were asked to do by the then director, Sylvia Borren. However after some time it turned out that the programme had no firm roots in the organization, which led to many problems organizationally when Sylvia had left. However it is not so very useful to come back on these times. The original idea and energy behind E-Motive that comes from this inspiring women also still inspires me. We are all global citizens, all connected and all equally

interdependent on each other in one way or the other. That is what E-Motive is basically all about. Becoming aware of that and take our responsibility wherever we can.

I still think it is a very worthwhile idea, although difficult to implement for Dutch organizations: it is good to learn things from far away, and that can happen often, but real mutual exchange is much more interesting: no one way learning but long-term sustainable relationships in which the exchange takes place permanently. But that then is time-consuming and many organizations don't have that time, especially in the North!

We ourselves were involved in a number of projects, but I would like to mention especially the 'Bolletjes Estafette': youth from Curacao and Surinam were very enthusiastic supporting the education of their peers who would be susceptible to be recruited for drugs transport. We have invested a lot of time and money in this project ourselves as well. However after E-motive support local funding did not come off the ground and the project had to be suspended. In general you can learn from it that for this kind of projects financing is the bottleneck and should be thought through thoroughly before starting up. That means that E-motive in the future also needs to be transparent in their possibilities for sustainable support: not just one-off projects but build in sustainability as well.

The good other projects that I know are 'Formaat' who are learning a lot of theatre groups from abroad and bring that into practice here. You can doubt whether this is so new though: it has certainly been done before.... But in the essence that is not necessary to me. What matters is if it works to connect and stimulates the mutual awareness.

The good thing of the Diversity joy project is that there is real long-term interaction with their South African partner. Lately I came across the beautiful project of Radio Benevolencia, where radio in the South was used to engage people on both sides. This is an example of a project we can learn from and I still hope this project will be connected to a Dutch partner. However the problem sometimes is then what do people really learn from it: it might become linking up networks just because of the networking.

In general the danger of E-motive is very much, that a lot of people are more attracted by the money it can bring them on the short term, than that they think of the future: then it becomes a one-off thing that has not much long term impact. E-motive in my view should really think about this.

Click F1 is not working with E-motive directly anymore, although we do cooperate with the HVA (Marco Bijl) and Hoedje van Papier/Mano (Michiel van Buuren) who are all directly involved in E-motive: we still do have the same inspiration as before, although not with E-motive itself at the moment.

We ourselves as Click F1 (www.clickf1.nl) are doing well; we are involved in several media projects with youth and kids, also in penitentiary youth systems where we help to prepare them on a future *outside* the jail. We develop these projects ourselves in cooperation with lots of parties in the Netherlands. We have learned in this whole E-Motive process that it is most important to keep a free spirit!

24. Story Fadma Bouchataoui Cos Rijnmond English version

Where the inspiration, innovation and deployment came from was an educational film from Morocco. It was in Berbers and the situations and the people who were in the film were very real for the women who had seen the film in the Netherlands. Through recognition came discussions for example on equality, this was very nice to see.

Most women are illiterate and because they saw images and heard the language it became much clearer for them. The message is intelligible and created openness and discussion eligibility.

The women who have seen this film came more to our projects and activities and we could see the development in their thinking changing. How they look to certain traditions and norms are different. Their opinions can change ideas, partly based on discussions with one another. This phenomenon already occurs in Morocco, talking helps break things.

The national working group Moudawana has now expanded this because we want better ties with different parts of Morocco. Therefore we can also refer women to women organizations in Morocco. We have communicated with the new organizations as well with the 'old' organizations because of interest and common interest. Communication and co-flow of information back and forth is constantly in progress.

We were aware that we did this project under E-motive, and we also have used the E-motive criteria.

What I actually missed in our project, which I think could get more attention is that the foreign organizations come to the Netherlands to learn from us. The organizations themselves are very interested.

The fact that we are not only their learning from them, but they also of us. That you use your new contacts for mutual learning and that we won't let this chance go by (equal).

The only thing I can think of at the moment that E-Motive could do is to give more space and financial resources for this, and perhaps add to the grant application, that not only a partnership must rise, but the two-way learning experience is required as well.

