

GYAAN YATRA – FINAL EVALUATION

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EXECUTIVE SUMMARY

Asian Foundation for Philanthropy (AFP) is a UK-based charity that was established in 2004 with the aim of linking British Asians with innovative social change initiatives in India.

This report is a final evaluation of the AFP's Gyaan Yatra project. The project began in April 2010 and ended in March 2013. The overall aim of the Project was to engage and build the capacity of a team of British Asian Development Ambassadors (DAs) so that they are equipped with an in-depth knowledge and understanding of challenges and prospects for development and poverty reduction, global consequences of poverty.

The main features of the Project were:

- Training a team of Development Ambassadors (DAs), and later Gyaan Yatra Fellows, who developed their knowledge and understanding of development issues and shared their learning with contacts in UK Indian diaspora communities.
- Supporting the DAs to run events and to raise awareness and understanding within their communities on global and development issues.
- Creating a range of communication tools to promote greater understanding of development issues. This included an online portal that acted as a focus for sharing ideas and debating key issues of interest to members of diaspora communities. In addition, a series of videos were produced by some of the DAs and supporters and then shared via AFP community YouTube channel.

Gyaan Yatra more than achieved its project target of engaging 30 Development Ambassadors. In the end, 26 DAs and 20 Fellows were actively engaged in the project through training and activities provided by AFP.

In addition, the project raised awareness of development and global issues with several thousand people within the wider UK Indian diaspora communities. This is illustrated by the fact that over 4,500 people attended events and nearly 5,000 people joined the debates on the AFP website.

The project was also an excellent example of how to engage members of Indian diaspora communities in development education by (i) building on existing social and cultural perspectives, and (ii) focusing on a learning approach that encourages debate, dialogue and critical reflection.

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We would also like to thank the Development Ambassadors, Gyaan Yatra Fellows and AFP supporters who gave their time to be interviewed and take part in focus group discussions.

The commitment and enthusiasm of all of the people we interviewed bodes well for the future of AFP and its work.

We have been honoured to work with all of the individuals mentioned above, and regard AFP as an excellent model of a community-based organization that engages its members, supporters and contacts in development education that is focused on learning, empowering and providing effective engagement in understanding global and development issues.

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1.0 INTRODUCTION TO THE PROJECT

The Asian Foundation for Philanthropy (AFP) is a UK-based charity that was established in 2004 with the aim of linking British Asians with innovative social change initiatives in India. It has had three main programmes: international volunteering in India, development awareness and donor support, all underpinned by their shared goal of increasing awareness and encouraging participation.

This paper is the final evaluation report of its Gyaan Yatra project which was funded by the Department for International Development (DFID) through their Development Awareness Fund. The project ran from April 2010 to March 2013.

The purpose of this evaluation report is to assess:

- the extent to which the project contributed to building awareness and understanding of development in the UK, with specific reference to Asian diaspora communities;
- the extent to which it achieved its main goals and objectives;
- the overall impacts of the programme.

In addition, due to the nature of the project, this report will also address lessons learnt from the programme in terms of engaging Asian diaspora communities in development awareness in the UK and identify possible forms of engagement with relevant communities in the future.

This report aims to review the main activities of the project based on an assessment of data collected from events held, evaluation reports, interviews with key staff in the programme, interviews with a selection of participants in the programme and supporters of AFP, and two focus group discussions which were held in Leicester and London.

The authors of this report were very fortunate in conducting this evaluation because AFP had followed a very rigorous and on-going monitoring and evaluation process. They established mechanisms for gathering data from all the main participants engaged in the programme in year one and this ensured that some baseline evidence was in place that could be constantly referred to in years two and three. The focus of this final evaluation was therefore based on interpreting the data that already existed as well as further in-depth interviews and focus groups with key players.

This report has consciously taken a reflective and research based approach to the evaluation of the project. It has looked at the data that exists and the evidence emerging from the interviews. It has not aimed to look at the extent to which the project directly changed the participants behaviour and attitudes towards development. The reasons for this are explained in section 3.0. Where changes in perception, attitude and action amongst the participants in the programme emerged during the gathering of data, then this has been recorded, but we are of the view that focusing on this can distort the assessment and understanding of the data overall.

We have instead looked more broadly at the project in terms of its impacts in terms of the developing learning, views and depth of understanding of participants.

2.0 AIMS AND OBJECTIVES OF THE PROJECT

The key aim of the project was to engage and build the capacity of a team of British Asian Development Ambassadors (DAs) and Fellows, so that they are equipped with an in-depth knowledge and understanding of challenges and prospects for development and poverty reduction, the global consequences of poverty, and international efforts to reduce poverty including the Millennium Development Goals (MDGs).

Gyaan Yatra means a 'knowledge journey' and central to the project was participants' learning journeys related to development and the issues affecting India today. It was assumed within the project that with increased knowledge and understanding, the DAs and Fellows would be empowered and equipped with the skills to engage people from their own communities in debates about global development. The project also aimed to create strong networks and produce materials that could be used in the longer term to engage Indian diaspora communities in debates and discussions on international development.

The main features of the Project were:

- Training a team of Development Ambassadors, and later *Gyaan Yatra* Fellows, who developed their knowledge and understanding of development issues and shared their learning with contacts in UK Indian diaspora communities.
- Supporting the DAs to run events and to raise awareness and understanding within their communities on global and development issues.
- Creating a range of communication tools to promote greater understanding of development issues. This included an online portal that acted as a focus for sharing ideas and debating key issues of interest to members of diaspora communities. In addition, a series of videos were produced by some of the DAs and supporters and then shared via a community YouTube channel.

A key feature of the project was its educational function. It did not aim to promote one viewpoint of development or to train the volunteers to be spokespeople for AFP. Rather, the focus was on providing volunteers with the knowledge and skills to both develop their understandings of development, as well as to engage people from their own communities in debates and discussions about global development.

The training provided for the DAs/ GY fellows was key to the success and impact of the project. Three training programmes were held over the course of the project: one for each of 2 annual cycles of training for Development Ambassadors and, in the final year, a more focused training programme for GY Fellows. The training covered not only knowledge about global and development issues, but also provided DAs/ GY Fellows with opportunities to strengthen and develop their communication skills, as well as advice and support on organising events and mobilising others in their communities to take action.

The project originally aimed to recruited 30 DAs during the life of the project, who would then themselves hold events for their wider communities. It was also envisaged that the Project would have a wider impact on UK Indian diaspora communities in terms of raising awareness and understanding of the Millennium Development Goals (MDGs) and their relevance and importance to the current situation in India.

The Project therefore aimed to have achieved by the end of the project the following:

- 30 DAs have remained committed to and continued their participation for the whole 3 years of the project;
- Online portal is being used sustainably by wider Asian diaspora community in UK and abroad with 60 hits per month;
- 30 DAs are better equipped to engage their wider community on MDGs and global development debates:
- 5,400 members of Asian community have increased their understanding of the MDGs, are introduced to concepts of development, generate discussions and contribute to debate through face-to-face engagements.
- At least 10,000 members of the wider Asian community have access to information on the MDGs and global development debates through print and radio mediums.

The impact of the Project was therefore to be measured against the following indicators:

- 30 Development Ambassadors (DAs) will have undertaken at least 90 engagements reaching out to their wider community.
- 30 DAs will have remained committed to and continued their participation for the whole 3 years of the Gyaan Yatra project.
- 30 DAs report an increase in knowledge of the MDGs.
- 30 DAs report an increase in skills to utilise online, traditional and print mediums to engage their wider community.
- 30 DAs will have demonstrated an increase in skills by their improved confidence and ability to organise and facilitate dissemination events.
- At least 3,000 members of the DA's wider community attend face-to-face engagements and report an increase in understanding of the MDGs and global development debates.
- At least 2,400 members of the wider community contribute to online discussion forums around the MDGs and global development debates, as well as providing feedback about their learning and development.
- Over 10,000 members of the wider community are reached through print and radio media with information about the MDGs and global development issues.

The Project had dedicated staff members supporting the project activities, organising the training sessions and overseeing development and usage of the GY website. Support for the project was also provided by an advisory group with expertise in development education and knowledge of the Indian community, all of whom have also had previous involvement with AFP's work.

During the lifetime of this project, a number of changes were made to the aims and objectives outlined above. Some changes were based on assessment of the themes to emerge from the mid-term evaluation, some from dialogue with participants, and some from discussions with the funders of the project.

The main changes were that in the second year of the project the focus shifted to training and support for two distinctly different kinds of volunteers who were called GY Fellows, one grouping from Leicester and the other from London. The Leicester GY Fellows group consisted of predominantly East African British Indians, who were mostly middle aged and were either retired or semi-retired. The London GY Fellows group, on the other hand, consisted of Indians who were born in India, living in the UK now, and intending to go back to India in the near future. This grouping were mainly young professionals who viewed themselves as 'transient migrants' to the UK. Their expectations and the impact of GY on these two groups was therefore quite different and is explored later in this report.

Also as a result of dialogue with the funder, greater emphasis and resources were put towards the end of the second year to the use of digital technology as a mechanism for raising awareness of development themes. This included the expansion of the AFP Facebook pages, the creation of a Twitter account, a major re-vamping of the website to make it more interactive, and the creation of an online video community channel on You Tube.

Finally, as a result of review of the training and dialogue with the Ambassadors and Fellows, greater emphasis in third year was also put on more individual and personalised forms of support to help them gain more confidence in speaking and running events. This took the form of specific training sessions on these areas as well as 1:1 mentoring and coaching.

3.0 SUMMARY OF THE MID-TERM EVALUATION

The mid-term evaluation report was completed about 20 months into the project. It noted that to that date 26 DAs had been recruited to the programme through 2 cycles of recruitment, with the overwhelming majority staying involved. The training provided had covered both knowledge about development issues and skills to engage volunteers' wider communities and was perceived to have had a very positive impact upon the DAs. They all felt that they had increased their depth of understanding and had gained skills such how to communicate effectively with others. A number of them had organized successful events, although the number held was less than had been envisaged. This was in part due to a lack of confidence from a number of the DAs in terms of sharing their learning with others, but also due to practicalities of their own lives. The DAs are all volunteers and many of them lead very busy lives, so found it challenging to organise events.

This evaluation also noticed the following :

- the expectations and interests of the volunteers was probably more varied than was initially anticipated
- there was continued commitment of the vast majority of the DAs and clear motivation to deepen their knowledge about development

- many now had a more critical approach to the area, questioning assumptions and bodies of knowledge related to development, and about what they saw in the media
- the training had exposed them to ‘new ways of thinking’
- there were significant challenges around wider dissemination and engaging members of their own communities, with a number of them being unsure as to how best to do this
- the training provided by AFP was highly regarded and valued

The mid-term evaluation recommended a more focused and targeted training programme in year three. It also suggested that there was a need to look at how to encourage DAs to organise more events and to identify ways to make closer connections to Indian diaspora communities. The website was also deemed to have been under-utilised and was seen as a potentially significant long-term resource. Linked to this was encouragement for the greater usage of other social networking tools, such as Facebook and Twitter.

4.0 EVALUATION METHODOLOGY

For this final evaluation, Dr. Nicole Blum joined Dr. Douglas Bourn in undertaking the research and drafting this report. Dr. Bourn was author of the mid-term evaluation and had also been an advisor to the project throughout its three year duration.

The approach taken here is in line with development education principles and practices as reflected in the aims of the project, with volunteers being **engaged, educated, and empowered**. The emphasis taken here is on identifying what the participants in the project learnt, how they learnt, and what they did with this learning. This approach reflects previous work undertaken by Bourn and McCollum (2001) and also Schuenpflug and MacDonnell (2007) in terms of making clear distinctions between learning, raising awareness, and advocacy and action.

There are a number of key underlying themes within development education practice, and so a feature of this evaluation is also an assessment of the extent to which Gyaan Yatra reflects good development education practice. These themes could be summarised as the following:

- A key theme of development education practice is the promotion of the interdependent and interconnected nature of our lives, the similarities as well as the differences between communities and peoples around the world (Regan and Sinclair 2000).
- A second theme is about ensuring that the voices and perspectives of the peoples of the Global South are promoted, understood and reflected upon along with perspectives from the Global North (Budgett-Meakin 2001; Ohri 1997). This means going beyond a relativist notion of presenting different voices, to one that recognises the importance of spaces for the voices of the oppressed and dispossessed (Andreotti 2012).

- Thirdly, development education seeks to encourage a more values-based approach to learning with an emphasis on social justice, fairness and the desire for a more equal world (Osler 1994; Abdi and Shultz 2008).
- Finally, development education promotes the linkages between learning, moral outrage and concern about global poverty and wanting to take action to secure change (Oxfam 2006).

The Gyaan Yatra project is an important project to evaluate because through its focus on engagement with Indian diaspora communities, it addresses at least three of the above themes. The project also promotes engagement and empowerment that directly addresses the fourth point above. Finally, AFP as an organization is based on a strong values base of concern with social justice, equity and desire for change.

Data Sources

Any evaluation of a project requires access to records and data that can demonstrate continual processes of reflection and dialogue. Throughout the life of the project, AFP kept excellent records of all of its activities. Monitoring and evaluation procedures were built into the project from its inception, so it has been possible to gather data from most of the events held in terms of attendees and their observations on their learning. Records were also kept of all events and activities organised by participants on the project, as well as of the materials used in those events.

This enabled the evaluation to be conducted using qualitative and quantitative data which is of both substance and value. Quantitative data was primarily used to assess performance against the targets for the project outcomes, while qualitative data was used largely to assess the impact of the project in terms of volunteers' learning and resultant engagement.

Projects funded through the Development Awareness Fund have to complete a range of documents to ensure effective monitoring and reporting. The following were reviewed as part of the evaluation:

- Project Application Form
- Monitoring and Evaluation Frameworks
- Annual Funding Reports
- Mid-Term Evaluation
- Baseline surveys with DAs
- Gyaan Yatra website and portal
- Databases on participants

This final evaluation also draws on data from semi-structured interviews with DAs, GY Fellows and AFP supporters, as well as two focus group discussions which were held in London and Leicester. This evidence for this evaluation was gathered between December 2012 and February 2013.

Interviews

As there was a wealth of data already available, it was decided to contact only a select number of people who had been participants in the project for interviews. AFP

identified 7 Development Ambassadors and 5 GY Fellows who were interviewed by telephone. Of the 7 DAs interviewed, 6 had also been interviewed for the mid-term evaluation. In addition, 3 AFP supporters were interviewed by telephone to explore their perspectives on the progress and impacts of the project. Additionally, video feedback of 3 AFP supporters was made available. All of the individuals interviewed were sent draft summaries of their interviews, and approved the reports submitted by the interviewers for use in this evaluation report.

Face to face interviews were also held with the GY staff who were involved in the project to explore their perspectives on its progress and impacts.

Focus Group Discussions

Two focus group discussions were also held, one in Leicester and one in London, with participants of the Gyaan Yatra project. The groups were mainly composed of GY Fellows, although some DAs and AFP supporters also attended the London training session.

Participants were asked to create a visual representation of their personal learning journeys through their involvement in the project. They then gathered as a group to share their journeys and to discuss their learning. This provided opportunities for the DAs and GY Fellows to reflect on the knowledge and skills gained through their work with AFP, and to share those reflections with one another and with the evaluators. Some of these learning journeys are discussed in more detail in a later section of this report.

5.0 SUMMARY OF MAIN ACTIVITIES OF THE PROJECT

Date	Activity
April 2010	Start of Project – recruitment of project manager (PM)
May 2010	PM started work on project
May - August 2010	1:1 Discussions with Returned volunteers about becoming DAs – cycle 1
May - Sept 2010	Work with Oxfam on Climate Change – a series of 3 workshops and discussions about future work together.
May - Sept 2010	Development of Training Programme – Cycle 1
Sept 2010 - Nov 2011	Training sessions for cycle 1
May - Dec 2010	Discussions with potential users about portal, potential developers, internal team meetings. Development of ideas and final product for portal
Dec 2010 - March 2011	Development of portal with online launch March 2011
Jan 2011 - Feb 2011	Promotion of DA recruitment- cycle 2
Feb 2011 - April 2011	Interviews of potential DAs for cycle 2. Selection of DAs from these interviews.
May 2011 - Nov 2012	Training sessions for cycle 2
Dec 2010 - Dec 2012	DA events
Oct 2011	Review of portal
Dec 2011	Changes to portal identified
Jan 2012 – end of Feb 2012	Website changes to be carried out and launched at end of Feb.
Jan 2012	<ol style="list-style-type: none"> 1) Residential Training with 10 GY Fellows in Leicester. 2) 5 events that took place looking at issues of domestic violence, mental health, international volunteering and the Bhopal disaster. 3) 1 article by DA on environment conference - http://gyaanyatra.affp.org.uk/news/story/durban-climate-change-conference-2011-yet-another-talk-shop 4) Media coverage in diaspora press relating to events on domestic violence. 5) Working on reviewing and making changes to the Gyaan Yatra website.
Feb - March 2012	<ol style="list-style-type: none"> 1) Preparation for the GY Fellows Leicester event in March 2) 5 events: rise of the BRICS, ethical tourism, education in India. 3) 1 article by DA for the website on SMS saving lives - http://gyaanyatra.affp.org.uk/news/story/%E2%80%98sms-life%E2%80%99-how-text-messages-are-saving-lives-africa 4) 6 events: International Women's Day, DA cycle 1 Graduation ceremony, Education in India, GY Fellows Leicester event on caste and the environment.

Date	Activity
	5) 5 articles by DAs (see GY tracking sheet, tab: engagements) 6) As a result of the International Women's day event, we decided to launch the Book Project, taking down inspirational local women in Leicester, life stories. 7) Launch of AFP Community Channel on YouTube. 8) International Women's Day event in collaboration with Oxfam and Zinthiya Trust (a Leicester local women's group)
April 2012-Dec 2012	<p>April</p> 1) 2 events: migration and MDGs, caste discussion. 2) 2 DA articles. 1 DA became a roving reporter, sharing his thoughts of India whilst he travelled in the country which was really popular. 3) New revamped Gyaan Yatra site launched. <p>May</p> 1) 5 events: Niranjan Pal- freedom fighter to film director, Ernst and Young event on alternative business models, free press and censorship in India vs. UK. 2) 3 DA articles <p>June</p> 1) 6 events: Visual impairment, how Indian cinema can change society, devdasis and role of women in society. 2) 2 events were in collaboration with Oxfam and South Asian Cinema Foundation. 3) 2 articles by DAs <p>July</p> 1) 2 events: Leicester Mela and the GY Fellows Leicester Graduation Ceremony. 2) Preparation for GY Fellows London training with the Indian transient migrant community. 3) Updating static content on the GY website. <p>August</p> 1) Training with the new batch of 8 GY Fellows based in London. Focus of training day was education. 2) 1 event. 3) 1 DA article. 4) Supporting 1 GY Fellow London with their event - The Trading Game. <p>September:</p> 1) 2 events: Trading Game and Niranjan Pal in Leicester with Adhar Trust. 2) Final changes to static GY website content - review of MDGs and cross-cutting issues on Learn page complete. <p>October:</p> 1) 4 events: Access technology with RNIB, World Mental Health day event with local Leicester group - Adhar Trust, Event with South Asian Cinema Foundation

Date	Activity
	2) 1 article by DA for World Teacher's Day November: 1) 2 events, 1 with University of Lincoln. 2) 1 DA article on food security. December: 1) 1 event - DA cycle 2 graduation ceremony.
February 2013	Final 2 training sessions with DAs and GY Fellows.
March 2013	International Women's Day Event 2 international women's day events. 1 in Leicester to launch the book and the other at the Houses of Parliament.
End of March 2013	End of Project Completion of Final Evaluation

6.0 BUILDING AWARENESS OF DEVELOPMENT WITHIN INDIAN DIASPORA COMMUNITIES

In reviewing this project, it is important to recognise the distinctiveness of the work of Asian Foundation for Philanthropy and their engagement in with Indian diaspora communities in the UK in building awareness and understanding for development.

We believe that the work of AFP is unique and among the most successful of all of the different forms of engagement with diaspora communities in the UK.

Development awareness and support from ethnic communities was a priority for DFID from 1998 to 2009. A range of strategies and initiatives were undertaken to engage diaspora communities including the creation of a new organization, Connections for Development. The Development Education Association (DEA) now called Think Global had in 1999 published a very influential publication on *The World in Our Neighbourhood* (Ohri 1999). This publication recognised that there was an immense reservoir of untapped expertise in international development within many diaspora communities, but argued that any initiatives had to be led and owned by these communities.

Throughout the first decade of this century through both major and small grants, DFID supported more than twenty diaspora organisations with development awareness projects and there were a number of articles and publications produced within the development education community on the issues and challenges on involving ethnic minority communities in development education (cf. *The Development Education Journal* vol.6.3 (2000) and vol.12.3 (2006)). However much of this literature and activities were focused on engagement with Black African community organisations and where there was discussion of Asian communities (cf. Kumar 2000), it tended to focus on the Indian community as a resource for raising awareness and understanding of global issues with schools and wider communities.

Asian Foundation for Philanthropy's approach has been very distinctive from much of the earlier practice because its approach and activities have been rooted in the needs of local communities themselves, and has taken a consciously educational and capacity building approach. It also aims to 'inspire change'. AFP recognises that there was a clear issue within the Indian diaspora community in the UK about the extent to which there is a depth of understanding of development and poverty issues that goes beyond remittances, fundraising and personal connections. Central to much of AFP's work has been personal contact, exposure and engagement directly with communities in India both through its volunteering programmes and partnership work with local organisations. As an organization it sees a direct connection between its work and efforts to combat global poverty. For example, the AFP website states:

[AFP] provides a channel for people to contribute to poverty reduction in India. Building on our ethos of inspiring social change, we create an innovative movement of positive action through raising awareness, (and) transference of skills.

They further state:

We firmly believe that until people are empowered, engaged and educated, there cannot be positive social change. Hence all our UK based activities follow this model.¹

AFP's approach is therefore clearly located within a development education tradition, of working with people and communities to develop understanding, to make connections between their own lives and people elsewhere in the world, and to secure a more just and equitable world.

Some of the more 'traditional' forms of development education engagement which focus on increasing understanding of bodies of knowledge about development and poverty, encouraging a more critical and self-reflective approach and resultant change in perspectives and actions, however, does not fit so neatly within their approach. This is because any engagement with Indian diaspora communities in the UK needs to recognise the complexities and vast range of traditions and viewpoints that exist within those communities. Complex identity issues such as those related to language, caste, and region of origin, as well as the importance of informal and oral traditions, and length of stay in the UK, need to be recognised. Above all, individual, family and community level relationships to poverty will vary widely, and are often linked to heritage and personal experience, and in some cases to denial of the realities of poverty and development.

Therefore to expect and assume that a development awareness project will result in straightforward evidence of increased levels of understanding (e.g. with more people aware of the MDGs), measureable changes in behaviour, and increased action is not only inappropriate, but does a disservice to the wider work of an organization like AFP and to important projects like Gyaan Yatra. In particular, AFP's programme supported volunteers to learn about development in ways which complemented their

¹ <http://www.affp.org.uk/our-values>

existing knowledge and perspectives, and was also appropriate to their individual experiences of development and connections to India.

Unlike many other diaspora organisations engaged in building awareness and support for development, AFP also has a strong existing network of contacts in India through their overseas volunteering programmes. This provided important opportunities for DAs and GY Fellows to make personal connections to India and to explore key development issues in particular contexts. This was particularly useful as evidence from dialogue with volunteers showed there was interest in deepening their learning and understanding about development issues, but that existing knowledge was rather superficial.

7.0 ACHIEVEMENTS AGAINST OUTCOMES AND INDICATORS

Gyaan Yatra more than achieved its project target of engaging 30 Development Ambassadors. In the end, 26 DAs and 20 Fellows were actively engaged in the project through training and activities provided by AFP. These DAs and Fellows went on to engage over 4,500 people in their communities in events and activities which increased understanding and promoted debates around global poverty and development issues.

In addition, the project raised awareness of development and global issues with several thousand people within the wider UK Indian diaspora communities. This is illustrated by the fact that over 4,500 people attended events and nearly 5,000 people joined the debates on the AFP website.

The project also successfully engaged the UK diaspora digital/ online media community, particularly through use of Twitter, Facebook, and YouTube, and through print media such as India Link, Asian Voice and Confluence.

The logframe below provides details of specific activities and progress of the project towards meeting its key outcomes and indicators.

OUTCOMES	INDICATORS	ACHIEVEMENTS
<p>1. AFP returned volunteers and champions (known as Development Ambassadors, DAs) will be inspired to increase their own knowledge as well as that of their wider community in addressing global poverty and the MDGs (ENGAGED)</p>	<p><i>1.a) 30 Development Ambassadors (made up of AFP returned volunteers and champions) will have undertaken at least 90 engagements reaching out to their wider community.</i></p> <p><i>b) 30 Development Ambassadors will have remained committed to and continued their participation for the whole 3 years in the Gyaan Yatra project</i></p>	<p>The project recruited 26 DAs in total, 12 from the first cycle and 14 from the second cycle.</p> <p>From the first cycle, 12 have organized events, of which 9 have organized more than one event.</p> <p>From the second cycle, 10 have organized events, of which 5 have organized more than one event.</p> <p>In addition, in year three, 20 GY Fellows were identified and engaged in the project.</p> <p>Of these, 18 GY Fellows have organized events.</p> <p>Of the DAs and Fellows, 33 remained involved throughout the life of the project. However, there was less involvement from the DAs in year three in part because less project activities were focused on them</p> <p>In terms of levels of engagement, the data shows that in DA Cycle 1: 7 were highly engaged, 3 were engaged on a low level, and 2 had no engagement. In DA Cycle 2: 4 were highly engaged, 2 were engaged on a low level, and 8 had no engagement.</p> <p>For the GY Fellows in Leicester: 5 were highly engaged, 2 were engaged on a low level, and 5 had no engagement. And for the GY Fellows in London: 4 were highly engaged, 4 were engaged on a low level, and 0 had no engagement.</p>

OUTCOMES	INDICATORS	ACHIEVEMENTS
<p>2. AFP DAs will have a greater understanding of global poverty and the MDGs, and will be able to creatively disseminate information to the wider community (EMPOWERED)</p>	<p><i>2.a) 30 DAs report an increase in knowledge of the MDGs through understanding the challenges and prospects for development and poverty reduction interdependence and global consequences of poverty and international efforts to reduce poverty and promote development</i></p>	<p>Increased knowledge of development challenges was noted in all interviews and focus group discussions with DAs and GY Fellows. 5 of the volunteers interviewed also specifically referred to increased knowledge of the MDGs.</p>
	<p><i>2.b) 30 DAs report an increase in skills to utilise online, traditional and print mediums to engage their wider community</i></p> <p><i>2.c) 30 DAs will have demonstrated an increase in skills by their improved confidence and ability to organise and facilitate dissemination events</i></p>	<p>DAs noted that involvement in the project helped to develop their communication skills and supported them to engage people in their own communities in debate and discussion of development issues. This was frequently identified as the most valuable feature of the training provided by AFP.</p>
<p>3. The wider community, which has been engaged by the DAs, has increased knowledge and understanding about the challenges of and being involved in global development debates. (EDUCATED)</p>	<p><i>3.a) 30 DAs successfully undertake 90 engagements with their wider community.</i></p>	<p>The main vehicle for this wider dissemination and raising awareness of development issues through the project was perceived to have been through the DAs organising events for their communities around a development theme.</p> <p>89 events (57 physical and 32 online) were successfully carried out by the DAs (independently and in partnership) amongst their networks. A number of these events were organised by more than one DA or GY Fellow and could therefore be counted as two separate events, because the organizers brought in two different audiences from their respective communities. If you take this approach, the</p>

OUTCOMES	INDICATORS	ACHIEVEMENTS
		<p>number of physical events was therefore 69. Along with the 35 online events, this makes a total of 101 events</p> <p>These events included engaging a range of community groups. such as the Rajput Bhoi Samaj and Association of Mandhata Samaj UK. Many of the DAs also reported conducting informal discussions with friends and families around specific issues learnt during training and at events. Within the DA community themselves, regular social meet-ups took place around to discuss current issues affecting the world based on the specific interests of the group.</p> <p>9 GY Fellows from London conducted 3 engagement events which attracted over 100 people. 12 GY Fellows from Leicester also completed two more cycles of training and went on to share their learning with over 200 people in the East Midlands area. The events varied from radio interviews, panel debates, and facilitation of role-playing, to debates, written articles and videos.</p> <p>Collaborative working with agencies such as Oxfam, Zinhiya Trust, Women’s International League for Peace and Freedom (WILPF), Pukaar Group, VSO, Confederation of Indian Organisations, South Asian Cinema Foundation, Ernst and Young South Asian Committee was a feature of activities in Year 3 of the project.</p>
	<p><i>3.b) At least 3000 members of the DAs' wider community attend face to face engagements, and report an increase in understanding of the MDGs and global</i></p>	<p>In total, over 4,500 people attended the events organized by AFP.</p> <p>In the third year, 3,045 people attended DA events with</p>

OUTCOMES	INDICATORS	ACHIEVEMENTS
	<i>development debates.</i>	<p>the following breakdown:</p> <p>Data from the evaluation forms shows that 41% of attendees reported an increase of knowledge from poor/ average to good/ excellent.</p> <p>The numbers who completed evaluation forms was a relatively small percentage. There were a number of reasons for this, particularly related to language and culture. English may well not have been the first language for many older community members. Therefore there was a strong emphasis within some of the events to secure more informal and oral feedback.</p> <p>AFP found, primarily through anecdotal feedback, that the learning has cascaded through the community, which has resulted in new connections and new audiences being introduced to the project.</p>
	<i>3.c) At least 2,400 members of the wider community contribute to online discussion forums around MDGs and global development debates as well as provide feedback about their learning and development</i>	<p>The GY website (http://gyaanyatra.afp.org.uk/) is seen as a major component of the project, providing a key access point for discussions, sharing of ideas, details about events and information about the latest debates around poverty and development in India. It was re-organized following feedback from participants.</p> <p>Between June 2011 and February 2013 there were a total of 15,281 visits to the website. This included 10,258 unique visitors, with a ratio of 66:33 of new: returning visitors. As of February 2013, the site has 250 subscribers.</p>

OUTCOMES	INDICATORS	ACHIEVEMENTS
		<p>The most popular stories were:</p> <ul style="list-style-type: none"> • Brides Uncovered (looking at MDG 3- gender equality) • The New Gandhi (The anti-corruption campaign in India) • Out of the Shadows of the Pyramids (the Arab Spring) <p>Following a review of the site involving feedback from users, the website was redesigned to include greater links to social media and to allow for anonymous commenting. This has led to significantly increased activity on the site since its launch in April 2012.</p> <p>From November 2011 to March 2012, 7% of website traffic came from Facebook, and this increased to 9% between April 2012 to September 2012. There is also active use of links between the GY website, Twitter, YouTube and Just Giving.</p> <p>The AFP community channel (on YouTube) also hosts a number of short videos on specific issues relating to education and development issues in India. A total of 5,236 visits were made to the channel between March 2012 and February 2013.</p>
	<p>3. d) <i>Over 10,000 members of the wider community are reached through print and radio media about MDGs and global development</i></p>	<p>The project was promoted primarily through articles in diaspora-targeted newspapers and journals and on the radio.</p> <p>A number of written articles appeared in many of these</p>

OUTCOMES	INDICATORS	ACHIEVEMENTS
		<p>media including AsianVoice, India Link and Confluence. Local community channels as well as BBC Asian network conducted radio interviews prior to and after the events. Two TV interviews were also held with Venus TV on 'My India' programme which has a large diaspora following.</p> <p>In March 2013, AFP published a book about 7 British Asian women from the Leicester community in order to celebrate their lives. Copies of the book have been placed in Leicester public libraries so that it can reach a wider audience.</p>

8.0 OUTCOMES OF THE PROJECT: ENGAGED – EDUCATED – EMPOWERED

The GY project was based on AFP's development education model of 'Engaging' (in the issues), 'Educating' (through a learning programme) and 'Empowering' (outreach through community events and media work). This approach was very important because many of the people who became involved in the project did so from a position of interest and enthusiasm in learning more about development themes, but had previously felt helpless and frustrated about how to find out more. Many of them said that the GY project provided them with a route to empowerment, discovery and follow up engagement.

The concepts of engaged, empowered and educated were embedded throughout the project in the following ways:

Engaged: AFP returned volunteers and champions (known as Development Ambassadors) will be inspired to increase their own knowledge as well as that of their wider community of addressing global poverty and the MDGs

The target of 30 volunteers and champions was not only achieved, but surpassed, with 46 individuals (26 DAs + 20 GY Fellows) in total directly involved as Development Ambassadors and GY Fellows.

With any volunteer programme there are always differences in level of engagement. From the first cohort of DAs there was a strong level of engagement from 10 of them and this is probably most likely due to their existing commitments to AFP. The second cohort of DAs appears to have been less engaged, with only 6 of them being highly active. But in the case of 3 of them, their circumstances changed and they moved back to India. It is noticeable that from both the Leicester and London Fellows there was good engagement, although more so in London than Leicester, and this may well have been due to volunteers' personal and family commitments.

Of these, whilst there were obvious variations in levels of engagement, the evidence from those interviewed for this evaluation shows the significant impact that the project had in terms of inspiring them to deepen their knowledge and to use this knowledge to influence others:

'The programme not only heightened my awareness, but let me to look more critically at the MDGs and the issues behind them.'

DAs noted that their expectations were realised about learning more about development through the project, in that they had learnt a great deal about India and especially about a diverse range of cultural approaches and traditions. They also particularly commented that they appreciated hearing positive stories of development and of India – and that there is value in promoting such stories.

Similarly positive comments can be seen from the Fellows. A common theme was the involvement of friends and family in GY's learning. Several GYs noted that

although it is hard to assess the impacts, their circles of friends and family have learnt a lot and shared their experiences as a result of their involvement both in the GY programme and with AFP in general.

For instance, one GY hosted a dinner party that about 20 colleagues and friends attended, and he got them to play the Trading Game. He told them at the beginning that they would be playing a game, but nothing more. It didn't really take off at first, but people eventually got into it. He noted that in many ways, the game turned out to be very true to life. The group representing Bangladesh, for instance, had very limited resources – e.g. a couple of pencil sharpeners. They tried to trade their labour with other groups, but were largely frustrated. Eventually, one member of the Bangladesh group stole a pencil from another group (one of the 'rich' nations) and broke the tip so that they would need a sharpener and would have to bargain with them. He thinks that the participants learned some wider lessons from the game, and are genuinely talking and thinking and doing things differently as a result.

On the other hand, more than one volunteer commented that they had a lack of confidence about how to apply the knowledge they had gained. A typical comment was that they felt that they didn't have the communication skills needed to do that kind of work.

Another key challenge is that whilst several of the volunteers felt very inspired by AFP staff, other issues in their lives often stopped them from being more active. This reflected a concern that commitments to initiatives like this are often inevitably short term.

Empowered: AFP DAs will have a greater understanding of global poverty and the MDGs, and will be able to creatively disseminate information to the wider community

All DAs and GY Fellows reported an increase in knowledge and understanding about poverty and the MDGs. There was a strong sense from most of the DAs interviewed that their engagement in the project also had a major impact upon them

Comments included:

'As an individual, I gained confidence in not only better understanding of the issues, but how to communicate them.'

'GY had changed me as a person... I recognise now much more the perspectives of others... [and] can understand where people are coming from.'

'GY made me more aware of development issues – it may not have radically changed my views but it has led to some changes in my lifestyle.'

Even the Fellows who had been born in India all noted that the project had increased their knowledge of their home country, particularly in terms of development issues and progress towards the MDGs. Key to their learning was the residential training event held for them in the final year of the project. Evidence from a number who

attended said that it was transformative and that it led many of them to look at issues in different ways.

This 3 day event was attended by 12 Fellows, and probably one of the key reasons for its success was the way in which it was organized, with an emphasis on participatory activities and a strong development education focus. A feature of these activities was that learners were encouraged to critically reflect on their own perceptions of development. Topics covered in the event included ‘the development dilemma’, an introduction to MDGs, discussion of the caste system and its impacts on poverty, and the role of visual arts as a mechanism for engagement with development. All of the participants said that their expectations of the event were met, and in the case of 4 participants, exceeded. Of the 11 participants, 10 said that they had a greater understanding of the MDGs as a result of the training. They all felt better informed about the development challenges facing India, and stated that they felt individuals have a role to play in changing levels of poverty in developing countries.

Educated: The wider community, which has been engaged by the DAs, has increased knowledge and understanding about the challenges of and being involved in global development debates.

There is evidence from evaluations of the DA events that awareness and understanding of key development issues and themes was increased amongst the wider Indian diaspora communities. Interviews also highlighted a number of instances (such as the story in the previous section) in which DAs and GY Fellows shared their knowledge and experiences with friends, family and wider groups of acquaintances.

This aspect of the project’s impacts is quite difficult to assess, however, due to the informal nature of these interactions between DAs, GY Fellows and their wider communities.

9.0 THE KNOWLEDGE JOURNEY

Gyaan Yatra means knowledge journey and therefore a key element to assess is the extent to which the project was a journey of learning for all of the participants. In explaining what these concepts meant for the Ambassadors and the Fellows, the project stated the following:

‘This project is about going on a journey to learn more about the problems faced by countries like India and how we can make a difference. Everyone’s journey will be different..’

AFP framed the learning with the context of the Millennium Development Goals and saw development as the following:

‘...essentially it is the improvement of quality of life and equality for all people. It is broad statement and includes many things, such as access to healthcare, education, and rights to vote.’

Part of the process of learning during the project was therefore to look at 'different definitions of development, economic, social, environmental aspects'.

All DAs and GY Fellows were asked to complete questionnaires at the beginning of their engagement to assess their levels of knowledge and understanding about development, and further assessments were done at the mid-point and end of the project.

Comments from the DAs and Fellows included a number of references to their own personal views on the world in general. One person, for example, stated that they saw GY as 'a pilgrimage of truth'. There was evidence from most of those interviewed that they had been on some form of knowledge journey, particularly in terms of recognising the need to look at issues from different perspectives. Several stated that the project was important in helping them to make sense of their own identity and place in the world.

In reflecting upon their involvement in GY, comments from DAs and Fellows included the following:

'I have a long standing interest in global issues, but wanted to make connections from this to my own personal heritage and experience in India.'

'I am concerned about making connections between issues such as caste to culture, poverty and inequality.'

'Coming to the UK was a big shock. I had not expected to see poverty here.'

'The project has made me think about my own identity, and examine my own background.'

'It has made me question my own consumerism – "do I really need to buy that pair of shoes?"'

At the residential training event for the Fellows, the following comments were made about what being a GY Fellow meant to them:

'It's a two way system of learning – taking part and helping move forward with issues that affect the Asian community both in the UK and abroad.'

'It has helped me to be aware of myself and to raise others' awareness.'

'I can make a difference finally.'

A number of key issues also emerged from the focus groups held in London and Leicester. When participants were asked to create a visual representation of their personal learning journeys through their involvement in the project, they revealed a number of diverse ways of conceptualising and making sense of those journeys. One participant, for instance, drew a 'snakes and ladders' game board which showed the unexpected ups and downs of her learning and involvement. Other participants

created flow charts or graphs to illustrate changes in their learning as a result of involvement with AFP. Still others drew more free-flowing paths which marked the complex steps and stages of their learning over time (see Appendix 2).

What these diverse representations clearly highlight is the non-linear nature of volunteers' learning journeys, with both DAs and GY Fellows recognising the diverse range of influences on their learning and engagement with the project. In several cases, this included unexpected life changes – e.g. in work circumstances or in family life – which had significant impacts on their levels engagement. The participants were also able to be highly reflective about their journeys, and recognised the changes in their thinking and views on development over time. Many also saw potential for their learning journeys to continue in future, but could not be certain what form that would take or what factors (e.g. work or personal commitments) might impact their levels of engagement in the long term.

Overall, the following themes therefore could be said to emerge from these learning journeys:

- There is value in direct personal engagement with AFP and individuals who had direct experience of understanding of development issues. This ensured a sense of trust and respect and empathy with the principles of AFP. Linked to this was that a number of the DAs had had some form of international volunteering experience with AFP. This experience has been transformative and led to a thirst for more knowledge and understanding about development and global poverty
- The connections between the development themes with their own culture, including their family heritage, was an important motivation and stimulus for the DAs and Fellows. Key to these connections was the strong ethical, and for many spiritual, basis of this learning. Several DAs and Fellows mentioned the importance of this personal value base to their learning.
- The process of learning for a number of the DAs and Fellows resulted in them being more reflective and critical about development issues, recognising and understanding the views of others, and knowing how to effectively discuss and deal with controversial issues.
- Many DAs made important connections between their learning and their own profession and career development. For one DA, engagement in the project was influential in helping them to get a job at DFID as a Governance Advisor. Another DA is now training to be a teacher in post compulsory education, as a direct result of involvement on the GY project.
- Another common theme was that the project had helped them to not only gain a greater sense of place within their own community, but also gave them the confidence and opportunity to become more involved in local activities.
- For the GY Fellows who were based in Leicester and were predominantly East African Indians and older, the impact of the learning appeared to be related to recognition of the need to re-think their own perceptions about

development and poverty. They were also interested in taking forward more of a community based approach through informal learning opportunities. The GY Fellows in London, on the other hand, by being more professionally-based and younger tended to focus more on the relationship of their learning to their own professional development. Being based in London, however, made organising community-based activities much more difficult.

10.0 IMPACT OF THE PROJECT ON INDIAN DIASPORA COMMUNITIES

Although the impact of the GY project on Indian diaspora communities more widely is somewhat difficult to assess, it is clear that the project has significantly raised awareness of development issues through its range of activities and initiatives.

Of those who attended AFP events, for instance, the overwhelming majority said that they would take action and spread the word amongst their own networks as a result, and would also attend more awareness raising events in the future. Whilst these points are easy to make on an evaluation form, there is also evidence from specific events of depth of learning, understanding and follow up engagement. For example at the 'Let's Talk about Food' event, which explored the on-going global food crisis, many attendees signed a follow up e-petition to the Indian Minister for Diaspora.

Another key example of an event with wider impact was the International Women's Day event, which over 100 women attended. Of these, 15 women were also present at the next event, and they then brought along another 20 new people to the next event. This word-of-mouth promotion of the GY project enabled AFP to reach people that may not otherwise have known of the organization and its work. This approach also enabled AFP to build trust in the communities with whom they are working.

There is also evidence that the project led to a number of follow-up activities outside of Indian diaspora communities. For example, one event attendee raised the issue of Bhopal and the involvement of the Dow Corporation (which had subsequently bought Union Carbide, the company responsible for the chemical disaster) in the London 2012 Olympics with her students at an inner city school in London. None of the students had previously heard of the Bhopal incident. She organized a debate with her students on this topic, therefore generating awareness about a development issue with a whole new audience.

The GY website were also important mechanisms for raising debate within Indian diaspora communities and also for members of those communities to share views and learning with wider social groups. Several of those who commented on their usage of the website stated that they used it to reflect on the issues that had been raised, to undertake further reading, and to share learning with others. The website also encouraged several participants to think more about their relationship to the wider world and to find out about events.

The other major area of the GY project's impact was in the creation of a number of videos that were made available in You Tube. These became valuable resources

that could be used in both formal and informal learning environments. Twenty-five videos were produced in total, with the most popular being:

[‘Vedanta Vision’ Founder Jaya Row visits Leicester](#)

[From Kampala to Leicester](#) (about an exhibition on the Ugandan Asian community in Leicester)

[Honouring Hidden Achievers](#) (about an International Women’s Day event in London)

[The Dancing Girls of India](#) (about an event on Devdasis in London)

[Amar Jyoti India](#) (introduction to AFP partner working on disability issues in India)

[The great scramble for food](#) (a podcast on food security)

11.0 LESSONS LEARNT FROM THE PROJECT, CONCLUSIONS AND RECOMMENDATIONS FOR THE FUTURE

In the view of the authors of this report, the Gyaan Yatra project has been a very successful and innovative project. It was probably one of the few Development Awareness Fund projects that successfully engaged members of Indian diaspora communities, maximised their knowledge and expertise, and secured increased awareness of development issues within those communities. It was also one of the few projects supported by this Fund and aimed at diaspora communities that had a very clear and central development education focus, as opposed to focusing merely on raising awareness, encouraging action or changing behaviour.

This distinctiveness was in no small measure due to the expertise and experience within the AFP staff team. A common theme throughout all aspects of the evaluation was the very high regard that participants and supporters of the project had for the AFP staff team. The expertise and experience of the AFP team and their respect within wider Indian diaspora communities was also a major factor in securing the engagement of willing volunteers, as well as interest and involvement from the broader community.

However, by focusing on the engagement of volunteers, the project also entailed some high risks, a few of which emerged during the lifetime of the project. One key concern was the variability in engagement from volunteers due to other work or personal pressures in their lives. Overall, the project therefore required much more in-depth and personal support to many of the DAs and Fellows than had been envisaged. A consequence of this was that AFP staff, most notably the Project Manager, became more of a mentor and coach to the volunteers, and this had an impact upon the amount of time that AFP was able to give to wider dissemination and support for the project.

The culture of many Indian diaspora organizations also lends itself to more informal, family and community-based forms of engagement. A consequence of this was that it was difficult to set the sort of quantifiable targets used within traditional forms of evaluation, and measuring impacts was very difficult. However, by rooting the project

within the community, the impacts were probably deeper and much more long-lasting.

Both recognition of the importance of distinctive Indian cultural traditions and the educational approach taken by AFP have been significant to the success of the project. The training events were based upon development education approaches which use participatory styles of learning, and encourage critical reflection and dialogue, but also retain a strong knowledge base. The success and impact of the residential training event with the Fellows demonstrates this effectively.

Within the three cycles of volunteers, of which two cycles were for the DAs and one was for the Fellows, there was considerable evidence to suggest that those who had some form of previous experience and direct contact with AFP gained the most from the Project. This suggests that there is a strong connection between project volunteers and the values base upon which AFP's work is based.

The sustainability of such a project is always a challenge but there is evidence that the 'seeds that been sown' have taken root within the communities. AFP has continued to support the website, for instance, and between April 2013 and early June 2013, 1081 unique visitors have been on the site with a retention rate of 15%.

In reviewing the impact of the project with a number of volunteers and supporters, there was a strong desire from many to not only retain some form of on-going dialogue and sharing of ideas, but also to look at ways of having a wider impact in their communities and to extend the use of AFP model of volunteer engagement to India. An emerging group of individuals involved with the project in Leicester stated that they were considering creating a 'Friends of India' network that would further build on the skills and knowledge gained from the project. This grouping could provide an important legacy and continuing focus for the aims of the project in Leicester.

At an individual level, many of the DAs and GY Fellows are also still involved in sponsorship initiatives for AFP, including an annual 10K run which has as its aim of raising money for partner projects in India. One of the DAs has set up a blog and regularly writes on development issues in the Middle East and Asia. He has also taken part in the Guardian Development Journalism competition. One of the GY Fellows is continuing to organise events on environmental themes and has been in contact with AFP for advice and support.

On a broader level, AFP's work continues to receive high praise. The International Women's Day event, held in March 2013 for example, led to follow up discussions at the House of Commons with Seema Malhotra MP. At the International Women's Day event in Leicester, AFP launched a book celebrating the qualities of ordinary women in and around Leicester. Copies of the book are now available in local libraries and therefore accessible to a wider audience.

These examples demonstrate the continuing relevance and importance, in our view, of the work of AFP and its ability to engage Indian diaspora communities in development and global themes and to build on the expertise and experience many within the community have of raising awareness about global poverty.

The Development Education Research Centre (DERC) team involved with compiling this report are planning to promote the themes to emerge from the outcomes of this evaluation through its regular communication channels, including its termly newsletter and will be hoping to publish at least one academic article on Gyaan Yatra as an example of development education practice.

In terms of recommendations for the Future, the GY model is the type of activity that lends itself to forms of community development and building of communities of practice at a local level that can, following a period of training and peer support, have wider impact. Gyaan Yatra was a successful project and a model that could be easily replicated. However, it should be noted that such initiatives require considerable resources and their impacts are not always easy to identify within the funding period of the project. It is highly likely that the real impact of the GY project will only be seen in the next five to ten years as individual DAs and Fellows continue to take forward the learning they have gained into their professions, communities and wider public sphere.

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APPENDIX 1– AFP EVENTS

The following table provides some details of events run by DAs during the course of the GY project:

Date	Event	Location	Number Attending
01.09.10	Fashion Fusion +1	Leicester	150
05.12.10	Journey Continues	London	60
25.03.11	Journey to Imja Lake	London	10
27.03.11	Fashion Fusion +1	Leicester	68
01.06.11	AMSUK samaj meeting	Leicester	37
17.06.11	The plight of rural poor	London	50
01.09.11	People's movement against corruption - perception and reality	London	24
15.09.11	Introduction to Microfinance	London	19
22.09.11	Blood Garment: The real price of fashion	London	35
17.11.11	Let's talk about Food	London	25
18.11.11	Domestic violence and women's empowerment +1	Leicester	12

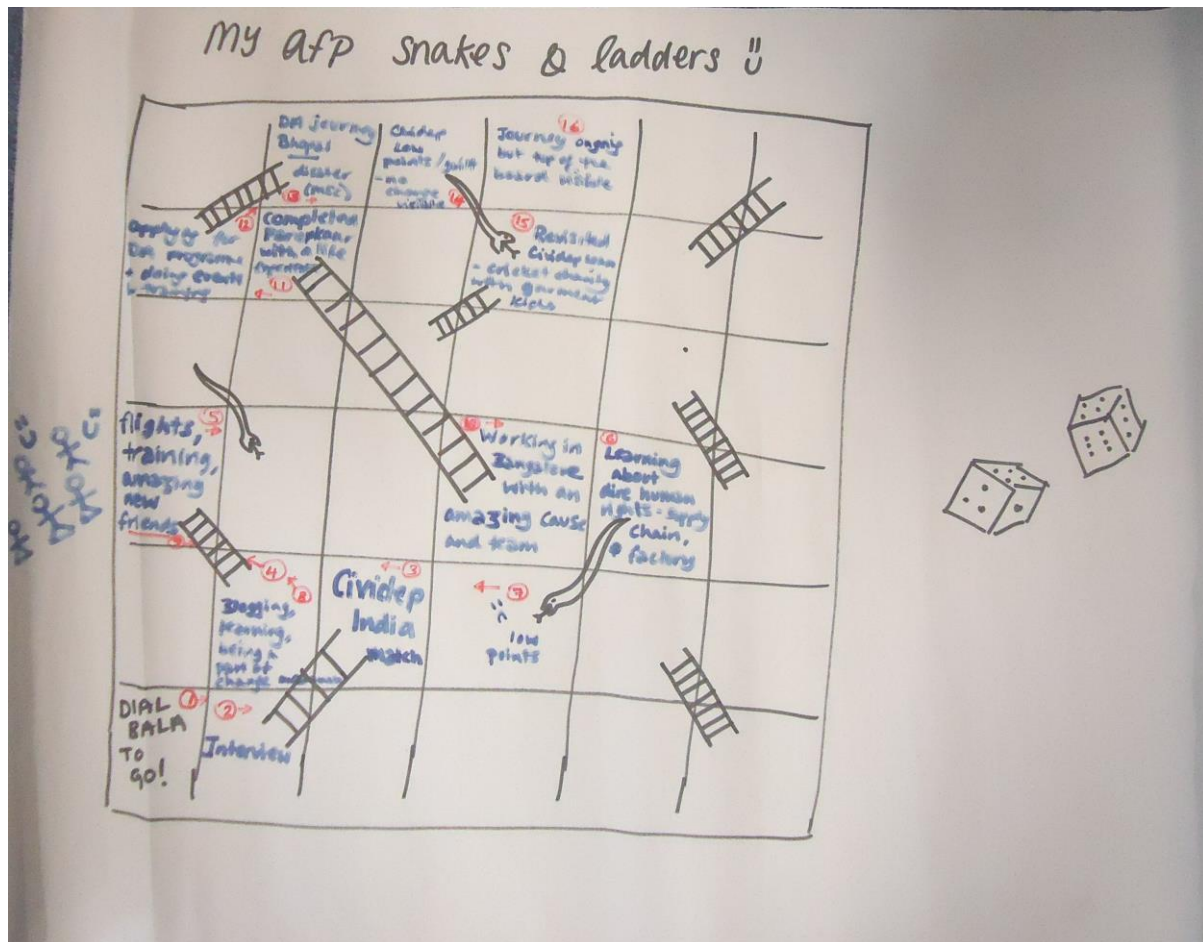
Date	Event	Location	Number Attending
24.11.11	Only in India +1	London	73
11.01.12	Sometimes it only takes one	Leicester	35
12.01.12	Sometimes it only takes one	London	36
25.01.12	How would you cope?	London	23
27.01.12	Mind Matters	London	134
29.01.12	Bhopali +1	London	30
11.02.12	Who will win? +1	London	22
15 & 16.02.12	Ethical Tourism +2	Leicester	30
16.02.12	Global Village Mela +2	Leicester	94
25.02.12	Ethical Fashion	London	40
24.02.12	Education in India	Leicester	10
01.03.12	Education= Empowerment	London	29
08.03.12	International Women's Day - Celebrating Ordinary Women	Leicester	107
09.03.12	International Women's Open Day	Leicester	110

Date	Event	Location	Number Attending
23.03.12	Namaste India – Caste	Leicester	80
23.03.12	Namaste India - Environment	Leicester	50
30.03.12	Absolutely Fabulous: The business of fashion	London	70
12.04.12	Migration and the MDGS: The missing link?	London	44
25.04.12	The Forgotten Millions +1	London	28
02.05.12	Realising Potential: How business can reduce poverty	London	90
10.05.12	Is there such a thing as "free" press?	London	12
16.05.12	Patriotic Freedom Fighter	London	18
25.05.12	Patriotic Freedom Fighter	Leicester	25
31.05.12	How YOU can contribute to the world?	Leicester	40
9.06.12	Bhumkia and Shyam Benegal	London	200
10.06.12	Shyam Benegal	London	80
10.06.12	Junoon	London	150

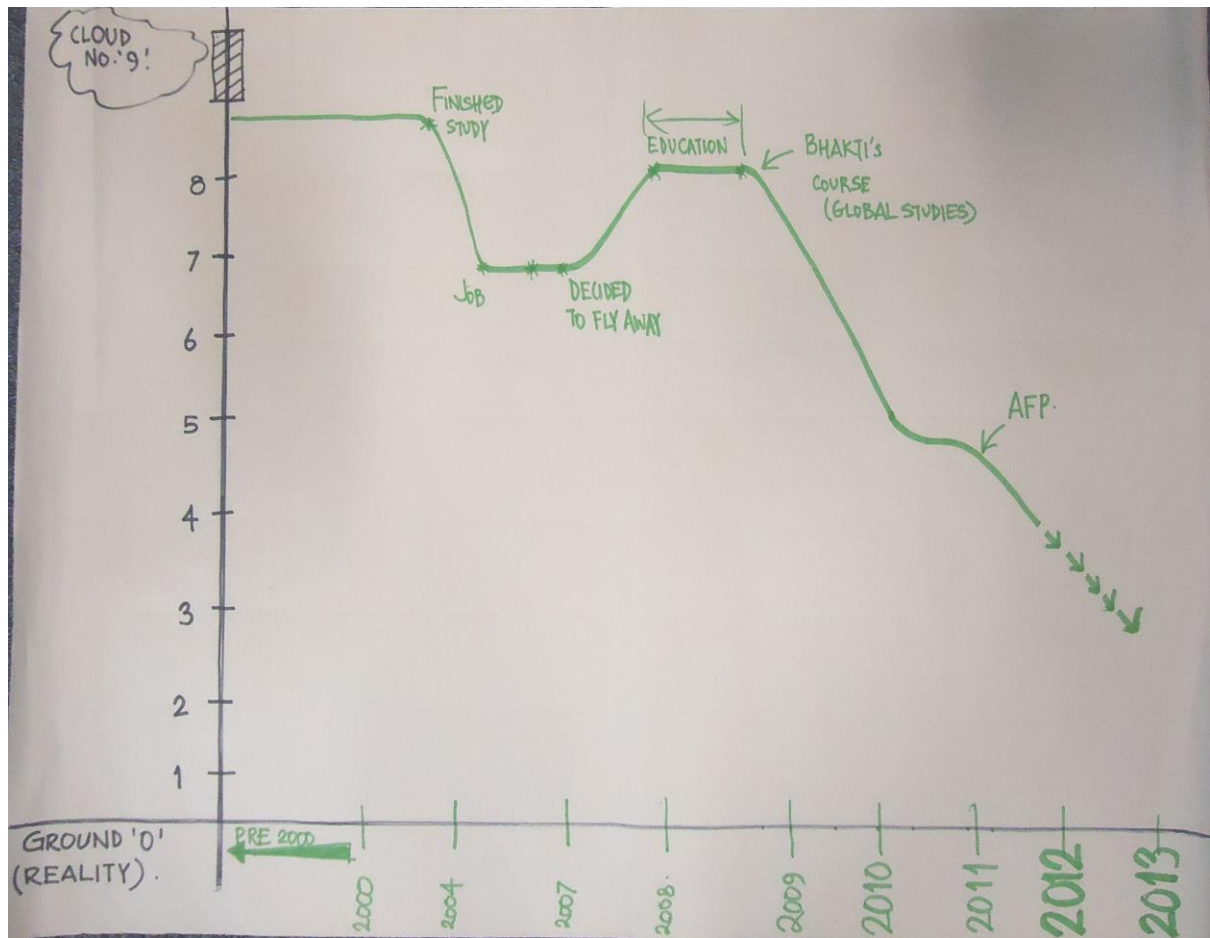
Date	Event	Location	Number Attending
11.06.12	New Age Cinema and its Role in India	London	150
12.06.12	United World (with Oxfam and London Muslim Centre)	London	150
14.06.12	What do you see - black or white?	London	14
28.06.12	The Dancing Girls of India	London	32
14.07.12	Hindustani Hungama	Leicester	260
15.07.12	Leicester Mela	Leicester	700
01.08.12	Rural Education - Mind the Gaps	Leicester	20
15.08.12	Niranjan Pal	Leicester	40
01.09.12	Trading Game	London	16
26.09.12	Dev Anand - musical journey	London	200
04.10.12	Domestic Violence Awareness Event +1	Leicester	20
04.10.12	The Dancing Girls of India	Leicester	10
10.10.12	World Mental Health Day	Leicester	250
15.10.12	Access Technology Day	London	200

Date	Event	Location	Number Attending
6.11.12	Striking Women	London	17
28.11.12	World Citizen	Leicester	40
10.12.12	Dining in the Dark	London	40
06.03.13	Hidden Achievers	London	95
25.03.13	International Women's Day - Ordinary Women, Extraordinary Lives	Leicester	104

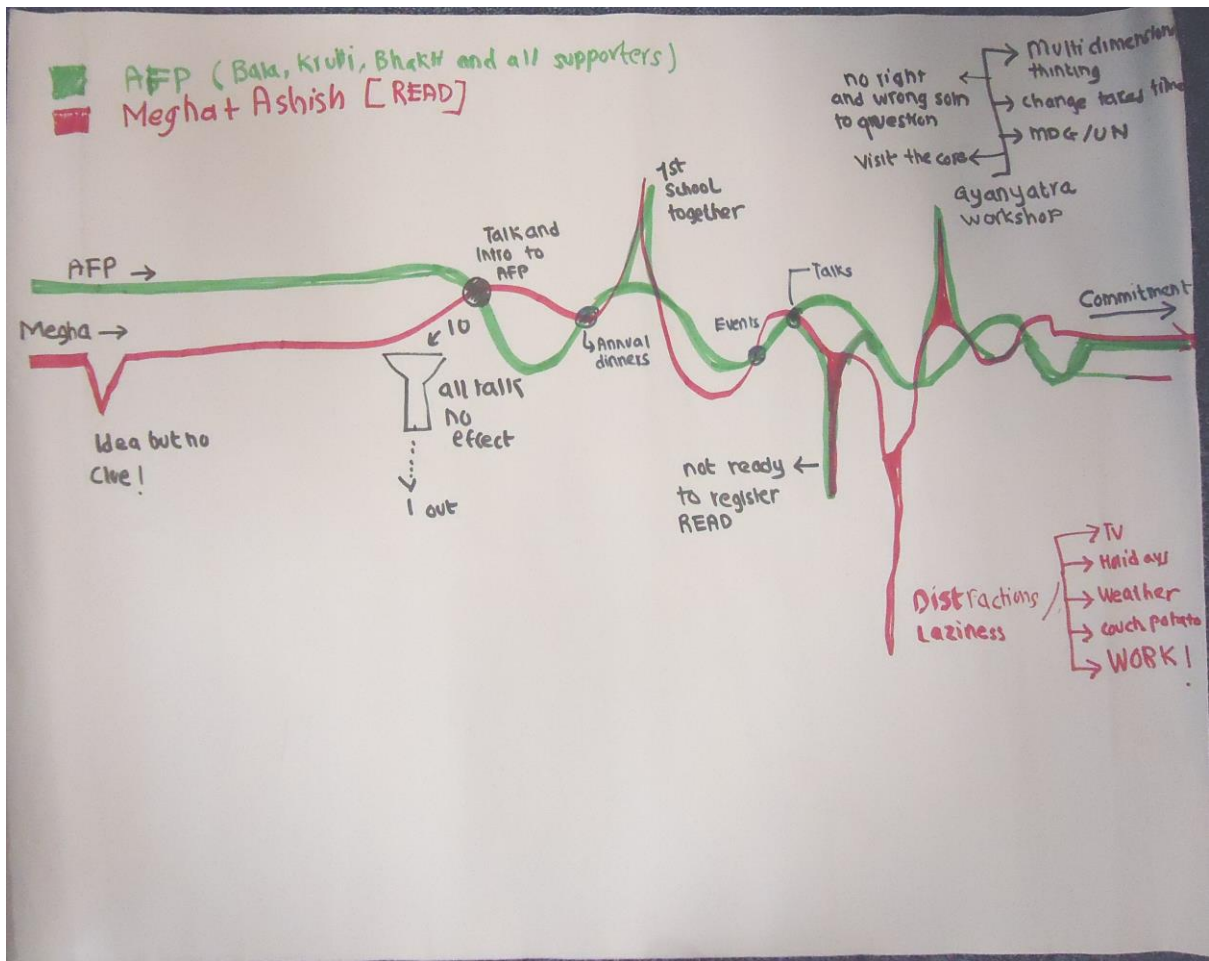
APPENDIX 2 – Examples of DA and GY Fellow Learning Journeys



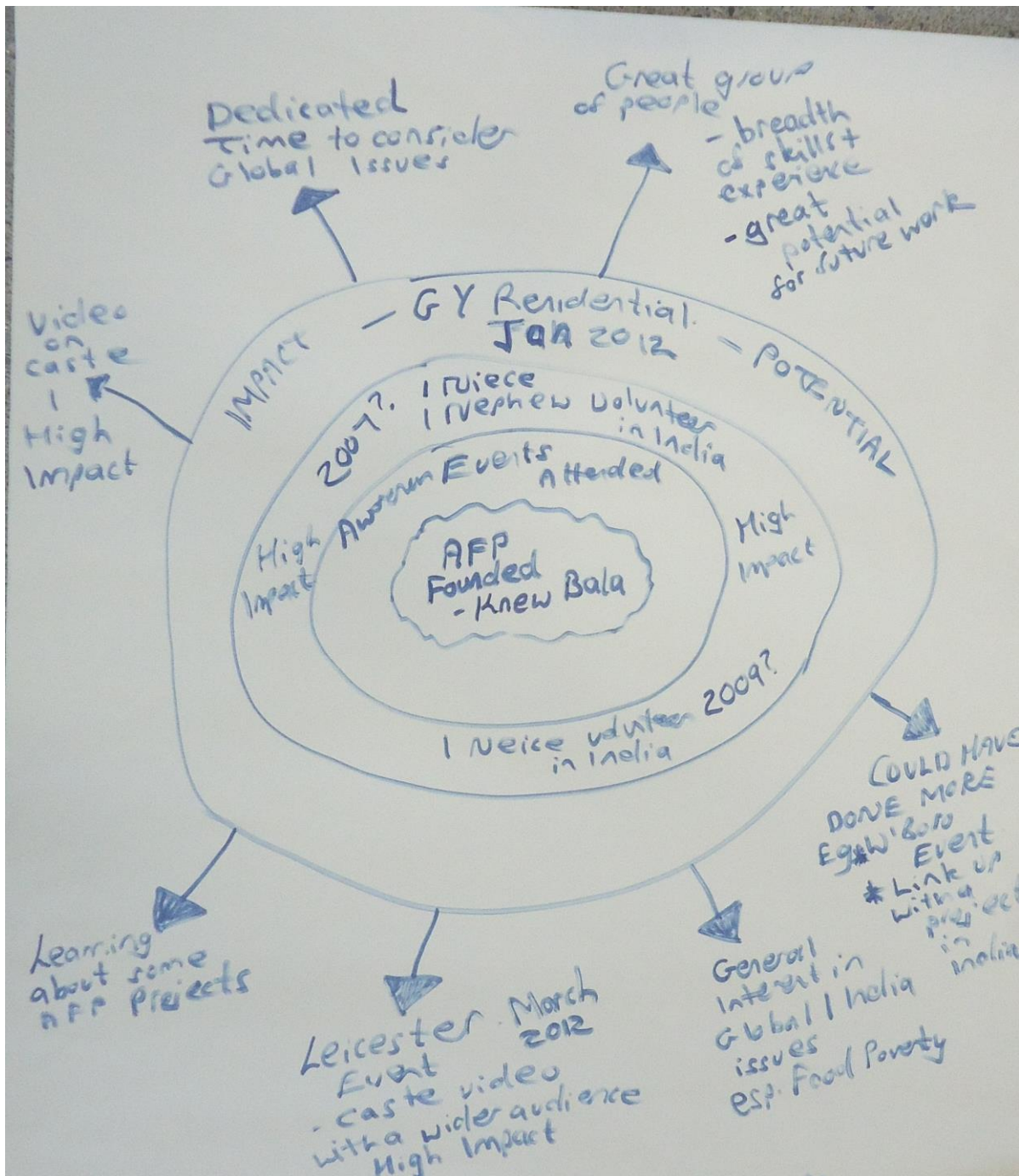
This DA conceptualised her learning journey as a 'snakes & ladders' game board – complete with a range of opportunities and limitations which affected her sometimes 'up and down' levels of engagement with AFP and her learning about development and global issues.



This GY Fellow saw his learning journey as a long term movement from lack of understanding of development issues (on 'cloud nine') towards greater understanding and engagement ('ground 0'). The influences on this journey included his employment and education, as well as his move from India to the UK, and his involvement with AFP. Note that he also sees this journey as continuing in future.



Similarly, these two GY Fellows – who work together on a project which coordinates book collections for donation to schools in India – presented their journey as two lines of activity. The first focused on AFP and their work together, and the second on a range of other factors, including ‘distractions’ such as work, which intersected with, and sometimes had a significant impact on, their engagement. The resulting image gives a sense of the unpredictability of this journey and the many factors which influenced it, as well as a sense of on-going commitment to learning and engagement.



Finally, this DA conceptualised her learning journey as concentric circles of activities, events and wider influences. These radiate outwards from 'high impact' to 'potential impacts' in the future as she continues to learn and engage with development issues.