The 2nd Daphne Conference: 2005 Projects
CONFERENCE REPORT

Brussels, 6 – 7 April 2006

INTRODUCTION

The first ever Daphne Conference was held in 2005. It was well received and clearly filled a need. Since the Daphne Programme began in 1997 (first as the one-year Daphne Initiative and then as a multi-year Programme), organisations running projects and participating in them had called for an opportunity to meet other project coordinators and partners to share experience. As lessons had been accumulated from the Programme's experience, too, it became clear that the European Commission's Daphne Programme itself has much to share with other organisations and individuals working to combat violence against children, young people and women.

The Commission has launched a series of initiatives designed to spread the results, outputs and lessons of Daphne project experience more widely.

These include the on-line 'Daphne Toolkit' (which also exists in CD-Rom and DVD versions): http://www.daphne-toolkit.org/. This brings together the results of all Daphne projects supported since 1997 and allows users to download reports, multimedia materials and other usable 'products' and to follow links to other resources in the area of violence.

Through the Programme's technical assistance bureau, Transtec, Daphne partners and those seeking to apply for support or find out more about the Programme have access to two important resources: the Daphne Helpdesk (daphne-helpdesk@transtec.be) and a Frequently Asked Questions service which is uploaded to the Daphne website (http://www.europa.eu.int/comm/justice_home/funding/daphne/funding_daphne_en.htm).

Publications such as *The Daphne Experience* and *Europe against Violence: Messages and Materials from Daphne* also serve to document the outcomes of the Daphne Programme and to make it more widely known both to those who can use its lessons and to those who may wish to participate in the Programme by submitting proposals for project activity or through partnerships with other organisations. In 2007, the Daphne Programme will launch a series of working papers on themes covered by the Programme that bring together the latest knowledge in the area and the findings of Daphne projects.

The Daphne Conference is part of this effort to build upon Daphne's experiences by encouraging networking among those running projects and through the exchange of experience that this allows. It also, though, aims to build the capacity of those who are implementing Daphne projects and to promote reflection on areas that monitoring visits to Daphne projects suggest need reinforcing. The Conference attempts to fulfil these two objectives through capacity-building plenary sessions, exchange of experience workshops and organized 'free time' when participants can discuss freely and get to know each other.

The 2nd Daphne Conference was carefully planned to take into account feedback from the first conference: it was extended to one-and-a-half days to allow for a social event in the evening of the first day, at which participants were able to meet and network. It included workshops led by those who had already completed Daphne projects and who were able to provide 'hands-on' reports of obstacles faced, lessons learned and ideas for successful outcomes. And it included a series of plenary presentations from members of the European Commission's Daphne Programme team and the experts associated with Daphne through the technical assistance bureau.

This report gives an overview of the proceedings of the 2nd Daphne Conference. A video recording of the presentations, plus interviews with participants, is available on the Daphne Toolkit website.

THURSDAY 6 APRIL 2006

13.00 – 14.00   Registration, welcome and coffee

14.00 – 14.30   **Welcome**

M. Patrick Trousson, Directorate Civil Justice, Rights and Citizenship, Directorate General Justice, Freedom and Security (DG JLS), European Commission

14.30 – 14.45   **Presentation of the Daphne Conference**

Ms. Ingrid Bellander-Todino, Daphne Programme Manager, DG JLS, European Commission

14.45 – 17.15   **PLENARY ON ADMINISTRATIVE AND PRACTICAL ISSUES**

♣ **Project planning, budgeting and accounting**

Ms. Ute Marschner and Ms. Joëlle Lagast, Project Officers of the Daphne Programme, European Commission

♣ **Developing a dissemination strategy and working with the media**

Dr. June Kane, Technical Expert to the Daphne Programme

15.45 – 16.15: COFFEE BREAK

♣ **Project preparation, evaluation and measuring good practice**

Mr. Brian Iselin and Ms. Michele Mercier, monitoring/evaluation experts to the Daphne Programme

♣ **Documenting projects and reporting to the Commission**

M. Olivier Bribosia, Executive Director, Daphne II ATA Team Transtec

18.30   RECEPTION & DINNER

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FRIDAY 7 APRIL

9.30 – 9.45   **Presentation of the workshops** by Ms. Ingrid Bellander-Todino

9.45 – 12.30   **THEMATIC WORKSHOPS ON VIOLENCE AGAINST CHILDREN,**
                  YOUNG PEOPLE AND WOMEN

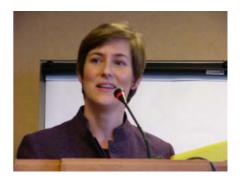| *WORKSHOP 1a* **"Protecting children in minority groups from violence"**	*WORKSHOP 1b* **"Violence against women: awareness-raising and promoting understanding"**
WORKSHOP 2a **"Violence against children and young people: bullying at school, in the community and cyber-bullying"**	*WORKSHOP 2b* **"Violence against women: working with victims and perpetrators"**

12.30 – 14.00   **LUNCH BREAK**

14.00 – 16.00   **CLOSING PLENARY SESSION**

   ♣ **The 'European-ness' of Daphne projects**,
      Dr. June Kane and Ms. Ingrid Bellander Todino

   ♣ Conclusions from the workshops by the workshop leaders
   ♣ Time for questions and answers
   ♣ Closing remarks from the Daphne Programme

PROJECT PLANNING, BUDGETING AND ACCOUNTING

Daphne Financial Administrator **Ute Marschner** *(above left) has worked on Daphne projects since October 2000 (mainly supplementary agreements, budget amendments and final reports and final accounts). Before she came to Brussels, she worked for nearly 20 years for the German Ministry of Interior (Bundesministerium des Innern) in different directorates (such as Human Resources, Police and Finance).*

Daphne Financial Administrator **Joëlle Lagast** *(above right) joined the Daphne team on 1st February 2006. Before this, she worked as a project officer on the OISIN and the AGIS programmes in the same Directorate-General where she was also responsible for the Pilot Project 'Victims of Terrorist Acts'. She joined the Commission in 1992 and has since worked in various DGs such as DG Research and DG External Relations and in two different Commissioner's Cabinets as an assistant.*

Things to remember about your Grant Agreement (contract)

Duration of the project

The project starts from the date when the last of the two parties signs the Agreement.

Always inform the Commission in writing about:

- Changes of address;
- Change of bank account for the project;
- Changes in administrative or operational staff;
- Necessary adjustments to the budget.

Note that, if a transfer between items of eligible costs involves more than 10 per cent of the estimated amount of the budget heading to which you wish to transfer funds, then a supplement to the Grant Agreement will be required and you will have to send a revised estimate budget that takes into account necessary adjustments. This takes time and cannot happen at the end of the project.

Supplementary agreements

Any amendment to the grant conditions must be subject of a written supplementary agreement. You must send your request for an amendment in good time before it is due to take effect, and in all events no later than two months before the end of the project.

Preparing the Final Report and Final Financial Statement

After the end of the project, you have three months in which to prepare final reporting documents and submit them to the Commission.

Final Report

This should be done on the model provided on the Daphne website. It should be no more than 20-30 pages, easy to read and take into account that parts will be used for dissemination and must therefore by understandable by people from all walks of life. It should not include images or logos.

Final Financial Statement

Project organisers must use the model provided for this purpose by the Commission. This form is available on the Daphne website. The final financial statement of expenditure is similar to the budget estimate: it contains the same lines with the same references. The cells that you should not use are protected.

Budget spreadsheet:

- Fill in the title (beneficiary, project title and project number). This information will automatically be copied to all other sheets.
- Fill in the columns 'Budget Grant Agreement' = the budget estimate.
- All data from the sheets that follow will automatically be inserted into column 'Final Budget'.

All other spreadsheets:

- Please use one item per line (one invoice/supporting document = one line).
- The number of the supporting document (A1, A2, B1, B2, etc) indicating which item is concerned should appear on each receipt, invoice, ticket, etc.
- The 'currency' column is not protected and can therefore be modified according to the currency used for each expense.

What the Commission needs:

- One original of your final report.
- One original (paper version) of your final financial statement dated and signed (it should also be sent by e-mail).
- The request for final payment. The form is available on the Daphne website. It should be printed on the letterhead paper of your organisation.

The guidelines and all forms to be submitted for final reports and final payment are now on the Daphne website under 'Reporting documents'. These documents answer most of the questions. For more detailed questions on each project, direct contact can be made with the Daphne Programme Financial Administrators.

Dr. June Kane *is an independent expert, working in the field of protection of children from exploitation (sexual and labour). She has been Technical Expert to the Daphne Programme since 1997. June is a specialist in programme design, monitoring and evaluation, and spent many years working in senior management roles in social mobilization and public information. She works regularly with UNICEF all over the world and the ILO's programme to eliminate child labour, and has written many books, most recently on child domestic labour and violence against children. In 2006 she is also working as a consultant to the United Nations Secretary-General's Study on Violence against Children.*

Dissemination is a key element of all Daphne projects. It is the way the project moves beyond its own programmed boundaries into the realm of European policy and action. Experience shows, however, that dissemination is often a weak element of projects, tagged on to the end of the project when the 'real work' has been completed, and often under-budgeted, inadequately time-tabled, unsatisfactorily planned and very rarely given the due consideration that it requires. In fact, so little importance is given to dissemination in many projects that dissemination is 'done' after the project has ended. And yet dissemination is the key to extending your project's results to other potential users, to those who stand to gain from knowing what the project has achieved – or has not achieved – and to the policy and decision makers who are looking at Daphne with a view to learning lessons that will contribute to their own work.

Dissemination is therefore closely tied to the results of your project. And every Daphne project has a number of different kinds of result:

Results

There are the ***direct and indirect results*** of the project activity on those who have been involved in it as beneficiaries or as intermediary targets or as implementers or participants – by beneficiaries we mean children, young people and women who will ultimately benefit from the project; by intermediaries we mean those targeted by the project because they in turn will bring benefit to the children, young people and women (for example teachers, or social workers); by implementers, we mean you and your colleagues and partners, who stand to learn from the experience of running the project; and by participants we mean anyone who comes to a meeting you organize, or who attends a training workshop, for example.

There are the **immediate results** that are otherwise known as project output – for example reports, studies, training materials, information products and so on. And included in these are your reports to the Commission, since they are used for example as a basis for what goes into the Daphne Toolkit.

Your project also results in **lessons** in a number of areas: there will be lessons about violence, lessons about protection or rehabilitation or support for children, young people or women. There will be lessons about national and regional structures, programmes and of course gaps and outstanding needs. But there will also be lessons about how your project progressed – how you dealt with your partnership, for example, the obstacles you faced in getting data or information,

the challenges you met when managing your budget. These lessons – these 'results' – are both positive and negative and, whatever they are, are always useful, for example to others who are planning projects.

What is most often forgotten are the results that represent the **potential** you see in your project for others. I have often found during project visits that organizations are surprised at the potential that I can see in their project, because they are so intent on running their project that they do not see beyond the day-to-day tasks. A project might have potential for adaptation to be used in other EU countries, or contexts. It might already show potential to be developed further in a follow-up project. It might have potential to move beyond research, for example, into a pilot action project or a set of guidelines or policy indicators. In many ways, these results, the results that sum up future potential, are among the most useful.

Planning the strategy

If you are going to plan a good, comprehensive dissemination strategy, then you need to capture all of these results as your project progresses so that you have a whole range of outcomes to share with others. From the very beginning of project planning, think about what you need to put in place to capture these results. You can refine these as you go along. For example, it's easy to see how you will have some output in a project – for example a study or report. But how will you capture the potential or the lessons from your project? You might think you can do that at the end of the project but in reality it's much better to do this as you go along – for example through monthly phone-arounds with your partners based on a series of simple questions you have agreed to ask: these can range from 'did you get the information you needed by the set deadline? If not, why not? What obstacles did you face and how did you overcome them in the end?"

As you plan your dissemination strategy, you will need to ask yourselves a number of questions. Again, you don't have to have all the answers straight away – keep reviewing your answers and refining them:

What will this project produce that will be useful to others?

- Materials (for example training modules, posters, brochures, multi-media products)

- Data (in research reports, databases of several different forms, presentations at meetings etc.)

- Experiences and lessons (both of the issues involved and of the project, for example in managing a large partnership)

- Good practices (not the same as experiences – good practices should have been tested and proved to be valuable through appropriate measurement and evaluation)

- Tools (checklists, protocols, guidelines)

- Resources (bibliographies, contact information especially of those involved in the project, website address).

- Suggestions for further development of all of these in different countries and different contexts, with hints on adapting them, testing them and replicating them – potential.

Who needs the various different results we have or can benefit from them?

For example: if you have a research study on support services for victims of violence in five countries of Southern Europe, then obviously policy makers, NGOs, social services and others not only in those five countries but in other EU countries and indeed in the European institutions, will find them of interest. Particularly if you have included in that study some recommendations on what needs to change, or what works or does not work.

If, on the other hand, you have lessons about challenges that you and your partners faced, for example in getting translations of training materials done within the budget, then the most likely users of that information will be organizations that are planning Daphne projects or indeed other projects.

You can see that these two results of your project are very different, are valuable to different users and so will have to be dealt with in different ways.

How are the users likely to use them and what form should they be in to help them to use them?

The research study in our example is in some ways easy, but still needs thought. What languages will you produce the report in? (If you have a limited budget, you may want to produce it in full in the languages of your partner countries but also produce brief executive summaries in other languages too). Do not presume that, because a lot of Europeans can read and understand English, this is somehow a 'universal' language and that you can be 'safe' in producing just English versions of the materials. Aim, within the limits of the project budget, to produce materials in as many languages as you can, emphasizing the languages of countries in which the materials *are most likely to be useful.*

How long will it be? What will it contain?

The results are not so easy. You have to get over the understandable reluctance to share with others things that may have been a challenge to you or even gone wrong. Just remember that every lesson is a useful lesson, even if at the time it seemed very negative. One obvious way to share these lessons is through your final report to the Commission, so be frank and clear in that report – we understand that things don't always turn out the way you intended or take you by surprise. And we value the lessons that can be learned from that.

There are many possible users of the results of your project. Think about them carefully, for example:

- Partners and members of the network
- Other organisations working in this field in this country
- Other organisations working in this field in other countries
- European institutions, policy makers, MEPs
- Researchers, university libraries, other institutions such as hospitals or schools
- Beneficiary groups
- Media and others with a general interest in this topic
- International organisations
- Public authorities, government ministries, national bodies   etc.

Given the format and the person I want to get the results to, what is the best way of reaching them?

For example, will you print that report and mail it out (expensive) or distribute it by e-mail? How do the users you have identified most often receive the materials they use? Note that if you are going to print it and send it out by mail, you need to include not only production costs but also mailing costs in your budget. And however you send it out, you need to work on developing a very carefully targeted mailing list to be sure you reach those you want to reach. Consider all the ways you might get the results out:

- Printed
- Electronic (by e-mail, on diskette, CD-Rom or DVD-Rom?)

- Video or other visual medium

- Through a personal meeting

- Via a conference or seminar presentation

- Via a third party, for example the media or a training institution.

Note that websites do not figure in these lists as a means of dissemination. This is not because websites are not useful but because they are not so much a means of dissemination as a passive repository for the project's output. Think of them as a library where the materials are safely stored but where people will only come if they know the address of the library, how to find what they are looking for and when to visit. In fact, the address of a website, a listing of contents and encouragement to visit it may well be an important output of the project.

When you have the answers to these questions, you can begin to see already both what form the dissemination actions will take and also how much time they will need and how much they will cost. For example: if the project will be producing a research report about health services for child victims of sexual abuse in Italy, Spain, the UK and France, you will know that your findings will be most useful to ministries and departments of health in those countries and in other European Member States, MEPs and European policy and decision-makers, health personnel, health sector researchers, as well as the media and other organisations working in the area of sexual abuse of children. It is likely that you will decide to produce the report in printed form to send with a cover letter to MEPs, in electronic form to distribute to organisations and national bodies, as a shortened executive summary for the media as part of a press kit on the subject and, if there is a substantial amount of data collected as part of the research, on a CD- or DVD-Rom for distribution to health service professionals and others. You will produce the report in English, French, Italian and Spanish, but you may also wish – if the budget allows – to produce an Executive Summary (say five or six pages only) in other European languages too. You will need to do some research on the best ways to make sure the report reaches the people you want to have it; for example, are there umbrella bodies representing health service professionals? Do they read a regular newsletter that might be prepared to print a small notice advising doctors, for example, that they can obtain the report from you? As you think all these things through, you will want to estimate costs for placing an advertisement in the newsletter, for sending printed copies through the mail, for producing and distributing the CD- or DVD-Rom, for producing a press kit and sending it to selected journalists (which ones? You will have to think about that, too!)

It will be very clear that, although the steps in planning a dissemination strategy are not complicated, they take a lot of time and thought. It is therefore vital that the steps that will be followed to implement the dissemination strategy successfully are included in the planning of your project and that they are integrated into project activity.

It's vital that you take dissemination very seriously and actively plan it. It is not something you can just do at the end of the project. And it's worth repeating that:

Dissemination is NOT:

- Giving partners copies of materials and reports and thinking that is enough;

- Sending copies of materials to associated networks or groups and asking them to distribute them and then keeping fingers crossed that they do;

- Posting something to a website and trusting users to somehow know that it is there;

- Sending a press release to the media and hoping they do something with it;

- Printing hundreds of copies of reports and presuming people will come and ask for them.

Finally, it's worth noting that you should not waste time or resources disseminating materials that are not ready to be used by others. In particular, you should pay particular attention to the results of pilot projects that are really only very provisional, or to materials that have been developed and have not yet been sufficiently tested. In these cases, you may wish to circulate materials with a clear explanation of their limits and advising that they are for information only and should not be quoted or used without further testing. In fact, you might wish to include a request for feedback on such 'provisional' materials, so that you can develop them further.

In such cases, too, it might be helpful to disseminate to a very restricted list of 'testers' – people whose feedback you would particularly wish to receive. Do not think that, just because you have been running a Daphne project, you must disseminate hundreds of copies of materials or reports – in fact, sometimes the most appropriate dissemination strategy is not to disseminate at all. This, though, should be a decision that you take based on the needs and nature of the project.

Working with the media

Many Daphne projects quote 'the media' as one form of dissemination of their project outcomes. In reality, projects have no control over what the media might or might not choose to cover in the press or on TV or radio, so this statement is really more 'wishful thinking' than a dissemination plan.

It must also be remembered that the media reach out in a very general way to the mass public and so are not a good way of attempting to reach specific target groups. It is true that there are 'specialist media' – for example journals dealing with children and family issues, or women's magazines that cover issues relating to women, and these specialist media can be useful contacts when there are specific results to be shared with a broad but specialist audience.

It is also important to remember that journalists fall into two broad categories: those who are looking for 'news' and those who seek out more substantial stories of public interest. News journalists will want to 'hook' onto an event or a launch, and will probably want something unusual or exceptional. Sending a press release announcing the fact that you are running a Daphne project is unlikely to get any response from these journalists.

Current affairs journalists are more likely to cover a project's outcomes – especially if they are controversial or new or surprising – in more depth. They will not be interested in the project so much as the information that it generates, especially research findings and data showing trends or patterns.

Working with the media, too, therefore requires careful planning and reflection. Again, it is useful to ask some simple questions:

Why do I want to involve the media at all?

- If you are just looking for publicity for your organisation, then this does not really belong in your Daphne project and the Commission should not be expected to fund it – omit it from project activities.

- If you believe the media can help you to reach out to people who need to know the substance of your project, or just the fact that it is taking place, then by all means consider working with the media.

- If your project is an awareness-raising or sensitisation project, you cannot expect the media just to become almost 'volunteer partners' and do the work of campaigning for you. That is not what the media are for. Instead you should engage a public relations or promotions company to help you in your campaign. It may well be that the media will be interested in what you are doing and will provide some coverage, but at their discretion and always presuming there are not other more 'important' stories in the news.

Is the audience I am trying to reach one that can be reached through the media?

- If the answer is 'no', then do not proceed.
- If the answer is 'yes', then is the audience the general public (mass media) or a specialist audience (specialist media)?

What do I have to offer the media?

- If you really have something newsworthy, then consider taking the story to a news journalist.
- If the story is not necessarily newsworthy but deserves more in-depth treatment, then consider taking it to a current affairs journalist.

Are there particular journalists who regularly deal with the kind of issues arising from the project?

- Many journalists have a 'beat' – ie they regularly cover the same kind of stories. Get to know these journalists and feed them stories directly; just sending a press release or information to the newsroom or TV/radio station is unlikely to yield results. News editors receive dozens of pieces of information every day and most of them go straight into the wastepaper basket.

What can I do to make the journalist's work easier?

- The easier you make it for the journalist, the more likely they are to cover your story. Be brief in your materials and highlight the most important points. Write clearly and precisely, without jargon. Follow up with a phone call to the journalist concerned. Make people available for interview who know the subject and can speak briefly and to the point.

How can I contact the journalist(s) and what should I send them?

- Most countries have a directory of working journalists/press and media outlets. You will find it in your local library or it may be on-line. You can also scan local press, TV and radio to find the journalists who may be of particular interest. Contact them by name.
- In an introductory phone call, introduce very, very briefly the subject you want to discuss. Follow up immediately with some written materials, generally a one-page press release (written clearly and following the lines of a short newspaper article). Where possible give quotes that the journalist can use directly.
- If you have a research report or other materials to share, do not send the whole package. Journalists do not have time to read 100 pages to get to the heart of the matter – send a one-page summary and offer to provide more information if the journalist wants it.
- You may wish to prepare an info kit for journalists – include the executive summary of the report (see above), a copy of the full report too, a press release/statement with quotes (see also above), and a note of contact numbers of people who can speak on the issues.
- Be sure to mention Daphne support on any written materials! You can use the Daphne logo to let people know that your work is part of Daphne project activity, but be sure to follow the guidelines for its use, which are available on the Daphne website.

As an independent consultant in international cooperation and public communication with Human Touch, **Michèle Mercier** works mostly with governmental and non-governmental bodies involved in humanitarian affairs worldwide. She was for 25 years associated with the International Committee of the Red Cross (ICRC) and participated in numerous field missions in conflict situations. She is the author of a number of books and publications on contemporary humanitarian issues. Michèle has been part of the pool of experts for the Daphne Programme since 2003, carrying out monitoring and evaluation missions.

Brian Iselin is the Director of Iselin Consulting Limited, a UK-based justice consulting firm. He is a retired Australian Federal Agent, a former specialist in serious organised crime including counter-human trafficking. He was one of three experts involved in the global evaluation of the Daphne Programme, and has been working as an expert with Daphne since.

Avoiding project failure: preparation

Every project should have:

- clear objectives
- well-designed indicators
- good communication.

The project organizer (lead organisation) should pay attention to:

- preparation steps before the launch of the project
- quality of the relationship with the partners
- the best possible sharing of activities between the coordinator and the partners
- a plan of action understood and accepted by all those involved in the project
- an effective communication line between coordinator and partners
- openness and flexibility
- strong management skills
- a vision for future development of the project's objectives and results
- a capacity to build and maintain external relations to support the project
- the promotion of the project's results
- effective networking in the countries involved and on the European scene

A project partner should remember:

- the co-responsibility in the implementation and final outcome of the project
- the local environment v. the European character of a project
- the use of strongly established networks
- the importance of disseminating the project's outputs among the partner's audience
- its responsibility in making the project a sustainable experience

A project could become a failure when:

- planning was not properly addressed
- the use of partners was inappropriate
- coordination measures were too weak
- dissemination steps were confused with information moves
- insufficient attention was paid to the future of the project
- evaluations were not properly conducted.

Evaluation: Why, where, when, what, how

Some misconceptions:

- That evaluation is done by outsiders
- That evaluation is something done only after a project
- That peer review of materials is evaluation
- That Daphne does evaluation for your project.

What is evaluation?

Two purposes:

- **Formative**: with the purpose of improving a project
- **Summative**: with the purpose of judging effectiveness, efficacy, cost, practice etc

Formative Evaluation

- Includes project monitoring visits (for example, the Daphne Programme does these and each project receives a visit from one of the Daphne experts);
- Aims to provide information so that an intervention can be appreciated, modified, and improved;
- Focuses on whether the project is, or will be carried out as planned.

Summative evaluation

- Includes ex-post evaluations (for example, those also conducted by Daphne);
- Aim is to produce information that can be used to make decisions about the overall success of a project;
- Especially looks at efficacy of the intervention, efficency of the project implementation and cost/value.

Some general points

- Both forms of evaluation should be an essential part of all projects.
- Daphne conducts both forms on all projects, (representing programme interests) but does not stand instead of your own processes.
- Can range in style from informal/low-key, to comprehensive.
- Since Daphne projects are small projects, coordinators should all set their own level of evaluation style and format
- Evaluation can be internal and external, formal and informal,
- But must be programmed/scheduled from the inception of a project.

At the beginning, project organisers, in consultation with project partners, should:

- Decide on the purpose of any evaluation
- Decide who is the primary audience
- Determine how the results will be used

First step:

- Clarify project objectives
- Technically, objectives are usually categorised as: Impact, outcome, and process.

Impact objectives

- Focus on change in the long-term **expected** to result from project activities
- Should correspond to the highest priority goals of the project

Outcome objectives

- Focus on change in knowledge, attitudes, behaviours etc that result from the project activities
- Should directly relate to the project's target and beneficiary population

Process objectives

- Should specify the actions needed for project implementation
- Should correspond with the various activities necessary to achieve the intended outcomes and impact

Hierarchy of goals

- Determine your own 'hierarchy of goals'
- Consider goals (in the following ascending order) related to:
  - *Process* (what were your processes and activities?),
  - *Reach* (how far and how high did your message go?),
  - *Information* (what did you learn about targets and beneficiaries?),
  - *Impact* (what long-term change did you see as a result of your activities, or contributed to by your activities?)
- Can help drive you in searching for indicators
- Indicators are often misunderstood as complicated.
- Think about them as the answers to the question: How will I know if...?
- Should consider developing a **model of change** – try to chart your assumptions about how your actions will lead to impact or outcomes – sometimes direct, sometimes many linkages required.
- Many times, mapping will make you re-think your goals, because your activities may not directly lead to the desired change.

Criteria and indicators

- Once you have clarified objectives, you must figure out the measurement method you will use. Generally, this includes deciding on:
- **Criteria**: technical standards that can be used as the basis for making judgments about the quality of a project component e.g. whether a training programme has measurable learning objectives.
- **Indicators**: measurements that can be used over time to track progress towards the achievement of objectives.

Basis for selecting indicators

Validity: extent to which an indicator is a true measure of the phenomenon.

Reliability: extent to which indicator measurements are consistent annd dependable across applications or over time.

Sensitivity: the likelihood of change within a reasonable time as a result of successful project activities **without** undue influence of external factors.

Utility: the ability to produce information that can be interpreted.

Usefulness: specifically how useful is the indicator in guiding proposal change (generally those that provide early warning are best).

Identify data sources

You will need to identify what sources of information you have that will help inform you about indicators.

Things to consider:

- What resources are needed to collect such data?
- When is the indicator data needed?

- When can meaningful change in indicators be assessed?

The foundations of M&E (Monitoring and Evaluation)

Now you have the basis of an M&E plan!

You then need to follow through – often this aspect of project activity slips to the side due to competing demands in the project timetable and sometimes budget.

Warning: do not leave it until the end of the project! Programme it!

Some tips for making sure M&E is not forgotten:

- Establish a routine management information system (MIS --recording inputs, outputs, outcomes).

- Make one person responsible for keeping the basic MIS updated.

- Include evaluation activities in the budget – usually underestimated or omitted.

- Hold regularly scheduled M&E meetings, or make M&E a standing agenda item in normal meetings.

- Make everyone responsible for reporting on their own components's progress against indicators.

- Encourage review and revision of the M&E plan – things shift. Objectives and indicators can change as projects unfold, as interventions are refined and developed.

__Olivier Bribosia__ is an Executive Director of Transtec, the Brussels-based technical assistance and consulting firm which has been supporting the EC in the management of the Daphne Programme since 2000, and which hosts the Daphne Conference. He is a specialist in project cycle management in general and in management of small grant projects in particular. In the late eighties he worked in NGO humanitarian projects in Africa. Since 2000, he has participated with the European Commission in the design and implementation of many of the Daphne Programme management rules, procedures and systems.

Reporting is important:

- **Internal use**: as a management tool and to inform project participants

- **External use**: to inform third parties about project progress and results

- **Formal use**: to inform sponsors / donors about the use of the project funds

- **Informal**: as a reference document for future studies or projects

Reporting is sometimes felt as difficult, or even boring:

- need for reporting can be seen as 'paperwork', is not always fully understood

- reporting can be poorly planned and organised, undertaken at the last minute

- adequate documentation is sometimes missing

- structure and methodology can be deficient.

Key tips and steps to reporting

At project start-up: design of the monitoring system:

- What data and information should be collected during project execution? Data on activities implemented, results achieved; facts, figures.

- When? Daily? Weekly? Monthly?

- How? Reviewing documents? Talking to people?

- What use is to be done from these data and information? Recorded in a table? A chart? A list?

- Who is in charge of what in this data collection and management process? Project Manager? Expert? Secretary?

During project execution: collection and processing these data and information:

- Data collection & processing as foreseen above on a regular basis

For each periodic/final report: preparation and distribution of the report

Monitoring part: presentation of data and information ('facts and figures')

- a comprehensive gathering of information

- a transparent, objective presentation of these data

Evaluation part:

- drawing *conclusions on achievements* from the monitoring data and from other sources (internal/external);

- making an objective analysis of the project *achievements and difficulties, strengths/weaknesses, external risks/opportunities*;

- retroacting on project strategies and management: conclusions/recommendations *for the future*

Reporting guidelines set in each Daphne Grant Agreement (contract)

Aims of the project

Answer the following questions: What problem did the project aim to address? Who are the beneficiaries? What was the expected result? If the Commission formulated conditions/recommendations in its selection letter, how were these fulfilled?

Implementation of the project

Answer the following points: Among the planned activities, outline those that were implemented. Similarly, outline those that were not implemented and explain the underlying reasons for this. Were any unforeseen activities implemented? Did you revise the timetable at any point and why? Describe the role, the activities and the contributions of every partner.

You should start with a recapitulative table, from the schedule included in the Grant Agreement:

Activity	Nov	Dec	Jan	Fév	Mars	Avril	Mai	Juin	Juillet	Août	Sept	Oct
											MONTHS	
1. Réunion préparatoire des partenaires principaux	x											
2. Production du contenu de la formation		x	x	x	x	x	x					
3.Identification et sélection des participants/partenaires			x	x	x							
3b Testing the training programme on a sample of 12 trainees												
4. Séminaire de formation des formateurs en Belgique							x					
5. Préparation des 16 séminaires nationaux								x	x	x	x	
6. Séminaires nationaux											x	
7. Compte-rendu et conclusions												x
8. Diffusion du syllabus et des outils de formation sur internet												x

'X': planned timing of activities – in the proposal,

in grey: actual timing of activities,

in italics: new, unforeseen activities;

in strike-through: activity not implemented.

You might consider adding another explanatory chart, showing the activities, a description of them and an outline of difficulties met and solutions found.

You should also outline the role, activities and contributions of every partner. This could also be done in the form of a table, for example:

PARTNERS	PLANNED ROLE (from Application Form and partnership declaration)	ACTUAL ROLE
Partner 1	*Organising the conference*	*As foreseen – organised the conference*
Partner 2	*Preparing a brochure*	*Did not do it because …*
Partner 3	*Giving lectures in the training courses*	*Did so, but also developed the brochure*
Etc.		

Results and impacts of the project

Answer the following questions: Which results were obtained from the activities described above? How did you evaluate the results? What did you learn from that evaluation? How were the ultimate beneficiaries involved in the project and in the evaluation of the results? What are the impacts of the results on beneficiaries and/or other audiences?

For each 'expected result', the following must be defined ex-ante and monitored continuously/periodically:

- identification of the specific data to monitor/collect/store

- who will collect these data? How? Where?

- When? How often?

Examples of various types of expected results or 'indicators':

Expected results	Comments
1. A handbook on 'how to empower ethnic women' will be published and distributed.	Very simple
2. Approximately 2,000-3,000 people will indirectly be involved as audiences to the performances in each country.	Simple concept; but, needs continuous monitoring
3. The awareness of parents of the positive and negative aspects of aggression has increased and they have at their disposal tools to educate children and adolescents to cope with aggression (100 parents/country).	Complex to monitor
4. Decrease in the number of adolescent disappearances;	Simple concept; availability of data?

- Use mainly type 1 and 2

- Use type 3 only if *very useful* and *possible*

- Avoid type 4.

Dissemination and follow-up

Answer the following questions: How and to whom did you disseminate your results? What are your intentions for further dissemination? What do you think the follow-up of your project should be? What are your plans to ensure yourself (part of) this follow-up? How did you ensure the visibility of the European Commission's contribution to this project?

Conclusions

Sum up in a short paragraph what your project has achieved, its impact on beneficiaries and what remains to be done. Please bear in mind that this paragraph will be used as the **summary report** that the Commission will circulate widely via the Daphne web site and other means. Therefore, ensure that it is concise, right to the point, explicit and attractive.

Annexes

1. List of keywords describing best your project (use the form provided);

2. List of materials produced during your project (audio or audio-visual media, publications, brochures, manuals, posters, CD-Rom, web-site etc.)

WORKSHOP 1A:

VIOLENCE AGAINST CHILDREN

PROTECTING CHILDREN IN MINORITY GROUPS FROM VIOLENCE

Doreen Walkinshaw is Head of Fundraising and Marketing with ENABLE Scotland, the largest Scottish charity for children and adults with learning disabilities, their families and carers. ENABLE Scotland is recognised nationally as an organisation which leads the way in involving its members and service users at the heart of its work. Prior to taking up this post, Doreen worked with the national committee of adults with learning disabilities (ACE) who lead many of the organisation's national and international campaigns. Along with Lena Gillies, Doreen supported ACE during the highly acclaimed anti-bullying campaign which aimed to raise awareness amongst children and young adults of the effects of bullying on the lives of people with learning disabilities.

What you need to consider when you plan a project aiming to improve protection of minority groups of children/young people

- What research/data do you need?

- How do you consult the groups involve

- What do you consider when identifying appropriate partners?

- How can members of the minority group be involved? Should they be involved?

- If they cannot be involved, how can their needs and opinions be taken into account?

What you need to think about in planning and research for your project

- Use research that already exists

- Have to consider the sensitive nature of ethnic minority research

- Most groups had a target group of active members who would be involved in the planning and research

- Build on previous Daphne Projects

- Useful to have knowledge of wider context – not just your own 'issue' but how it links to other policies, organisations etc

- Use direct evidence and case studies

- Remember to ask the views of target audience about how to solve things - these are often quite simple!

- Daphne encourages partners to mix with different groups and share practice and experiences

Involving people

- Use established methods of involving people
- Build in information from young people in the design and solutions
- A prerequisite to involving young people is trust
- They have to know that they can talk about difficult issues
- Permission from parents/organisations
- Some people cannot give their views and need advocates
- Consequences of disclosure can put people off
- Don't ask direct questions eg have you been abused?
- Speak to people when they have left institutions – sometimes easier for people to talk about places when they are no longer connected to them
- Informed consent for taking part - tell people of possible outcomes
- Debrief afterwards is very important
- Need to be able to provide some solutions

Measuring impact and results

- Easier to measure impact in projects looking at changing methods rather than projects about prevention
- How to measure the long term impact can be difficult
- Interviews of target groups
- Set goals and objectives. For example number of institutions closed or number of people moved
- Your work may not produce change but discussion on change which in some cases is an effective start
- Use websites to measure impact - number of visits
- The amount of information sent out, requests for info.
- Assess the atmosphere in schools to help teacher be less punitive.
- Need to consider wider aspect of work – has it had any 'knock on' impacts?

Other discussions in workshop

- How to distribute costs especially among lots of partners
- How you choose partners; some partners can involve unexpected work.
- Lots of partners can mean fewer outcomes.

Emilie Danel *(no photo available) was the project assistant for the Daphne-funded project V-Day Europe against violence against women from July 2004 to February 2006. She coordinated the growing network of V-Day Europe partners and supporters. Emilie studied Political Science and Sociology in France and Germany. She joined Transtec in August 2006 as administrator of technical assistance to the Daphne Programme.*

Petra Burčíková *(above right) is director and national coordinator of La Strada Czech Republic, a member of the La Strada International Association focusing on prevention of trafficking in human beings and on defence of the rights of trafficked people. Before 2003, Petra worked for three years for the Czech Republic Government Council for Human Rights as a lawyer responsible for overall operation of the Council's Expert Sections against Torture and on Elimination of Discrimination against Women, for drafting and editing relevant reports under the UN treaty system and advocating them before treaty supervisory bodies. She was also responsible for drafting legislative and other measures designed to ensure better protection of human rights in the two respective areas in the Czech Republic. She speaks at international and national events and is an author and co-author of papers and publications on the issue of human trafficking.*

V-Day Europe : Raising awareness on violence against women through cultural events.

The V-Day Europe network was set up officially in 2003 thanks to the support of the Daphne Programme. Partners in four countries (France, Germany, Luxembourg and the UK) decided to join forces to spread V-Day's message and to support V-Day organisers in Europe offering information in English, French and German. This movement was launched in November 2003. The national partners help local groups such as students, women's groups, community groups and religious groups to join the V-Day campaign and organise benefit performances of *The Vagina Monologues.*

In 2005 the European Commission renewed its financial support allowing the network to expand into other European countries: France, Belgium, the Czech Republic, Lithuania, Finland and Iceland were the official partners.

V-Day Europe was celebrated in Brussels, the capital of the European Union, with a two-day seminar and a special benefit performance of *The Vagina Monologues*, a fantastic opportunity to strengthen the network and meet new potential partners from diverse countries in Europe and beyond.

The main objectives of V-Day Europe are :

- To inform through V-Day events, the website and other information material. Through the events in particular, to make direct links made between the general public and organisations working with victims

- To empower: the theatre play *The Vagina Monologues* is incredibly empowering for women of all backgrounds and receives very positive feedback from the audience.

- To make the issue visible: V-Day Europe aims at giving public visibility to the issue of violence against women.

V-Day project 2003/2004

Project objective:

Implement the V-Day concept in Europe by promoting it in four partner countries (France, UK, Luxembourg, Germany).

Target groups:

Public opinion, potential V-Day organisers and V-Day partners.

Beneficiaries:

Women and girls (by putting on a performance and by seeing it).

Tools:

Four big events in the four partner countries;

Website (in French, English and German);

Publication of the results in form of a trilingual publication.

Evaluation:

The evaluation was done by an external institution.

V-Day project 2005: V-Day Europe Use of results

This project included partners in the UK, France, Belgium, Finland, Lithuania, the Czech Republic, Germany, Spain and Iceland.

Project objective:

To extend the network and disseminate the results to new partners and new countries.

Target groups:

Public opinion, young women, potential V-Day organisers, V-Day organisers, media, politicians.

Beneficiaries:

Women and girls

Tools:

- European Seminar gathering 60 participants and from 18 different countries: Each partner was invited and was asked to bring a young person. Other young V-Day organisers and supporters present. Introduction of the movement, exercises, discussion, presentation of original and successful campaigns, question and answers, conference with experts, screening of a documentary on the movement).
- V-Day France (partner) organised a European benefit performance to close the workshop (38 European personalities on stage). Wide media coverage.
- Celebrities can be a great tool to raise awareness
- Secondment of a V-Day Europe staff member to partner countries to develop national implementation strategies.

- Website: new design (user friendly), translation in English, French, German and Spanish. (tool relevant in connection to events and/or promotion of the website, through newsletters for example).
- Bi-monthly newsletters
- Briefing pack for V-Day organisers (included feedback from workshop participants)
- 110 events across Europe by V-Day Organisers (this year in new countries, more events in countries where V-Day was already implemented)
- Postcard campaign to be used in all partner countries

Evaluation:

For the second project, the evaluation was run internally, based on the model of the previous year's evaluation. Evaluation tools included questionnaires, analysis of the contact database, analysis of the website statistics, especially before and after the Seminar, analysis of the events organised.

La Strada

The aim of the workshop was to demonstrate and discuss the fact that to make a real difference to attitudes and behaviours, awareness raising actions must be precisely targeted, and be based on a thorough study of the nature, motivations and receptiveness of the target audience. At the same time, they have to reflect the need to avoid negative repercussions putting women at risk of harm, or give rise to misunderstandings or over-simplification. In addition, the workshop will also emphasise that the primary objective of an awareness-raising action is to inform, clarify and enlighten instead of frightening or judging.

The workshop design was to a large extent based on interactive activities. These allowed all the participants with varying level of knowledge and experience with awareness-raising activities to voice and share their ideas and thus facilitate information and experience exchange.

The workshop was divided into three parts, each designed to serve a particular purpose on the way to achieve the above objectives. It started with an interactive session aiming at stimulating discussion on choosing the right vehicles of awareness-raising action, ways to reach a particular target audience and partially also touch the issue of developing appropriate messages. Through sharing concrete examples participants were able to understand why particular vehicles are suitable for one target group and may be useless or even harmful for another target group and how the empowerment principle may be translated in specific awareness-raising tools.

The second part briefly summarised the basic principles of prevention and awareness-raising activities by way of a short presentation with practical information gained in the first interactive session and some theoretical background (empowerment, non-judgmental approach, importance of language etc.).

In the last part of the workshop, participants were split into working groups that, based on previous input, discussed the issues of planning and measuring an awareness-raising action and will briefly get back to the issue of developing an appropriate message. The discussion continued among the whole group with a particular emphasis on identifying and examining specific good practices and on getting feedback from facilitators and other participants.

In conclusion, the facilitators summarised the main outcomes of the workshop and identified challenges to acknowledge difficulties and support the group in trying to find innovative or even unconventional solutions.

Exercise 1: Comments on different awareness-raising materials:

The main outcomes of the exercise were the following:

- The participants stressed the importance to define and know the target groups to develop an awareness-raising campaign. The following questions have to be answered: how does the target group think? How will it react to the campaign? An example is that young people would be more receptive to cartoons.

- We have to be aware that there can be different target groups that will need very different forms of material/campaign: public opinion (simple message), professionals (resources, links with other organisations, CD-Roms can therefore be a good support), women in general, victims, etc.

- Visuals are very important, but more important is to be aware of the message they deliver.

- In this perspective, it is very important to take the cultural context into account (a design/colour can be seen as positive or negative, depending on the country, or can deliver a totally different message)

- The participants noted the positive effect of materials that can be used in everyday life (lighter, mirror, etc).

Exercise 2: How to evaluate the impact of a campaign?

The main outcomes of the exercise were the following:

- We could identify two different groups of tools to evaluate the impact of a campaign:

Quantitative evaluation tools to asses the number of people reached through the campaign:

- Number of audience members (events)
- Number of participants (workshop)
- Number of calls at the hotline after a campaign
- Number of leaflet produced and distributed
- Website statistics (comparison before/after the campaign/ event)
- Media coverage (can be difficult to assess)

Qualitative evaluation tools to assess the quality of the campaign and its capacity to change the situation:

- Questionnaires (here the participants noticed that the questionnaires can be difficult to collect)
- Survey of level of awareness (this tool can be expensive to develop)
- Tests on focus groups
- Interviews
- Long-term follow-up
- Actual political change
- Actual change in the mentalities
- Reduction of violence against women.

Robertas Povilaitis is a psychologist, head of Childline (Lithuania) and leader of the anti-bullying campaign 'Stop bullying'. He is actively involved in transferability of international experience on effective methods of prevention of various forms of violence, especially bullying, to Lithuania. Robertas is coordinator of a Daphne project aiming to create bullying-free schools in Lithuania and Latvia (coordinating organisation – Children Support Centre).

Mary Louise Morris is an experienced Internet professional who has been working with electronic media since 1996. After gaining a Masters degree in interactive media design, she worked for seven years in a variety of sectors helping to design and manage interactive projects, from CD-Roms to large-scale corporate Internet projects. Before joining Childnet, she worked as an ICT teacher in primary schools and summer camps for children aged 5 to 16. At Childnet she heads the awareness and education projects, and the train the trainer programme, training police forces, parents and other professionals in Internet safety. She is the author of Childnet's Know IT ALL resource for secondary schools.

Bullying: an example from Lithuania

In Lithuania almost 70 per cent of boys around the age of 13 years experienced bullying at least once in the previous months. Bullying is a form of violence. There are other forms of violence with similar patterns. For example male suicide and youth homicide in Lithuania are also the highest in Europe.

What is bullying and why is it happening?

There may be some relationship between bullying and cultural values, for example the value of tolerance is not rated highly by families in Lithuania; there is perhaps a relationship between this and the high level of bullying.

The US Centre for Study and Prevention of Violence (University of Colorado) reviewed 600 violence prevention programmes and identified 12 as most effective. These are very effective programmes but they are not known about. There is an obvious lack of support for preventative programmes.

Furthermore the government does not do much to support a preventative programme of violence against children since but 0.31 per cent of the budget against violence was dedicated to bullying. And yet 70 per cent of children are experiencing bullying. If you don't bully you get alienated.

Why are there such big differences in responding to bullying?

Teacher training: It's a question of training teachers. Bullying will be worse in schools if teachers don't model appropriate use of power. In Finland they have tried to change teachers' attitudes, to make teachers more respectful towards students.

Must look at overall welfare system: Perhaps to answer this question we must know more about social structures in countries. For example, in communist countries there is a problem with

changing values. Children are taught that that they are very important and so when children meet each other they fight. These countries don't talk much about bullying. They are only now thinking about prevention and it is complicated to design these programmes. Most of the energy is concentrated on solving the consequences rather than on prevention.

Social factors which influence bullying: There are several factors which influence bullying: one is lack of information. Parents do not have the necessary info or critical skills to help their children. Another factor is family relationships. What happens at school are teachers taught how to cope with the problem. There are very few studies which show how children feel about bullying, whether they are bully or victim. Some studies relate bullying with gender, in some countries girls are bullied much more than boys. Do we have programmes to try to help children to cope? Prevention is important. Welfare systems must get involved and give money. One of the solutions is to see whether we put more emphasis on bullying on children.

Suggestions

- Use the Daphne Programme to put more emphasis into European mental health policy.

- Childline (Czech Republic) listen to children, 2.000 calls a day and 70 per cent of these calls are about bullying. It is much wider than thought. Different forms of bullying between girls and boys. The most effective way that Childline has found to create change is raising awareness, with teachers and parents, doctors and anyone who comes into contact with a child.

- Networking and working together is important. This problem needs a 360 degree approach . More cross disciplinary cooperation is needed.

- Spreading good practice is a good way of doing things. Spreading good practice – depends on money, trained staff, resources make an important difference.

- Adopting existing programmes: There are certain tried and tested awareness and education programmes that are proved to be effective. There needs to be more awareness about which programmes exist across Europe. Many programmes have been adopted from the UK. It is important to know where to find info about programmes.

Cyber-bullying

Childnet is a charity working to help make the Internet a great and safe place for all children. Childnet works mainly with education and raising awareness. Children lack the space for discussing with adults the internet safety, so it is a need to educate parents and other adults to talk with children.

Cyber bullying is sending or posting harmful or cruel text or images using the Internet or other digital communication devices. It helps to differentiate between the joke and the bullying behavior. Technology is very intimate thing for children: "if you take my mobile phone you take away a part of me". In Cyber-bullying the motivations for bullying can be wider. There are some differences between the ordinary bullying and cyber bullying:

- No escape (mobile phone 24/7)

- Wider scope of dissemination of hurtful material

- Anonymity

- Lack of closure

- Less likely to report to a parent.

The research shows the difference between how children experience cyber-bullying and how parents are aware about this – there are many children experienced cyber-bullying and parents are very little aware of it.

- Children worry about the Internet. Some 48 per cent of daily users worry about being contacted by 'dangerous people'.

- One third of 9-19 year olds who go online at least once a week report having received unwanted sexual (31 per cent) or nasty comments (33 per cent) via email, chat, instant message or text message. Only 7 per cent of parents think their child has received such comments.

- 57 per cent of 9-19 yr olds have come into contact with online pornography. Only 16 per cent of parents think that their child has seen pornography on the Internet

- 11 per cent of children claim to have seen racist material only 4 per cent of parents know of this

49 per cent of kids say that they have given out personal information; 5 per cent of parents think their child has given out such information

Educational: The *Know IT ALL* CD-Rom was developed and sent to secondary schools for educational purposes about cyber-bullying.

Stefan Beckmann *is coordinator of the Daphne project* Work with perpetrators of domestic violence in Europe. *He holds a Masters Degree in Education and was the lead person in a German project* Evaluation of intervention projects against domestic violence (WiBIG), *which evaluated eight perpetrator programmes. Currently he is working with a group of German practitioners of perpetrator programmes on a recommendation paper for minimum standards for work with violent men in cases of domestic violence.*

Dr. Els Leye *is a researcher attached to the International Centre for Reproductive Health (ICRH), at Ghent University in Belgium. She is a specialist in research on violence against women, and more particularly on female genital mutilation (FGM) among practising communities in Europe. She has several years' experience in Daphne project management on the issue of FGM. She is also responsible for the topic* FGM in Europe *in the framework of the ICRH as a World Health Organisation Collaborating Centre. She has published several papers on FGM and other manuscripts related to violence against women.*

ICRH's Daphne experience

A short presentation of the four Daphne projects that ICRH has coordinated was made:

- 1997: Towards a consensus in Europe regarding female genital mutilation (FGM)
- 1999: Establishing a European Network for the Prevention of FGM
- 2002: Evaluating legislation on FGM in Europe
- 2004: Strengthening the European Network for the Prevention of FGM.

These projects focused on various aspects of the issue of FGM among practising communities in Europe. These projects did not involve perpetrators (the excisors). We have always worked with 'intermediaries', those that work with the victims (health professionals, outreach workers, teachers, police and others), and not directly with the beneficiaries. However, in some cases the end beneficiaries were included (women who had undergone FGM), in cases where they are involved in one of the NGOs or community-based organisations as partner in the project.

In coordinating these four projects, we have drawn some lessons regarding the methodology for planning a project and ensuring cooperation and access to beneficiaries and target groups:

- We have always used a participatory approach in (1) setting priorities for projects; (2) designing the project; (3) dissemination of results. This approach entails close collaboration with the target groups and beneficiaries. We have done this several times by organising workshops where such priorities were discussed with the target groups (intermediaries e.g. outreach workers; police; teachers; etc.). Where possible, we have chosen our partners among the target groups. As an academic institution, we do not select our partners exclusively among other academic institutions, but also among NGOs and community-based organisations working towards the prevention of violence. The implementation of the project is done together with the partners, and we monitor the project through regular workshops and steering committee meetings.

- Within the four projects, we act as facilitator, for example in providing technical assistance to establish a network. The concept of the projects has never been designed top-down, rather bottom-up, through identifying work priorities during workshops, meetings with the intermediaries/beneficiaries. ICRH has been facilitator in creating these possibilities to meet and discuss.

- Finally, the creation of the European Network for the Prevention of FGM has been vital in accessing communities. Within this network, many NGOs and community-based organisation are joined from all over Europe.

Obstacles encountered

- The dissemination of results is not always feasible within the short term of these projects and within the limited budget

- Working with a network to define priorities has proven to be worthwhile, but it has to be taken into account that this process is time-consuming.

The experience of Dissens

In contrast to the work with battered women (the majority of victims of domestic violence), the work with perpetrators of domestic violence is a rather new kind of work. There is little experience about on what is the 'best way' in this field of work. But there exist some experiences about what seems a 'good way' of working with abusive men in cases of domestic violence.

In all cases of working with victims and/or perpetrators of domestic violence, it is very important to ensure the safety of the victims. That means every intervention act must be checked to ascertain whether the safety of the victims is endangered through the intervention or not. That is the most important aspect for any intervention acts in cases of domestic violence.

Especially for work with perpetrators, it is very important to ensure the safety of the victims. Otherwise it is possible that the perpetrators abuse their attendance on a programme to further manipulate or control the victims. Questions are for example; how do the female partners of the programme participants get information about the attendance of their partner? How do the female partners get information about the programme's contents?

Another important question involves how to motivate the perpetrator to attend a perpetrator programme. Most current perpetrator programmes work with men referred by the justice department to participate in a programme. International and our own German experience show that this is a good way of motivating men to attend a perpetrator programme. For projects that work with these men, the challenge is to find means to change their external, imposed motivation into an internal, personal motivation. What can be done to show the participating men the value of attending?

Also important is the question of what the limitations are of working with these men. False hopes or expectations can raise the risk for the victims being again battered by their partners.

Another group of men participating to the programmes are not offered by courts (justice) or other (state) institutions. These men are often called self- and/ or wife-mandated men. But it seems, and this is our own German experience too, that not enough men fall into this group to make it plausible to set up groups to work with them.

In relation to safety of the victims and to get enough participants to run a perpetrator programme, it seems important for the programmes to be part of an intervention context in cases of domestic violence That means that the programmes are an active part of an intervention project or other institutionalised network for inter-agency and community cooperation (eg.

roundtables in cases of domestic violence). Perpetrator programmes should not be run in isolation. They should be part of constructive contact and interchange with other professionals in this field.

Working with perpetrators of domestic violence should be part of an intervention system that as a whole aims to reduce or end domestic violence rather than deal with isolated elements of it.

It is important to remember that the Daphne Programme is a European programme. Funds that are received from Daphne are not simply equivalent to funding you might receive from your national government or from a national or local funding body. In creating and sustaining Daphne, the European Commission had expectations that projects funded would be 'European' projects and contribute to European action.

Over the years this has been achieved to varying degrees. Each year, many applications are still received for projects that are essentially national or even local, or that represent a group of effectively isolated national actions joined together in a loose partnership. These applications do not score well in the 'European added value' part of the selection process.

So what exactly does 'being European' mean?

A project can be European in many different ways, some of which are quite easy to achieve and some of which require considerable thought and time:

Identifying issues that cross borders

Despite differences among the 25 Member States, it is clear that there are many common challenges facing all the countries, especially in relation to human rights, social welfare and problems such as violence. Although most Daphne projects are born of an observed local need – since the applicant organizations are generally grassroots bodies that see a need close by and want to do something about it – a little bit of research and consultation often shows that this local need exists in many places across Europe. Sometimes there are equivalences that suggest common issues – for example, poor or underprivileged areas exist in all 25 Member States and may share challenges that cross national boundaries. Rural areas across Europe have common issues to deal with.

The first step in planning a Daphne project that will be truly European is to give thought to the problem to be tackled and how it 'translates' in other European Member States.

Geographical coverage (research and data, action, impact)

In implementation terms, this is likely to give rise to a project which has broad geographical coverage. That means that research will be carried out or data collected in more than one country, and this presupposes agreed parameters and methodologies across the region. The actions planned will take place in more than one country and, again, should be based on methodologies and processes that have been discussed and agreed among implementing partners, so that they are consistent but also take into account the partners' knowledge of their country. Importantly, the impact of the project – its results – should be felt in more than one country.

Partnerships, networks and exchange

To be able to plan and implement a project that crosses borders, you need to have partners in other countries of Europe. This allows you to work across borders but also to build into the

project methodology and outcomes the knowledge and understanding that partners have of the situation and context of their country. Partnerships allow individual strengths to be used to increase understanding and potential impact. They also, of course, bring with them implementation challenges – you will have to deal with language differences, different understandings of the concepts, different kinds and levels of experience and different ways of doing things. This is part of the richness of Daphne, that you have the chance to learn from others, to share your experience and together to build a project that transcends national action and is really different in its European-ness.

Networks that cross borders also allow this rich inter-play of experiences, as do staff exchanges and study visits that are designed to promote exchange of ideas and knowledge.

Adaptability, replicability, potential

All Daphne projects should have built into them the possibility of being adapted for use in other countries, or reproduced in other languages, for example, or at the very least the potential of being developed further so that they can grow into something bigger and broader.

This means that your Daphne project does not have to cover all 25 Member States in the first stage. Most Daphne projects operate at first in three or four countries only, although in reality now that there are 25 Member States this is quite limited and we would like projects where possible to look more broadly if they can. Every project, however, no matter how limited in the first stage, should include plans to explore the potential of the project to being extended into other Member States, all 25 if possible, and should result at the very least in some recommendations or indications of how this can be done.

From its very outset, Daphne has aimed to support projects that take risks, try out new methods and tackle unconventional issues. This presupposes that lessons will come out of the projects and that these lessons can be used as a foundation for developing further our understanding and potential to act against violence. The more you approach your project activity with this in mind, the more European your project is likely to be.

Implementing European policy and lessons-learned

Daphne also seeks to promote projects that specifically implement European policy, with a view to learning lessons about how such policies can be successfully applied or where they need to be refined. In reality, though, very few applications that we receive refer to European policies or attempt to show how the project activity relates to European policy.

We have, in Daphne, a real chance to build bridges between policies that come out of the European institutions and the reality of life for children, young people and women in Europe. We are the ones who can test the policies and see how they can work. If we do not develop ways of implementing them, then policies remain simply documents in a fat file somewhere in Brussels.

Contributing to European policy debate

Similarly, the actions that we take through Daphne projects can significantly contribute to the development of European policy if we plan them that way. It's clear that a research report or study that is actively disseminated to those developing policies is going to make a contribution of some kind. But direct action can also feed into policy. For example, partners running refuges for families experiencing domestic violence know better than anyone the services that the families need and the gaps in those services that may exist. If these are outlined in a final report with

recommendations for actions that need to be taken, then these can be shared with policy makers who may be looking at developing standards for comprehensive victim support.

In short, never under-estimate the links between European policy and your Daphne project. These links work in both directions – your project should attempt to grow out of European policy but it should also aim to contribute to it. The links will only work, however, if you plan your project to make them work.

Always remember that your Daphne project is 'European'. Take the opportunity that Daphne gives you to create something new and bigger than you can do when you are working alone. Look for the potential your project has to impact on more children, young people and women than you could ever have imagined. Ultimately that is what we want – to be of benefit to all Europeans in the 25 Member States.

Project number	Name organisation	Title	First name	Name	Address	Country	E-mail	Website
2005-1/004/WYC	Evangelischen Fachhochschule Freiburg e.V., Zentrum für Kinder- und Jugendforschung (ZfKJ)	Ms.	Maike	Rönnau	Bugginger Str. 38	GERMANY	roennau@efh-freiburg.de	http://www.efh-freiburg.de/
2005-1/004/WYC	Evangelischen Fachhochschule Freiburg e.V., Zentrum für Kinder- und Jugendforschung (ZfKJ)	Mr.	Klaus	Fröhlich-Gildhoff	Bugginger Str. 38	GERMANY	froehlich-gildhoff@efh-freiburg.de	http://www.efh-freiburg.de/
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