

[1/6] KEY INFORMANT INTERVIEW WITH UMK POLAND	
Date:	
Interviewee's Name: Interviewee's Position:	
OVERALL INTRODUCTORY QUESTIONS	
As the MURAL project is ending, how do you feel about the role your organisation has played in t	:he
MURAL project?	
What have the main successes been in the MURAL project, from your organisation's perspective	<u>י</u> ?
How do you think participants, facilitators and the other groups you have worked with ha	ive
benefited?	
What's the most significant piece of learning for you as an organisation?	
What impact has your involvement in MURAL had for you as an organisation? What, if any, legac	
do you think the MURAL project has had for your organisation? How will you continue to build o)n/
learn from the MURAL experience?	
On a scale of 1-10, how effective do you think the MURAL project has been in achieving its ove	rall
goal and specific objectives in your country?	
0 1 2 3 4 5 6 7 8 9 10	
On a scale of 1- 10, how effective do you think the MURAL project has been in achieving its ove	
	rall
goal and specific objectives OVERALL (across all countries)?	rall



PRO	JECT APPROACH: OBJECTIVES AND ToC
Develo	Can you talk through the way in which you have implemented the MURAL project in Poland- and the different steps you took with?
Developing a cohort of social activists	Social actions were design with teachers and other staff from Krakow's schools and other institutions. Why were these groups selected?
ctivists	How will Leaders of Multicultural Education (LEW) who are trained work? Did it produce results up to now?
	Did participants keep learning diaries? If not why? How were these used?
	Once other groups next to teachers were involved, were there sufficient number of participants trained?
	How did you identify the different groups of people you have been working with- facilitators, participants, stakeholders in country, and other wider groups? And what was your rationale for working with these groups?
	To what extent did you actively seek to identify and work with groups or people for whom ethnicity/ race; or religion/ belief; or other equality areas are particularly important?



Funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020) Mutual Understanding, Respect and Learning project (MURAL) was funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020)

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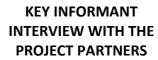


	And, how have you taken account of the MURAL project focus on race/ ethnicity, religion and belief in the design and delivery and in the way in which you communicate about the project? Were there themes which were particularly significant within your country, and groups or people (audiences) whose needs you wanted to respond to? Provide some examples how the participants coming from diverse backgrounds were able to develop long lasting relationships through engagement in the project? Did you generate any evidence on how their interactions helped to increase understanding and tolerance among participants?												
Network Support	What actions did you take to support groups of people you have been working with to support the work, empower them in their work within their communities? Did you receive any structured informal (anecdotal or formal) feedback from them? What kind of support did they appreciate t most?												
	On a scale of or in creating a su						•	-		achieve	projects goal		
012345678910What are the strengths of MURAL in your country in the area of relationship building networking between and across the different groups you've been working with? What wer challenges you have experienced?											building and		
How did you create linkages with the local and national stakeholders? To what extent they h been interested to support the project activities? How did you link local activists with stakeholders?													
	Can you provid has your role b been met and b	been in	support	ing soci	al actior	ns? To w	hat exte		-		-		



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	Have you worked together with your facilitators on case studies' collection based on carried out social action projects and campaigns in which they have reflected on achieved changes in the community? If yes, could you share some of the examples?											
	(anecdo of other from the	tal or oth organisa eir experi	ner forma ations/ si iences	al) have y takehold	you seen lers you a	of the in are work	npact of king with	the MUR ? And, h	AL proje ow have	aluable? Whatect from the provident of t	perspective ble to learn	
Transna		extent ir t possible			vorking h	iave con	tributed	to achiev	ving proj	ject aim and	objectives?	
Transnational Learning	1	2	3	4	5	6	7	8	9	10		
arning	To what	extent ir	nternatio	onal netv	vorking h	iave cont	tributed	to achiev	ving proj	ject aim and	objectives?	
	What kir	nd of cha	arn from anges (int cional net	ternal an	nd extern	-		lemente	d based	on experiend	ce gathered	
			nternatio clusion ar							ur participant n?	ts regarding	



LEARNING	INEEDS														
How did yo	u identify	y your be	eneficiar	ies' le	arniı	ng ne	eds k	pefor	e the	activ	vities	have	star	ted?	
On a scale	of 1- 10,	how app	propriate	e do y	ou fe	eel th	ne Ac	tive (Citize	ns/ N	/URA	L lea	rning	g jour	ney has
been as an	approacl	h to mee	et needs	withir	η γοι	ır cou	untry	/ con	nmur	nity?					
0	1	2	3	4		5	6	-	7		8		9	10	
Were learning contextualize					-		-	-		w wei	re the	se too	is ada	pted a	ina
What actio journeys? 1			-						-		-	-			-
-			•		tivity	/ lear	ning	need	ds wi	thin ⁻	the p	ost-a	ictivi	ty ev	aluation
How did ya forms? Wh LEARNING In your opi	at are the	e key cor 1ES	nclusions	5?										ty ev	aluation
forms? Wh LEARNING In your opi	at are the OUTCOM nion, did	e key cor 1ES your par	nclusions	s in th	ie wo	orksh	ops a	ind lo	ocal a	ction	is lea	rn to	:		
forms? Wh	at are the OUTCOM nion, did d, beco content o	e key cor 1ES your par ome a	nclusions	s? s in th and										ty ev	aluation
forms? Wh LEARNING In your opin Understand appreciate	at are the OUTCOM nion, did d, beco content o ctions cial leade	e key cor 1ES your par ome a of the wo	nclusions rticipants aware orkshops	s in th and and	e wo	orksh	ops a	ind lo	ocal a	ction	is lea	rn to	:		
forms? Wh LEARNING In your opin Understand appreciate following a Improve so leadership Undertake	OUTCOM nion, did d, beco content o ctions cial leade behaviou actions	e key cor IES your par ome a of the wo ership ski irs to sup	nclusions rticipants aware orkshops ills and a oport ot	s? s in th and s and dopt thers	e wo	orksh	ops a	and lo	ocal a	ction	s lea	rn to	8	9	10
forms? Wh LEARNING In your opin Understand appreciate following a Improve so leadership Undertake using impro Be able to	at are the OUTCOM nion, did d, beco content o ctions cial leade behaviou actions	e key cor IES your par ome a of the wo ership ski irs to sup s and be	nclusions rticipants aware orkshops ills and a oport ot haviours	s in th and and dopt thers	e wo	orksh 1 1	ops a 2 2	and lo	ocal a	ction 5 5	s lea 6 6	rn to 7 7 7	8	9	10
forms? Wh LEARNING In your opin Understand appreciate following a Improve so leadership Undertake using impro Be able to effectively Understand	at are the OUTCOM nion, did d, beco content o ctions cial leade behaviou actions oved skills commu	e key cor IES your par ome a of the wo ership ski irs to sup s and be nicate a feel emp	nclusions rticipants aware orkshops ills and a oport ot haviours ind advo	s in th and and dopt thers cate	e wo	orksh 1 1 1	ops a 2 2 2	and lo 3 3 3	ocal a 4 4 4	ction 5 5 5	s lea 6 6 6	rn to 7 7 7 7	8 8 8	9 9 9	10 10 10
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COMMUNICATION AND COLLABORATION WITHIN THE CONSORTIUM												
On a scale of 1-10, how positive do you feel about the working relationship that has been developed												
between the consortium partners?												
0 1 2 3 4 5 6 7 8 9 10												
	What are the strengths in the relationship, and what impacts have you seen for your organisation and for the consortium network?											
How do you	see part	tner-to-p	artner si	upport ir	n the con	sortium	?					
Have the rel or collabora information	ation inc	luding b	etween	partner	s or witl	n facilita		•	-	•		
How effecti working wit								in parti	cular in	relation to		
Please share improvemer		-		-		sons lea	rned in t	his area	and sugg	gestions for		



[2/6] KEY INFORMANT INTERVIEW WITH AMC PORTUGAL

Date											
Interview	ee's Nan	ne			Intervie	wee's Po	osition				
OVERALL	INTROD	JCTORY	QUESTIC	ONS							
As the MURAL project is ending, how do you feel about the role your organisation has played in the MURAL project?											
What have the main successes been in the MURAL project, from your organisation's perspective?											
How do y benefited		< partici	oants, fa	cilitator	s and th	e other	groups	you hav	e worke	d with have	
What's the	e most si	gnificant	piece o	flearnin	g for you	as an or	ganisatio	on?			
-	nk the N	1URAL pr	oject ha	s had for		-	-			any, legacies to build on/	
On a scale goal and s				•		IURAL pr	oject ha	s been in	ı achievir	ng it's overall	
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-			ective d	•	nk the N	IURAL pr	oject ha	-	-	ng it's overall	
0	1	2	3	4	5	6	7	8	9	10	







PRO	JECT APPROACH: OBJECTIVES AND ToC
Develo	Can you talk through the way in which you have implemented the MURAL project in Portugal - and the different steps you took with:
Developing a cohort of social activists	Social actions were design in November 2018, were all designed actions undertaken. How did you assist participants in defining their ideas more clearly?
ocial activists	How did AMC support lack of resources experience by some of the participants in workshops on social action design? Up to now, what was the drop-out rate of participants -i.e. participants who did not implement their actions?
	You decided to take participants to Mosque and implement thematic sessions during second local workshops. Why was the mosque chosen and what were kind of effect did the workshop and visit in particular have on participants?
	Learning journals were updated on the ongoing basis. Were the updates useful for beneficiaries and representatives of AMC and how did entries steer the learning process?
	Were additional allocations of financial resources for the event sufficient to ensure necessary support for the actions? Why did you decide to increase financial support?
	How did you identify the different groups of people you have been working with- facilitators, participants, stakeholders in country, and other wider groups? And what was your rationale for working with these groups?
	To what extent did you actively seek to identify and work with groups or people for whom ethnicity/ race; or religion/ belief; or other equality areas are particularly important?



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	And, how have you taken account of the MURAL project focus on race/ ethnicity, religion and belie in the design and delivery and in the way in which you communicate about the project? Were there themes which were particularly significant within your country, and groups or people (audiences whose needs you wanted to respond to?											
	Provide some develop long l evidence on h participants?	lasting r	relations	hips th	rough e	ngagem	ent in t	he proj	ect? Dio	d you g	enerate any	
Network Support	What actions d work, empowe informal (aneco most?	er them	in their	work w	ithin the	eir comn	nunities	? Did yc	ou receiv	ve any s	tructured or	
	On a scale of or in creating a su				•		-	•		achieve	projects goal	
	0	1	2	3	4	5	6	7	8	9	10	
	012345678910What are the strengths of MURAL in your country in the area of relationship building a networking between and across the different groups you've been working with? What were challenges you have experienced?											
	How did you cr interested to s		-								-	



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	Can you provide examples of the social actions you feel have been most impactful and why? What has your role been in supporting social actions? To what extent has the target for social actions been met and how have you been able to measure that?
	Have you worked together with your facilitators on case studies' collection based on carried out social action projects and campaigns in which they have reflected on achieved changes in the community? If yes, could you share some of the examples?
	To what extent has the MURAL project been well received and seen as valuable? What evidence (anecdotal or other formal) have you seen of the impact of the MURAL project from the perspective of other organisations/ stakeholders you are working with? And, how have you been able to learn from their experiences
Tranchation	To what extent international networking have contributed to achieving project aim and objectives? 1 largest possible extent. 1 2 3 4 5 6 7 8 9 10
Transpational Learning	To what extent international networking have contributed to achieving project aim and objectives?
	What did you learn from other partners' experience? What kind of changes (internal and external) have you implemented based on experience gathered through international networking?
	To what extent international study visits and events have contributed to your participants regarding promotion of inclusion and transnational learning on counter discrimination?



LEARNING	INEEDS														
How did yo	u identif	y your be	eneficiari	ies' le	arnir	ng ne	eds k	pefor	e the	activ	vities	have	star	ted?	
On a scale been as an			-	-						-	/IURA	L lea	rning	; jour	ney has
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What actio journeys? T			-						-		-	-			-
	6 11						ning	noor		-hin	م ما ا	a a t a			aluation
forms? Wh	at are the	e key cor				/ lear	g	neet	15 WI			OSL-a		.y ev	aluation
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forms? What LEARNING Understand appreciate	DUTCOM	e key cor IES ome a	aware	;? and		1 1	2	3	4	5		7	8	9	10
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forms? What LEARNING Understand appreciate following ad Improve so leadership Undertake	DUTCOM DUTCOM content o ctions cial leade behaviou actions	e key cor IES ome a of the wo ership ski irs to sup	aware orkshops ills and ac	and and and dopt	0	1	2	3	4	5	6	7	8	9	10
forms? What LEARNING Understance appreciate following ac Improve so leadership Undertake using impro Be able to	DUTCON DUTCON I, becontent of ctions cial leade behaviou actions oved skill	e key cor IES ome a of the wo ership ski irs to sup s and be	aware orkshops ills and ad oport ot haviours	and and dopt hers	0	1	2	3	4	5	6	7 7	8	9	10
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forms? What LEARNING Understance appreciate following ac Improve so leadership Undertake using impro Be able to effectively	DUTCON DUTCON I, beco content of cial leade behaviou actions oved skill commu I how to within th	e key cor IES ome a of the wo ership ski irs to sup s and be nicate a feel emp eir comn	aware orkshops ills and advo port ot haviours nd advo powered nunities	and and dopt hers ocate and	0 0 0 0	1 1 1 1	2 2 2 2 2	3 3 3 3	4 4 4 4	5 5 5 5	6 6 6 6	7 7 7 7 7 7	8 8 8 8 8	9 9 9 9	10 10 10 10



COMMUNICATION AND COLLABORATION WITHIN THE CONSORTIUM												
On a scale of 1-10, how positive do you feel about the working relationship that has been developed												
between the consortium partners?												
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	What are the strengths in the relationship, and what impacts have you seen for your organisation											
and for the	and for the consortium network?											
How do you	see nar	tner-to-n	artner s	upport ir	the con	sortium	2					
	See pur			apport ii		sortiani	•					
Have the re	lationshi	ps you'v	e develo	ped with	in the co	onsortiur	n led to a	any othe	r joint co	operation,		
or collabora	ation inc	luding b	etween	partners	s or wit	n facilita	itors? If	so, can	you pro	ovide more		
information	on the c	context a	nd type	of this co	ollaborat	ions?						
				·								
How effecti								in parti	cular in	relation to		
working wit	n the Bri	tish Coul	ncii as th	e manag	ging orga	nisation	ſ					
Please share	some o	f the nos	sitive and	less no	sitive Les	sons lea	rned in t	his area	and suga	estions for		
improveme						50113 100	incu in t					



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[3/6] KEY INFORMANT INTERVIEW WITH TRANSFER e.V. GERMANY

Date						_				
Interview					Intervie	wee's Po	osition			
OVERALL			-							
As the ML MURAL pr		ject is en	ding, hov	w do you	i feel abc	out the ro	ole your o	organisa	tion has	played in the
				·		· · · · ·				
										erspective?
How do y benefited		k particij	oants, fa	cilitators	s and th	e other	groups	you hav	e worke	d with have
What's th	e most s	ignificant	piece of	f learning	g for you	as an or	ganisatio	on?		
do you thi learn from	nk the Mu	1URAL pr IRAL exp	oject ha	s had for	your or	ganisatio	n? How	will you	continue	any, legacies to build on/
On a scale goal and s				-		lURAL pr	oject ha	s been in	ı achievir	ng it's overall
0	1	2	3	4	5	6	7	8	9	10
On a scale goal and s				-			oject ha	s been in		ng it's overall
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RO.	JECT APPROACH: OBJECTIVES AND ToC
D	Can you talk through the way in which you have implemented the MURAL project in Germany - and
evelo	the different steps you took with:
nin	Why was the "Start with a friend" cascade workshop selected for participants in Cologne?
e a cohort d	How did it serve the implementation of following project activities?
Developing a cohort of social activists	Organizations e.V. was cooperating with during social actions delivery were SwaF and others. Why were they selected as partners? What was their role?
rists	What were differences in implementation of Active Citizen methodology between different
	target groups. How were these differences decided on? What was their effect on the learning outcomes of both groups?
	How were learning journeys integrated in the flow of the workshops? What kind of
	reflections and feedback was mostly voiced by participants? Why were these issues important to them?
	How did you identify the different groups of people you have been working with- facilitators, participants, stakeholders in country, and other wider groups? And what was your rationale for working with these groups?
	To what extent did you actively seek to identify and work with groups or people for whom ethnicity/
	race; or religion/ belief; or other equality areas are particularly important?
	And, how have you taken account of the MURAL project focus on race/ ethnicity, religion and belief in the design and delivery and in the way in which you communicate about the project? Were there themes which were particularly significant within your country, and groups or people (audiences)
	whose needs you wanted to respond to?
-	Drovido como overendos hour the porticipante consista from diverse hashereundo were able to
	Provide some examples how the participants coming from diverse backgrounds were able to develop long lasting relationships through engagement in the project? Did you generate any



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	evidence on h participants?	10w the	ir inte	ractions	helped	to incre	ease un	derstan	ding an	d tolera	ance among
Network Support	What actions d work, empowe informal (anec most?	er them	in their	work w	ithin the	eir comn	nunities	? Did yo	ou receiv	ve any s	tructured or
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	networking be challenges you How did you cr interested to s	i have ex	perieno ges wit	ced? h the loc	al and na	ational s	takeholo	lers? Tc	what ex	ktent the	ey have been
	Can you provic has your role l been met and	been in	suppor	ting soci	al actior	ns? To w	hat exte		-		-
	Have you work social action p community? If	orojects	and ca	mpaigns	in whic	h they h	nave ref				



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Transnational Learning								to achie	ving pro	ject aim and o	bjectives?
	What ki	nd of cha	arn from anges (in tional ne	ternal a	nd exterr	•		lemente	d based	on experience	e gathered
							ts have c g on cour		•	ur participants n?	regarding



LEARNING	INEEDS														
How did yo	u identif	y your be	eneficiari	ies' le	arnir	ng ne	eds k	pefor	e the	activ	vities	have	star	ted?	
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What actio journeys? T			-						-		-	-			-
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How did yc forms? What LEARNING (at are the	e key cor							15 WI					.y ev	
forms? What LEARNING Understand appreciate	OUTCOM	e key cor IES ome a	aware	;? and		1 1	2	3	4	5		7	8	9	10
forms? What LEARNING Understand appreciate following a Improve so	DUTCON DUTCON I, beco content o ctions cial leade	e key cor IES ome a of the wo	aware orkshops	and											
forms? What LEARNING Understand appreciate following ad Improve so leadership Undertake	DUTCOM DUTCOM content o ctions cial leade behaviou actions	e key cor IES ome a of the wo ership ski irs to sup	aware orkshops ills and ac	and and and dopt	0	1	2	3	4	5	6	7	8	9	10
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forms? What LEARNING Understance appreciate following ac Improve so leadership Undertake using impro Be able to effectively	DUTCON DUTCON I, beco content of cial leade behaviou actions oved skill commu I how to within th	e key cor IES ome a of the wo ership ski irs to sup s and be nicate a feel emp eir comn	aware orkshops ills and advo port ot haviours nd advo powered nunities	and and dopt hers ocate and	0 0 0 0	1 1 1 1	2 2 2 2 2	3 3 3 3	4 4 4 4	5 5 5 5	6 6 6 6	7 7 7 7 7 7	8 8 8 8 8	9 9 9 9	10 10 10 10



COMMUNIC		AND COL	LABORA	TION W	ITHIN TH	IE CONS	ORTIUM			
On a scale of	f 1- 10, h	ow posit	ive do yo	u feel ab	out the v	working	relations	hip that l	has been	developed
between the	e consor	tium par	tners?							
	1				1	r	1	r		
0	1	2	3	4	5	6	7	8	9	10
What are th				nship, ar	nd what	impacts	have you	i seen fo	r your o	rganisation
and for the	consorti	um netw	ork?							
How do you	see nar	tner-to-n	artner s	upport ir	the con	sortium	2			
	see pur			apport ii		sortiani	•			
Have the re	lationshi	ps you'v	e develo	ped with	in the co	onsortiur	n led to a	any othe	r joint co	operation,
or collabora	ation inc	luding b	etween	partners	s or wit	n facilita	itors? If	so, can	you pro	ovide more
information	on the c	context a	nd type	of this co	ollaborat	ions?				
How effecti								in parti	cular in	relation to
working wit	n the Bri	tish Coul	ncii as th	e manag	ging orga	nisation	ſ			
Please share	some o	f the nos	sitive and	less no	sitive Les	sons lea	rned in t	his area	and suga	estions for
improveme						50113 100	incu in t			



[4/6] KEY INFORMANT INTERVIEW WITH HPD GREECE

Date										
Interview	ee's Nan	ne			Intervie	wee's Po	osition			
OVERALL	INTROD	UCTORY	QUESTIC	ONS						
As the ML MURAL pr		ject is en	ding, hov	w do you	feel abo	out the ro	ole your o	organisa	tion has	played in the
What have	e the ma	in succes	sses beer	n in the M	/URAL p	roject, fr	rom your	r organis	ation's p	erspective?
How do y	ou thinl	< partici	oants. fa	cilitators	s and th	e other	groups	vou hav	e worke	d with have
benefited							0.0000	,00	e norme	
What's th	e most si	ignificant	t piece o	flearnin	g for you	as an or	ganisatio	on?		
-	nk the N	1URAL pr	oject ha	s had for		-	-			any, legacies to build on/
On a scale	of 1- 10	bow eff	active d	a vou thi	nk the M		oject ha	s been in	achievir	ng it's overall
goal and s						IONAL PI				ig it s overall
0	1	2	3	4	5	6	7	8	9	10
On a scale goal and s						-	oject has	s been in	n achievir	ng it's overall
0	1	2	3	4	5	6	7	8	9	10



BRITISH



PRO	JECT APPROACH: OBJECTIVES AND ToC
Develc	Can you talk through the way in which you have implemented the MURAL project in Greece - and the different steps you took with:
Developing a cohort of social activists	Out of all participants who designed their actions (35 in first workshop) how many of them have already implemented their actions? How many of them informed HPD they will not implement designed actions? What was the reason for them to drop out?
f social activists	Out of designed actions that included audio-visual materials, events, joint visits, which one of them had involved most members of the wider community? Why do you think these were most visited actions?
	How did participation of academics enhance understanding of participants on islamophobia and anti-Semitism? Was the content clear enough to them? What social actions were designed in the second workshop?
	As workshops started in the afternoon, how was the methodology customized to account for less time allocated for the sessions compared to standard methodology. What were the effects of customizations?
	How did you identify the different groups of people you have been working with- facilitators, participants, stakeholders in country, and other wider groups? And what was your rationale for working with these groups?
	To what extent did you actively seek to identify and work with groups or people for whom ethnicity/ race; or religion/ belief; or other equality areas are particularly important?
	And, how have you taken account of the MURAL project focus on race/ ethnicity, religion and belief in the design and delivery and in the way in which you communicate about the project? Were there themes which were particularly significant within your country, and groups or people (audiences) whose needs you wanted to respond to?





	Provide some develop long l evidence on h participants?	lasting r	elations	hips thr	ough e	ngagem	ent in t	he proj	ect? Dio	d you g	enerate any
Network Support	What actions d work, empowe informal (aneco most?	r them	in their	work w	ithin the	eir comn	<i>.</i> nunities	? Did yo	u receiv	ve any s	tructured or
	On a scale of or in creating a su						-			achieve (projects goal
	0	1	2	3	4	5	6	7	8	9	10
	What are the networking be challenges you	tween a	nd acro	ss the d	-						-
	How did you cr interested to s		-								•
	Can you provid has your role b been met and l	been in	support	ing socia	al action	is? To w	hat exte		•		





Stephens and a second and a sec

	social a	ction pro	-	d campa	aigns in	which th	ney have	e reflect		n based on ca hieved chang	
	(anecdo of other	tal or otl	her forma ations/ st	al) have y	/ou seen	of the in	npact of	the MUF	RAL proje	luable? What ct from the pe you been abl	erspective
Transna			nternatic e extent.	nal netv	vorking h	nave con	tributed	to achie	ving proj	ect aim and ol	ojectives?
ation	1	2	3	4	5	6	7	8	9	10]
Transnational Learning	What di What ki	d you leand	arn from anges (int	other pa	irtners' e d extern	experience	ce?			ect aim and ol	
	To what	extent i	tional net	nal stud ^y	y visits a				-	r participants n?	regarding



LEARNING	NEEDS														
How did yo	u identif	y your be	eneficiar	ies' le	earnir	ng ne	eds k	pefor	e the	activ	/ities	have	star	ted?	
On a scale o been as an											/IURA	L lea	rning	; jour	ney has
0	1	2	3	4		5	e	5	7		8		9	1()
Were learning contextualized			-	-	-					w wei	e thes	se too	ls ada	oted a	nd
What action	ns were 1	taken to	respond	l to th	ie ide	entifi	ed lea	arnin	g nee	eds o	f pari	ticipa	ints f	rom	earning
journeys? T			-						-		-	-			-
How did yo forms? What			-		tivity	lear	ning	need	ds wi	thin	the p	ost-a	octivit	y ev	aluation
forms? What	at are the	e key cor	-		tivity	/ lear	ning	need	ls wi	thin t	the p	ost-a	ictivii	y ev	aluation
=	at are the	e key cor	-		tivity	' lear	rning	need	ds wi	thin ⁺	the p	ost-a	ictivi	y ev	aluation
forms? What	DUTCOM	e key cor IES ome a	aware	s? and	tivity 0	lear	ning	neec	ds wi	thin thin thin thin thin thin thin thin	the p	ost-a	8	y ev:	aluation
forms? What LEARNING (Understance appreciate following ac Improve so	DUTCON DUTCON I, beco content o ctions cial leade	e key cor 1ES ome a of the wo	aware orkshops	and										- 	
forms? What LEARNING (Understance appreciate following ac Improve so leadership I Undertake	DUTCOM DUTCOM l, beco content o ctions cial leade pehaviou actions	e key cor IES ome a of the wo ership ski Irs to sup	aware orkshops ills and a	and and dopt	0	1	2	3	4	5	6	7	8	9	10
forms? What LEARNING (Understance appreciate following ac Improve so leadership I Undertake using impro Be able to	DUTCON DUTCON I, becontent of ctions cial leade pehaviou actions oved skill	e key cor IES ome a of the wo ership ski urs to sup s and be	aware orkshops ills and a oport ot haviours	and and dopt	0	1	2	3	4	5	6	7	8	9	10
forms? What LEARNING (Understance appreciate following ac leadership l Undertake using impro Be able to effectively Understance	DUTCON DUTCON I, becontent of content of cial leaded ochaviou actions oved skill commu	e key cor 1ES ome a of the wo ership ski urs to sup s and be nicate a feel emp	aware orkshops ills and a pport ot haviours nd advo	and and and dopt thers cate	0 0 0	1 1 1	2 2 2 2	3 3 3	4 4 4	5	6 6 6	7 7 7 7	8 8 8	9 9 9	10 10 10
forms? What LEARNING (Understance appreciate following ac Improve so leadership l	DUTCON DUTCON I, beco content o ctions cial leade oehaviou actions oved skill commu l how to within th	e key cor 1ES ome a of the wo ership ski urs to sup s and be nicate a feel emp eir comn	aware orkshops ills and a port ot haviours nd advo powered nunities	and and and dopt thers cate	0 0 0 0	1 1 1 1	2 2 2 2 2	3 3 3 3	4 4 4 4	5 5 5 5	6 6 6 6	7 7 7 7 7 7	8 8 8 8 8	9 9 9 9 9	10 10 10 10



COMMUNIC		AND COL	LABORA	TION W	ITHIN TH	IE CONS	ORTIUM			
On a scale of		•		u feel ab	out the v	working r	elations	hip that l	nas been	developed
between the	e consor	tium par	tners?							
0	1	2	3	4	5	6	7	8	9	10
What are th and for the	-			nship, ar	nd what	impacts	have you	ı seen fo	r your o	rganisation
How do you	see part	tner-to-p	artner s	upport ir	n the con	sortium	?			
Have the rel or collabora information	ation inc	luding b	etween	partner	s or witl	n facilita		•	-	•
How effecti working wit								in parti	cular in	relation to
Please share improveme		-		-		sons lea	rned in t	his area	and sugg	gestions for



[5/6] KEY INFORMANT INTERVIEW WITH ECHO NETHERLANDS

Date										
Interview	ee's Nan	ne			Intervie	wee's Po	osition			
OVERALL	INTROD	JCTORY	QUESTIC	ONS						
As the ML MURAL pr		ject is en	ding, hov	w do you	ı feel abc	out the ro	ble your o	organisa	tion has	played in the
What have	e the ma	in succes	sses beer	ו in the ו	MURAL p	roject, fr	rom your	⁻ organis	ation's p	erspective?
How do y benefited		< particij	oants, fa	cilitators	s and th	e other	groups	you hav	e worke	d with have
What's th	e most si	gnificant	piece o	flearnin	g for you	as an or	ganisatio	on?		
-	nk the N	1URAL pr	oject ha	s had for		-	-			any, legacies to build on/
On a scale goal and s				-		IURAL pr	oject has	s been in	achievir	ng it's overall
0	1	2	3	4	5	6	7	8	9	10
	of 1- 10	, how eff	ective de	o you thi	nk the N	IURAL pr	-	-	-	ng it's overall
0	1	2	3	4	5	6	7	8	9	10



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PRO.	IECT APPROACH: OBJECTIVES AND ToC
D	Can you talk through the way in which you have implemented the MURAL project in Netherlands -
eve	and the different steps you took with:
Developing a cohort of social activists	
ng	How did applications of participants help guide selection process? What aspects of the
ас	application did the staff pay most attention to?
bho	
rt o	
of so	
ocia	Did time allocated during sessions for keeping learning journals show as a good solution?
n ac	Would you recommend it to other organizations involved in the same project?
tiv	
ists	
	How did challenges in organization (lack of affordable space, etc) guide decision making
	on other issues? Did some participants drop out due to changes in venue and time?
-	
	How did you identify the different groups of people you have been working with- facilitators,
	participants, stakeholders in country, and other wider groups? And what was your rationale for
	working with these groups?
ŀ	To what extent did you actively seek to identify and work with groups or people for whom ethnicity/
	race; or religion/ belief; or other equality areas are particularly important?
	And, how have you taken account of the MURAL project focus on race/ ethnicity, religion and belief
	in the design and delivery and in the way in which you communicate about the project? Were there
	themes which were particularly significant within your country, and groups or people (audiences)
	whose needs you wanted to respond to?
	Provide some examples how the participants coming from diverse backgrounds were able to
	develop long lasting relationships through engagement in the project? Did you generate any
	evidence on how their interactions helped to increase understanding and tolerance among
	participants?



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Network Support	What actions did you take to support groups of people you have been working with to support their work, empower them in their work within their communities? Did you receive any structured or informal (anecdotal or formal) feedback from them? What kind of support did they appreciate the most? On a scale of one to ten, to what extent do you feel that you were you able to achieve projects goal in creating a sustainable group of change agents in your local community?												
	On a scale of one to ten, to what extent do you feel that you were you able to achieve projects goal in creating a sustainable group of change agents in your local community?												
	0	1	2	3	4	5	6	7	8	9	10		
	What are the networking bet challenges you How did you cra interested to su	strengt ween a have ex	hs of N nd acro perienc ges with	AURAL i ss the d ed?	n your ifferent al and na	country groups ational s	in the you've b takeholo	area o been wo	f relation orking w what ex	onship ith? W	building and hat were the ey have been		
	Can you provid has your role b been met and h	een in s	support	ing socia	al actior	is? To w	hat exte		-		-		
	Have you work social action p community? If	rojects a	and car	npaigns	in whic	h they h	nave ref						



Ste BRITISH ACH CONTRACTOR CONTRA

	(anecdo of other from the	tal or otl organis eir exper	her forma ations/ s iences	al) have takeholo	you seer ders you	n of the i are wor	mpact of king with	the MUl ነ? And, ተ	RAL proje now have	aluable? Wha ect from the p e you been ab	erspective le to learn
Transr			nternatio e extent.		working	have cor	ntributed	to achie	ving pro	ject aim and o	bjectives?
natio	1	2	3	4	5	6	7	8	9	10]
Transnational Learning								to achie	ving pro	ject aim and o	bjectives?
	What ki	nd of cha	arn from anges (in tional ne	ternal a	nd exterr	•		lemente	d based	on experience	e gathered
							ts have c g on cour		•	ur participants n?	regarding



LEARNING	INEEDS														
How did yo	u identif	y your be	eneficiari	ies' le	arnir	ng ne	eds k	pefor	e the	activ	vities	have	star	ted?	
On a scale been as an			-	-						-	/IURA	L lea	rning	; jour	ney has
0	1	2	3	4		5	e	5	7		8		9	1()
Were learning contextualize			-		-		-	-		w wei	re thes	se too	ls ada	pted a	nd
What actio journeys? T			-						-		-	-			-
-	C 11					1	ning	noor		-hin	- la a	oct o			aluation
forms? Wh	at are the	e key cor				/ lear	g	neet	15 WI			051-6		.y ev	aluation
How did yc forms? What LEARNING (at are the	e key cor				/ lear			15 WI					.y ev	
forms? What LEARNING Understand appreciate	OUTCOM	e key cor IES ome a	aware	;? and		1	2	3	4	5		7	8	9	10
forms? What LEARNING Understand appreciate following a Improve so	DUTCON DUTCON I, beco content o ctions cial leade	e key cor IES ome a of the wo	aware orkshops	and											
forms? What LEARNING Understand appreciate following ad Improve so leadership Undertake	DUTCOM DUTCOM content o ctions cial leade behaviou actions	e key cor IES ome a of the wo ership ski irs to sup	aware orkshops ills and ac	and and and dopt	0	1	2	3	4	5	6	7	8	9	10
forms? What LEARNING Understance appreciate following ac Improve so leadership Undertake using impro Be able to	DUTCON DUTCON I, becontent of ctions cial leade behaviou actions oved skill	e key cor IES ome a of the wo ership ski irs to sup s and be	aware orkshops ills and ad oport ot haviours	and and dopt hers	0	1	2	3	4	5	6	7 7	8	9	10
forms? Whi LEARNING Understand appreciate following a Improve so leadership Undertake using impro Be able to effectively Understand	DUTCON DUTCON I, becontent of content of cial leaded behaviou actions oved skill commu	e key cor IES ome a of the wo ership ski irs to sup s and be nicate a feel emp	aware orkshops ills and ad oport ot haviours nd advo	and and dopt hers	0 0 0	1 1 1	2 2 2 2	3 3 3	4 4 4	555	6 6 6	7 7 7 7	8 8 8	9 9 9	10 10 10
forms? What LEARNING Understance appreciate following ac Improve so leadership Undertake using impro Be able to effectively	DUTCON DUTCON I, beco content of cial leade behaviou actions oved skill commu I how to within th	e key cor IES ome a of the wo ership ski irs to sup s and be nicate a feel emp eir comn	aware orkshops ills and advo port ot haviours nd advo powered nunities	and and dopt hers ocate and	0 0 0 0	1 1 1 1	2 2 2 2 2	3 3 3 3	4 4 4 4	5 5 5 5	6 6 6 6	7 7 7 7 7 7	8 8 8 8 8	9 9 9 9	10 10 10 10



COMMUNIC		AND COL	LABORA	TION W	ITHIN TH	IE CONS	ORTIUM						
On a scale of	On a scale of 1-10, how positive do you feel about the working relationship that has been developed between the consortium partners?												
between the	e consor	tium par	tners?										
0 1 2 3 4 5 6 7 8 9 10													
012345678910What are the strengths in the relationship, and what impacts have you seen for your organisation													
				nship, ar	nd what	impacts	have you	u seen fo	or your o	rganisation			
and for the	consorti	um netw	ork?										
How do you	see nar	tner-to-n	artner s	upport ir	the con	sortium	?						
	See pur			apport ii		sortiani	•						
Have the re	lationshi	ps you'v	e develo	ped with	in the co	onsortiur	n led to a	any othe	r joint co	operation,			
or collabora	ation inc	luding b	etween	partners	s or wit	n facilita	tors? If	so, can	you pro	ovide more			
information	on the c	context a	nd type	of this co	ollaborat	ions?							
How effecti								in parti	cular in	relation to			
working wit	n the Bri	tish Coul	ncii as th	e manag	ging orga	nisation	ſ						
Please share	some o	f the nos	sitive and	less no	sitive Les	sons lea	rned in t	his area	and suga	estions for			
improveme						50113 100	incu in t						



[6/6] KEY INFORMANT INTERVIEW WITH FAITH MATTERS UK

Date	-									
Interview	ee's Nan	ne			Intervie	wee's Po	osition			
OVERALL	INTROD	UCTORY	QUESTIC	ONS						
As the MU MURAL pr		ject is en	ding, hov	w do you	ı feel abc	out the ro	ole your (organisa	tion has	played in the
What have	e the ma	in succes	sses beer	n in the N	/URAL p	roject, fr	rom your	r organis	ation's p	erspective?
How do y benefited		< partici	oants, fa	cilitators	s and th	e other	groups	you hav	e worke	d with have
What's the	e most si	ignificant	t piece o	flearnin	g for you	as an or	ganisatio	on?		
	nk the N	1URAL pr	oject ha				-			any, legacies to build on/
On a scale goal and s		•				IURAL pr	oject ha	s been in	ı achievir	ng it's overall
0	1	2	3	4	5	6	7	8	9	10
On a scale goal and s				•	s all cour	ntries)?	oject ha		i achievir	ng it's overall
0	1	2	3	4	5	6	7	8	9	10







PRO.	JECT APPROACH: OBJECTIVES AND ToC
Developing a cohort of social activists	Can you talk through the way in which you have implemented the MURAL project in UK- and the different steps you took with? How was the debate divided between overall discussion on hate speech against Muslim and Jewish Communities and focus on Brexit in UK?
of social ac	Do diaries track only Brexit debate or encapsulate other issues? How were they used to assist with other issues in the project implementation? s
tivists	How did you identify the different groups of people you have been working with- facilitators, participants, stakeholders in country, and other wider groups? And what was your rationale for working with these groups?
	To what extent did you actively seek to identify and work with groups or people for whom ethnicity/ race; or religion/ belief; or other equality areas are particularly important?
	And, how have you taken account of the MURAL project focus on race/ ethnicity, religion and belief in the design and delivery and in the way in which you communicate about the project? Were there themes which were particularly significant within your country, and groups or people (audiences) whose needs you wanted to respond to?
	Provide some examples how the participants coming from diverse backgrounds were able to develop long lasting relationships through engagement in the project? Did you generate any evidence on how their interactions helped to increase understanding and tolerance among participants?
Network Support	What actions did you take to support groups of people you have been working with to support their work, empower them in their work within their communities? Did you receive any structured or informal (anecdotal or formal) feedback from them? What kind of support did they appreciate the most?



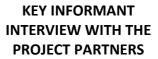
	On a sca in creatii					-					to achie	eve proj	ects goal
Ī	0		1	2	3	4	5	6	7	8	9	10)
Ī	What ar	e the s	trengt	ns of N	IURAL	in your	country	in the	area	of re	lationsh	ip buil	ding and
-	challeng	es you h	ave ex ce linka	perience ges with	ed? the loc	al and n	ational s	takehol	ders?	To wha	it extent	they h	were the ave been holders?
-	Can you	provide role be	examp een in s	les of the	ne socia ng soci	l actions	s you fee ns? To w	l have b	been r	nost im	npactful	and wh	iy? What il actions
	-	tion pro	ojects a	and carr	paigns	in whic	h they ł	nave ret					rried out es in the
-	(anecdot	tal or otl organis	ner forr ations/	nal) hav	e you se	een of th	ie impac	t of the	MURA	AL proje	ect from	the pe	evidence rspective e to learn
Transnation	To what 1 largest				etworkii	ng have	contribu	ted to a	chievi	ing proj	ject aim	and ob	jectives?
tion	1	2	3	4	5	6	7	8		9	10		



tual Understanding, Respect and Learning project (MURAL) was funded by the opean Union's Rights, Equality and Catternship Programme (2014-2020). This discator was funded by the European Union's Rights, Equality and Catternship gramme (2014-2020). The contents of this publication are the sole responsibility of the are and can in mow are balaten to reflect the waves of the Furonean Commission ber and can in mow are balaten to reflect the waves of the Furonean Commission ber and can in mow the halaten to reflect the waves of the Furonean Commission ber and can in mow the halaten to reflect the waves of the Furonean Commission ber and can in mow the halaten to reflect the waves of the Furonean Commission ber and can in mow the halaten to reflect the waves of the Furonean terms of the sole responsibility of the distribution of the sole terms of the sole responsibility of the distribution terms of the sole response of the furonean terms of the distribution terms of the sole response of the sole response of the distribution terms of the sole response of the sole response of the distribution terms of the sole response of the sole response of the distribution terms of the terms of the terms of the sole response of the distribution terms of the sole response of the term of the sole response of the distribution terms of terms of the distribution terms of ter

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Kraków



To what extent international networking have contributed to achieving project aim and objectives?

What did you learn from other partners' experience? What kind of changes (internal and external) have you implemented based on experience gathered through international networking?

To what extent international study visits and events have contributed to your participants regarding promotion of inclusion and transnational learning on counter discrimination?



LEARNING	NEEDS														
How did yo	u identify	y your be	eneficiari	ies' le	arnir	ng ne	eds k	pefor	e the	activ	vities	have	star	ed?	
On a scale o been as an			•							-	/IURA	L lea	rning	; jour	ney has
0	1	2	3	4		5	e	5	7		8		9	1()
Were learning contextualized	-		-		-					w wer	e the	se too	ls ada	oted a	nd
What action journeys? T	o what e	extent we	ere learn	ing ne	eeds	met	throu	ugho	ut the	e pro	ject i	mple	ment	atior	1?
•			•		tivity	lear	ming	neet	15 WI		the p	OST-a	ICTIVI	y ev	aluation
How did yo forms? Wha LEARNING (at are the	e key cor	•			' lear			<u></u>			OST-9		.y ev	
forms? Wha	at are the	e key cor	•			' lear			15 WI			051-8		.y ev	
forms? What LEARNING (Understand appreciate	DUTCOM	e key cor IES ome a	aware	;? and	0	lear	2	3	4	5	6	7	8	9	10
forms? What LEARNING (Understand appreciate following ad Improve so	DUTCOM beco content o ctions cial leade	e key cor IES ome a of the wo	aware orkshops	and											
forms? What LEARNING (Understand appreciate following ad Improve so leadership I Undertake	DUTCOM DUTCOM beco content o ctions cial leade pehaviou actions	e key cor IES ome a of the wo ership ski Irs to sup	aware orkshops ills and a oport ot	?? and and dopt :hers	0	1	2	3	4	5	6	7	8	9	10
forms? What LEARNING (Understand appreciate following ad Improve so leadership I Undertake using impro Be able to	DUTCOM DUTCOM , beco content o ctions cial leade pehaviou actions wed skill	e key cor IES ome a of the wo ership ski irs to sup s and be	aware orkshops ills and a pport ot haviours	and and dopt	0	1	2	3	4	5	6	7	8	9	10
forms? What LEARNING (Understand appreciate following ad Improve so leadership I Undertake using impro Be able to effectively Understand	DUTCOM DUTCOM content o ctions cial leade behaviou actions oved skill commu	e key cor IES ome a of the wo ership ski irs to sup s and be nicate a feel emp	aware orkshops ills and a oport ot haviours nd advo	and and dopt chers	0 0 0	1 1 1	2 2 2 2	3 3 3	4 4 4	55	6 6 6	7 7 7 7	8 8 8	9 9 9	10 10 10
forms? Wha	DUTCOM DUTCOM , beco content of cial leade octions cial leade octions oved skills commu	e key cor IES ome a of the wo ership ski irs to sup s and be nicate a feel emp eir comn	aware orkshops ills and a port ot haviours nd advo powered nunities	and and dopt chers ocate and	0 0 0 0	1 1 1 1	2 2 2 2 2	3 3 3 3	4 4 4 4	5 5 5 5	6 6 6 6	7 7 7 7 7	8 8 8 8	9 9 9 9	10 10 10 10



COMMUNIC		AND COL	LABORA	TION W	ITHIN TH	IE CONS	ORTIUM						
On a scale of 1-10, how positive do you feel about the working relationship that has been developed													
between the consortium partners?													
							-						
012345678910What are the strengths in the relationship, and what impacts have you seen for your organisation													
	-			nship, ar	nd what	impacts	have you	ı seen fo	r your o	rganisation			
and for the	consortiı	um netw	ork?										
			<u> </u>										
How do you	see part	tner-to-p	arther s	upport ir	n the con	sortium	?						
Have the rel	ationshi	ns vou'v	a davalo	ned with	in the co	nsortiur	n led to :	any othe	r ioint co	operation			
or collabora								-	-				
information		-		-			1015. 11	50, can	you pro				
	on the c												
How effective	ve has co	ommunic	ation be	en withi	n the cor	nsortium	, and in	relation	to workii	ng with the			
British Coun										-			
Please share	e some o	f the pos	sitive and	less pos	sitive Les	sons lea	rned in t	his area	and sugg	estions for			
improveme	nt for sin	nilar inte	rvention	s in the f	future?								