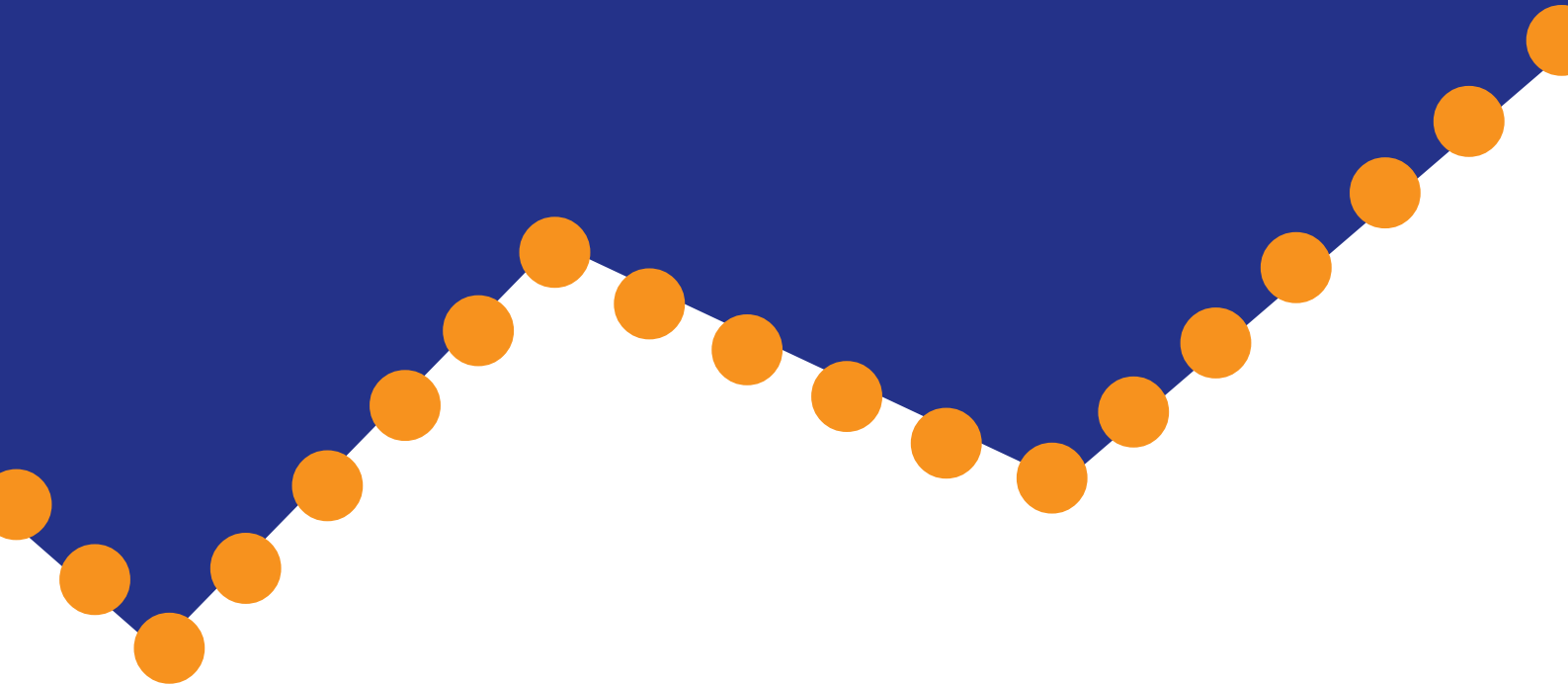


Measuring effectiveness in development education



Preface

Understanding the 'global society' in which we live is recognised as an important component of educational policy and practice in the UK. Within formal education, for example, the various school curricula in the UK make explicit references to learning about global issues and sustainable development.

One of the major driving forces behind this has been the movement of non-governmental organisations and professional bodies, who have seen 'development education' as the most appropriate concept for interpreting the global society in which we now live. The Department for International Development (DFID) has, since it was formed in 1997, recognised that in securing greater understanding and public support for international development, development education perspectives provide a valuable and useful starting point.

This publication is the major output of a research project – Measuring Effectiveness in Development Education (MEDE) – conducted by the Development Education Association (DEA) for DFID. This project grew out of previous work undertaken by the DEA to review trends in evaluating development education in the UK. A series of case studies was published in 2000 and an evaluation advisory and support service has been established to support DEA members.

The two-year MEDE project began in the summer of 1999 with the aim of helping development education practitioners plan and evaluate their work more effectively. It has been an action research project with the emphasis on consultation and learning from the experience of other sectors of education, with the consultants on the project acting as 'critical friends' to organisations working on evaluation.

The project's main aim has been to develop the capacity of organisations and practitioners to plan and evaluate their development education work effectively. It deliberately has not come up with a blueprint or checklist of how organisations should measure the effectiveness of their work.

An important feature of the project has been to provide support and advice to development education practitioners. One outcome of this support is a web-based **Users' Guide on Measuring Effectiveness in Development Education**, published as a website at <http://www.dea.org.uk/info/projects/effectiveness>. The **Users' Guide** provides practical documents, methods and details about the pilot initiatives used in the project.

Douglas Bourn, Director, DEA

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1 Introduction

1.1 Context

This publication presents the main issues and themes arising from the Development Education Association's (DEA's) Measuring Effectiveness in Development Education Project with DFID. It aims to summarise the key concepts behind evaluation and measuring effectiveness, demonstrate how they have been developed within a range of projects and recommend a framework for consideration and debate.

The publication gives considerable weight to the importance of understanding the contexts within which development education practice takes place and the need to relate specific programme objectives to wider development, educational and organisational goals.

The term 'development education' in this publication is based on the definition used by the DEA and its members:

- enabling people to understand the links between their own lives and those of people throughout the world
- increasing understanding of the global economic, social, political and environmental forces which shape our lives
- developing the skills, attitudes and values which enable people to work together to bring about change and to take control of their lives
- working to achieve a more just and sustainable world in which power and resources are equitably shared.

The need to define and demonstrate the effectiveness of development education arises from the following:

- The culture of self-evaluation is growing stronger in development education, as practitioners and organisations recognise the value and importance of evaluation for their own learning, and as a means of enhancing communication with the groups they work with.
- Development education practice in the UK has become increasingly framed within the educational context. Education ministries have, through the reviews of the various national curricula in the UK and changes in education policy, recognised the need to ensure that global perspectives and sustainable development are an integral part of education programmes, be it with school children, young people or lifelong learners. With the recognition that development education serves the educational needs of young people, comes the need to demonstrate that development education delivers high quality education.
- Governments at both local and national levels are asking all parts of the education and voluntary sectors to assess the impact of their work. This has resulted in a shift away from established forms of policy evaluation towards the measurement of effectiveness through outputs and performance indicators.
- In *Building Support for Development*, DFID highlights the need for clear and consistent messages and the spread of good practice in development education, as well as the need to measure success and to make explicit links with the international development agenda of combating global poverty.

Within this context, practitioners concerned with promoting global perspectives in education need to:

- develop a strategic sense of their work
- demonstrate how their programmes contribute to the wider picture of education, development education and international development.

This publication recognises these new agendas and aims to show the importance of measuring effectiveness. It shows that the underlying aim is to be able to assess and demonstrate that our work is achieving what we intend, using practical methods that suit the organisation and actors.

This document outlines the trends and issues that affect the delivery of development education and some principles for measuring the effectiveness of development education in different contexts. Methodologies and further details of the pilot projects are on the Users' Guide website.

The key question is therefore:

How can we easily develop valid, worthwhile and appropriate measures of success in development education?

The challenge in this question is not simply to provide appropriate methods and tools for evaluation, but to work in ways that build a collective sense of purpose and commitment. There is an urgent need to define and demonstrate the quality and impact of development education practice in order to develop an influential voice in alliance with others who believe that education for justice and equality is inherently good quality education, and that it is an entitlement within all sectors of education.

1.2 Principles

In this publication the process of evaluation is taken as the key to 'measuring effectiveness' and is seen as serving three purposes:

The demonstration of good practice

There is a need to demonstrate the value and relevance of our work in different contexts, particularly in an educational environment where development education concerns compete with other 'quality' initiatives.

The development of practice

By enhancing critical self-reflection we can help answer practical questions and improve the delivery and impact of development education activities.

The sharing of practice

There is a need to collectively review evaluation practices which spread good practice and strengthen the messages and impact of development education.

This process embodies the following principles:

- Evaluation should be treated as a political process.
- Development education has a strong value base, which should be central to the evaluation methods and approaches that we adopt.
- Evaluation is a public activity.
- Development education practitioners form a dynamic learning community with a responsibility to contribute to an open and supportive culture that shares experience, allows mistakes and encourages risk-taking.

2 ● The Project

2.1 Objectives

The aims of the project have been to:

- increase the capacity of development education organisations and the groups they work with to develop and use performance indicators
- provide analytical accounts of the process of developing indicators, to evaluate the use of indicators to gain an understanding of their strengths and weaknesses, and to identify ways to ensure that indicators are a benefit rather than a burden
- gain an understanding of what evaluation methods are most appropriate and effective under what conditions and in relation to what indicators.

2.2 Methodology

The project has been an action research project, which has explored various forms and methods of measuring effectiveness within the voluntary, education, training and international development sectors and assessed their relevance and value to development education. Aspects of the methods and perspectives developed in a number of sectors are referred to in this publication.

A feature of the project has been its consultative approach. There have been seminars and discussions with all of the key stakeholders involved with development

education. For example, a seminar was held with a number of leading development agencies on how they measured the effectiveness of their development education programmes in relation to their broader organisational goals. A seminar was also held with a number of key national education partners including curriculum and inspection bodies to assess the relationship between themes emerging from the project with those of mainstream education and training.

2.3 The pilot projects

A range of pilot projects was identified from the membership of the DEA to test out ways in which they were measuring the effectiveness and impact of programmes. The pilots were used to review what is currently happening and they represent work in progress. They provide examples of organisations grappling with a range of evaluation dilemmas. They do not provide a blueprint or set of answers on how to evaluate, but they show how organisations have developed workable evaluation models in response to particular challenges and concerns.

Members of the project team have worked intensively with eight organisations that represent different sectors and different models of working. The project looked at examples of work in the formal education sector, in youth work and adult and community education. The programmes identified included training of trainers, the

production and dissemination of resources, links between awareness raising and campaigning and institutional capacity building (see table opposite).

An open-ended approach was adopted, in which members of the project team worked as 'critical friends' with the organisations to develop and chart practical strategies for devising and using indicators within a range of formal and non-formal learning

environments. The project focused on the development of practical evaluation measures and methods in response to the realities and constraints inherent in working in different contexts.

The summary table outlines each of the projects which are then explored in depth to demonstrate key concepts related to measuring effectiveness.

| Questions asked in relation to the different types of indicator | |
|---|---|
| Baseline questions | <ul style="list-style-type: none"> ● What are current levels of understanding and support for development education? ● What are the opportunities for promoting development education? ● What are the factors that will act as obstacles against development education? |
| Learning outcome questions | <ul style="list-style-type: none"> ● What are learners able to understand and do as a result of an input? ● In what ways have learners' values and attitudes changed? |
| Process questions | <ul style="list-style-type: none"> ● Do the learning methodologies communicate the issues and facilitate the learning process? ● Does the process of engagement identify needs, enable ownership and support the development of action plans? ● Do development education practitioners share good practice and positive working relationships? |
| Impact questions | <ul style="list-style-type: none"> ● Have there been changes in individual behaviour and attitudes or in institutional policy and practice? ● Have there been changes in curriculum content or methodologies? ● Have new partnerships and forms of collaboration been established? |

| Organisation and project | Sector and nature of work | Value of case study | Type of indicators |
|--|--|---|--|
| Guide Association <i>'Training of Trainers in Development Education'</i> | Training of trainers in global youth work. | Focuses on programme planning and development. | Learning outcomes |
| Norfolk Education and Action for Development (NEAD) <i>'Fair Wear'</i> | Campaigning and public awareness raising on fair trade issues. | Explores ways to evaluate teaching and learning in a non-formal context. | Learning outcomes |
| Humanities Education Centre (Tower Hamlets) <i>'Global Footprints: Steps to a More Sustainable Future'</i> | Curriculum development: engaging primary schools in education for sustainability. | Focuses on impact indicators in an innovative, formal sector project involving a variety of stakeholders. | Learning outcomes Process: Organisational performance. Impact: Institutional/collective change (internal and external). |
| South Yorkshire DEC <i>'Whole School Commitment to Global Citizenship'</i> | Supporting the development of whole school policies on global citizenship in primary and secondary schools. | Identifies flexible methods for evaluating whole school change; highlights the importance of baseline assessment. | Baseline assessment Process: Process of engagement. Impact: Institutional/collective change. |
| Passe Partout <i>'Youth Culture and Attitudes to Race, Rights and Responsibilities'</i> | School linking project on intercultural education in secondary schools. | Evaluation is designed into the project methodology so that pupils and teachers are integrally involved in collecting and analysing results. | Learning outcomes Process: Learning process and methods. Impact: Institutional/collective change e.g. self-sustaining partnerships. |
| Workers' Educational Association (WEA) <i>'The Global Adult Educator'</i> | Development and validation of a tutor training programme in global perspectives in adult education. | Develops an evaluation model that maintains connections with the wider context. Use of learning contracts which identify measurable outcomes. | Learning outcomes Impact: Curriculum change. Institutional/collective change. National change. |
| Global Connections <i>'Global Perspectives in Learning'</i> | Integration of global perspectives into schools, youth and community education and training. | Focuses on evaluation of organisational performance and impact of work, with an emphasis on using participatory methodologies. | Baseline assessment Process: Organisational performance. Impact: Institutional/collective change (internal and external). |
| Inroads Africa <i>'Anansi Development Education Project'</i> | Summer schools to broaden the understanding of young black people about their global heritage. | Highlights the importance of carefully planning for new initiatives. | Learning outcomes |

2.4 Exploring and demonstrating key concepts

Within this publication different concepts are used to clarify different aspects of evaluation and effectiveness. They are summarised below and then demonstrated with examples from the pilot projects.

Evaluation

Evaluation is the attempt to assess the value of an activity or project. It may be concerned with some or all aspects of the activity or project.

A distinction is often made between **formative** and **summative** evaluation.

The purpose of **formative** evaluation is to support project development and implementation at early stages of a project, to provide the information needed to identify possible problems and to set strategies to adapt programmes accordingly.

In **summative** evaluation the primary purpose is to demonstrate the effectiveness of a programme; it is often carried out after a programme has been completed.

It is proposed here that the requirements to improve and to demonstrate effectiveness are seen as complementary and that summative evaluation builds on the foundations of formative evaluation rather than being planned as a separate activity.

Effectiveness

Effectiveness is the extent to which an activity achieves its long-term goals. For a particular activity effectiveness relates to how the outcomes support the broader goals.

To **measure effectiveness** is to assess the extent to which shifts have taken place that support our goals. There is a need to assess evidence of both a quantitative and qualitative nature. The measurement of changes in values, attitudes, skills and behaviour relies on comparisons and on the ability to recognise and describe when changes have taken place, as well as provide statistics on the changes.

Indicators

Indicators are observable or measurable items that tell us about the performance or behaviour of the programme. Indicators provide the reference points against which the education activity can be judged.

Process indicators (or Performance indicators) show whether the activities that were planned are actually being carried out and carried out effectively.

Impact indicators assess progress towards objectives, and what effect the work has had on the different groups of people affected by the work.



Baseline indicators help to identify the 'starting points' for change. For example, they assess levels of understanding and support for development education within organisations and communities. They are an essential part of capacity-building programmes, and they provide an important reference point in identifying realistic impact indicators.

Learning outcomes

Learning outcomes are a form of qualitative indicator that enable us to plan what learners will understand and be able to do as a result of an input. We can also use learning outcomes to help foster dispositions (values and attitudes) through the learning that takes place. Learning outcomes enable us to measure the anticipated (planned) learning and unanticipated (hopefully value-added!) learning that has taken place, and enable us to improve performance.

Each indicator requires a means of verification that describes how the necessary information will be collected. Indicators and their **means of verification** can be sought by asking:

- | What evidence would make us feel we were making progress?
- | How can we collect this evidence?

2.5 Case studies

2.5.1 Measuring effectiveness

Each of the pilots used in this project was at a different stage of development. Each had different evaluation concerns and questions. This demonstrates that defining and measuring effectiveness is one of the most challenging aspects of evaluation:

- | There is no simple measure of organisational effectiveness.
- | Measures of effectiveness should be related to the particular context and life stage of an organisation.
- | There is a need to focus on how different constituencies use the organisation for different purposes.
- | The need to differentiate between organisational levels (project, programme and strategic).

For example, the Guide Association was at the early stages of planning a project involving formative evaluation. Passe Partout focused on one major programme and the methodologies used within it. Global Connections, who work with diverse constituencies, was interested in improving the effectiveness of the entire Centre and exploring stakeholder perceptions of the Centre.

| | |
|---|--|
| <p>Guide Association</p> <p>The Guide Association is one of the largest voluntary youth organisations in Britain. Their pilot project 'Training of trainers in development education' aims to introduce development education to the Guides by familiarising them with global youth work practice in the UK, in order to shift the notion of 'international' towards sharing global perspectives and developing globally-conscious citizenship.</p> <p>The Measuring Effectiveness project's involvement with the Guide Association was during the planning phase for the programme. Key questions focused on exploring how to integrate the values and perspectives of development education into their work.</p> | <p>Questions to support project development</p> <ul style="list-style-type: none"> ● Does the Guide Association have a clear idea of what the global Guider will look like? ● In what ways will the training programme assist the Guider to develop the necessary skills, knowledge and attitudes so that global perspectives come through the activities they lead? ● What learning outcomes would need to be developed? ● To what extent will the Guide Association support and provide opportunities for actualising this objective within the guiding programmes and associated activities? |
| <p>Global Connections</p> <p>Global Connections is a Development Education Centre (DEC) based in Pembrokeshire in Wales. It works in both the formal and informal sectors, and it aims to support, provide and develop training and educational materials and activities through their resource and training centre for their various constituencies (schools, youth and adults/ community).</p> <p>The specific focus of evaluation was on engaging the various stakeholders in measuring the effectiveness and impact of the organisation's work. The project coincided with a period of organisational growth, prompting inclusion of internal organisational performance and change into the study.</p> | <p>Questions regarding organisational performance</p> <ul style="list-style-type: none"> ● What is the perception of the Global Connections Centre by its key stakeholders and users? ● To what extent does the Centre provide opportunities and support to members of the community wishing to further their understanding of global issues? ● To what extent is there consistency across the Centre's work? ● How successful are the Centre's links with other organisations? ● What impact is the work of Global Connections having on the various constituencies within the community? |
| <p>Passé Partout</p> <p>Passé Partout is a small, non-profit education organisation based in Brighton, East Sussex. It is working with young people and teachers in twelve schools in four European countries who are studying youth culture and attitudes to race, rights and responsibilities in each other's communities. Through the internet they can share and interactively modify questions and survey formats.</p> <p>Their primary evaluation focus has been on the methodologies adopted and the use of Information and Communications Technology (ICT) as a tool of communication and learning.</p> | <p>Questions regarding project methodology</p> <ul style="list-style-type: none"> ● Are ICT and drama techniques being used effectively by Passé Partout to research and communicate on youth issues? ● To what extent are the questionnaires developed by and exchanged between the schools useful in acquiring the data necessary to ascertain the young people's culture and attitudes? ● What skills and knowledge (learning outcomes) are being gained by the participants who are engaging in the process e.g. technical skills, teamwork or raised awareness of the issues? |

2.5.2 Process and impact indicators

The indicators which organisations identify relate to the areas of performance that they choose to focus upon. For example, process indicators can relate to aspects of the learning process and/or aspects of

organisational performance and relationships. Impact indicators can focus on change in terms of specific development education knowledge and skills or change in organisational cultures and relationships and the building of capacity for change within the organisations.

South Yorkshire DEC (SYDEC)

South Yorkshire DEC worked on an audit of a whole-school commitment to global citizenship. It provides a valuable example of how types of indicators are used, in this case impact indicators and process indicators. In terms of process indicators the Centre wanted to explore whether the audit was an effective tool for engaging schools in global citizenship. In terms of impact indicators, it wanted to explore the impact on school policies and practices.

| Process questions | Process indicators |
|---|--|
| How well does the audit process reveal what is happening in schools? | The DEC has a good knowledge of staff relations in the school; can assess levels of development education commitment and skills; and can identify obstacles and opportunities for moving forward. |
| Does the audit present the concept of global citizenship in a useful way for schools? | Schools identify citizenship education priorities. Teachers can relate citizenship education to other areas of work. Schools develop action plans. |
| Does the audit involve the whole school community? | Teachers are actively involved in the audit. Response is developed by a team versus an individual. Pupils, parents and governors are involved and consulted. |
| Impact questions | Impact indicators |
| What is the impact on immediate school practice? | Schools begin to implement action plans. Citizenship education is written into schemes of work. School buys/develops resources. |
| Is whole-school commitment to global citizenship education sustainable? | Members of staff have responsibility for development education. There are follow-up projects or there is further involvement in development education projects. Head/school culture supportive of citizenship education. School has a stronger relationship with DEC. |
| How does the school evaluate the project? | Citizenship education is incorporated into school assessment systems. |

The Humanities Education Centre

The Humanities Education Centre is based in Tower Hamlets in East London. Its pilot project, Global Footprints, aimed to explore sustainable development issues in school policies and practice. A key feature of this project was its partnership with a range of other DEC's and a number of European and Southern non-governmental organisations, which enabled the project model and materials to be trialled in a range of different schools and contexts.

Performance indicators: Learning process

Work is done with teachers relating to sustainability issues.

Work is done with teachers relating to sustainability and participatory learning and democracy.

Classroom work with children relating to sustainability.

Impact indicators: Learning process

Teachers' awareness of sustainability is raised.

Teachers' practice relating to participatory learning is changed.
Establishment of school council or pupil representation.

Children's awareness raised, leading to changed behaviour.

Performance indicators: Organisational performance

DEC staff have the capacity to learn the project model.

Participating DEC's share good practice and problem solving.

Impact indicators: Organisational performance

DEC staff have the capacity to adapt the project locally to realise plans.

Improved practice - problems are solved more easily.
Stronger DEC relations - new inter-DEC projects.

2.5.3 Learning outcomes

Norfolk Education and Action for Development (NEAD)

NEAD is a DEC based at Norwich in Norfolk. It engages in all areas of educational provision. The Fair Wear team (three part-time staff) runs educational and public opinion-forming activities for, mainly, youth and women's groups. Such activities aim to increase public knowledge of unfair trading practices, build support for fair trade and offer ideas for action in favour of fair trade. The project team works with its target groups in a range of contexts: one-off sessions; courses; and events such as Fair Wear fashion shows. Some target groups have experienced varying amounts of prior learning about fair and unfair trade, while others know little or nothing about these subjects.

There was a lengthy developmental process in which a series of learning outcomes was refined. The goal was to agree simple, relevant, measurable learning outcomes appropriate to Fair Wear's varied learning and teaching contexts. Three key 'messages' were identified as part of an overall learning agenda: one, 'international trade is biased against the poor'; two, 'there are negative impacts to globalisation'; three, 'civil society and individuals have the power to bring about change'. Learning outcomes were then constructed that would support these three messages under the classifications 'understandings', 'skills' and 'dispositions'.

| Messages | Learning outcomes | | |
|------------------------|--|--|--|
| | <i>Understandings</i> | <i>Skills</i> | <i>Dispositions</i> |
| Fair trade | Learners understand what constitutes fair trade. | Learners are able to critically examine fair trade issues and to discriminate in favour of fair trade. | Learners empathise with workers who have poor pay and conditions and feel moved to action. |
| Globalisation | Learners understand the nature of globalisation's negative social impacts. | Learners are able to find out about globalisation's negative impacts North and South. | Learners define themselves as part of the problem. |
| Power to change | Learners understand approaches to changing the undesirable aspects of globalisation. | Learners are able to propose new alternatives to globalisation's negative impacts. | Learners define themselves as part of the solution. Learners feel moved to action. |

The Workers' Educational Association

The Workers' Educational Association (WEA) aims to bring development education into the mainstream of their curriculum through the development of a tutor training programme. This pilot project had the specific aim of identifying development education learning outcomes, which could then be incorporated within their broader assessment and accreditation criteria.

Through the use of a learning contract the tutors identified specific learning outcomes in terms of facilitation skills, materials development and programme development. The contracts helped the tutors to think about how they would apply the learning and to develop a personal action agenda. The identification of learning outcomes thus became an integral part of the learning process.

Learning outcomes

The learner will be able to understand the concept and key attributes of the 'global' adult educator by:

- using the process of observation to identify good practice
- evaluating her/his own teaching using feedback from others and the process of reflection
- developing their skills as facilitators/tutors in relation to the concept of global adult educators.

Assessment criteria

The learner can:

- explain the concept and list the attributes of the global adult educators good practice
- identify and describe good practice when observing the teaching of others
- obtain feedback from learners using appropriate means
- use feedback from learners and observation, together with personal reflection to evaluate their own teaching
- identify and explain the selection of three areas for personal development in relation to facilitation skills, the production of materials and programme development
- describe the support required to develop their selected areas
- identify and explain evidence to demonstrate development of their skills in these three areas.

2.5.4 Means of verification

Once organisations have identified the areas of performance they will focus upon, and identified the questions they seek answers to and the indicators of progress, they need to identify the methods they will use to collect the necessary information and evidence (means of verification).

The three key areas of performance, which the organisations focused upon to varying degrees, are:

- teaching and learning processes and outcomes
- organisational performance and management
- impact – the set of sustainable changes that result from the education activities, and the effects (intended or unintended) that a programme has on the community/target group.

The organisations all identified ways to collect baseline information and were able to use this information both to guide the development of programmes and as a reference point for later comparisons to see what had changed.

For SYDEC, for example, the extent to which the Centre could identify what was happening in schools was critical to the successful implementation of the project, and it provided a baseline assessment. Thus the impact measures related closely to the 'sliding scale' of the schools' initial levels of understanding and skills.

As a staff member observed:

“The evaluation of the baseline is very useful in order to build an understanding of the process of what works - we want to find out how we get sustainable DE in a range of schools using different approaches that are required in response to different needs.”

The Centre used a variety of methods to assess progress. The main challenges they faced were deciding what evidence was acceptable and reliable, and formalising the process of gathering evidence when school responses and feedback were so different.

The baseline assessment covered the DEC's analysis of school needs and opportunities, their records of contact with schools, and schools' responses to the audit and initial action plans.

Ongoing assessment of progress was primarily through the DEC's observations and records of what took place. The types of evidence they were able to collect included:

- the level and nature of school involvement
- school actions in response to the audit: action plans, the development of policies, schemes of work.

Learning outcomes

A variety of methods can be used to find out what learners know, think and are able to do; such as group brainstorms or tasks, focus groups, quizzes and questionnaires, interviews, learning diaries and learning contracts.

In the Fair Wear project, for example, instead of designing traditional 'before' and 'after' evaluatory questionnaires (that are better suited to formal learning contexts and especially 'captive' audiences such as school pupils), they came up with the idea of developing a before and after 'learning outcome quiz'. This could be used randomly with one-off sessions and regularly with target groups participating in courses.

In the Passe Partout project young people exchanged ideas over the internet, developed drama scripts and produced videos which indicated what had been learned and how attitudes had changed in comparison to initial attitudes which were explored through questionnaires.

In the WEA project ongoing feedback from the tutors was central to programme development and delivery through a range of tools. Progress against the learning contracts was reviewed through presentations, learning logs, portfolio notes and group discussions. There was also a strong emphasis on peer review and support, such as tutorial sessions to reflect on learning and to share practice, classroom observations and an evaluation day.

Organisational performance

Global Connections focused on gathering feedback on how effective the organisation was through the use of participatory methodologies such as focus group discussions with stakeholders for baseline and needs assessment, and actively involving them in defining indicators of success. It also implemented a system of internal review and participatory planning to

ensure that there was consistency across the organisation's work and that it operated as a learning organisation and fed learning into everyday work.

Impact

Impact is the set of sustainable changes that result from the education activities, and the effects (intended or unintended) that a programme has on the community/target group. This can include promoting change in organisational cultures and building the capacity of organisations - these are long-term processes, which require open and flexible approaches to change.

Learning outcomes are generally used to indicate individual changes in understanding, values and attitudes in the short term. However, it is also important to explore longer-term impacts on practice at different levels such as changes in classroom practice, learning methodologies, schemes of work and curriculum content; organisational change in terms of culture, policy and partnerships; or national change such as changes in accreditation systems, education plans and policies.

For example, in relation to SYDEC's global citizenship project the impact questions are:

- Does the project result in sustainable changes in practice and enhanced capacity within the school to engage in development education after the project has ended?
- Are the school's practice and understanding of citizenship education strongly informed by development perspectives and values?

The Centre feels that this is the most difficult area to evaluate and views these questions as being of major significance because there is a danger of losing sight of original goals as a project is developed and refined. A key danger in the project, for example, is that the Centre focuses exclusively on the development and use of the audit as an end in itself. Thus schools might use the audit but neglect the global development perspectives within it, or schools may initially make a commitment to develop actions which they later fail to follow through.

The Centre would like to develop a strategy to ensure that it revisits its long-term goals throughout the life span of all projects. The main difficulty in addressing these questions is that the evaluation would take place after the project is completed, but the project application has not built in any post-project evaluation - this is not allowed for, and

certainly not encouraged by most funders. There is also organisational and management pressure to complete the project and move on. Other practical concerns include the extent to which schools will cooperate on evaluation activities, and the level of resources and time available for evaluation.

The longer-term influence of programmes beyond the individual level is particularly difficult to assess because many factors beyond the programme can influence such changes. They are more open-ended and difficult to define or anticipate, and keeping track of change and gathering feedback from participants after a programme has ended is often not feasible. Given the practical limitations on how far an organisation can track and measure outcomes, it is therefore important not only to measure initial outcomes but to relate these closely to longer-term goals.

3 ● Responding to key challenges

3.1 The centrality of values and the education process

This publication does not advocate a particular method or set of indicators. However, it is based on the principle that the values underlying development education should underpin its evaluation practices.

The primary concern of evaluation should be the education process itself. Participants in education should have a central role in defining and assessing their own best practices.

The capacity to demonstrate the contribution that development education can make at individual, organisational and societal levels requires clarity in:

- the anticipated changes in relation to knowledge and skills, attitudes and values, and changes in behaviour and practice
- the relationship between learning processes and learning outcomes
- key stages in processes of individual attitudinal change; processes of organisational change and capacity building.

Demonstrating effectiveness in educational contexts relies on analyses of learning and change. The complex and open-ended

nature of learning challenges the implicit assumption in many development education programmes that changes in awareness will lead to changes in attitudes and behaviour. The Measuring Effectiveness project has noted that development education practitioners are responding to the need to be more specific and realistic in accounts of what they are trying to achieve.

This can be summarised in three main ways:

Recognising different starting points

There is increasing recognition that when people and organisations become involved in development education they have different levels of understanding and readiness to engage in the issues.

This means that when working with organisations such as schools or community groups, identifying levels of awareness of and support for development education is seen as critical to the successful implementation of development education programmes as well as providing the basis for any evaluation.

Secondly, consistent and reliable evaluation methods are beginning to be developed that are flexible enough to embrace diversity. For example, impact measures should relate closely to a 'sliding scale' of levels of understanding and skills.

Emphasising learning outcomes

The increasing use of learning outcomes in development education has been an important step forward. This can be seen from a number of the pilot projects used for this research. However, there is a tendency to focus on immediate, observable outcomes such as student reactions, rather than longer-term outcomes such as changes in behaviour and impact on practice.

Approaches to evaluation therefore need to respond to understandings of attitudinal change and the relationship between learning processes and learning outcomes in order to develop appropriate measures. They need to obtain more reliable evidence about the effectiveness of educational activities.

Capacity building

Recognition of the value of mutual support and collective learning in sustaining changes in practice has prompted the identification of capacity building and promoting change in organisational culture as explicit objectives in development education programmes.

Capacity building is complex, can be time-consuming and requires flexibility. All too often the project found that development education programmes attempted to achieve significant results in too limited a time and with insufficient resources. Capacity-building plans need, therefore, to be constructed to take into account its various stages and the resultant time constraints, available resources and the relationships between different forms of indicators.

3.2 Asking the right questions

The most important choice in evaluation is what to measure, or what aspects of performance to focus on; therefore the primary aim of the project is to help people to ask the right questions, and to gather information that is meaningful and relevant to their work. The project also shows that organisations can be distracted from asking and answering the right questions by factors such as funding conditions, constraints of time and resources and concerns about appropriate or practical methodologies.

Funding conditions can undermine the effective development and implementation of indicators when:

- they impose inappropriate models
- funders fail to take into account the need to build in long-term impact assessments after the project or programme has finished.

Methodological concerns can distract organisations from asking the right questions when:

- organisations use only quantitative indicators
- organisations base evaluations on other requirements than their own.

The key to improved evaluation is that people have the space, resources, confidence and know-how to experiment with new ideas and approaches to evaluation in order to identify methods that meet their particular needs and contexts.

3.3 Relating to other evaluation and assessment systems

In the development of valid and reliable measures of success in development education, there is a need to relate to, and where appropriate make explicit connections with other relevant forms of evaluation and inspection.

One of the key challenges in measuring effectiveness is to develop evaluation practices which reflect development education purposes and values, and are rigorous enough to fulfil external requirements.

The ways in which organisations relate to external regulatory bodies and systems will vary according to their reasons for doing so. For example, there may be a need:

- to gain endorsement and validity by demonstrating how engaging in development education can fulfil external requirements such as OFSTED criteria. Inspection systems can thereby be used as a planning resource or reference point to develop resources or programmes which engage people by using their language and responding to their concerns.

- to directly gain accreditation to facilitate the national promotion and dissemination of education programmes.
- to inform and influence national agendas by demonstrating the value and relevance of development education perspectives.

The WEA 'Global Adult Educator' project, for example, aims not only to bring global perspectives into the mainstream of the WEA's curriculum, but also to influence national agendas through the identification of specific development education learning outcomes and assessment criteria for the accreditation process:

“We need to be able to produce another way to define and evaluate skills, and we need to be able to articulate our approach rigorously. We will define how the WEA sees basic skills, and go through the process of how we measure effectiveness, and map the process, and use it as an argument against other approaches.”



4 ● A framework

4.1 Linking indicators to key performance areas

Taking account of the work that has been undertaken by development education practitioners to address questions of evaluation and effectiveness, the Measuring Effectiveness project is therefore proposing a framework which takes the agenda forward, and hopefully makes the area more accessible and easier to understand.

The proposed framework should be seen as a tool to assist practitioners in devising how they measure the effectiveness of their programmes.

Organisations need to prioritise their evaluation needs, and to focus on questions and areas of performance which are possible to answer given practical constraints of access, resources and time. It is proposed that this framework be used to help organisations to plan and design their evaluations, to appreciate the interdependence between the three areas of performance and to demonstrate the linkages between them and the gaps, i.e. they need to be aware of the questions which remain unanswered.

The project is proposing three very simple questions as the main tools for measuring effectiveness in development education – ‘why’, ‘what’, and ‘how’.

4.2 Why? What? How?

When organisations evaluate their work, they need to focus on particular aspects of performance. Evaluation can help organisations to gain only partial interpretations of work programmes and activities; this involves hard choices in terms of what issues to focus on.

In order for organisations to identify their evaluation priorities, they need to be able to recognise and differentiate key performance areas.

The project has identified three spheres of concern which need to be considered in relation to questions of performance. These are illustrated in the following table (page 22) and diagram (page 23).

The pilot projects highlight the need to demonstrate the connections between specific project goals and the broader development, educational and organisational objectives.

| Why? What? How? | |
|--|---|
| WHY are we engaged in development education? | 'Why' should be the first question in evaluation. It relates to our underlying values and to the impact we hope to have through our work, and focuses on ways to assess what we have achieved as a result of our activities. The evaluation cycle returns to the 'why' question regularly in order to keep a check on how main aims are determined and attended to. |
| WHAT actions are we going to take to work towards our goals? | The second key area of performance we need to deal with focuses on the different types of action we can take, such as the development and promotion of resources, training programmes, public awareness campaigns, and building the capacity of others through working in partnership with a range of education and community organisations. |
| HOW are we going to plan, organise and manage our activities? | To work effectively we need to operate as learning organisations that are capable of ongoing organisational learning, adaptation, reflection and goal-setting. We need the capacity to analyse the context in which we work, to efficiently manage our resources, to work in partnership with others, and to regularly review our work. |

As the following diagram illustrates, the three areas of performance are not seen as discrete categories. Indeed, one of the challenges in evaluation is to recognise and maintain the connections between these three areas.

Within the framework of 'why', 'what' and 'how', different evaluation questions and types of evaluation need to be recognised. These points are explored further in the table on page 24.

Underlying values and long-term goals

- What strategies will help us respond effectively to the wider context in which we operate?
- How will we know if our aims have been achieved?

Asking **why** encourages us to think of the **rationale** for the initiative; its desired impact, the values, attitudes and actions we would like to see.

Why are we engaged in development education?

How are we going to plan, organise and manage our activities?

What actions (education programmes) are we going to take towards our goals?

Considering **what** helps us to decide the **focus** of the initiative in terms of knowledge, key skills, the learning process and outcomes, and the agendas that form the content of the work.

Looking at **how** prepares us for the **implementation** of the initiative, and the level of organisational performance that needs to occur.

Organisation and management

- How are we going to plan, organise and manage our activities?
- Does our organisation plan and deliver programmes efficiently and effectively?
- Do we share good practice and work in a supportive and creative environment?

Teaching and Learning

- What actions are we going to take towards our goals?
- What are the current levels of understanding and skills within the groups we work with?
- What learning and change has taken place as a result of our programmes?

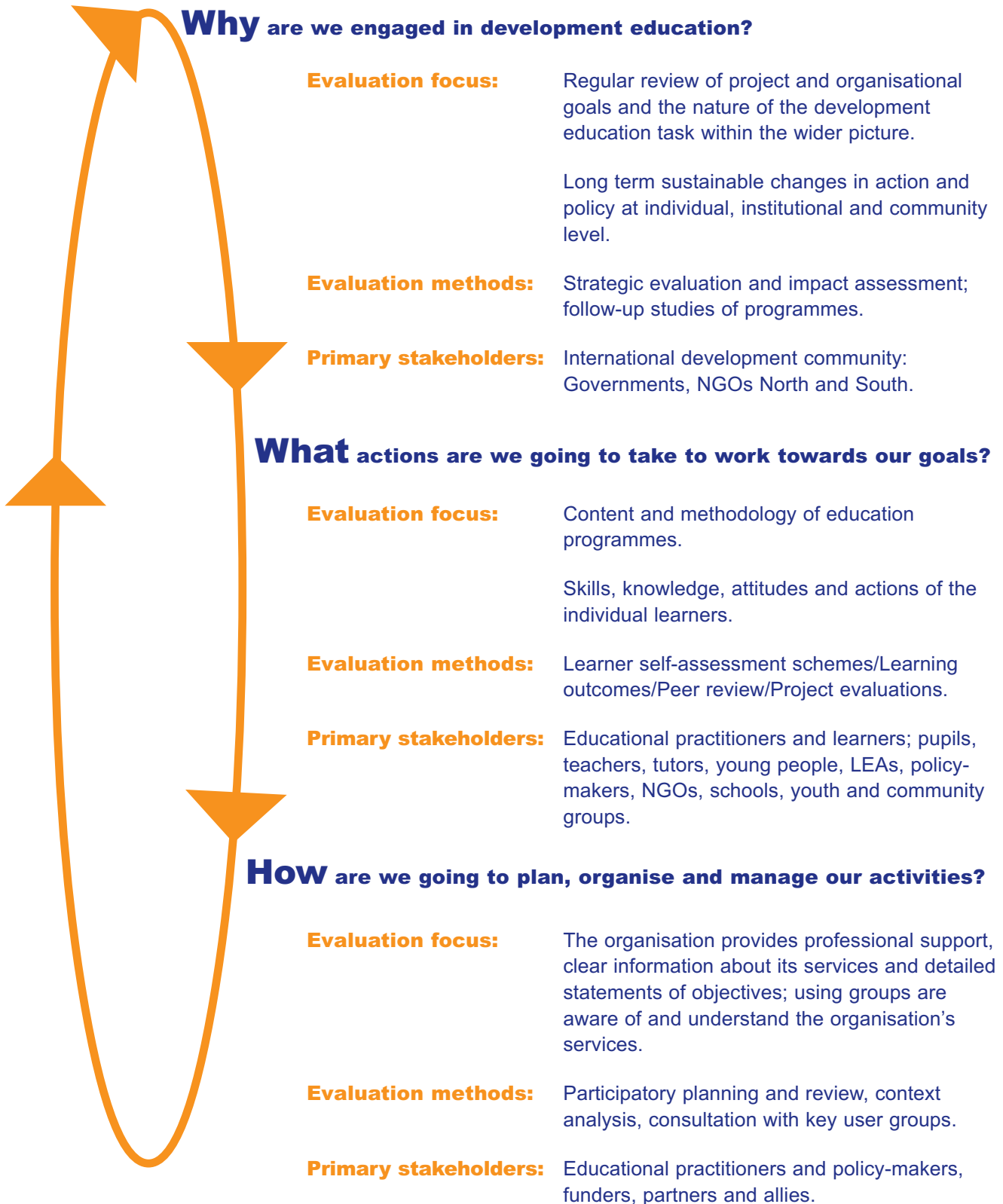
| Area of performance | Evaluation questions | Types of Evaluation |
|--|---|--|
| Impact WHY are we engaged in development education? | <ul style="list-style-type: none"> ● How will we know if our aims have been achieved? ● What strategies will help us to respond effectively to the wider context? | <ul style="list-style-type: none"> ● Impact assessment. ● Strategic review. ● Outcomes evaluation. |
| Teaching and learning WHAT actions are we taking? | <ul style="list-style-type: none"> ● What are the current levels of understanding and skills within the groups we work with? ● What learning and change has taken place as a result of our actions? | <ul style="list-style-type: none"> ● Assessment schemes. ● Learning contracts. ● Learning outcomes. ● Peer review. |
| Organisation and management HOW are we going to plan, organise and manage our activities? | <ul style="list-style-type: none"> ● Does our organisation plan and deliver programmes efficiently and effectively? ● Do we share good practice and work in a supportive and creative environment? | <ul style="list-style-type: none"> ● Participatory planning and review. ● Context analysis. ● Stakeholder analysis. |

4.3 How the framework can be used

The framework can be used when first planning an evaluation or when an organisation wants to review its evaluation practice. It can form the basis of discussion about the focus of the work, or be used as an aid to identify where there are gaps in information on certain aspects of the organisation’s programmes. This can lead to decisions about evaluation priorities and the types of evaluation that are required. Whilst organisations need to prioritise their

evaluation needs, and to focus on questions and areas of performance which are possible to answer given constraints of access, resources and time, they also need to demonstrate the linkages between the three areas of performance, and they need to be aware of the questions which remain unanswered.

The following diagram is a representation of the process of thought necessary when implementing an education programme. Indicators to measure the effectiveness and quality of the initiative will emerge through the process of asking these questions.



4.4 Taking the framework forward

The Measuring Effectiveness Project therefore proposes that in evaluating their development education programmes, practitioners need to consider the three principles of ‘why’, ‘what’ and ‘how’ and then use the key concepts mentioned earlier in the text as and when appropriate.

The web-based Users’ Guide accompanying this publication has further information on appropriate methods with a toolkit on evaluation methods. There is also more information about the pilot projects on the website, with detailed explanations about the processes they went through and the main conclusions to emerge in terms of appropriate forms of measurement.

An important accompaniment to this publication is the DEA’s evaluation advisory service. Since 1999, the DEA has established a network of advisors who can help organisations engaged in development education practice to evaluate their programmes more effectively. From 2002 this Development Education Planning and Evaluation Resource scheme (DEPER) will begin to incorporate the main principles in this publication into its advisory and consultancy service.

From 2002 onwards the DEA also plans to begin an ongoing programme of training, in the form of a short course on evaluation and measuring effectiveness. It plans to have this training validated externally.

5

Conclusions

This publication has aimed to demonstrate that measuring effectiveness in development education has been understood within the context of the agendas of 'why', 'what' and 'how'. Why is an organisation embarking on a development education programme; what is the programme trying to achieve; and how are they going to achieve their targets and goals?

Measuring effectiveness, it is suggested, is far more complex than measurement against long-term goals of levels of awareness raising and understanding. There is, in essence, a hierarchy of goals and objectives, but what is most important is that any programme is clear from the outset about what it is trying to achieve.

A development education programme does not, and in most cases will not, have as its main objective changing attitudes and understanding of global poverty and international development. This is likely to be much more specific, such as improving the capacity of teachers to deliver effective programmes, or giving educators the tools and resources to engage with development issues. But what is needed in any programme is to ensure that the links and connections with the bigger 'why' of development education are made. This means being able to demonstrate that teachers who have the tools to be effective deliverers of development education can build greater understanding of global poverty by educating the pupils, who in turn become part of a wider constituency of understanding and change.

The main issue identified by the Measuring Effectiveness project is that, whilst there has

been significant advance by development education practitioners in the last five years in addressing evaluation and measuring effectiveness, insufficient consideration has been given to locating the relationship of the specific programme objectives to broader development, educational and organisational goals. The proposed framework, it is hoped, will go some way towards helping people to make these links.

In proposing the model of 'why', 'what' and 'how' as the starting point for a framework the Project is not seeing this as the 'be all and end all' of measuring effectiveness. Indeed, what is needed now is a project to measure the effectiveness and impact of these proposals on development education practitioners over the next five to ten years.

For the DEA and DFID, evaluation is an essential component of good practice. Development education programmes must address the questions of 'why', 'what' and 'how' from the outset, and from this identify the most appropriate indicators to use and address. Practitioners should also recognise that evaluation is by its very nature a political process. Development education comes from a strong values base and this needs to be integral to the outcomes of all projects and programmes.

We hope above all that the main themes will be a stimulus to debate, and that the framework, in conjunction with the other outcomes of the project, notably the website and special issue of the *Development Education Journal*, will help development educators with their practice.

6 ● Further material and references

Further material

DEA (2001) *Users' Guide to Measuring Effectiveness in Development Education*
<http://www.dea.org.uk/info/projects/effectiveness>

DEA (2001) *Measuring Effectiveness* The Development Education Journal Volume 7.3

DEA (2000) *Principles and Practice for Development Education Practitioners Working with Schools*

References

DEA (1999) *Evaluation* The Development Education Journal Volume 5.1

DEA (2000) *The Improving Practice Series: Measuring our Effectiveness*

DFID (1999) *Building Support for Development*

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Development Education Journal, Volume 7.3, has been published alongside this document. It includes articles on some of the themes and issues addressed in this publication together with examples of evaluation and measuring effectiveness from a range of organisations.

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Measuring Effectiveness in Development Education

Understanding the 'global society' in which we live is recognised as an important component of educational policy and practice in the UK. One of the major driving forces behind this has been the movement of non-governmental organisations (NGOs) and professional bodies who have seen 'development education' as the most appropriate concept for interpreting the global society in which we now live.

This publication addresses the issues and questions about how NGOs and other development education practitioners consider measuring the effectiveness and impact of their programmes.

The issues raised are based on a two-year research project by the Development Education Association, the umbrella body for development education in the UK. They include an exploration of the key concepts in effectiveness and evaluation, a review of pilot projects from the research and a framework to assist in measuring effectiveness.

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