



**Monitoring and Evaluation
within
the development education context**

**Friday 24th November 2006
10am - 1pm
Equality Authority, Dublin
Facilitator: Phyllis Thompson**

Workshop Report

The workshop was supported by:



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Acknowledgements

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Introduction

This workshop was organised by the Centre for Global Education and facilitated by Phyllis Thompson as part of the Centre's larger "Capacity building in development education" project supported by Irish Aid. The other key elements to the project include a development education journal, *Policy and Practice*, and an annual development education conference for practitioners.

Purpose

This workshop explored some of the key issues and possibilities around evaluation in development education. It aimed to enable practitioners to identify different types of indicators for measuring effectiveness and to select and adapt a range of evaluation techniques to complement their practice.

Workshop objectives

- Reflect on your own approach to monitoring and evaluation
- Increase your understanding of what makes monitoring and evaluation effective in the context of development education
- Consider different types of indicators for measuring effectiveness
- Identify a number of evaluation tools and techniques and relate these to your own practice

Group work outputs

Why engage in monitoring and evaluation?

- Funding demands
- Profiling the sector and providing evidence
- Establishing the worth/value of an activity
- Part of the planning process for the future
- Improvement of practice
- Monitoring progress
- Engagement of others to ensure that they are happy with the outcomes
- Contextualising work
- Turning a project into learning
- Praxis - organisational learning and confidence: reflection - action
- Ownership
- Clarifying strengths
- Measuring impact/differences made
- Assessment of staff/organisation: success/failures
- Ensure that needs and objectives are met
- Being professional - creating a formal framework
- Good practice
- Taking responsibility for action and outcomes
- Accountability

Who engages in monitoring and evaluation?

- Partners
- Funders
- Learners
- Other DE practitioners
- Teams across organisations
- Ourselves
- Trainers
- Future DE practitioners
- Policy makers
- People in the Global South
- The World
- Target groups/communities

Handouts

1. Evaluation Concepts

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 of the project, typically: how it was managed and made use of the available resources

- how well it achieved the planned outputs, for example: were they on time and as envisaged?
- whether these outputs had the required effect (or outcomes) on those intended to benefit
- whether its effects will last and continue to support long-term development education goals.

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 and to provide the information which is needed to identify possible problems and set strategies to adapt programmes accordingly. In summative evaluation the primary purpose is to demonstrate the effectiveness of a programme, and it is often carried out after a programme has been completed.

Monitoring is the process of overseeing the performance of an activity, usually through regular review of progress, the use of resources and planned outputs.

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. It needs to weigh up evidence of both quantitative and qualitative data. The measurement of changes in values, attitudes, skills and behaviour may rely on comparisons and the ability to recognise and describe when change has taken place, as well as provide statistics on the changes.

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. Impact assessment must therefore be viewed as an ongoing process as opposed to an 'end of programme' activity.

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. Each indicator requires a 'means of verification' that describes how the necessary information will be collected.

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.

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 enables us to improve performance.

Source: http://www.dea.org.uk/effectiveness/keyconcepts_concepts.html

2. Evaluation in the context of global and development education

“Evaluation, in the context of global and development education is part of the process of social change
...Evaluation is therefore a political act and not a value-free process.

The ‘evaluators’ are as important as the evaluation methods. Approaches to evaluation that allow all the stakeholders to become engaged in the cycle of reflection-action-reflection are upheld as best practice. The art of effective evaluation is bringing about this process and translating the findings into clear action plans for the future.

Policy makers, researches and practitioners in development education may become involved in the process from different starting points but the common aim is to measure the impact of the [activity] on the individual, organisation or the community as change agents in the pursuit of a more just and equitable world.”

Dr Katy Newell Jones
Global Trainer Course Handbook
dea@dea.org.uk

3. Evaluation Methods

KirkPatrick's Level	Methods ALL CAN BE FORMATIVE AND SUMMATIVE!!	Advantages	Disadvantages
<p>Reactions</p> <p>How people feel and react to the event - reflects satisfaction or (dis)comfort</p>	<p>Most effective immediately following an activity or event.</p> <p>Activities which capture the 'mood' - rounds identifying positive and negative aspects of the training, pictures, words, card sorting, evaluation sheets, post-it notes, open discussion, tutor 'feeling' the atmosphere and checking it out!</p>		
<p>Learning</p> <p>Newly acquired skills, knowledge or understandings</p>	<p>Can be at the end or shortly after an activity or event.</p> <p>Activities which focus on learning - rounds identifying what people have learnt, what was most/least useful, self assessment, questionnaires on what knowledge etc people have acquired, how have their attitudes changed as a result of the training event, matrices.</p>		

<p>Transfer / Behaviour</p> <p>Relevance and applicability elsewhere - could be behaviour changes.</p>	<p>Can be used at the end or a period following an activity or event.</p> <p>Activities which focus on the relevance to people's lives - questionnaires or discussion focusing on the relevance and applicability, 'In what ways, if any, will you change your practice?'. Likert scales, interviews, round asking people to identify the most relevant aspect.</p>		
<p>Results</p> <p>Impact - increased production, decreased costs, increased 'effectiveness</p>	<p>Can be used once time has been allowed for the impact to be identified.</p> <p>Activities which focus on the changes in practice and NOT the training event - field visits, case studies, questionnaires, interviews, audits, revisiting indicators which were identified as 'weak' prior to the training event.</p>		

For more information on Kirkpatrick's framework see: <http://coe.sdsu.edu/eet/articles/k4levels/index.htm>

4. Evaluation in practice

Focus on one of your forthcoming activities and devise an appropriate formative or summative evaluation strategy:

Aims and objectives

(Clarify the purpose of your evaluation)

Evaluation indicator

(Identify the indicator(s) you will be looking for)

Method

(Select the evaluation technique(s) you will use)

Action

(What will you do with what you find out?)

5. Evaluation indicators

Indicators are observable or measurable items that tell us about the performance or behaviour of the activity.

Indicators provide the reference points against which the activity is evaluated.

Indicator	Characteristics	Key evaluation questions
Input	Evaluation of resources and action e.g. funds, staffing, equipment.	
Outputs	Evaluation of the direct and tangible products of the activity e.g. number of training courses delivered or participants attending workshops.	
Process/Performance	Evaluation of implementation e.g. planning, consultations, effectiveness of events and activities to achieve objectives.	
Outcome	Evaluation of anticipated (planned) benefits/results of the activity e.g. quality of learning changes in values and attitudes.	
Impact	Evaluation of effects, changes or consequences intended as well as unintended, negative as well as positive, and long-term as well as short-term resulting from the activity relating to progress towards local and global environmental, political, social and economic objectives e.g. change in the values, attitudes, skills and behaviour of individuals/ groups or change in organisational cultures and relationships.	

Measuring Impact -A Guide To Resources

<http://www.ncvo-vol.org.uk/research/index.asp?id=1198#3>

Measuring effectiveness

<http://www.dea.org.uk/effectiveness>

P. Thompson 2006

Participant questions before the workshop

(areas of interest/previous knowledge or experience of monitoring and evaluation)

“to learn about the different ways of monitoring and evaluating projects. To learn from the people in the room about their work”.

“need a more formalised framework for better practice”

“would like to explore some concrete examples of indicators for development education...how to include perspectives that aren't present in the group”

“how do my organisation's current evaluation practices compare to others' in the sector? What models are there that could assist us in further development monitoring and evaluation procedures?”

“I would like to gain a deeper understanding of effective evaluation methods”

“to discuss evaluation of 'qualitative' aspects of DE”

“are there useful frameworks for evaluating the impact of DE on attitudinal change?”

“what is longitudinal evaluation? What tools are there available to carry it out?”

“how can we evaluate our work effectively using DE methodologies?”

“I am interested in getting the DE angle and priorities”

“...different types of indicators to review current practices”

“to understand and be better at evaluating projects”

“participative methodologies for evaluating workshops”

“choosing appropriate evaluation tools for specific activities”

Participant feedback after the workshop

“thoughtful, well planned and presented session. Was particularly helpful to have a specific DE focus on this topic. Seems a pity to only give half a day to this topic - one or two would have been appropriate...for starters!”

“useful discussion on definitions of evaluation, good list of resources and references”

“has helped me broaden my ideas of evaluation, also shown me how I might take my evaluation deeper. Has helped me focus on actual steps to take”

“feel clearer on how to monitor and do evaluation”

“really enjoyed the session. Thank you. I wanted to set a structure to my DE evaluation and practice and I think I know how to start that now”

“great session - got me thinking about past, present and future work I am engaged in”

“I learnt more about evaluation theory. Good for contextualizing. Missed some practical examples. Good to listen to the others in the discussion groups”

“very well thought through, planned and delivered in the time available. Lots and lots of valuable questions. Too short, more on impacts and examples”

“well structured and planned, but very rushed - a one-day course would have been useful. Case-studies of organisations that have done evaluation well would have been useful. References very useful”

“informative and well-structured, plenty food for thought. Liked the emphasis on political vision, need follow up session”

“very thought provoking! Another step on the world of DE evaluation”

“it was good to scratch the surface of evaluation. I realise how much more work is required on this”

“great introduction as I knew very little. Challenging exercises so good group discussion, makes you think. Lots of resources to go away and read. Session too short”

“session highlighted key issues to consider in monitoring and evaluation. Food for thought!”

“it would’ve been helpful to bring examples from our own organisations (indicators/methods we use). Enjoyed discussing evaluation methods - learned some advantages of some I hadn’t known”

Workshop participants

Ámal Abordan	LASC
Jordan Campbell	SUAS
Vicky Donnelly	Galway One World Centre
Michael Doorly	Concern
Rosalind Duke	
Yvonne Egan	EIL Intercultural Learning
Richard Hansen	Schizophrenia Ireland
Mariclare Gallagher	Concern NI
Darran Irvine	Schools Across Borders
Deirdre Kettlewell	Comhlámh
Ali Leahy	Comhlámh
Roisín McLaughlin	University of Ulster
Stephen McCloskey	CGE
Ruth O'Doherty	Irish Aid
Davie Philip	Cultivate
Catherine Simmons	CGE
Eileen Smith	Banúlacht
Maeve Taylor	Banúlacht
Phyllis Thompson	DEA

Facilitator information

Phyllis Thompson is the Deputy Director of the Development Education Association, a national network of some 250 member organisations that share a commitment to development education. She is an experienced development education practitioner and is the DEA's Education and Training Team Leader.

Further resources

Development Education Methodology

The Development Education Journal Vol 7.1 October 2000

Evaluation

The Development Education Journal Vol 5.1 October 1998

Evaluation of development education activities

http://www.deeep.org/english/about_deeep/training/index.php

Evaluation - theory and practice

<http://www.infed.org/biblio/b-eval.htm>

Evaluation - theory and practice for informal and community educators, youth workers and others.

Measuring effectiveness

The Development Education Journal Vol 7. 3 June 2001

Measuring effectiveness in development education

<http://www.dea.org.uk/effectiveness>

An electronic users pack for organisations interested in measuring the effectiveness of development education programmes with the concepts, questions and tools to consider in evaluating work

Toolkit for Trainers

Tim Pickles, 1998 www.pavpub.com

NB. DE Journals are available from the DEA (to members) and Trentham Books (to non-members)

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Report compiled and written by Catherine Simmons

The views expressed in this report are those of the workshop participants and can in no way be taken to reflect the official opinion of Irish Aid.

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