Towards the Development Education Summer School

"Quality and Impact in Development Education"

A guide to better understand the key topics of DESS 2011

Finland
June 12-18 2011

Summary

Disclaimer

This publication has been produced with the financial support of the EU. However, it cannot be considered as reflecting the position and views of the EU. Each author is responsible for the content of their articles.

*DEEEP is a 3-year project initiated by the **Development Awareness Raising and Education Forum** of **CONCORD**. It aims to strengthen capacities of NGDOs to raise awareness, educate and mobilise the European public for worldwide poverty eradication and social inclusion.*

To contact DEEEP, send an email to deeep@deeep.org.

List of useful acronyms

AR : Awareness Raising

CoE : Council of Europe

CONCORD : European NGO Confederation for Relief and Development

CSO: Civil Society Organization

DARE : Development Awareness Raising and Education

DE : Development Education

DEA : Development Education Association now called Think Global

DEAR : Development Education and Awareness Raising

DEP: Development Education Project

DEEEP : Developing Europeans' Engagement for the Eradication of Global Poverty

DESS : Development Education Summer School

EC : European Commission

EP: European Parliament

ESD : Education for Sustainable Development

EYF : European Youth Forum

GE: Global Education

GLEN : Global Education Network

GNI : Gross National Income

MDGs : Millennium Development Goals

MSH: European Multi-stakeholder Group on Development Education

NSC : North South Centre

ODA : Official Development Assistance

PR : Public Relations

Why this dossier?

This dossier on "Quality and Impact in Development Education" essentially aims at supporting the participants in the DEEEP 2011 Summer School. However, the dossier also aims at fostering the debate on Quality and Impact among the wide DE community.

The four facilitators and the expert of the DESS 2011 have been asked to draft articles introducing the topics of their working group, together with a series of links and suggestions for reading. Participants will be able to have a better understanding of the content of each working group, as well as deepening their general knowledge of quality and impact applied to the field of development education.

The DEEEP Summer School is a major DEEEP capacity building event, gathering around 100 NGOs practitioners from around the world, who exchange on specific issues and learn from each other. Participants are divided in working groups and can attend thematic sessions, to deepen the knowledge of the overall topic of the summer school.

We do hope this dossier will be useful for each of you!

Enjoy your reading,

DEEEP

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The authors

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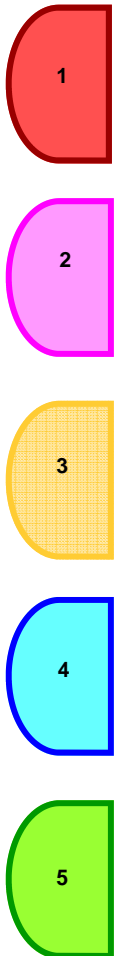
Bobby Mc Cormack has been directly involved in Development Education since 2006 and before that was involved in non formal education for 7 years. He is the co-founder and Director of Development Perspectives (www.developmentperspectives.ie) which is a development NGO based in Ireland, which works in partnership with groups in Tanzania, Uganda, Liberia, Sri lanka and Vietnam. He is a Development Studies Lecturer in Dundalk Institute of Technology and holds an MA in Development and a BSc in Education and Training.

Bobby Mc Cormack is the author of the article "Quality and Impact in Development Education"

bobby_mccormack@yahoo.co.uk

2

David Wagner has a background in social and cultural sciences, and has worked for a few years as a campaigner in the climate justice movement, mostly around international climate politics. In 2010, he founded together with some friends their own organisation. Through *Impuls*, the Agency for Applied Utopias, their goal is to bring together people and develop and implement transformative ideas and concepts for truly sustainable societies. David believes campaigning and advocacy can play an important role in shaping the *Great Transformation* we need.

David Wagner is the author of the article "Quality and Impact in Campaigning – Do We Do It Right and Do We Do he Right Things?"

david@impuls.net

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Dominique Bénard has a background in psychology and vocational guidance. He worked as a psychologist in the French educational system. Then covered several positions in youth work, adult training and cooperation and development: Director of a French organization for the training of immigrant workers; Director of youth programme and adult training in Scouting in France and at world level; Director for recruiting and training French volunteers for development and cooperation.
Dominique is now a consultant on educational programmes and development.

Dominique Bénard is the author of the article "Adult Education and Development Education, Connecting Various Perspectives to Achieve a Better Quality Impact"

dbenard@mac.com

Kasia Szeniawska has been working in Development Education for over 5 years. She has been involved in GLEN first as a participant, then as a tutor, facilitator and at the end as the European Coordinator. At the same, with a group of friends she founded and run eFTe, a Warsaw based NGO focusing on the education for ethical consumption and fair trade.

Kasia Szeniawska is the author of the article "Quality and Impact in Non Formal Education for Youth"

kasia.szeniawska@gmail.com

4

Anne Strachan has been working in development education for 20 years for the Manchester Development Education Project (DEP) on local, regional and European projects. Over the years she has managed the DEP resource centre and a variety of projects and have developed original DE resources and activities. Anne is now mainly engaged in project development and fundraising.

Anne Strachan is the author of the article "How Can We Measure the Quality and Impact of a Development Education Resource?

anne@dep.org.uk

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> ## Quality and Impact in Development Education
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> ## Bobby McCormack

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Introduction

In 1994, Nelson Mandela remarked that *"Education is the most powerful weapon you can use to change the world" (Mandela, 1994).* Many educators/campaigners/activists across the world agree with this sentiment. Alternative views are of course held regarding the validity or accuracy of this statement. Either way, when analysed, a set of related and important questions emanate for Development Education Practitioners. What kind of change can Development Education bring about? Change in knowledge? Skills? Attitude?

Learning can be defined as a change in the cognitive, psychomotor or affective domain, which is more or less the same as a change in knowledge, skills and attitude but surely there is more to Development Education than learning. What about a resulting change in behaviour? As practitioners, what level and depth of societal change can we expect to contribute to? Is a particular approach to education more effective at achieving change?

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What methodologies make deeper impact? Whatever your responses, thoughtful and critical reflection on these questions orbit around two key yet elusive and slippery notions – Quality and Impact.

Concepts of Quality and Impact

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It should be noted that the questions posed in this paper have been explored previously in either the field of Education or Development. To ignore that body of wisdom and insight would be folly. Quality could be described as an essential and distinguishable attribute, a key characteristic or a degree of excellence.

The Development Awareness Raising and Education (DARE) forum uses a working definition of quality in Development Education which states: ***"Quality is about learning what you are doing well and doing it better. It includes finding out what you may need to change to make sure you meet the needs of the people who use your services or who work with you, or in order for you to better achieve your intentions"*** *(DARE forum, 2011).*

This definition reminds me of what Rod Lintner calls professionalism. He argued that *"researching ones practice is the ultimate expression of what it is to be professional" (Lomax, 2002:131).* The DARE definition highlights the need for and importance of reflective practice and or action research, which is well recognized. However, it's the omissions from the DARE contribution which causes consternation if we are to attempt to capture the essence of quality in a Development Education context.

Development Education is built on two supporting pillars, Development and Education. Both need to be addressed if we are to understand Development Education and questions therefore relating to quality. According to Antonio Faundez, ***"the development process is in fact an educational process; or rather it should unfailingly be viewed as such. We cannot therefore conceive of development in the absence of education any more than education in the absence of development"*** *(Faundez as cited in McGivney and Murray, 1991).*
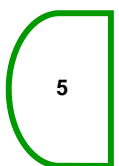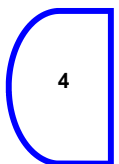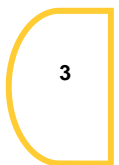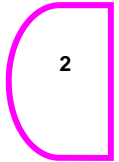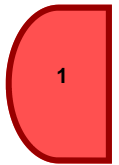
A definition of quality in Development Education needs to capture or recognize the stakeholders involved (individual or collective), the key pillars as mentioned previously, the importance of effectiveness and standards, the need for informed action and reflection, the ongoing nature of our work as well as the importance of context. Further debate within the sector will help us formulate a more rounded notion of quality in Development Education.
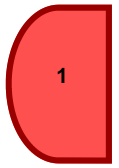
In a discussion paper published in 2010, CONCORD defined impact as *"**the positive and negative, primary and secondary, long-term and/or significant effects in people's lives and environment produced by several interventions, directly or indirectly, intended or unintended"*** (CONCORD, 2010: 6).* Is this definition mixing up outcomes and impact? Can the terms impact/outcomes be used interchangeably? Do we agree that impact is the business of Development Education practitioners? How much control do we have in determining outcomes from a learning process? Questions are important at this stage because of the underpinning value placed by the author on transformative learning rather than banking education.
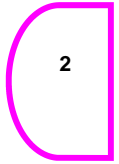
*'**The capability of banking education to minimise or annul the students` creative power and to stimulate their credulity serves the interests of the oppressors, who care neither to have the world revealed nor to see it transformed'** (Freire, 1996: 54).*
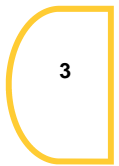
The connection and correlation whether causal or not between quality and impact in Development Education is fascinating. If high or deep impact is our objective as educationalists, then we should see highly effective approaches to education being implemented. Of course, it could be argued that the job of formal education in particular is social control and conditioning rather than transformative change. If high impact Development Education work emerges can we say it was high quality? Does the meeting of objectives or outcomes answer questions regarding the quality of our work? There are incongruent schools of thought surrounding these notions. Put simply, one school of thought believes we should set outcomes for participants and the quality will be determined by the degree to which we meet these objectives and what impact they help bring about. Would Freire see this practice as a form of oppression? Another school of thought adheres to a philosophy centred on the creation of learning opportunities or platforms for people. In this system, it is not the business or responsibility of facilitators or planners to set learning outcomes or objectives for others to achieve.
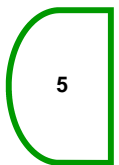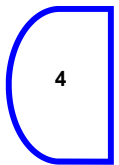
Context of our exploration

The value of Development Education and Awareness Raising is being debated in many countries across the world. This debate is sharpened because of tightening purse strings. In an Irish context, Irish Aid is currently undertaking a review of Development Education, which no doubt will have ramifications for the Development Education sector in Ireland. To review and reflect on our work is important both individually and collectively. As a sector, we should be able to identify the outcomes and impact of our endeavours and to be honest about our shortfalls. We can and should improve the level of knowledge and skills within the Development Education field. Both in terms of development and education, there is work to be done.

Our efforts shouldn't however become simply value for money exercises. Oscar Wilde is often attributed with saying, *"we know the price of everything and the value of nothing".* Education may seem expensive but what price or value does society place on prejudice, greed or conflict? Surely, it's our shared responsibility to illustrate and justify the worth of our work in an honest and transparent manner. A series of performance or progress indicators, which look good on paper, may not reveal an awful lot about either quality or impact. Caution is urged before we embark into a more bureaucratic and managerial milieu of measurement. Measurement of what? What is the quality of our work? What outcomes or impact results from our efforts?

These questions require cogent response if we are to defend the effectiveness and efficiency of our work. These processes require us to be brave and courageous. Self evaluation and ipsative assessment are key questions if we intend to learn more about our work and to share the results.

In March 2011, Harm-Jan Fricke contributed some helpful suggestions related to the creation of "*a pan-European multi-actor reference framework on quality Development/Global Education" (Fricke, 2011).* Our work in the forthcoming summer school can move this process forward in an effort to contribute to what could be seen as the creation of a quality mark in Development Education. A quality and impact matrix and system will be presented during the final thematic session of the DESS for your perusal. This will hopefully provoke and disturb your thoughts and feelings about these issues and provide you with space to reflect on the complexity of our efforts.

Key considerations for a Development Education Quality and Impact framework?

An inclination could be to start by looking at organisational capacity. Although important, this may be a mistake because it assumes too much about our understanding and practice of Development Education and the range of stakeholders involved.

The four corner stones to development education have often been referred to as;
• Critical thinking
• System thinking
• Active citizenship
• Problem-solving
(OSDE, 2007)

How deep is our knowledge and practice of these four key tenets of Development Education? How do we include these aspects of our practice into discussions about quality and impact? Should Development theories be more deeply inculcated into our fabric of knowledge and practice? Could the utilisation of asset based community development processes create a deeper impact and more positive impact than the continual problematising of the Development challenges we undoubtedly face?
Development Education is complex and has a huge set of variables impinging on it. A model similar to Colin Beards Combination Lock might be useful for the Development Education sector to get to grips with the many important components to our work.

Conclusions

It is crucially important for the Development Education sector to identify the value, quality and impact of our work if we are to convince governments, funders and the general public of ongoing and deeper investment. It is also critical for us as practitioners to be able to point to the impact we are contributing to at present and as well as estimating future impact in society rooted in our contributions. How can we improve the quality and impact of our endeavours? Comprehensive planning, skilled implementation and thoughtful evaluation will go some way to creating a recipe for success. Practical planning tools such as the logical frameworks or Outcome Mapping are helpful in our work as is the sharing of skills needed to use them but we also need a safe space to talk, a forum to reflect, challenge, discuss, debate and learn. Let's hope the near future will provide us with the opportunities to bring about what Peter Senge once described as a *"movement of mind" (Senge, 1990:13)*
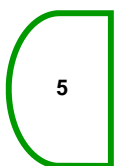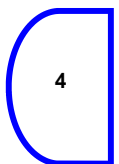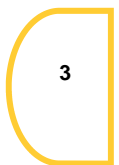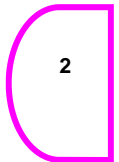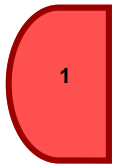
Links

- www.developmentperspectives.ie

This website highlights the work of Development Perspectives, which is an Irish Based Development NGO specializing in Development Education. They work in Ireland and with partners in Tanzania, Liberia and Uganda. They blend systems thinking/active citizenship/ critical thinking and problem solving into their work.

- http://www.kimmagedsc.ie/

This college itself is a must for everyone involved in Development. They mix and blend theory, experience and practice seamlessly.

- www.trocaire.ie

An International Development NGO, which uses Development Education to create a more just world. One of the best at integrating Development Education into their broader Development work.

- http://dialedin.com/miriam/DEN-L_Home

DEN-L is a Liberian based Development NGO. They epitomise what quality and impact in Development Education is all about.

- http://www.ceni.org/

Strengthening the voluntary and community sector through a better understanding and use of evaluation.

- http://wilderdom.com/

A project in natural living and transformation. It's a good site for games and activities especially teambuilding and group dynamics.

- http://www.schumachercollege.org.uk/

An interesting college, which examines transformative learning for sustainable living.

- http://www.outcomemapping.ca/

A forum for discovering and learning about the process of Outcome Mapping.

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Quality and impact in Campaigning – Do We Do it Right and Do we Do the Right Things?

David Wagner

Beyond Copenhagen and the MDGs – time for a critical assessment

Campaigning has a reputation of being a crucial instrument to enhance social, political and economical changes towards more just and sustainable societies. Consequently, large and small NGOs, coalitions, civic groups and grass roots initiatives in both the environmental movement and the development sector have engaged heavily in campaigning for the changes they advocate for in the past decade. For the environmental movement, the Copenhagen Climate Summit in 2009 was the focal point of energies and resources for many years. For the development scene, the MDGs played a similarly pivotal role as the central topic of advocacy and campaigning. Much was invested in the past 10 years to promote the MDGs, generate public support and raise political pressure via campaigning and advocacy.

Yet the results at the end of the decade are meagre in both cases. Despite a considerable mass mobilization in Copenhagen with a rally of 100.000 participants at the conference centre and unprecedented worldwide media attention for the climate issue, the Copenhagen Summit ended as a disaster. The world's political leaders did not even get in sight of the ambitious, just and binding agreement and the greenhouse gas reductions of at least 40% for industrialised countries by 2020 that NGOs had been demanding. Similarly, while campaigns and large events such as Live 8 have raised some buzz around MDGs, neither did they trigger much momentum towards achieving the Millennium Goals nor have industrialised countries shown willingness to raise their ODA to the long-promised 0,7 of their GNI, and most MDGs will not be reached until 2015.

Obviously, NGOs and civic groups cannot be blamed for all failures of international climate and development policies. On the other hand, it would be a mistake and a missed opportunity to say "*it wasn't our fault*!". Copenhagen and the MDGs invite us to pause and reflect upon what has worked, what has been failing or is missing, and how we can achieve more quality and higher impact in campaigning.

Generally speaking, NGOs and civic groups did a good job in raising awareness and concern among a broader public about burning issues such as climate change, and poverty. While only insiders can juggle with the percentages of needed emission reductions or name all eight MDGs, polls show that a majority of the population are informed, worried and would like to see actions and changes. Yet overall, environmental and development campaigns have not been able to achieve the two things most wanted in terms of deeper social and political changes: a serious change in the behaviour of change of the broader population, and serious changes of political and economic institutions and policies.

Reflecting upon quality and impact in campaigning, we need to ask two questions: Do we do *what we do* in a high quality manner? And is what we do the *right thing* to achieve the impact that we hope to seek?

Are we doing what we do in a quality manner?

The first question focuses on the quality aspect, i.e. here understood as the way campaigns are strategically planned, implemented and evaluated. Few NGOs and civic groups have invested in their own capacity to run high quality campaigns. Much campaigning is done without a coherent campaign strategy and with too little or unfocused resources. There is thus, a lot of potential for NGOs and civic groups to improve their campaigning efforts by learning more about the technique and art of strategic campaigning. Without a good campaign strategy, campaigns are likely to perform poorly, frustrate people involved and have little or no impact. Here are some of the most important steps to decide whether you need to campaign at all, and if yes how to develop a good campaign strategy:

- *Agree on the problem:* this may sound strange, but if you don't have a clear understanding in your team on what you see as the problem you want to campaign on, this will hamper you later on.
- *Analyse the problem*: to develop a good advocacy strategy (of which a campaign can be part) you need to deeply analyse the problem, the actors involved and the power balance and mechanisms. Ask yourself why the change you want has not happened yet. Draw a map of all relevant actors and find out what their positions and interests are. Find out who has which powers, how decisions are being made and identify entry points that you could use to change the power balance and get decisions you want.
- *Decide if you need a campaign*: only after a substantial problem analysis, decide whether you need to campaign to get the change you want. A campaign is an adequate instrument if you need to mobilize public support for your cause. If you can get your change by lobby work, don't waste your resources on a campaign.
- *Define your objectives:* once you have truly analysed the problem and decided to run a campaign, define the objectives of your campaign (the concrete change you want to achieve) and make sure they are *SMART* (Specific, Measurable, Acceptable, Realistic and Time-bounded). Make sure you don't mess with your vision and don't end up with a whole bunch of objectives because they all seemed so important.
- *Develop a critical path*: based on the analyses of the problem, the actors and power balance and knowing your objective, you can now construct a critical path for your campaign. What needs to happen at which point of the campaign so that at the end you will have reached your goal? Who will have to take which decisions or do what? And what can you do to make these things happen? How can you start the domino effect that you need for change to happen?
- *Plan your activities*: knowing your critical path, only now plan your campaign activities, and plan them as a logically connected series of events, not as isolated activities.

These are only a few key aspects of developing a good campaign strategy – communication and developing a story line for your campaign are other crucial areas. And in the end, the best campaign strategy does not help if the implementation is done poorly, and good monitoring is needed to adapt to changes in the course of the campaign.

So on the one side, NGOs and civic groups can improve the quality and get better outcomes of their campaigning by investing in skills, resources and building capacity. To that degree, it is simply about getting better in what is already being done. However, this might not be enough to achieve the long term impacts we seek.
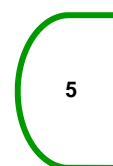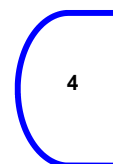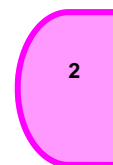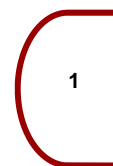
Do we do the right things?

The second question takes the debate on a different level and asks whether the kind of campaigns that NGOs and civic groups currently run are actually adequate instruments to trigger the impact (i.e. wider social, cultural, economic and political change) we hope to see. It implies that it might be not enough to just get better in what we do (i.e. run strategically better planned campaigns) but that we need to go back and assess whether we might actually need different approaches in campaigning.

I have argued that NGOs and civic groups have done a fairly good job in raising awareness and concern about issues of sustainability and global justice, but have been less successful in triggering deeper social, political and economical changes. If this change does not happen, it is worth to have a look at the *theories of change* that underlie the current campaigning efforts.

Theories of change

A theory of change is a set of assumptions an individual or an organisation holds about how change is likely to happen. These assumptions may differ from person to person and organization to organization. Actor A may think change will happen top-down via government action, actor B may be convinced that innovative enterprises will do the job, while actor C believes that individual change of behaviour is the key driver for change.

Campaigns also, consciously or unconsciously, follow on an underlying theory of change. In order to get insights into the theory of change of a campaign, looking at two key criteria is helpful. All campaigns seek support from a broader public for their cause, so the way this public is approached is of relevance. The first criterion is thus the *level of personal engagement* asked for by a campaign. The second criterion is the *level of personal self-transformation* that a campaign asks to engage in.

Personal Engagement

Campaign types can be categorized on a continuum from low levels of personal engagement to a high levels of personal engagement.

Level 1: Awareness Raising Campaigns
Informational campaigns and awareness raising campaigns typically ask very little personal engagement of the recipient. Their goal is to inform people about an issue, describe a certain behaviour as favourable, and then leave it to the recipient to act nor not. Examples of this type of campaign are:
- anti-HIV campaigns that promote the use of condoms
a government campaign proposing bike-travelling to protect the climate

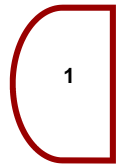The underlying theory of change here is: more information/awareness leads to change of behaviour.

Level 2: Fundraising and (e)-petition campaigns
Next on the continuum are fundraising and (e)-petition campaigns. They ask for a *specific* action – a donation of money or a signature, but both actions require little personal engagement and can be done within minutes without leaving the sofa. Examples of this type of campaign are:
- "we-risk-you-donate-campaigns", (typical for Greenpeace), where the basic sequence is "we do risky actions that you can see on the evening news, you donate money, so that we can do more risky actions and raise political pressure"

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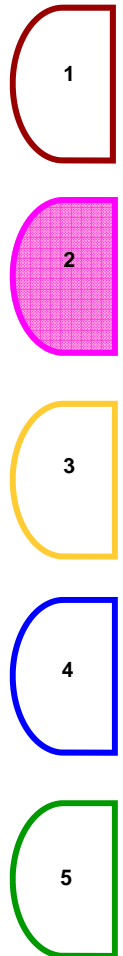
- "you-donate-we-care-and-protect-campaigns" (typical for the development sector or nature conservation NGOs) that basically communicate "give us a few Euros, and we will save a child in Africa or a Panda in Asia for you".
- "sign-and-go-campaigns" that push e-petitions and are based on the assumption "you sign and lend us support for our common quest, and we will pressure political leaders or corporations".
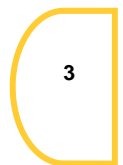
The underlying theory of change for fundraising and e-petition campaigns is: if you give us resources and/or power, we will do the job for you!
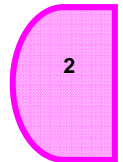
Level 3: Ethical Consumption, Solidarity and Election Campaigns
On the continuum, behavioural change and election campaigns ask a medium level of personal engagement and a specific action that require investing time and/or money. Examples are:
- ethical consumption campaigns (such as the *Clean Clothes Campaign*, fair trade etc) that ask the recipient to buy a certain product though this may cost more money and restrict choices
- solidarity campaigns (such as Live 8) that ask people to come to an event (for example a concert) to show solidarity for another group and/or concern about a status quo
- election campaigns, that ask people to invest time come to the polls and vote

The underlying theory of change of solidarity events is: expressions of solidarity and concern make a difference and will foster change. Ethical consumption and election campaigns communicate: individual acts and choices (consumption, voting) make a difference, and your decision is relevant!
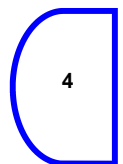
Level 4: Public protest and civil disobedience campaigns
Political pressure and mobilization campaigns typically ask the highest level of personal engagement from the recipient. Classical examples are:
- mass rallies (anti-nuclear protest, anti-war rallies etc) where people invest money plus a day or more to participate
- civil disobedience campaigns, where people spend up to several days in often uncomfortable surroundings and take the risk of a physical confrontation with police and legal persecution
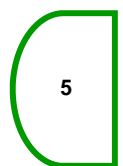
The underlying theory of change is: if you and many others get on the streets and take risks, mass protests will force the government or a company to accept the changes we demand.

So far this assessment may seem to have brought little news, as we are all familiar with the types of campaigns described. And yet it does reveal one very crucial insight: the majority of campaign types described (willingly or unwillingly) convey the message that very little personal engagement is needed to achieve deeper change, and that either someone else will take care of implementing this change, or that limited acts will be enough to trigger change. In short, it conveys a "simple-and-painless"-message of change.

Personal self-transformation

The second criterion to reflect upon current campaigning efforts is the level of personal self-transformation. By personal self-transformation, I mean the degree to which a campaign asks the recipient to reflect upon his/her level of being mired in a problematic status quo and to consider a deeper self-transformation regarding own social and cultural frames and values, perspectives, routine patterns and problematic behaviour. Translated into a theory of change, an actor may say "the others are the problem, they need to change!". Or he/she may say "I have to change (as

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well)!"

Which level of personal self-transformation do the campaign types described above ask the recipient to engage in? Despite the different levels of personal engagement the campaigns ask for, from taking five minutes to sign an e-petition to attending a mass rally and blocking a road, the answer is that none of these campaigns communicate that personal self-transformation is needed to achieve the deeper changes we hope to see. Whether it is donating two Euros to save a child in Africa or signing an e-petition to demand new legislation, whether it is attending a mass rally or a solidarity concert, the basic assumption is that "they have to change!", be it political leaders, business elites, the anonymous inert mass or simply "the others". Even ethical consumption campaigns reconfirm this message: while they ask a specific behaviour change "buy eco-fair products!") they simultaneously offer redemption ("if you buy eco-fair, you've done your share – you don't need to change fundamentally!").

NGOs activists, scientists, religious leaders and even politicians are getting used to postulate the need for a Great Transformation, for deep changes in the way we produce and consume, eat and live, travel and work. The call for a Great Transformation implies profound political, economical, social and cultural changes. And yet the contemporary campaigning models communicate the message that this transformation will be possible without asking individuals, groups and society in general for a meaningful self-transformation. But if no one engages in self-transformation as his/her part of the Great Transformation, it will not take place. Systemically speaking, if every actor points a finger towards "the other" who needs to change, nothing will change at all.

If the Great Transformation to more sustainable, just and democratic societies is to happen, we need to develop campaigns that ask people for both a high level of personal engagement *and* a high level of self-transformation. The job will not get done if we stay on our sofas, donate a couple of Euros once in a while, maybe attend a rally – and then expect Merkel, Obama and Sarkozy to do the job. Copenhagen proofed this theory of change is a dead end road. While a higher level of personal self-transformation is needed, this does not imply, however, that governments and businesses don't have to do there share. Yet the message "I will change!" creates the power, dynamic and authenticity to a movement for transformational change that can demand transformational action by political and economical elites. It is then no longer "they" who have to change, but a "we" build of many "Is" who will jointly transform our societies.

An interesting debate about new ways of campaigning is already going on. WWF UK runs a strategies for change project and proposes "identity campaigning" as a way forward that focuses much more on challenging and changing deeper individual and collective cultural values and frames that prolong the unsustainable and unjust structures and institutions of our societies. Obviously, changing cultural values isn't an easy thing to do, and setting such an objective must not lead to engaging in PR-like manipulation tactics. We need to prototype and learn about ways to campaign that are transparent and non-manipulative, that challenge cultural values and routine patterns, and that ask people to engage personally in local efforts to build democratic, just and sustainable communities and societies. Marshal Ganz, a Harvard professor who has strongly influenced Obamas 2008 election campaigning, emphasis the need to build real, (i.e. face to face) relationships with people and to jointly develop a "story of us" as the narrative of the journey of change we will engage in. International Climate Summits and a postulation of development goals will not kick-start the Great Transformation. And the Great Transformation will not be televised. It will come as a powerful undercurrent of a movement of highly engaged individuals, groups and communities that self-transform our societies by acting and asking others to join in.
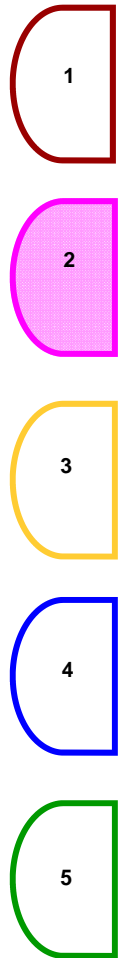
Suggested readings and links

- Crompton, Tom/Kasser, Tim (2009): Meeting Environmental Challenges. The Role of Human Identity
http://www.wwf.org.uk/what_we_do/campaigning/strategies_for_change/?uNewsID=3105

- Ganz, Marshall (2009): Why Stories Matter. The Art and Craft of Social Change
http://friendsofjustice.wordpress.com/2009/02/18/marshall-ganz-why-stories-matter/

- Gladwell, Malcom (2001): The Tipping Point: How little things can make a big difference

- Rose, Chris (2010): How to win campaigns: communications for change

- Psychologists for Social Responsibility/Friends of the Earth (2010): Inspiring Action. The Role of Psychology in Environmental Campaigning and Activism
http://www.foe.org/inspiring-activism

- WWF, FoE, Oxfam et alter (2010): Common Cause. The case for working with our cultural values,
http://www.wwf.org.uk/what_we_do/campaigning/strategies_for_change/?uNewsID=4224

- WWF (2009): Simply and Painless? The Limitations of Spillover in Environmental Campaignung
http://www.wwf.org.uk/research_centre/research_centre_results.cfm?uNewsID=2728

- www.campaignstrategy.org

- http://www.identitycampaigning.org/

- Marshall Ganz's web modules on organizing
http://isites.harvard.edu/icb/icb.do?keyword=k2139

- www.fairsay.com

Adult Education and Development Education, Connecting Various Perspectives to Achieve a Better Quality Impact

Dominique Bénard

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Introduction : two perspectives

Adult education is a rather recent concept in education. During centuries the idea of education was linked to children. *Pedagogy* comes from a Greek word, which literally means "to lead the child". (1)

It is only in the fifties that the concept of adult education appeared, mainly theorized by Malcolm Knowles an American practitioner, who defined *andragogy* as "the art and science of helping adults to learn".

The concept of development education is even more recent. It emerged in the 1970s from the work of international aid agencies and development non-governmental organizations (NGOs) who recognized the need to educate the developed world about issues of poverty and injustice in the *Third World*.

It is interesting to observe that both concepts - Adult Education and Development Education - are crossed by a "North-South division".

While in *industrialized countries* Adult Education is mostly considered as lifelong learning aiming at helping adults to acquire the knowledge and skills they need to improve their place in the work market , in *developing countries* Adult Education has more a liberating function, i.e. making adults aware of the causes of the problems they are facing, and helping them acquiring the knowledge and skills they need to bring change. To the figure of Malcom Knowles in the North, corresponds the figure of Paulo Freire in the South. In 1973, Knowles published "*The adult Learner, A Neglected Species*" and in 1970, Freire published "*Pedagogy of the Oppressed*". Two different perspectives.

Differences can also be perceived in the field of Development Education.

When the concept of Development Education emerged in the 1970s in industrialized countries, the dominant objective was to make young people aware of the importance of the North/South solidarity. The learners were not encouraged to develop their own critical analysis as citizens of their country. This is what Natasha Bailey, in a document published by The Centre for Global Education, calls the "Liberal/Humanist Approach".

For the South, the main objective was "Education for Development", i.e. educating young people to make them agents of development in their own countries.

The object of this paper is to discuss these different approaches of Adult Education and Development Education, those from the South and those from the North, in order to see whether they can complement each other and help achieving a better quality impact.

(1) παιδαγωγέω (paidagōgeō)

Change of paradigm

Many changes have occurred since the seventies. Regarding Development Education, we are no longer in the same paradigm. Firstly, ideas about development have changed, secondly the concept of globalization appeared.
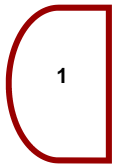
New ideas about development

The discussion of development is always tied up with basic questions like: why are poor countries poor and rich countries rich? Why do poor countries lag behind rich countries in the development of their standards of living? In this sense an important dimension of the concept of 'development' refers to economic growth or more precisely growth of national income per capita.
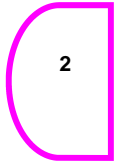
From the 1960s the identification of development with economic growth came under increasing criticism. Observing that developing countries did not experience much change in the living conditions of the masses of the poor in spite of the impressive growth figures in the post-World War II period, some economists came to the conclusion that development involved more than economic growth and changes in economic structures. They stated that other requirements were necessary for the use of the term development, such as a decrease in poverty and malnutrition, the lowering of income inequality and the improvement of the employment situation (Seers, 1979). They noted that environmental costs of growth were insufficiently recognized. Criticism of growth fetishism led to the emergence of the so-called 'social indicators': life expectancy, literacy, levels of education, infant mortality, availability of telephones, hospital beds, licensed doctors, availability of calories, and so forth.
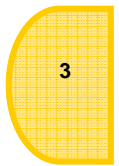
The Swedish Nobel prize-winner Gunnar Myrdal advanced the idea that development implied a series of modernization ideals or values (2) such as:

- Rationality (in policy, in the application of technological knowledge, in structuring social relations, in thinking about objectives and means).

- Planning for development; searching for a coherent system of policy measures in order to change situations that are considered undesirable.

- Improvements in the standard of living.

- Declines in social and economic inequality. Development ought to be for the benefit of the people, the masses.

- More efficient institutions and attitudes that are conducive to an increase in productivity and to development in general (initiative, entrepreneurship, effective competition and equal opportunities, efficiency, diligence, orderliness, punctuality, economy, honesty, rationality, openness to change, solidarity and future-orientedness).

- Political democratization, i.e. involving the masses of the population in political decision-making.

- Increased social discipline. Developmental goals cannot be attained if government cannot impose obligations on their citizens.
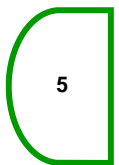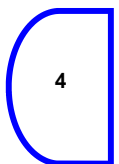
In practice, through various formulations, most writers on development come up with a set of similar developmental goals including reduction of poverty, increased economic welfare, improved health and education, and increased political and social freedom.

With the present debates on environmental pollution, global warming and climate change, a new criticism is rising against the concept of development, arguing that even if it is now charged with

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(2)These modernization ideals are clearly linked with life skills and some objectives of Adult Education

meanings derived from social aspects, it is still based on economic growth. The concept of sustainable development results from this criticism: from an ecological standpoint, it is impossible for Earth to continue to survive - with its limited resources - on the basis of unlimited growth models. The development model based on economic growth involves unacceptable costs both for our planet and its inhabitants, particularly those who find themselves in poverty and live in places especially vulnerable to climate change. By contrast, "*sustainable development (SD) is a pattern of resource use, that aims to meet human needs while preserving the environment so that these needs can be met not only in the present, but also for generations to come*"(3)

Globalization

Globalization describes the process by which regional economies, societies, and cultures have become integrated through a global network through communication, transportation, and trade.

According to McGrew,

"*Globalization refers to the growing sense of interconnectedness between all parts of the world and the associated feelings of powerlessness and insecurity in the face of the spread and scale of global change. It is driven by a combination of economic forces (the tendency of capitalism to expand), technological change (the informatics revolution), political shifts (away from state intervention towards economic liberalization) and increasing global awareness among national elites and social movements.*" (McGrew, 2000, p. 363)

Globalization is not new, though. For thousands of years, people—and, later, corporations—have been buying from and selling to each other in lands at great distances, such as through the famed Silk Road across Central Asia that connected China and Europe during the Middle Ages.

But policy and technological developments of the past few decades have spurred increases in cross-border trade, investment, and migration so large that many observers believe the world has entered a qualitatively new phase in its economic development. Since 1950, for example, the volume of world trade has increased by 20 times, and from just 1997 to 1999 flows of foreign investment nearly doubled, from $468 billion to $827 billion.

One feature of globalization is an international industrial and financial business structure: governments have negotiated dramatic reductions in barriers to trade and have established international agreements to promote trade in goods, services, and investment. Taking advantage of new opportunities in foreign markets, corporations have built foreign factories and established production and marketing arrangements with foreign partners.

Technology has been the other principal driver of globalization. Advances in information technology, in particular, have dramatically transformed economic life. Information technologies have given all sorts of individual economic actors—consumers, investors, businesses—valuable new tools for identifying and pursuing economic opportunities, including faster and more informed analyses of economic trends around the world, easy transfers of assets, and collaboration with far-flung partners.

Globalization is deeply controversial. Proponents of globalization argue that it allows poor countries and their citizens to develop economically and raise their standards of living, while opponents of globalization claim that the creation of an unfettered international free market has benefited multinational corporations in the Western world at the expense of local enterprises, local cultures, and common people. Resistance to globalization has therefore taken shape both at a popular and at a governmental level as people and governments try to manage the flow of capital, labor, goods, and ideas that constitute the current wave of globalization.

(3) Wikipedia
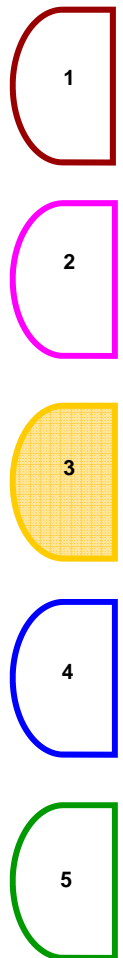
However, "*far more fruitful than polarizing the debate for or against globalization, is the need to come to grips with its multiple aspects and consequences and to formulate novel ways of orienting globalization to a culture of peace and socially inclusive development and to a sustainable community of peoples and cultures worldwide.*" (Bekemans, 2002, p. 153)

First of all, globalization has created the need for global citizens that have a keen awareness of the political, economic, social, and environmental concerns of our time. Our inter-connected world demands that we not only have an understanding of our country, but an understanding of nations, cultures, languages, and religions around the globe.

Convergence between Development Education and Adult Education

With the evolution of the concept of development and the emergence of globalization, some convergence appeared between Development Education en Adult Education.

From Development Education to Global Education

In November 2002, representatives from Parliaments, Governments, local and regional authorities and civil society organizations from the member states of the Council of Europe adopted the *Maastricht Global Education Declaration.*

This declaration reflects very well the change of paradigm that we tried to describe :

Referring to both the concept of global sustainable development and to the UN Millennium Development Goals, it reaffirms the definition of the Global Education proposed by the North-South Centre of the Council of Europe in 2002 :

- *Global Education is an education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.*

- *Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.*

Clearly, the Maastricht GE Declaration states that global education should target all people from all ages in society: "*Global Education is essential for strengthening public support for spending on development co-operation. All citizens need knowledge and skills to understand, participate in and interact critically with our global society as empowered global citizens. This poses fundamental challenges for all areas of life including education.*"

Global education is a necessity because "...*The fundamental transformations of production and consumption patterns required to achieve sustainable development can only be realized if citizens, women and men alike, have access to adequate information and understand and agree to the necessity to act...*"

In 2007, the European Multi-Stakeholder Group on Development Education (of CONCORD, the North-South Centre of the Council of Europe, the European Youth Forum and several Development agencies are members), with the support of DEEEP, published a document aimed at defining the contribution of Development Education to the European Consensus on Development (4) adopted by the EU in 2005 (European Parliament, European Council and European Commission). This document proposes a broader definition of Development Education in line with the Maastricht Declaration :

(4) The European Consensus on Development: The contribution of Development Education& Awareness Raising
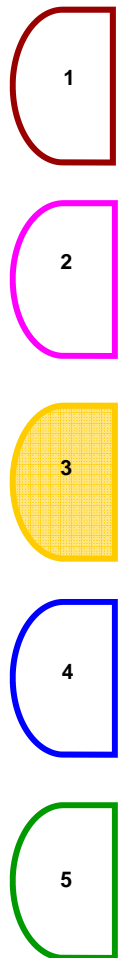
Development Education and Awareness Raising contribute to the eradication of poverty and to the promotion of sustainable development through public awareness raising and education approaches and activities that are based on values of human rights, social responsibility, gender equality, and a sense of belonging to one world; on ideas and understandings of the disparities in human living conditions and of efforts to overcome such disparities; and on participation in democratic actions that influence social, economic, political or environmental situations that affect poverty and sustainable development."

In 2008, a research was conducted in Ireland by Natasha Bailey, on behalf of AONTAS, the Adult Learning National Organization. The research concluded that, initially, the integration of development education into adult and community education could happen most easily and effectively in the context of adult literacy education or community education (an education which is founded on community development principles and practices) provision in Ireland. This article aimed to convince development educators and development organizations to proactively engage with the adult and community education in Ireland to increase the opportunities available to adults to learn about development issues. One can regret that this research was based on a rather narrow concept of Development Education and not on the concept of Global Education proposed by the North-South Centre or the broader concept of Development Education proposed in the document *The European Consensus on Development: The contribution of Development Education& Awareness Raising.*

New missions for Adult Education

The change in the concept of development education could not be without effect on Adult Education. Already in 1997, the *Fifth International Conference on Adult Education* organized by the UNESCO in Hamburg, Germany stated: "*Adult education… is a powerful concept for fostering ecologically sustainable development, for promoting democracy, justice, gender equity, and scientific, social and economic development, and for building a world in which violent conflict is replaced by dialogue and a culture based on justice*". The Hamburg Conference identified adult learning and education as "both a consequence of active citizenship and a condition for full participation in society". They were considered to be a key to reaching the goal of creating "a learning society committed to social justice and general well-being" in the 21st century.

The *Global Report on Adult Learning and Education*, published by the UNESCO in 2009 evaluated the various national policies on Adult Education. It regretted that many national government education and social policies have not prioritized adult learning and education as proposed by the Hamburg Conference.

The report noted two important points :

- Two major international agreements – the Dakar Framework for Action and the Millennium Development Goals – were weak in their advocacy for adult education.

- There was "*a lack of shared understanding of adult learning which has led to a policy discourse divide between the North and the South, with the former concentrating on the operationalization of the discourse of lifelong learning and the latter, focusing on basic education for all*".

In consequence the contribution of adult education in development remained unrecognized and unacknowledged.

The report points out a diversity of approach on Adult education :

- *Some countries (such as the United Kingdom and the United States of America; similarly in Asia's more developed countries) maintaining economic competitiveness dominates.*
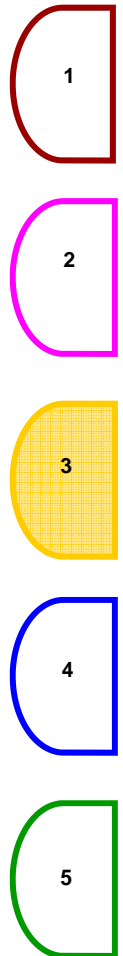
- *Other countries (notably Europe's Nordic countries) underline the 'public good' model and are strongly committed to education throughout life as a humanistic endeavour for personal and civic development as well as for human resource development.*

- *Adult education provision in the South is predominantly centred on literacy programmes, given that this is where the majority of the 774 million without basic reading and writing skills live. In sub-Saharan Africa, literacy programmes are delivered in different ways: (1) reading and writing campaigns with strong political backing, usually centrally-controlled; (2) functional literacy programmes that seek typically to link literacy with livelihood or skills training; (3) basic education, equivalence programmes and/or formal primary school; (4) innovative participatory programmes provided by NGOs (for example, REFLECT – Regenerated Freirean Literacy through Empowering Community Techniques); and, more recently, (5) family literacy programmes that provide parent-child or inter-generational literacy support (Aitchison and Alidou, 2009: 27-28).*
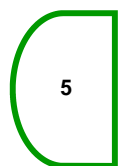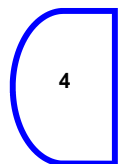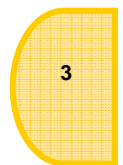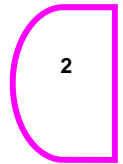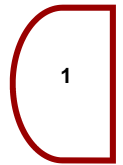
In conclusion, the Report:

- Emphasizes on the *potential transformative power of adult learning and education to address contemporary challenges*.

- Calls upon the international community to *take practical steps to expand the quantity and quality of adult education opportunities worldwide, within a broad framework of lifelong learning*.

- Argues that *with enough political will, renewed stakeholder commitment and adequate resources, adult education can empower individuals and communities alike to break out of the cycle of exclusion and disadvantage towards a more sustainable future*.

- Finally, the Report recognizes the new role that Adult education should play worldwide. On one hand, many countries, on the line defined by the European Maastricht Declaration, become to recognize that *All citizens need knowledge and skills to understand, participate in and interact critically with our global society as empowered global citizens.* On the other hand the poorest countries become aware that the formal education system for children, even with heavy investments, will not be able, by itself, to meet the huge educational needs required for their development. So, there is a need to strengthen Adult Education as well, as a way to create more skilled, participative and responsible citizens.

Conclusion: some ideas about quality and impact

The DESS 2011 is focused on quality and impact in Development Education

- **'Quality'** *is about learning what you are doing well and doing it better.* It includes finding out what you may need to change to make sure you meet the needs of the people who use your services or who work with you, or in order for you to better achieve your intentions. (5)

- **'Impact'** *basically relates to what the people who have been involved in a project or programme do with the things they learn* (understanding, skills etc) from that project or programme.

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(5) Harm-Jan Fricke, DARE Forum member education & organisational development consultant

(6) Jane Vella, the founder of Global Learning Partners, gained her insights on adult education from the thousands of participants she met over her 40 years of teaching in Africa, Asia and North America. Jane's academic research into the work of theorists like Paulo Freire, Malcolm Knowles, Kurt Lewin, and Benjamin Bloom confirmed what she saw in the communities where she had worked: that adults learn best through a "dialogue" that takes place in an atmosphere of mutual respect and safety, and with learning designs that are grounded in the reality of their lives.

Concerning Quality and Impact for Adult Education in the line of Development Education and Global Education, the most interesting approach is probably given by Dr. Jane Vella in a paper entitled "**Twelve Principles for Effective Adult Learning**".

Following Paulo Freire's and Malcom Knowles' approaches, Dr. Vella (6) emphasizes the fact that adult learning is best achieved in dialogue. She notes that dialogue means "the word between us" (7). Her conviction is that adults have enough life experience to be in dialogue with any teacher about any subject and will learn new knowledge, attitudes, or skills best in relation to that life experience. She, then, propose twelve principles and practices as *ways to begin, maintain, and nurture the dialogue*:

- **Needs assessment**: participation of the learners in naming what is to be learned. The question we need to ask ourselves is : "*Who needs what as defined by whom*?"

- **Safety in the environment and the process**. Safety means that the design of learning tasks, the atmosphere in the room, and the very design of small groups and materials convey to the adult learners that this experience will work for them. The context is safe.

- **Sound relationships between teacher and learner and among learners**. The initial meeting between teacher and learner has to demonstrate the sense of inquiry and curiosity felt by the teacher... Again, learners are immediately in the position of decision makers, deciding what they want to tell us, feeling safe enough to share their true feelings.

- **Sequence of content and reinforcement**. *Sequence* means the programming of knowledge, skills, and attitudes in an order that goes from simple to complex and from group-supported to solo efforts. *Reinforcement* means the repetition of facts, skills, and attitudes in diverse, engaging, and interesting ways until they are learned.

- **Praxis**: action with reflection or learning by doing. When we set a group of adults to practicing a skill and invite them, as subjects, to analyze the quality of their practice, that moves practice to praxis...

- **Respect for learners as decision makers**. Respecting learners as decision makers of their own learning is a principle that involves the recognition that adults are in fact decision makers in a large part of their lives. Healthy adults desire to be subjects or decision makers and resist being treated as objects, something that can be used by someone else.

- **Ideas, feelings, and actions**: Learning with the mind, emotions, and muscles and giving attention to the cognitive, affective, and psychomotor aspects of adult learning is a vital principle.

- **Immediacy of the learning**. Adult learners need to see the immediate usefulness of new learning: the skills, knowledge, or attitudes they are working to acquire.

- **Clear roles and role development**. a teacher can be intent upon a dialogue with an adult learner, but if the learner sees the teacher as "the professor" with whom there is no possibility of disagreement, no questioning, no challenge, the dialogue is dead in the water.

- **Teamwork and use of small groups**. In a team, learning is enhanced by peers. We know that peers hold significant authority with adults, even more authority than teachers. Peers often have similar experiences. They can challenge one another in ways a teacher cannot.

- **Engagement of the learners in what they are learning**. Through learning tasks, says Dr. Vella, we invited learners to engage themselves actively in the strategic issues of their organizations and of the community. This is clearly linked with impact.
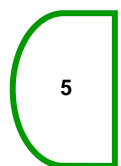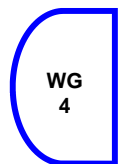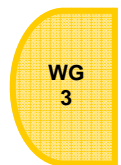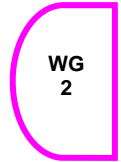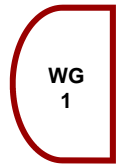
(7) In Greek, dia means "between," and logos means "word."

- **Accountability**: how do they know they know? Who is accountable to whom? First, the design of learning events must be accountable to the learners. What was proposed to be taught must be taught; what was meant to be learned must be learned; the skills intended to be gained must be visible in all the learners; the attitudes taught must be seen; the knowledge conveyed must be manifest in adult learners' language and reasoning. Second, the learners in teams are accountable to their colleagues and to the teacher. They are accountable to themselves to recreate the content so it really is immediately useful in their context. Accountability is a synthesis principle—it is the result of using all the other principles. Accountability is clearly the way to measure quality and impact.

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Links

- The European Consensus on Development: http://ec.europa.eu/europeaid/what/development-policies/european-consensus/index_en.htm

- The European Consensus on Development: The contribution of Development Education& Awareness Raising: www.coe.int/t/dg4/nscentre/ge/European_consensus-en.pdf

- The Maastricht Global Education Declaration: www.coe.int/t/dg4/nscentre/ge/GE-Guidelines/GEgs-app1.pdf

- The Fifth International Conference on Adult Education: www.unesco.org/education/uie/.../pdf/finrepeng.pdf

- Global Report on Adult Learning and Education: www.unesco.org/en/confinteavi/grale/

- Does development education "fit" into adult education; offering adult learners the opportunity to engage with development issues: http://www.developmenteducationreview.com/issue10-focus4

- Twelve principles for Effective Adult Learning, D. Jane Vella: http://www.google.ht/search?q=Twelve+principles+for+Effective+Adult+Learning&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:en-US:official&client=firefox-a

Quality and Impact in Non-Formal Education for Youth
Kasia Szeniawska

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Why discussing it?

There is a good reason why the issues of quality and impact have been high on the agenda of many organizations and donors in the field of development education. In most of the countries, especially in the non-formal education sector, development education activities have been growing in numbers and scope. There are more and more NGOs and other public and private institutions starting up projects in this domain. The questions of quality and impact come naturally. What use is there in having more development education activities if we do not know that they actually work and make any difference? How to make sure that all of those, especially the new ones, who are involved in development education do it properly? And what does it mean to do it properly?

These and the related questions are crucial for a number of reasons. They are not only increasingly asked by the donor institutions, who want to know the real impact of the money they spend. It is also important for the learning process of the organizations involved in development education, allowing them to improve the effectiveness and efficiency of their actions. But probably the most important of all reasons is that knowing the real impact of what we do and knowing that we do it well tells us if our work really matters and contributes to what we consider to be a positive change in the world.

Let's set aside for the moment the debate about the exact definitions of the terms 'impact' and 'quality'. The debate could take up tens of papers of this kind. For the purpose of this paper, we can roughly define 'impact' as the difference made by the activity - the wanted and unwanted one - especially in relation to the target group and their learning process (in terms of knowledge, but also skills, values etc.). 'Quality' in that case would mean knowing what we want to do (and what impact do we want to achieve) and doing it the best we can, in the most effective, efficient and sustainable way.

Impact & vision

When discussing the issue of quality and impact in development education, the key question that comes up first is: what is the impact that we are aiming for? It brings us consequently to the question of the definition of development education itself and the vision held by our organization. What changes are we hoping to see in world? What world do we want to create? What kind of people do we need for it? How can and should development education support this process and affect people's values and attitudes? What knowledge and skills should it help them get?

These questions, especially the first one, might seem to a bit too general and irrelevant for the practical application, but in fact it is crucial for properly planning for the impact we want to achieve. We live in an extremely complex and interdependent world and if we really want to even try to control and plan for the impact our projects have, we need to be clear about what effects we want and what does not contribute to the vision we have. It is crucial not only for planning for the expected impact, but also making sure to control and avoid any negative impact our activities might potentially have.

More elaborate definitions and descriptions of the concept of development education, especially in relation to non-formal education for youth, often refer to the different dimensions of education

(knowledge, skills, values and attitudes) and to the learning process in which awareness leads to understanding, critical reflection and informed action (e.g. GE Guidelines of the North-South Centre and GE Guide of GLEN). When planning for impact, it needs to be clear about what specific learning outcomes we are aiming at and how do they fit into our vision.

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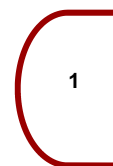
Quality: doing DE the best we can

A quality development education activity is one that brings the expected outcomes and contributes to the vision we have. To facilitate the planning, monitoring and evaluating, DE practitioners often try to break the concept of quality down into criteria, indicators and checklists. This is a challenging task as it depends very much on the vision and concept of development education, but it is also definitely a useful one. It helps to clarify the concept, put it in practical terms and reflect on the means of achieving and maximizing the impact. It can also be a useful means of exchanging of best practice between organizations and supporting those less experienced.

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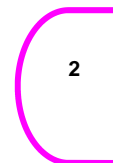
Breaking down the concepts of quality and aimed impact is necessary also for the evaluation and impact assessment. Evaluation is now a regular and, in most cases obligatory, element of development education projects. How to properly do it though still remains a question. There is a growing number of resources available for NGOs and other actors in development education proposing different approaches and tools for evaluation, but there is still a lot to be developed, especially in the issue of assessing the wide impact of DE activities.

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The challenges for Q&I in non-formal youth education

The main challenge when it comes to the evaluation, especially in the field of non-formal education for youth, is that impact is extremely hard to measure as it concerns values, attitudes and changes in behavioral patterns of young people in a long-term perspective. Whereas longitudinal studies can be carried out relatively easily when working in schools, non-formal education projects, especially the ones of smaller scope and duration, often mean working punctually with groups of young people. It might be difficult enough to find enough time and youth's attention to have them fill in one feedback form, not to mention more advanced evaluation tools and follow up studies. With the large amount of programs, activities and media that the youth is engaged in and influenced by, it is also very difficult to single out the impact of one of them against the others, especially in a long term.

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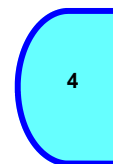
The diversity of possible target groups, settings and scope of the educational projects and programs makes defining quality, evaluating and assessing impact a serious challenge. The differences in age and level of education between the youth groups require a very precise planning, taking in consideration the cognitive capacities, motivations and the general knowledge of the group. A different level of impact can be expected when working with teenagers from a rural background in Poland and students of global development studies in Berlin.
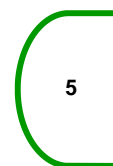
The wide range of possible types of activities under the umbrella of non-formal education adds to that complexity. Planning for impact and evaluation of a small after-school workshop with a group of teenagers or a youth-led initiative in a local community will look very different to a European program addressing university students through social media.

For this reason, we not only need better, more innovative evaluation tools, adaptable to different kinds of projects and activities. We also need to plan evaluations carefully and thoughtfully: what do we need it for and who and how will use it. Often there is a temptation to measure and evaluate everything we can. Obviously, it is not possible. What is more, we need to balance well the resources we have and make sure that evaluation is not becoming a bigger project than the one being evaluated, as it might reduce the actual impact and efficiency of the project. Setting clear, realistic and pragmatic aims should be basis of any evaluation process.

The quality and impact in non-formal development education are not easy questions, but there is already a considerable amount of experience, best practices and thoughts produced by organizations all around Europe that can be shared, exchanged and used for mutual learning. This we hope to happen at the Development Education Summer School in 2011.

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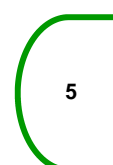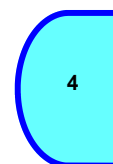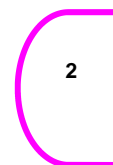
Useful links and reading list

•Global Education Guidelines, North-South Centre of the Council of Europe, 2008, www.nscentre.org

A handbook for educators helping to understand and implement global education activities. It contains interesting and useful insights on the concept of global education and the methodological approach as well as practical tips for planning and evaluating global education activities.

•-Global Education Guide, Global Education Network of Young Europeans (GLEN), 2008, www.glen-europe.org

A short and handy guide for the practitioners of global education on the concept of global education and its quality, including practical tips and checklists for planning and evaluating global education activities.

•Measuring effectiveness in development education, Development Education Association, 2001, www.think-global.org.uk

An interesting publication exploring the questions of measuring effectiveness and impact in development education, offering a useful insight in the key concepts and challenges and proposing a framework as a tool to support organizations in designing their evaluations. It is accompanied by a User's Guide.

•Quality in Global Education. An Overview of Evaluation Policy and Practice, GENE, 2008 www.gene.eu
An interesting overview of the debate on the quality of global education in Europe, presenting the policy framework as well as case studies and trends both on the European and on the national level.

•- Education au développement et a la solidarité internationale. Comment auto-évaluer ses actions?, EducaSol, 2009, www.educasol.org
A comprehensive and very practical guide for the self-evaluation of development education activities with useful tips and tools. [in French]

•Policy & Practice. A Development Education Review, Issue 11, Centre for Global Education, 2010, www.developmenteducationreview.com
Issue of the magazine focused on the issue of evaluation with a number of interesting articles on the topic.

How Can We Measure the Quality and Impact of a Development Education Resource?

Anne Strachan

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The aim of this article is to raise the issue of how we can plan for high quality and high impact Development Education (DE) resources. The article will look briefly at theories around evaluation but will try and make comments specific to resources as the other articles in this dossier will examine evaluation in other contexts.

There is sometimes a thin dividing line between a DE resource and a DE activity for instance the background materials for a citizen's jury or extended simulation role play. Resources can also mean the things we use to support our activities or engage an audience (e.g. a jar of coffee or an individual coffee producer to support fair trade). For the purposes of this article however a DE resource is an output specifically produced for development awareness which can be used by different actors independently of the producer.

Introduction

There is no lack of DE resources produced for every sector. The UK Global Dimension website for teachers (1) alone lists around 800 packs, DVDs, posters, websites covering all aspects of development across the curriculum for every age group.

In 1999 an audit of DE resources for the formal sector by the UK Department for International Development found that only 23% of DE publishers undertook market research to assess the need for their outputs (2). The report quotes an earlier 1998 study by the Development Education Association (DEA) (3) which found that few development education organisations undertook impact assessment of their activities – including, one assumes, that of resources.

Has the picture changed dramatically in the last 12 years? If not - how do we know we are doing it right?

Why evidencing quality and impact is important

Public and private funders at both local and national levels are requiring organisations across the whole non-profit and voluntary sector, to assess the outcomes and sometimes impact of their work. This requirement often fails to take into account the difficulties of measuring long-term impact and how this can be achieved after the programme has finished.

Evidencing medium to long-term impact is difficult with DE resources as once sold, published or downloaded after the end of the project feedback is rare and project staff move on. The *DE Education Materials Survey (4)* carried out by Manchester Development Education Project in 1992

(1)   http://www.globaldimension.org.uk/
(2)   Department for International Development (1999) *Audit of Formal Sector Development Education Resources.* London
(3)   *DEA (1988) Evaluation Report: Summary of Key Finding.* London (out-of-print) quoted in DfID (1999)
(4)   Midwinter, C (1992) *Teachers and Development Education Resources in schools: results of a development education materials survey.* Manchester Development Education Project. Manchester.

highlights the difficulty of evaluating the impact of DE resources "*Evaluating the effectiveness of DE is a difficult enough task, but to establish the particular part that a certain resource may have played in changing pupils' attitudes or developing skills was outside the scope of the study.*"
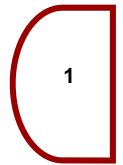
There is real concern that the DE message is not reaching the public. The *Public Attitudes Towards Development survey* reported "a mixed picture relating to public concern about poverty; around 20-25% of the public consistently report being very concerned about this issue .. the number of people actively engaged with tackling global poverty has dropped significantly in recent years". (5)
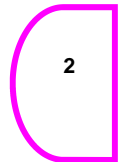
The challenge of planning for quality and measuring the impact of DE resources
"*Quality* is about learning what you are doing well and doing it better." (6)

Planning for a quality output is within an organisation's control. Though there is no standard accepted criteria for quality in DE resources we can use outcome frameworks available online e.g. Prove and Improve, GLEN Global Education Guide2, RISC's evaluation frameworks for global citizenship and Outcome Mapping (7). Using such tools support planning for adequate inputs (from clarity of vision to staff expertise and time), activities (including research, trialing and audience feedback) and outputs (evaluation, marketing and training).
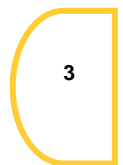
The DEA defined impact in development education as *"the set of sustainable changes that result from the education activities and the effects (intended or unintended) that a programme has on the community / target group". (8)*
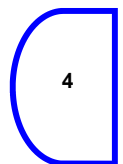
DE resources usually aim to raise awareness and increase knowledge of development issues and incorporate activities designed to develop positive attitudes and values. The DEA goes on to note that there is an "*implicit assumption in many development education programmes that changes in awareness will lead to changes in attitudes and behaviour*".
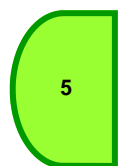
However the research shows that there is no simple causal relationship between attitudes, engagement and behaviour change (9). The relationship between them is complex and multi directional and values and attitudes are very complex and interventions difficult to design and assess. A review of public attitudes on sustainability shows *"a very wide range of contextual factors influence attitudes and constrain behaviour; habit and routine are also important. If engagement is undertaken for the purpose of changing attitudes and/or encouraging behaviour change, then these wider factors will also need to be addressed" (10)*

The European Consensus on Development recognises this issue in its critique of common impact evaluations. It notes that "*evaluation is slanted towards quantitative assessments: the number of*

(5) TNS (2010) *Public Attitudes Towards Development: Spring 2010.* London: COI
(6) Fricke, HJ (2011) *Developing a Quality and Impact reference framework: suggestions for Concord's DARE Forum.*
(7) http://www.proveandimprove.org/new/getst/ImpactMap.php
http://ngomedia.pl/extranet/glen/wp-content/uploads/2010/11/GLEN-GE-Guide-2009.pdf
http://www.outcomemapping.ca/resource/index.php
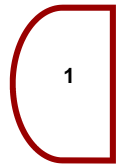 RISC *(2008) How Do We Know It's Working*? And RISC *Are we nearly there? Norwich.*
(8) Toolkits for measuring attitudinal change in global citizenship
McCollum, A and Bourn, D (2001) *Measuring Effectiveness in development education, Development Education Association*, DEA, London
(9) See Hogg, M (2011) *Do we need a deeper, more complex conversation with the public about global issues*? Think Global, London for a comprehensive exploration of the theory.
(10) Upham et al. (2009) *Public attitudes to environmental change: a selective review of theory and practice.* Research Councils. London

activities carried out, the number of people 'whose awareness has been raised', 'who have been educated', who have signed up for an activity, etc. They may be useful where a programme or project operates on the assumption that awareness raised automatically leads to greater understanding and from there to action. But quantity of involvement does not, on its own, indicate quality of involvement, and a causal relationship between raised awareness and sustained public behaviour as a result is extremely rare".

The DEA report *Measuring Effectiveness in Development Education* outlines three areas where clarity is needed to demonstrate the contribution that DE can make at individual, organisational and societal levels. These issues are as applicable to resources as to other areas of DE activity.
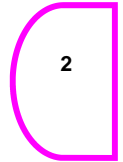
1. The anticipated changes in relation to knowledge and skills, attitudes and values, and changes in behaviour and practice
2. The relationship between learning processes and learning outcomes
3. Key stages in processes of individual attitudinal change; processes of organisational change and capacity building.
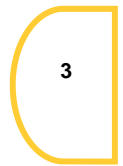
Conclusion

The delivery of quality resources is possible with adequate planning and resources. Evidencing impact however is much more difficult. We can plan for impact if we think about learning, organisational and wider societal and environmental outcomes at the planning stage. We can also build on increasingly popular theories such as impact mapping and behavioral and attitudinal and value-based change. In particular
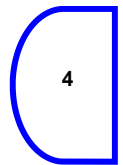
1. Developing a programme of activities using *Nudge theory* - i.e. "nudge" (encouraging small behavioural changes), "think" (involving participants in analysis of issues) and "shove" (explicit reference to statutory obligations).
2. Building on the field of *public engagement* to engage the audience in dialogue and debate rather than imparting knowledge.
3. Using the approach of *value frames* which includes the use of positive language and appealing to "deep frames."
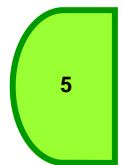
The strength of the DE approach has been evidenced through countless individual project and activity evaluations. Participative learning and critical thinking has been shown to increase engagement in a topic, aid retention and empower learners in related fields.

If we need to prove the effectiveness of DE resources to achieve our aims then we must find the means to do so.

(11) Development Education Exchange in Europe Project (2007) European Consensus on Development: The contribution of development education & awareness raising.
(12) McCollum, A and Bourn, D (2001) *op cit*
(13)Think Global (2010) *Nudge, think or shove? Shifting values and attitudes towards sustainability: A briefing for sustainable development practitioners.* London
(14)Involve (2008) *Deliberative public engagement: nine principles.* National Consumer Council. London
(15) Hogg, M (op cit) and Cromptom, T (2010) *Common Cause: the Case for Working with our Cultural Values.* WWF-UK. London
(16) Ofsted (2009) *Education for sustainable development.* London: Ofsted

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- Prove and Improve : a quality and impact toolkit for charities, voluntary organisations and social enterprise.
- http://www.proveandimprove.org/new/getst/ImpactMap.php
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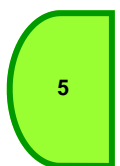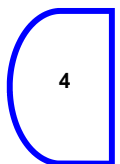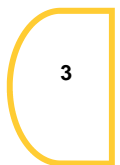- http://www.dochas.ie/Shared/Files/4/measuring_effectiveness_of_development_education.pdf
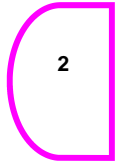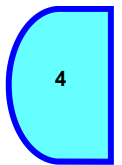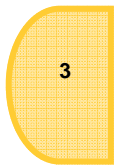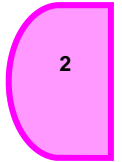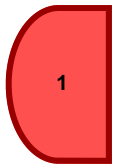
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http://www.lwec.org.uk/sites/default/files/Public%20attitudes%20to%20environmental%20change_final%20report_301009.pdf

- *European Multi-stakeholder Group on DE (2007) European Consensus on Development: The contribution of development education & awareness raising.*
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Notes