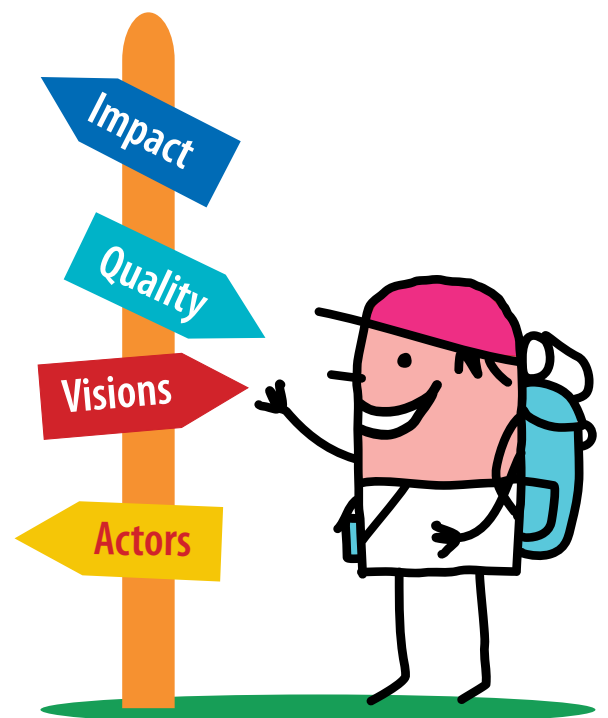


Quality & Impact

A Journey to Quality Development Education:

starting points that help you to be clear
about what you do and why you do it.



DEEEP

Developing
Europeans'
Engagement for the
Eradication of Global
Poverty



The format of 'A Journey to Quality Development Education'

The diagram on this centre spread gives an overview of four aspects which we suggest are a starting point for considering quality in Development Education. No doubt other starting points can be found, but we have selected these because they provide good prompts for drawing out other dimensions that are likely to be relevant to your work.

Each of the four aspects is illustrated through one or more activities. These 'tools' are all downloadable as PDF files from the 'toolbox' on the DEEEP website [www.deeep.org]. **A Journey to Quality Development Education** does not offer a step-by-step approach but instead gives you a variety of approaches to select from, enabling you to meet your needs and circumstances.

Working with the examples and activities will take time. But it is likely to be time well spent since it can help you in planning, checking on progress, working with your audiences and participants, communicating your work, and evaluating the change you have created.

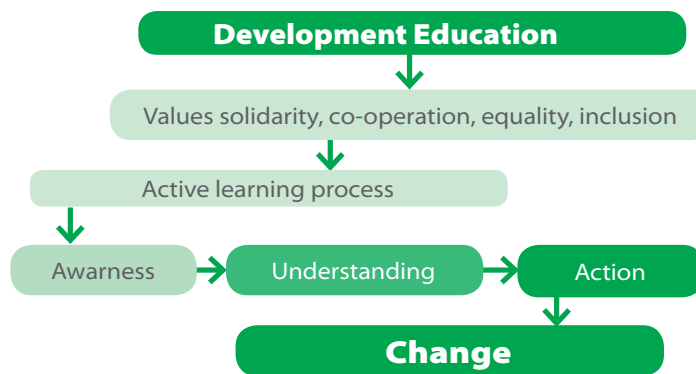
Start by having a read through the aspects on the diagram to familiarise yourself with the structure of the framework and select those aspects that you think are particularly pertinent to your work at this stage: creating your own journey to improving the quality of Development Education.

Whats is development education?

This quality framework can help you in defining what you mean by 'Development Education'. As a starting point you may want to consider the following definition which has been developed and agreed by CONCORD, the EU network of NGOs involved in global development:

Development education is an active learning process, founded on values of solidarity, equality, inclusion and co-operation. It enables people to move from basic awareness of international development priorities and sustainable human development, through understanding of the causes and effects of global issues to personal involvement and informed actions.

Development education fosters the full participation of all citizens in world-wide poverty eradication, and the fight against exclusion. It seeks to influence more just and sustainable economic, social, environmental, human rights based national and international policies.

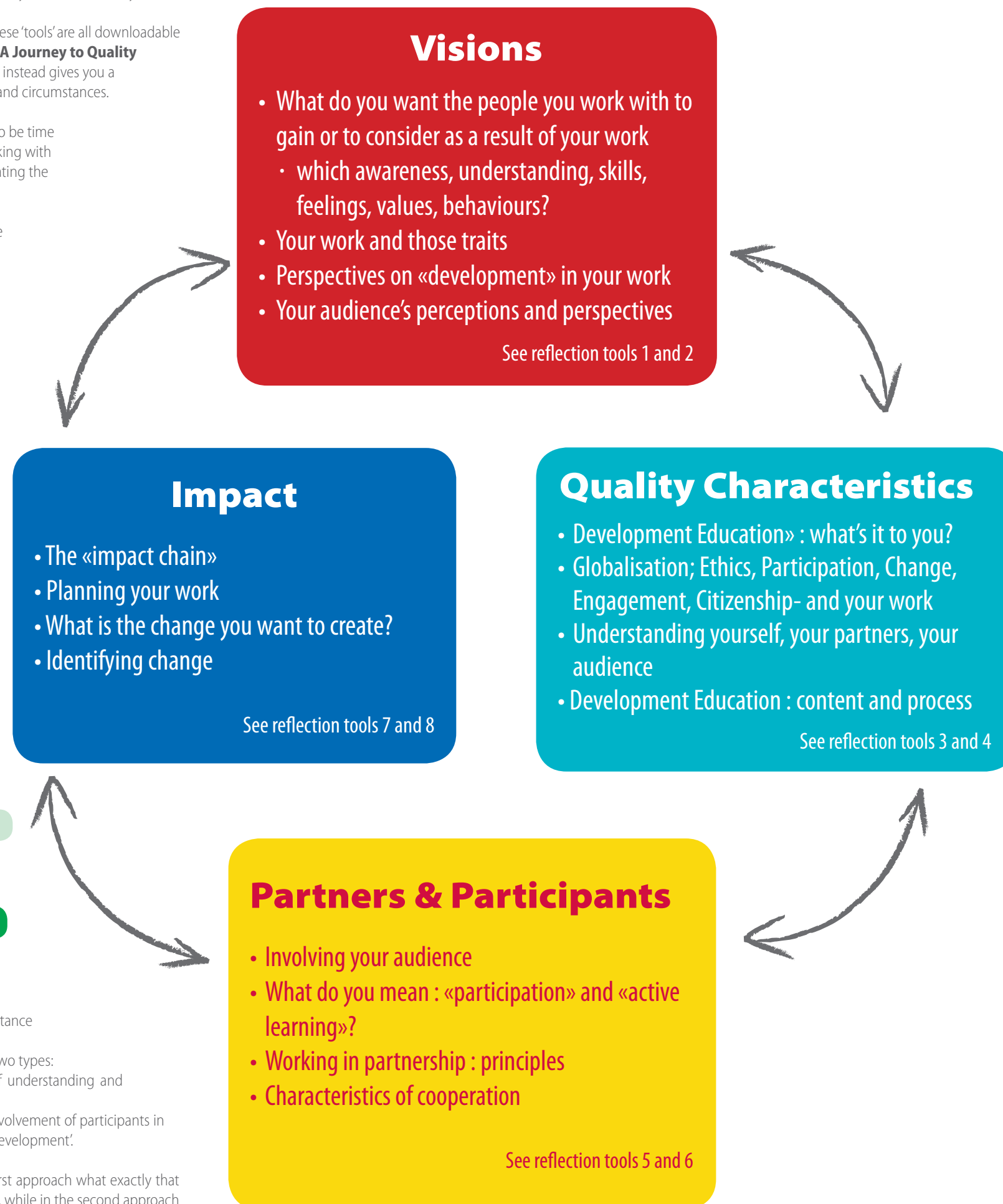


For examples of other definitions of Development Education see for instance <http://www.deeep.org/dear-definitions.html>

Development Education projects and activities usually fall into one of two types:

- some are primarily concerned with 'learning': the development of understanding and skills that enable participants to create change and development;
- others are primarily concerned with creating specific change: the involvement of participants in advocating particular changes in policies or behaviours that affect 'development'.

'Action' relevant to 'development' is a result of both types, but in the first approach what exactly that action is and to which purpose is left up to the participants themselves, while in the second approach that action and its purpose is decided by the organiser of the activity. Being clear about which type of activity you are planning helps in identifying the kind of qualities you are looking for in your work.



A study commissioned by the European Commission characterised these two types as follows:

	Global Learning	Advocacy and Campaigning
Aims	Development of competences of the learner or groups of learners.	Change in individual and collective behaviour or institutional/ corporate policies.
Philosophy	Pedagogic, constructivist	Activist, normative
Distinguishing feature	Process-oriented: <ul style="list-style-type: none"> • focusing on the learner and the learning process • an open learning approach that does not predefine policy or behavioural change but leaves it up to participants to decide how they act in response to their learning 	Results-oriented: <ul style="list-style-type: none"> • aims at achieving specific results in terms of changed policies and/or behaviours • a strategic approach towards predefined results
Global Citizenship & Change perspective	Developing personal skills and competencies is essential for enabling people to live a meaningful life and to be responsible members and agents of change in their local communities and in the interdependent world society.	Enlightened global citizens, critically engaged in campaigning and advocacy, are essential for a living democracy and for bringing about the transformative changes required by today's world.
Current challenge in the context of development	Bringing together development actors and actors of the Formal and Non-Formal Education Systems in order to effectively integrate quality Global Learning in education practice.	Contributing to a critical public debate on development in order to achieve policy coherence for development.

Source: DEAR Study Annex A, 2010, p 119

A Journey to Quality Development Education is primarily concerned with work that focuses on global learning although aspects of the toolkit will also be useful to organisations concerned with advocacy and campaigning for development.

Reflection tool 1

Development – understanding, skills, values, feelings

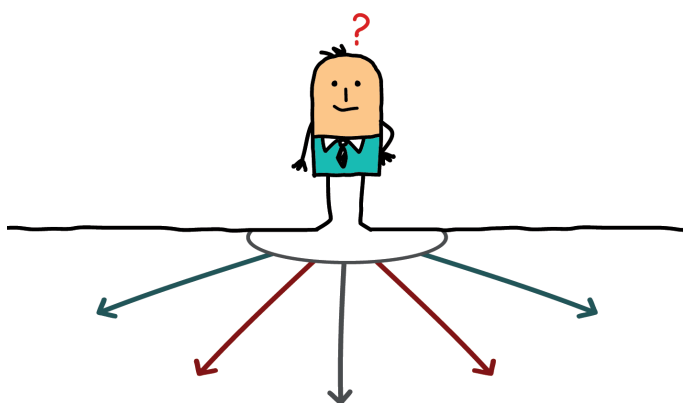
Create pictures to help you visualise the understanding, skills, values, feelings, and other characteristics you would like the people engaged in your Development Education activities to consider or gain.

(If you are using an Advocacy approach (see the framework centre spread) you are more likely to focus on the traits which you want your participants or audience to gain. If you are using a Global Learning approach you are more likely to want them to consider such traits.)

Instructions

Work in groups of three or four. On a large sheet of paper draw a picture of a person (representing your audience or participants).

Around the outside of the picture write down the knowledge, understandings, skills, values, behaviours and other traits you want your audience or participants to have or to consider as a result of effective Development Education work.

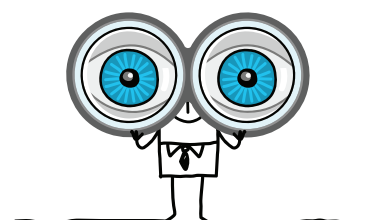


Reflection

Display the picture (or pictures if there is more than one group working with this activity) around the room and discuss if there is a shared understanding of traits which you would want your audience to consider or gain.

From the pictures you've drawn:

- What would you want the people involved in your Development Education work to know?
- What would you want them to be able to do and feel?
- Categorise the words you've used in your picture(s) – for example by circling them with different colours – into skills, knowledge and understandings, values or attitudes. Would such categorisation vary according to the kind of Development Education work you are involved in?
- Consider who your audience is: What are their reactions to your ideas likely to be? How are they likely to see the world and the role of individuals in that world? In what way does it differ from your ideas?
- Your 'vision' of the traits you promote through your work relates to your values. How does * organisation and your programme and * your project and activities show a day-to-day translation of those values?
- In what way does your programme or project address and take account of different viewpoints which your participants may have?



Reflection tool 2

What is development?

There is no one view of what 'development' means.

This activity will help you to explore different notions and dimensions of development, relating them to perspectives on development that are shown in your work.

Instructions

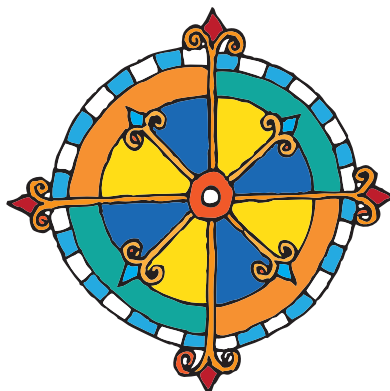
The development compass rose (based on the North, South, East, West cardinal points of the compass) focuses on four areas. It encourages a look at a particular issue from a variety of angles. The development compass rose can be used in response to a picture, poster, photograph or an issue.¹

Natural

These are questions about environment - energy, air, water, soil, living things and their relationships to each other. These questions are about the built as well as the "natural" environment.

Who decides?

These are questions about power, who makes choices and decides what is happen ; who benefits and loses as a result of these decisions and at what cost.



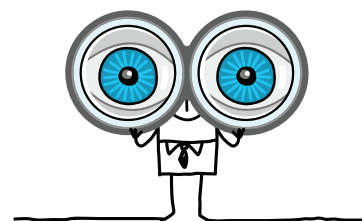
Economic

These are questions about money, trading, old, ownership, buying and selling.

Social

These are questions about people, their traditions, culture and way they live. They include questions about how, for example, gender, race, disability, class and age affect social relationships

¹ The idea of the 'development compass rose' was initially developed in the 1980s by Tide~ (Teachers in Development Education), Birmingham, UK. For ideas on the use of the development compass rose in exploring meanings and perspectives of development see, for example, Tide's 'What is Development?' publication (2003): <http://www.tidec.org/>



Visions

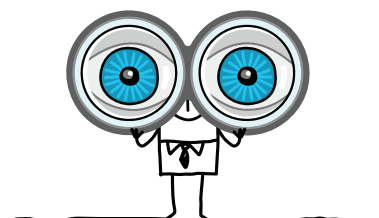
Read through the following four perspectives on sustainable development²:

<p>A. Humans have the right to exploit the earth's resources for their well-being. The earth's resources are finite and must be properly managed. We must carefully assess the potential dangers to the environment and their knock-on effects of humans. We must manage human development to accommodate ourselves to environmental limits. <i>"Human beings are at the centre of concerns for sustainable development. They are entitled to a healthy and productive life in harmony with nature."</i> (Principle 1 of the 'Rio Declaration of Environment and Development', 1992)</p>	<p>B. Global capitalism and international organisations, such as the WTO and the World Bank, are destroying the earth. Big technology, such as nuclear power, is out of control. We need to move towards small-scale, self-reliant communities. We need to use renewable resources and 'appropriate technology' <i>"Ever bigger machines, entailing ever bigger concentrations of economic power and exerting ever greater violence against the environment, do not represent progress: they are a denial of wisdom."</i> (E.F. Schumacher, 'Small is Beautiful: Economics as if People mattered', 1973)</p>
<p>C. The earth is a system with many different parts. The body of the earth is called Gaia, and we are all part of her. Gaia and her parts (animals, rocks, soil) have rights that need to be protected. The <i>"entire range of living matter on Earth ... could be regarded as a single living entity, capable of manipulating the Earth's atmosphere to suit its overall needs. This organism, of which human society is a part, but only a part, regulates her activities in a very complex and subtle way."</i> (J. Lovelock, 'Gaia - a new look at the Life on Earth', 1979)</p>	<p>D. The earth is robust and can survive human interventions. When resources become scarce, supply and demand will make them expensive and there will be reduced demand. There will then be a market for businesses to develop new products that will fill any gaps. Business will fund research to find new ways of coping with scarcity and for developing new technologies. <i>"It's time for the technical community ... to re-establish the ideas of scientific authority"</i> (M.Grimston, in the UK Atomic Energy Authority 'Atom' Magazine, 1990)</p>

1. Which questions about 'development' are likely to be asked by each of these four perspectives:
 - about development and 'Nature'
 - about development and 'Economics'
 - about development and 'Social organisation'
 - about development and 'Who decides?'
2. In what ways are the questions that are likely to be asked by the four perspectives similar or different?
3. How would the people you work with (your participants or audience) view the different perspectives and such questions?
4. In your work do you reflect a particular perspective, such as any of the four outlined? What are the questions you ask about development and the environment, development and economics, development and social organisations, development and decision making?
5. In your work do you give explicit attention to a range of perspectives on development (such as the four outlined above)? Why? or Why not?
6. How do your discussions and opinions relate to, concur with or differ from those in your national Development Education platform or development cooperation network?³

² Source: C. Regan (ed), '80:20 - Development in an Unequal World', 2012 (6th edition), p 55

³ For finding the contact details of your national platform see www.deeep.org



Reflection tool 3

Your work and characteristics of quality in Development Education

Definitions and interpretations of Development Education vary significantly across different organisations and countries, and indeed even the term used to describe it varies – including for example Global Education, Sustainable Development Education, Education for Development, Global Learning, etc. The DEEEP website lists some of the most common descriptions used across the EU (see <http://www.deeep.org/index.php/dear-definitions>).

Despite these variations some common characteristics of good quality Development Education have been identified through work with a wide range of governmental and non-governmental DE stakeholders as part of the European Commission's DEAR Study in 2010. (See https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/DEAR_Final_report, in particular Annex A pp 117.)

Understanding the globalised world:

Awareness raising about and education for development provides differentiated knowledge and information, raises awareness of and creates relevant understandings about

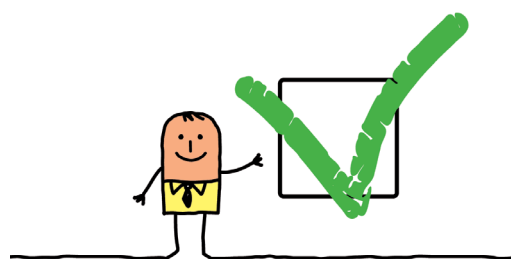
- globalisation,
- links between our own lives and those of people throughout the world,
- geographic and multi-factor interdependence,
- power and hegemonic relations,
- global and local development challenges,
- global and local environmental challenges,
- issues of identity and diversity in multicultural contexts,
- issues of peace and conflict resolution.

Ethical foundation and goals

The approaches to develop such understandings are based on values of justice, equality, inclusion, human rights, solidarity, respect for others and for the environment.

Participatory, transformative learning process

The learning process to enable its participants to develop relevant understandings and skills for change requires dynamism and creativity. Its methodologies are active and learner-centred, participatory and facilitative, dialogue-oriented and experiential, they involve a multiplicity of perspectives and aim at the empowerment of the learner.



Quality Characteristics

Developing competencies of critical (self-)reflection

The learning process and the development of understanding relevant to development in a globalised world develops the skills and competencies of the learner, in particular

- to evaluate and reflect his/her place, role and responsibility in his/her community and in the dynamic and changing globalised world,
- to change perspectives and critically scrutinise his/her own attitudes, stereotypes and points of view,
- to form an own opinion, to make autonomous and responsible choices, to participate in decision-making processes,
- to learn how to learn.

Supporting active engagement

Implicitly and explicitly this work addresses and investigates attitudes and behaviours (of ourselves, and of others), in particular those that encourage and discourage responsible and informed action and engagement in a more just and sustainable world.

Active global citizenship

Taken together understandings, skills, values, attitudes and the process of engagement with issues and with learning aim to contribute to active citizenship with local and global dimensions:

- It empowers people to participate in public affairs, strengthens civil society and fosters a living democracy;
- it enhances citizens' active involvement and engagement for social change within their local communities and native societies;
- it promotes a sense of global citizenship and of co-responsibility at the global level of world society.

source: DEAR Study: Annex A, p 117

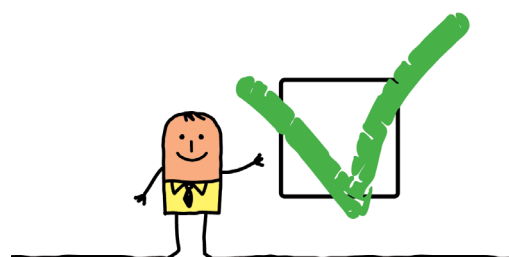
Reflection

Have a look at the descriptions which are copied above:

- To what extent does your current work, or the work you are planning to do, explicitly relate to these different characteristics of quality Development Education & Awareness Raising?
- If you give attention to any: how does that show in your work?

If there is a characteristic which is missing from your work it may be for good reasons or because you've never thought of it:

- Why is it missing?
- Should it be included and if so, how?
- Are there other characteristics of Development Education which you think should be included?
- If so, what are they and how does your current or planned work show those?



Reflection tool 4

Stakeholders, process and content

Development Education Quality analysis can be made from various entry points. If we look at our DE activity, project or program, how coherent is our work with the reality in which we have to work? To what extent do we relate to the culture, power relationships and values around us?

Instructions

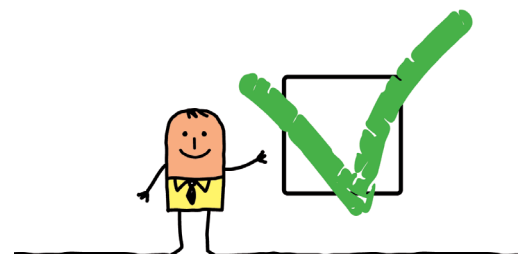
The following offers two checklists for self-assessment: one to do with the stakeholders of our work (the educational actors (i.e. you), partners, target groups), and the other relating to the process we use and the content we address in our work.

Level A: the actors involved in your work

1. Educational actors: possible questions to be asked include:
 - a. Are the skills and competences you promote through your Development Education work based on an understanding of your audience and their work, understanding of the development issues you explore, and familiarity with the methods/pedagogical approaches you use?
 - b. Are you aware of your own perspectives and points of view?
 - c. Is there teamwork?
 - d. Was what you were planning to show through your attitudes and behavior as an educational actor visible to your audience (i.e. was it consistent and coherent)?
2. Partners :
 - a. Are they relevant to the values and action to be undertaken?
 - b. Do you share common educational goals with them?
 - c. Is the partnership based on complementarities, reciprocity, co-responsibility and trust?
 - d. Do we acknowledge differences?
 - e. Has enough common preparation been planned?
 - f. Do we think of a long-term collaboration?
3. Target groups, audiences, participants:

In Development Education target groups are subjects and not objects

 - a. Do we know the target group? (their expectations and the context of their lives) and are we taking their expectations, needs, hopes, context/reality into account?
 - b. Is their active participation considered (learner based when possible)?
 - c. Do we consider target groups and audiences as subject (and not object)?
 - d. Are we taking into account expectations, needs, hopes, context/reality of our audience?
 - e. How is the audience/target group implied in the evaluation of the process?



Quality Characteristics

Level B: Development Education content and action process

A Development Education action is an educational process intended to facilitate understanding and empowerment. In Development Education the content and the process of our actions are strongly interlinked. Whatever the subject or the problem we want to tackle, the way to proceed is extremely important.

1. Action design: are we clear about ...
 - Our vision of Development Education, of social change? What are our global objectives?
 - Our analysis of the context, partners, target groups? Have we made some research?
 - The problem/question we want to tackle and why?
 - Results and outcomes: what do we want to achieve (change) with the target group?
 - Our educational strategy (approach, method, activities, educative tools)?
 - How are we going to perform DE action? - see point 2 below
 - The resources available?
 - Monitoring and evaluation methods to be used?
2. Action performance (process with the participants/target group) :
Development Education leads to thinking in terms of complexity and responsibility. As educational actors working with our target group:

Do we take into account:

- Interdependence : everything is linked
- Local/global (all events are situated in a context, has impacts, etc.)
- Diversity of perspectives (the multiplicity of viewpoints and dimensions to an issue)
- Participation and empowerment

Are we aware of underlying with the target group:

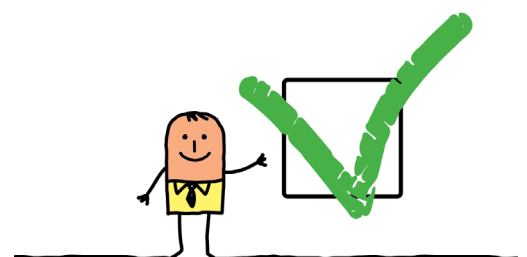
- Where we are speaking from?
- What is our project?
- What are our values?
- How we assert our proposals?
- How do we unveil our choices?
- That we invent reality as person and as a group?

Are we making sure that:

- We make links, interconnections, that we introduce complexity in topics?
- Facilitate participation and empowerment?
- Include monitoring and formative evaluation?

3. Action results (and impact)

- What can the action show or demonstrate in terms of results and outcomes (expected and unforeseen)?
- Do we focus on the process?
- Are we integrating a critical reflection on results and outcomes?
- Are we making sure that evaluation is formative and include all stakeholders?



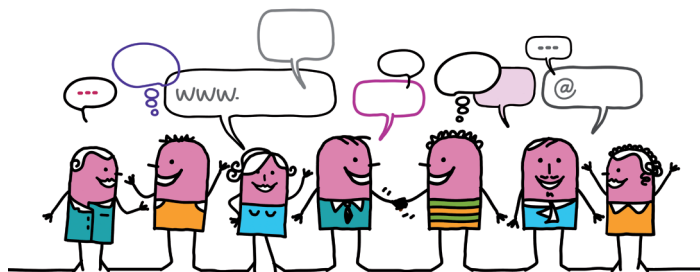
Reflection tool 5

How will you involve your audience?

A common characteristic of Development Education is involvement of the audience in the process, and 'participatory methodologies' are a central feature. However, not all 'participatory methodologies' concerned with development issues or with people's relationship with the wider world are automatically Development Education.

Reflections

Have a look at the following statement about one of the characteristics of Development Education & Awareness Raising. The statement is taken from research amongst Development Education stakeholders in the EU, asking them what they considered to be good quality dimensions of Development Education.



This was one of the dimensions that was mentioned:

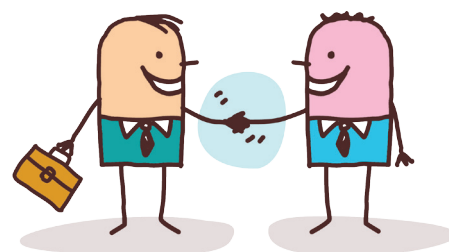
Participatory, transformative learning process

The learning process to enable its participants to develop relevant understandings and skills for change requires dynamism and creativity. Its methodologies are active and learner-centred, participatory and facilitative, dialogue-oriented and experiential, they involve a multiplicity of perspectives and aim at the empowerment of the learner.

source: DEAR Study, Annex A, p118

To what extent does your work enable your participants or audience to:

- be active in their involvement
- be focussed on their own interests and needs
- be involved in dialogue and discussion with other participants
- consider their own and others' experiences of development
- learn about and discuss different points of view on development
- come away from their involvement with ideas and skills that meet their own needs and interests and help them to influence development?



Partners & Participants

Case studies:

How do the following three case studies of illustrate each of these aspects?⁴

Case 1: "Every year tens of thousands of Danish high school students give a day of their education in order to raise funds for an educational project in the developing world.

On that day - the Dagsværk Day - students take on all kinds of ordinary and extraordinary jobs for a day. Some do a day's work in a factory, some tidy up old archives, or do cleaning work for companies. Some make money busking or selling coffee as street vendors while others tour kindergartens performing children's theatre shows written by the students.

Some work as babysitters and others do odd jobs in private homes. All of these activities are directed at one common goal: to raise money to ensure that young people in the developing countries receive an education."

Case 2: "In the 21st century Finnish youth have many ways to make their opinion known to adults. Young people use information technology and other media. We communicate with cell phones and internet. We also have our own youth groups where we can affect policy makers without too many middlemen.

But maybe the most important way to affect other children, young people and adults is to communicate directly with our society. In Finland many people are living in rural areas so it is difficult to participate in weekly youth groups, let alone on a daily basis. That's why some of us have to affect our peers individually, which is actually not a bad thing at all.

I got an opportunity to take part in the 55th Commission on the Status of Women (CSW) in New York, USA in February 2011. I was a member of the Plan International Girls Delegation. It gave me lots of information about girls' rights and the potential we have. It also gave me a lot to think about: the barriers that girls experience in poor areas and the problems that we all will face in the future. It was my first time to have the chance to listen to girls' experiences from all around the world. After I came home, I told my peers at school what I had learned in the CSW. It was wonderful to inform my friends about issues I am interested in; let alone to see that I'm not the only one that is interested in human rights."

Case 3: "Our priority, working with the young volunteers, is to promote leadership and ownership of the projects they undertake. We consider them a vital part of the organisation and we cherish the different perspectives and the fresh ideas that they bring to the organisation. This is why for this specific group, we encourage the participation of people who like to take initiatives, to forge their own opinions, to think outside the box and to make their own decisions, also by trying to minimise the interference that the staff (with the know-how and expertise) would create.

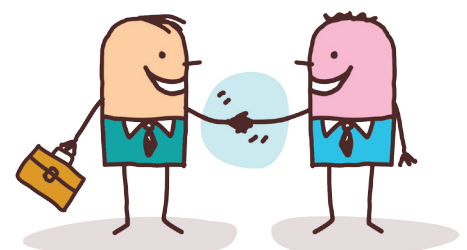
I would have to admit though, that within the previous paragraph lies a big challenge we face in our work with young people: How can we empower them and make them feel confident enough to propose and deliver their own actions? I believe the reply to that question has to include the words trust and patience. Young people, at least in Greece, are not used to being treated as a valuable resource and as subjects of social change. Their social and political environment does not provide them with opportunities and spaces to be heard and in addition to that, most of them still live with their families and they haven't tried out their strengths and abilities. That means that when they first join our youth network they might be reluctant to propose initiatives and they seem to wait from the organisation to tell them what to do. However, it is amazing to see how fast their hesitation falls behind and how much their self-confidence grows meeting after meeting and action after action. In the end, they really feel they are included in the decision-making processes of the organisation."

• How are participation and active learning illustrated in the first three case studies? Could this, and should this, have been improved in your opinion?

In order to successfully engage teachers in GE/DE through training, we need to emphasize that being a citizen in a sustainable community requires active participation and decision-making, and to demonstrate the pedagogical approaches that support these activities (UNESCO 2005). *Active learning* is the technique that underpins GE/DE learning activities. Put simply, it means the active engagement of students [or other audiences] in the learning process. Active learning contrasts with the traditional image of a teacher standing in front of a class and giving a lecture. Active learning strategies vary according to different purposes and contexts, but share features such as:

- using 'open' rather than 'closed' questions;
- encouraging creative thinking rather than setting recall and comprehension questions;
- enabling learners to develop their own questions, rather than relying on the teacher;
- giving more time for the learner to think before expecting an answer.

• How is such 'active learning' exemplified in your activities and projects?



⁴ The case studies shown in the boxes are taken from the DEEEP Thematic Dossiers 'Schools as Key Actors in promoting Global Education', 2010 and 'Youth and Children in DE', 2011. See: <http://www.deeep.org/thematic-dossier.html>

Reflection tool 6

Working in partnership

Almost invariably Development Education projects rely on working with other organisations, and working with 'partners' is a common feature.

Your principles

Assume you are being approached by another (non-Development Education) organisation to work with you on a project which they have initiated or are thinking of initiating. They describe you as a potential partner.

Leaving aside what the actual project is about, how would you assess if it is likely to be a successful partnership?

How would you like to ensure that your values, ways of working, skills and expertise, interests in development, will be taken into account in the planning, implementation and evaluation of the work to be done?

Once you've drawn up your answer to those questions, what kind of principles would you want to see applied by you in exploring and working with other organisations?

Cooperation

Working in partnership relies on cooperation. Here's how a 'Managing and Improving Cooperation' workshop described key aspects of 'cooperation'⁵:

Cooperation is "a shared activity of at least two actors in order to change their own situation"

It involves:

- interaction, i.e. behaviour that enables and promotes action and reaction
- strategic interdependence between those cooperating
- joint work towards a common goal or in a common task.

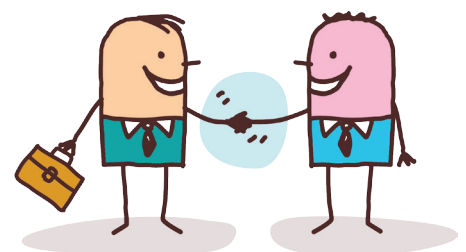
What does 'cooperation' mean to you?

Cooperation can take many forms:

- information exchange
- consultation
- participation
- coordination
- cooperation
- strategic alliance

In your work with other organisations which forms of cooperation do you use? Why those? What would be the advantages and disadvantages of using other forms?

⁵ With thanks to the Monika Dülge for access to workshop notes.



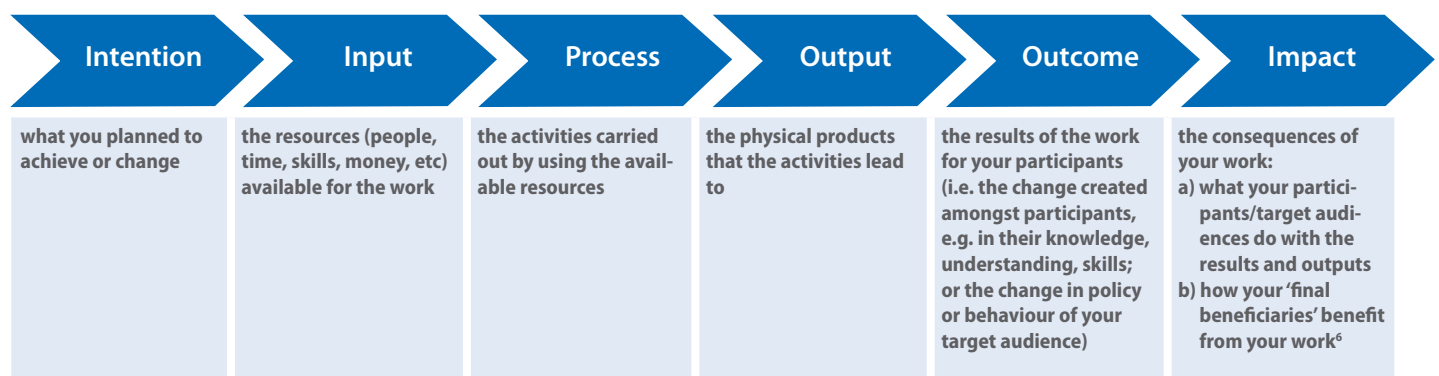
Reflection tool 7

Reflecting on the impact chain

The Impact Chain

A common way of describing the different aspects of a project or programme is the 'impact chain'. Giving specific attention to the different aspects of the chain, can help to create clarity on what you want to do, how you want to do it, and how much control you have over the success or quality of each aspect.

N.B. Confusingly different organisations – including funders – will describe the different components of the impact chain in slightly different terms (and sometimes use the same words to mean something different from how they are used here) but basically the chain consists of the following:



The further down the impact chain you go the less you, as an organiser of a project or activities, will be in control.

As an organisation involved in setting up a Development Education project, the 'intention' of your work is almost totally in your control ('almost' since it is advisable to keep your intentions realistic!).

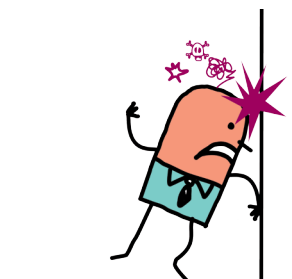
The input available for your work may be in your control but often it relies on others, e.g. funders in the form of government or charitable trusts and foundations (who usually have their own priorities that may not exactly match your intentions), or staff who are available to work on your project but who may not necessarily have the appropriate experience, understanding or skills.

The process, and how successful the activities are, of course, depend on the understanding and skills of the presenter or facilitator, but also significantly on the receptiveness of other people involved in your work, e.g. your participants. Although you can influence this, it is not totally in your control.

Similarly the outputs (the film made, the publication produced, the teaching materials developed), also rely significantly on others – as well as on the success of the activities.

The outcome depends on all the foregoing: were the intentions realistic?, were there adequate and appropriate resources available?, did the process relate to the intentions?, and were the outputs appropriate and of expected quality? There are lots of things that can go wrong in each of those aspects, influencing the effectiveness of your work.

⁶ Defined by the European Commission as "those who will benefit from the action in the long term at the level of the society or sector at large."



Finally the impact of your work is virtually totally outside your control, because it is what the people you've worked with (your participants or target audience) do with the knowledge, understanding, value, outputs which they have gained from your project. It's up to them to decide what to do with it all. Some of what they do may be as you hoped (intended) but some of it may be unintended.

The case for Development Education and your 'final beneficiaries': some food for thought

For many people involved in Development Education the justification for Development Education programmes is that it contributes to creating a world in which more attention is given to, for example, the role of communities and of global processes in overcoming economic inequality, social injustice, environmental degradation, and powerlessness in decision making processes. Based on the notion that development is a globally shared responsibility, some Development Education practitioners would argue that the 'final beneficiaries' of their work are the poor or dispossessed – in particular those in societies of the South. Others would see the final beneficiaries as their local community and its members and their ability to lead fulfilling lives, mindful of their relations with and impact on the wider world.

Whatever the raison d'être for Development Education, the case for its value will have to be shown in the ability of DE programmes and organisations to argue its benefits to the 'final beneficiaries' (however these are defined).

- Who are the final beneficiaries of the work you do?

Quality and impact

Because of 'impact' being so much outside your control some would argue that 'quality' and 'impact' are not necessarily closely related to each other: a project or programme may show good quality in the use of its resources, in the process which it uses and in the outputs it creates, but despite all that have little impact (in other words your participants/target audiences are not doing much with these outputs and with the learning from the process).

Planning activity

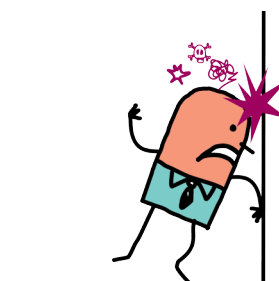
- On a large sheet of paper copy the six steps of the impact chain as shown above
- Below each step write some key words or short sentences that show how your project or programme illustrates that step.

Use this as the basis for reflecting on and discussing the following:

- In work that you are planning or that you are involved in: how well defined are the different aspects of the impact chain?
- In each of the steps: what for you would indicate that that step is done showing good quality?
- How will you know that each step is successful? How can you collect this information?
- What are the possible opportunities and blockages to making each step a success?
- What can you do to make sure that opportunities are used and possible blockages overcome?

Finally:

- After considering the points above: in six short sentences (one for each step) describe how you will be able to recognise good quality in your project or programme.
- To what extent would you consider your project or programme a) successful and b) of good quality if your participants or audience would not do anything with the outputs you have created or with their learning from the project or programme?
- How will you be able to show that the work you do benefits your chosen 'final beneficiaries'?



Reflection tool 8

Identifying the change you have created

What the participants in your Development Education work do with whatever they have gained is up to them and largely outside your control. However, in assessing how successful you have been it is exactly that aspect that can tell you if you've made a difference. (Increasingly funders of Development Education are asking for evidence of 'impact')

Obviously, the more relevant your work to your audience or participants' needs or interests, the greater the chance that your work will create a lasting result (i.e. create impact).

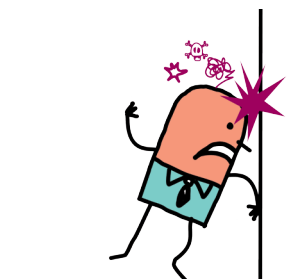
Assessing the impact which you have had is often frustrating work:

- it's usually not funded by the agencies who fund your projects
- it is not immediate, meaning you'll have to wait some time (sometimes a long time) before you can notice any effect
- it is usually difficult to attribute change that comes about to the work that you have done
- it consists of unintended consequences (as well as, you hope, intended consequences)
- the lasting result may not be on your audience/participants at all but on you yourself and on your organisation.

The following table identifies six different scenarios of impact: two where the impact is positive and leading to lasting or short term change, and four where the change is either positive or negative another where the impact is short term.

	Long term change created or contributed to	Short term change created or contributed to
intended positive change	<p>Examples:</p> <ul style="list-style-type: none"> • work done in a previous project and learning from a previous project leads to new work • participants in previous work take their own initiatives, using and building on what they have gained from 'your' project 	<p>Example:</p> <ul style="list-style-type: none"> • one or more of the outputs (e.g. a publication) created by a previous project is used by a wide range of people who were not part of the project
unintended negative change	<p>Example:</p> <ul style="list-style-type: none"> • The project received bad publicity, affecting the credibility of the whole organisation 	
unintended positive change	<p>Example:</p> <ul style="list-style-type: none"> • The project's approach was so successful that it is now being copied by various other organisations 	

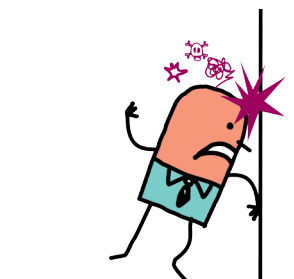
Intended positive changes can be identified during the planning phase (e.g. see Toolbox: Self assessment, activity 3) or during the progress of a project or programme. The impact you want to create can also relate to your vision of Development Education (see Toolbox: Vision)



Activity instruction

- Draw a table such as the one shown below.
- First of all make a list of the intended or actual groups of participants or target audiences of your project. Prioritise this list and fill in the left hand column of the table
- Secondly, identify the changes you expect your project to bring about for each group: write these in the second column.
- Why would each group be interested in the changes you wish to bring about? What are your assumptions about them? Write these in the third column.
- Fourthly, how will you be able to find out about the changes your project or programme has created? Complete the fourth column.
- After you've gathered the relevant information, what actual changes have taken place? Are some of these changes what you had planned, and are there unintended changes - either positive or negative?

The group(s) of participants/target audience	Which lasting changes will your project or programme create for this group?	Why would this group be interested in the changes you want to create?	How will you be able to observe or find out that these changes take place or have taken place?	Which actual changes have you observed?



A Journey to Quality Development Education

A Journey to Quality Development Education supports organisations and staff involved in Development Education to begin to take control of the quality of their work. It has developed out of work by CONCORD's Development Awareness Raising & Education (DARE) Forum - investigating and discussing different evaluation approaches available to Development Education.

A Journey to Quality Development Education responds to the reality facing many involved in DE of lacking tools or suggestions that illustrate core characteristics of 'quality'. A Journey to Quality Development Education helps you to define your work and what you mean by 'quality'. It deliberately does not offer a set of answers to what 'quality' in Development Education is. Instead it uses a Development Education approach in providing a route map to help you explore and define important characteristics of quality for yourself.

The framework will help in developing ideas on:

- why quality is important to you and your work,
- the issues which should be included in considering quality,
- how you can see quality -or a lack of it - in the work you do, and
- how you can provide evidence of the quality of your work.

A Journey to Quality Development Education is not meant to replace existing quality assessment or evaluation approaches, some of which are mentioned on the back page of this document. The process used offers stimuli for thought, debate and, we hope, new ideas that are helpful to you and your organisation in creating successful work that has lasting influence.

A Journey to Quality Development Education has been drafted by Harm Jan Fricke with the support of the Quality and Impact working group of the DARE Forum.

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