

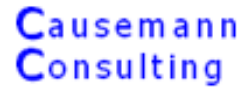
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# Global Education and Measuring Change – Selected Findings from a Study in Germany

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GENE ROUNDTABLE #40

05 APRIL 2019, BERLIN

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# Structure

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1. Background of the study
2. Objectives, research questions and subject of the study
3. Research Design
4. Results
  - 4.1 Effects of Global Education
  - 4.2 Factors influencing effects of Global Education
5. Discussion of the results with regard to a greater effect orientation of Global Education Projects

# 1. Background of the study

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- Demand for a greater effect orientation in development information and education work (DEI) in Germany (cf. a.o. VENRO, 2010; 2012a, b; Berliner Entwicklungspolitischer Ratschlag & Stiftung Nord-Süd-Brücken, 2010, 2015)
- Thematic conferences of VENRO in the years 2011 and 2012
- Central challenge: complex relationships of cause and effect (cf. a.o. Bergmüller, Scheunpflug, Franz & Krogull, 2013)
- Research project financed by the BMZ: "Effects and methods of effect monitoring in development information and education work" (2016 to 2018)

## 2. Objectives, research questions and subject of the study

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- Support for effect-oriented planning of DEI/Global Education projects
- Suggestions for useful methods to measure effects within DEIW/Global Education practice
- Stimulating further conceptual, political and scientific debate about effects of DEI/Global Education

## 2. Objectives, **research questions** and subject of the study

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- I. Which effects of DEI/Global Education can potentially be realized?
- II. Which factors fostering the effectiveness of DEI/Global Education activities can be identified?
- III. How can effects of DEI/Global Education activities be measured efficiently?

## 2. Objectives, research questions and **subject** of the study

- DEI/Global Education in the formal and non-formal context
- Focus on four typical types of DEI-activities in Germany:
  1. Activities of short duration (e.g. public lectures, project days/weeks etc.)
  2. School campaigns
  3. Qualification of multipliers
  4. Development and use of Global Education material
- Two case studies per type of activity (8 out of 25)
- Additional desk study (n= 104 reference studies)
- Additional research on influence factors for long-term engagement in DEI work via biographic interviews in all case studies

## 3. Research Design

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### Preliminary remarks

- Learning processes cannot be perceived as causal link of input and effect.
- Learning is a complex, self-referential and constructive process.
- Learning is not always visible from outside.

## 3. Research Design

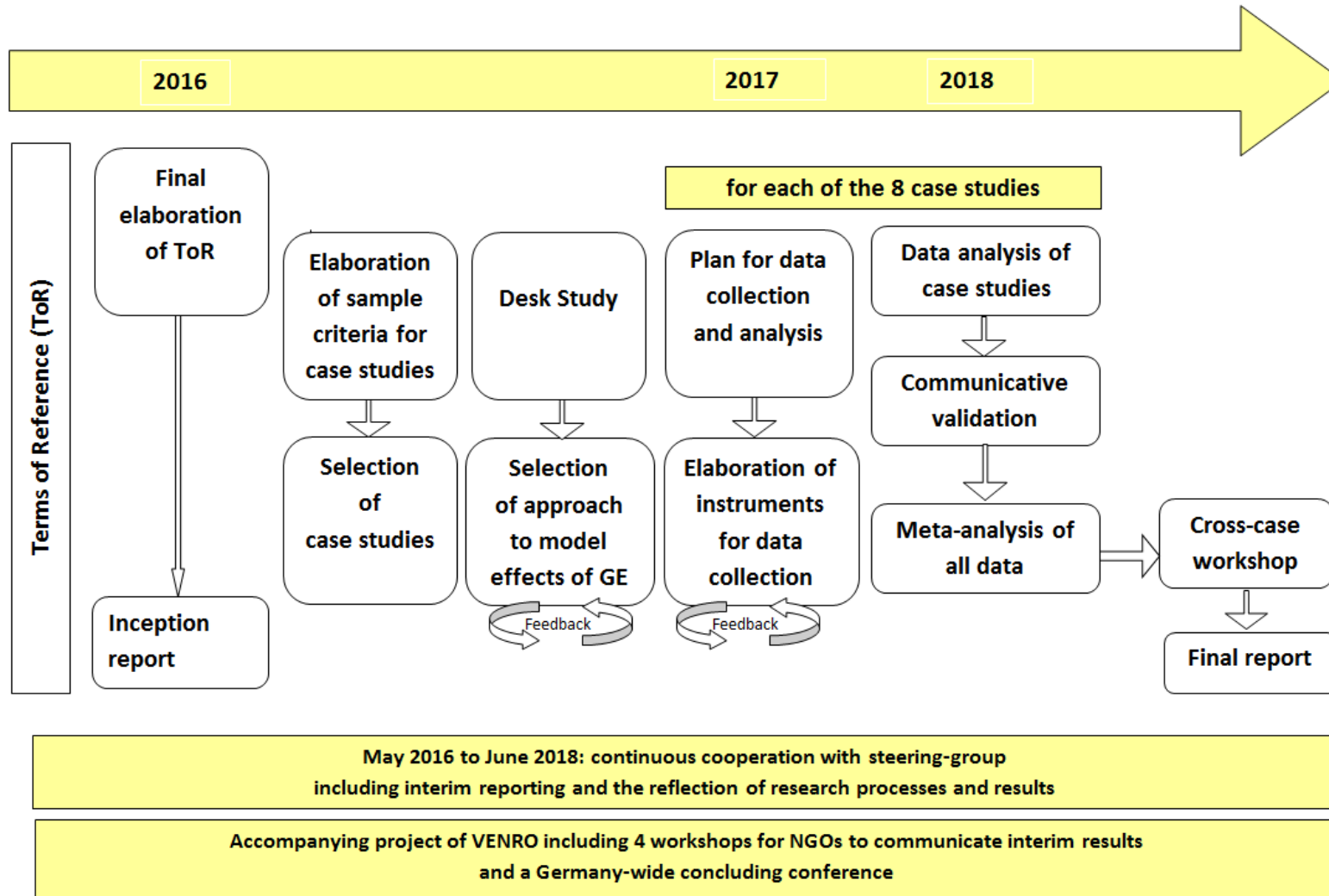
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### General considerations

- Mixed-method design
- Triangulation of investigators
- Longitudinal data
- Participative approach



### 3. Research Design



### 3. Research Design

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#### Quantitative approach:

- (Semi-)standardised questionnaires
- Card surveying
- Surveying via a response clicker system
- Socio-metric exercises

=> Univariate and bivariate analysis

=> Linear regression analysis

Additionally: analysis of secondary data from the case examples

### 3. Research Design

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#### **Qualitative approach:**

- Structured individual and group interviews
  - Group discussions
  - Activity lists
  - Participatory observations
- => Analysis of interviews and activity list: content analysis (Mayring, 2014)
- => Analysis of group discussions: documentary method (Bohnsack, 2010)

Additionally: analysis of secondary data from the case examples

### 3. Research Design

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#### Hybrid approaches:

- Semi-structured biographical interviews
  - Rating conference
  - Impact matrix
  - Kasese tool
- } cf. Tiny Tools / NGO IDEAs (Brenner, 2012)

=> Analysis via content analysis and descriptive statistics

## 4. Results: Effects of DEI/Global Education

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- Acquisition of knowledge
- Gain of interest
- Changed sensitisation
- Reflection
- Experience of self-efficacy
- (Change in) personal attitudes / beliefs
- (Change in) personal action-leading orientations
- (Change in) actions / behaviour
- Dissemination / broad effect of initiatives

## 4. Results: Effects of DEI/Global Education

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### **1<sup>st</sup> order of effects**

Acquisition of knowledge, gain of interest,  
changed sensitisation, reflection,  
experience of self-efficacy

### **2<sup>nd</sup> order of effects**

(Change in) personal attitudes / beliefs /  
action-leading orientations

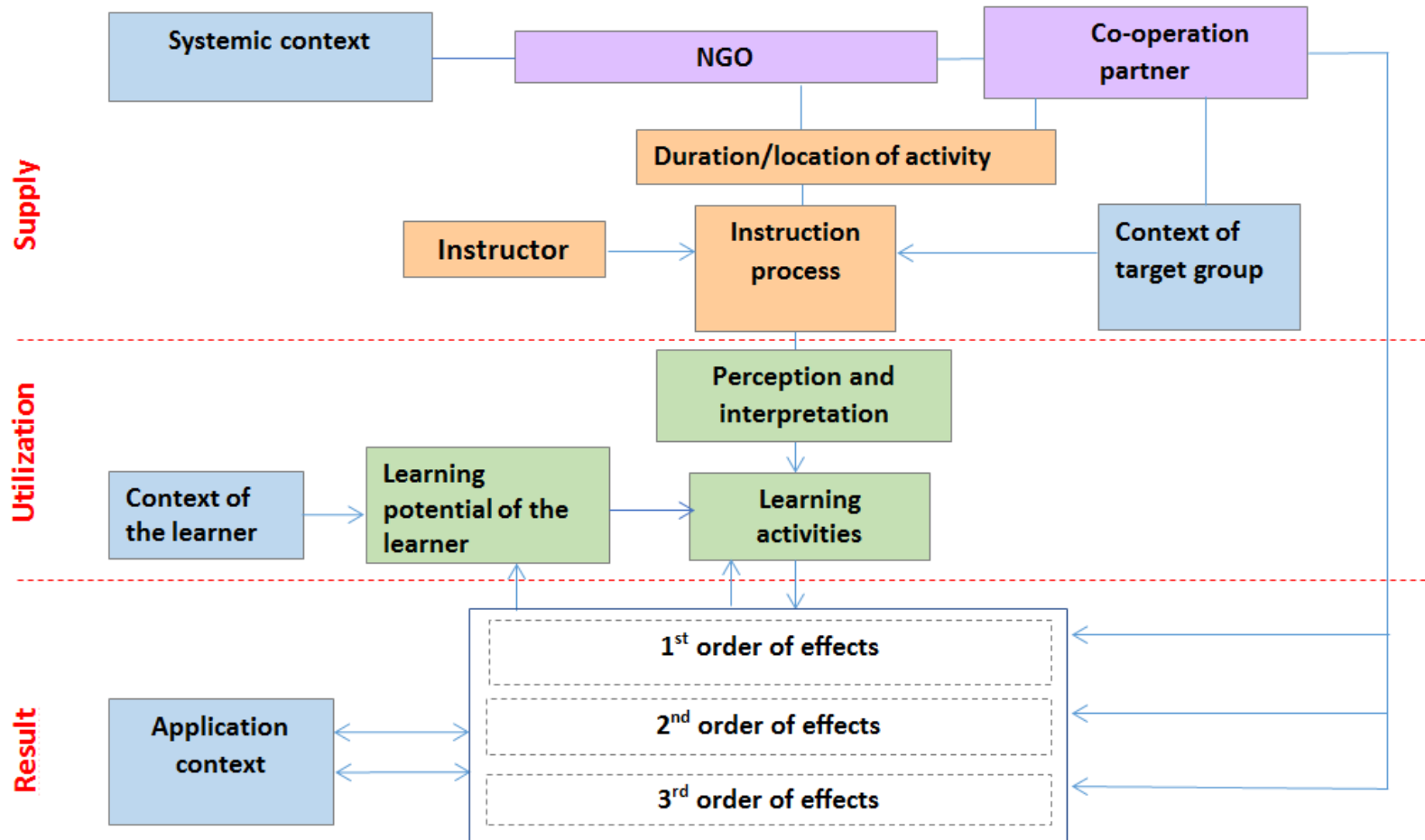
### **3<sup>rd</sup> order of effects**

(Change in) actions / behaviour;  
dissemination / broad effect

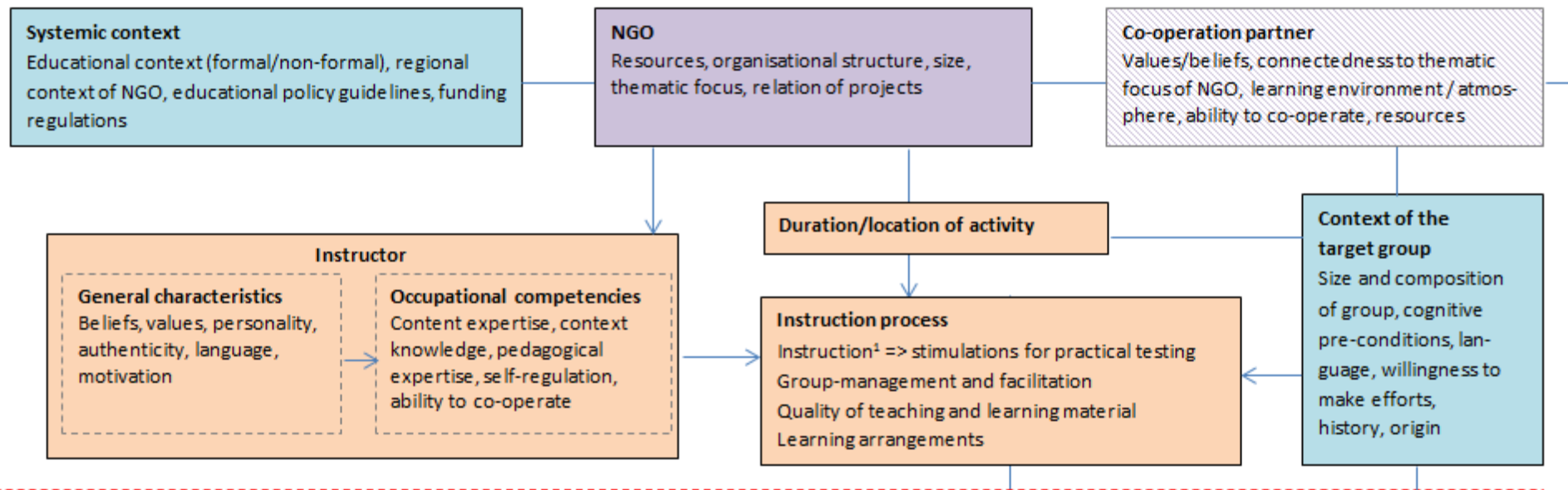
### **Classification criteria:**

- penetration
- persistence
- frequency

## 4. Results: Factors influencing effects of DEI/Global Education

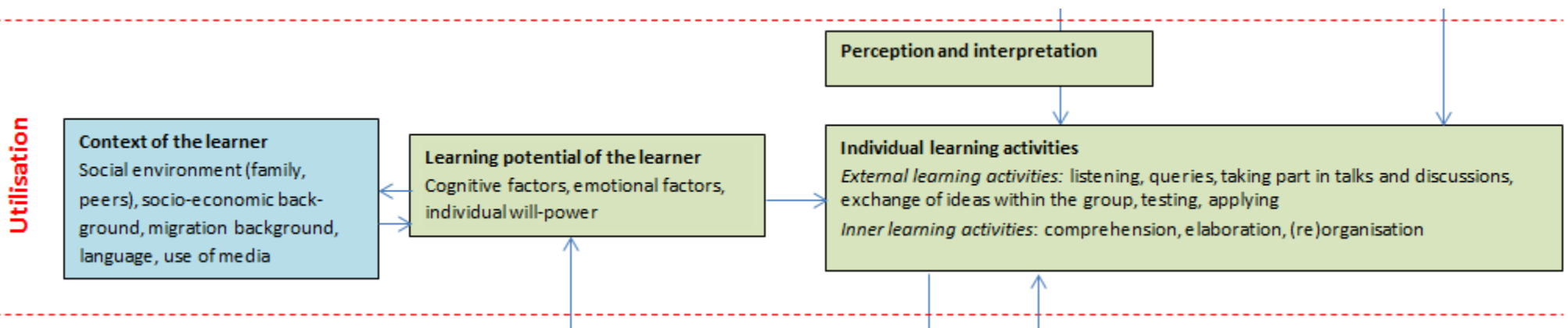


## 4. Results: Factors influencing effects of DEI/Global Education

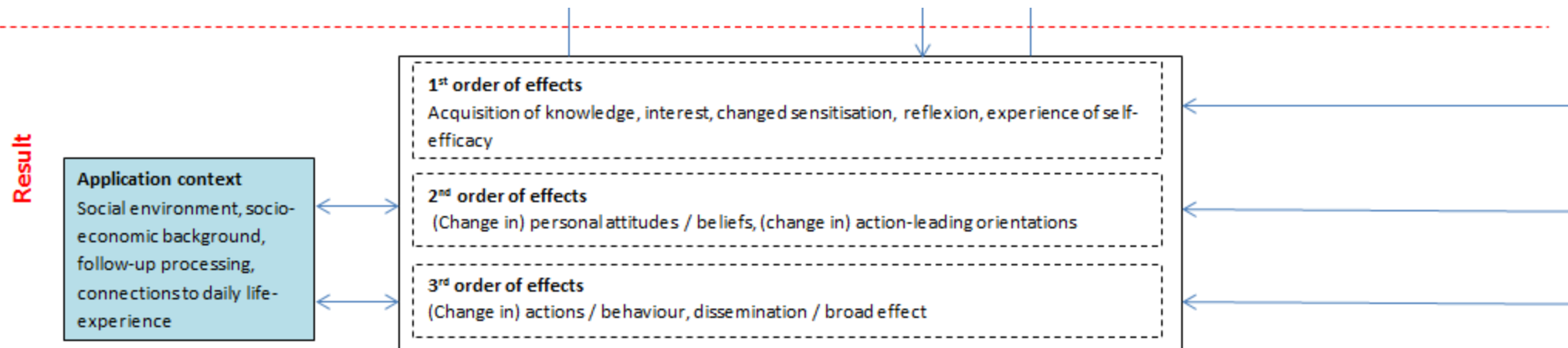




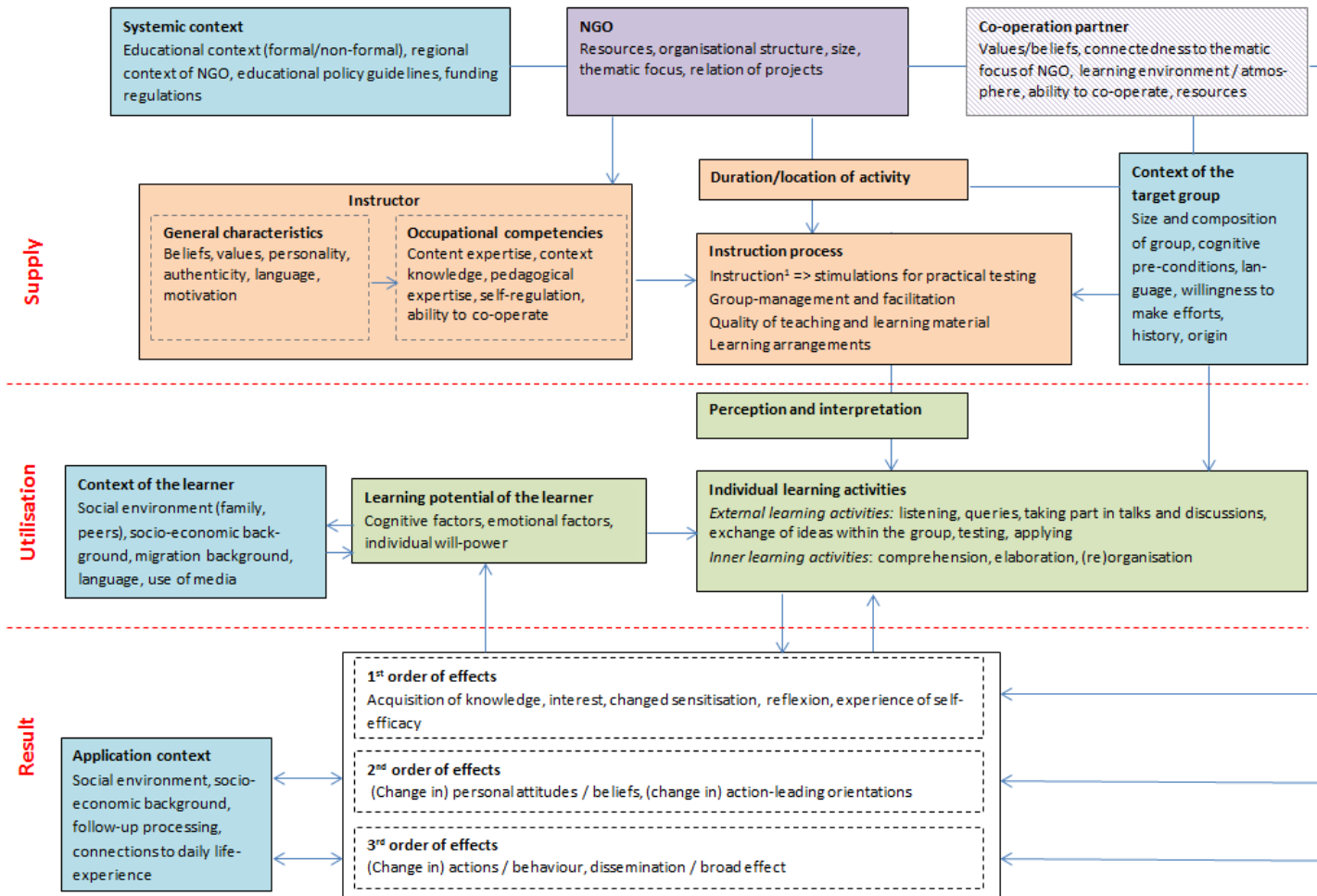
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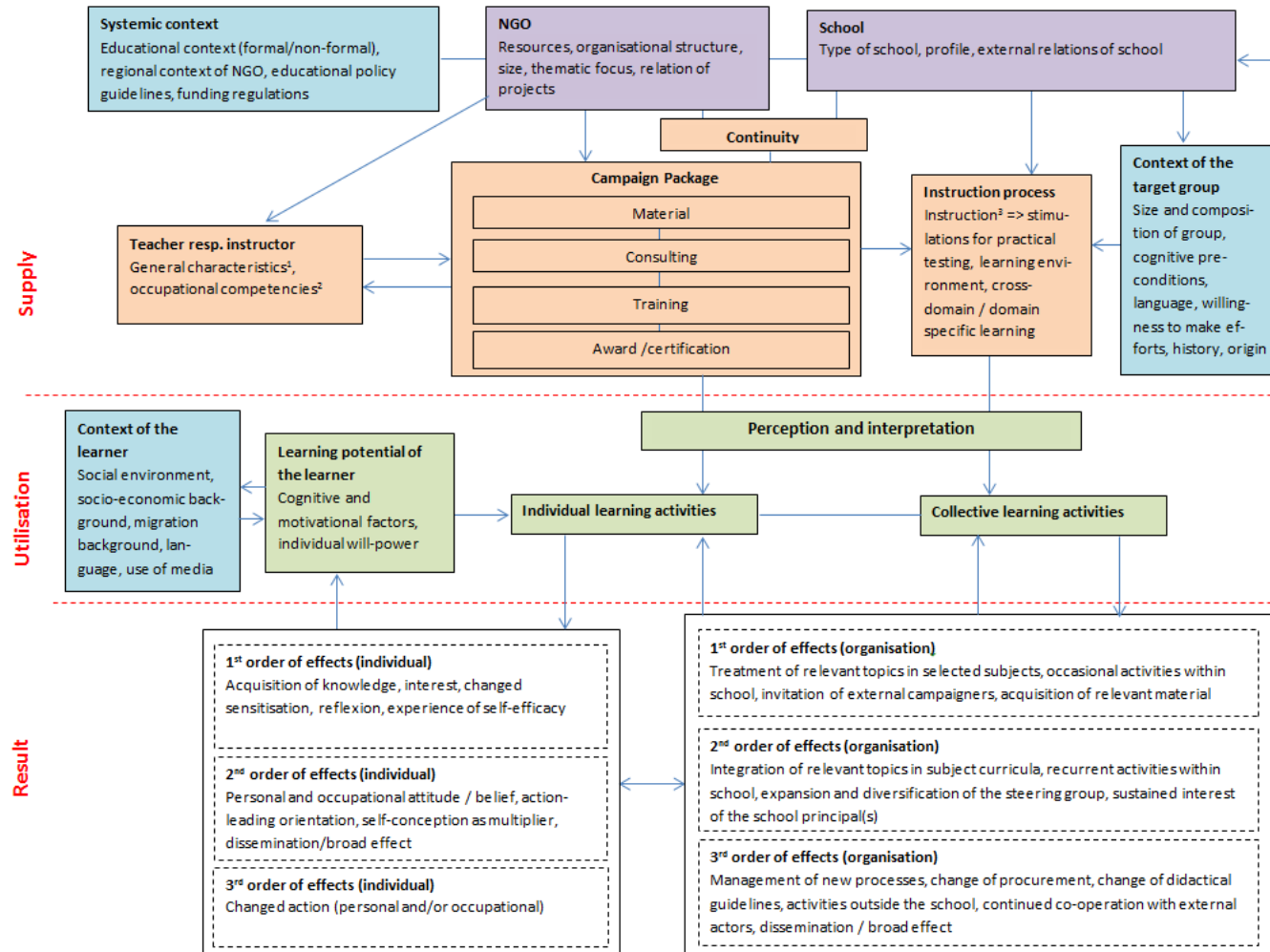
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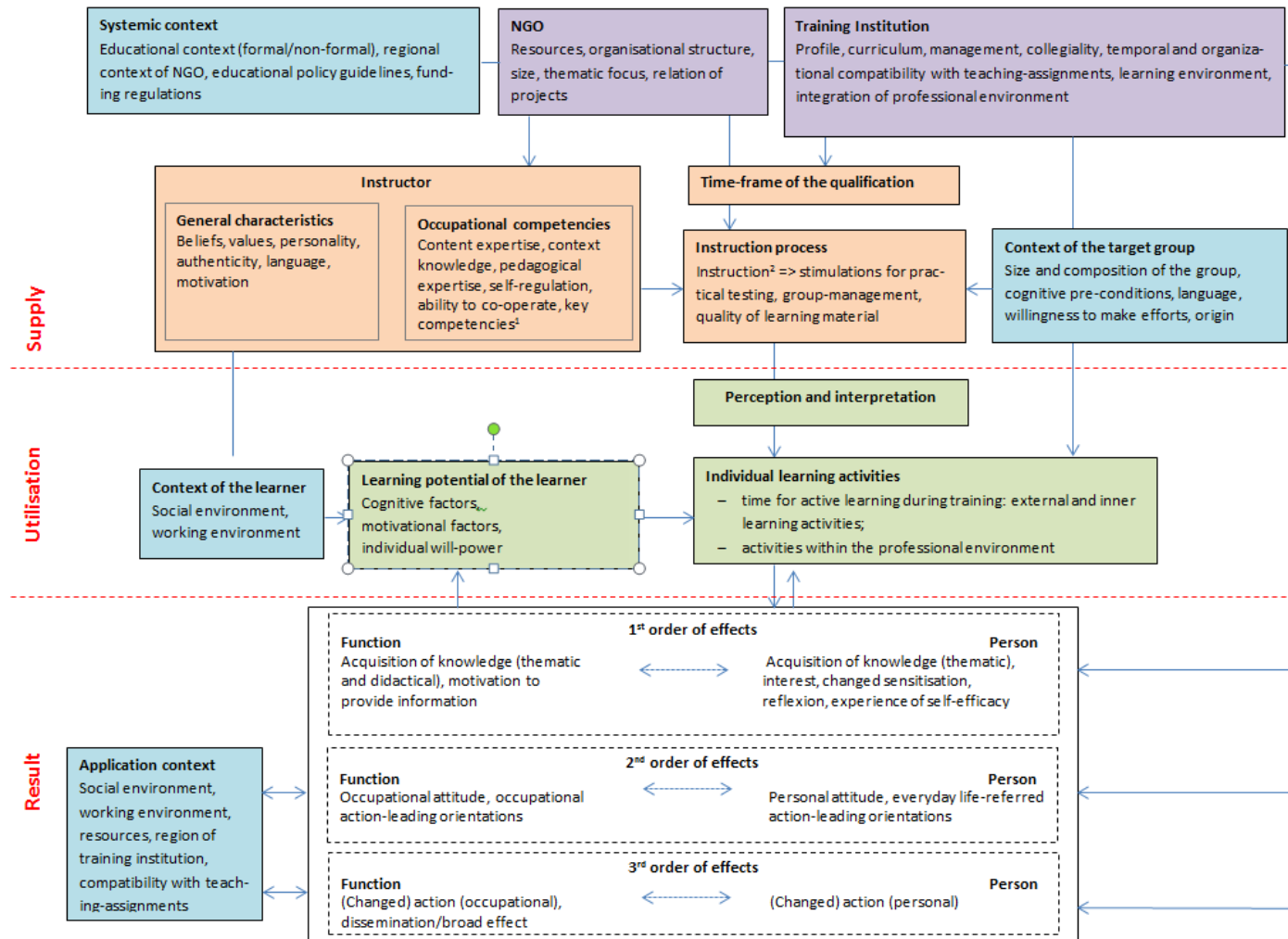
# 4. Results: Activities of short duration



# 4. Results: School Campaigns



# 4. Results: Qualification of multipliers



## 5. Discussion of the results

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- Each type of activity investigated has the potential to change knowledge, thinking and acting.
- Knowledge of specific facts does not necessarily imply certain (changed) behaviour => there is no direct penetration logic of knowledge on action
- Global learning is often a cumulative learning process.
- In development education and information work, there are both characteristic overarching and activity-specific cause-and-effect interdependencies.
- Many of these interdependencies are difficult for NGOs to influence.

## 5. Discussion of the results

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- ***There is no direct penetration logic of knowledge on action***
  - ⇒ Overcoming the still widespread technological (behaviourist) understanding of education and development towards a constructivist understanding of learning
  - ⇒ Relief of NGOs from a direct (!) focus of their work on effects of third order

## 5. Discussion of the results

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- ***The interplay of the different types of activities is effective***
  - ⇒ Consideration of a coherent meshing of DEI/Global Education offers
- ***There are factors NGOs have only limited or no influence on***
  - ⇒ Clear identification of factors which NGOs are able to influence:  
What is the contribution of an activity to a learning process?  
How does a specific offer fit into the overall development education and information work?
  - ⇒ In terms of normative learning, indicators (cf. log frames) should refer to effects of first and second order (due to the context).
  - ⇒ The models can serve as instruments for planning and reflection.



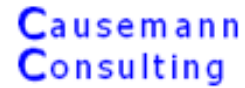
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Thank you for your attention!

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