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Quality and Impact in Global Education – Empirical and Conceptual Perspectives for Planning and Evaluation

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ON BEHALF OF THE RESEARCH TEAM

Structure

1. Background of the study
2. Objectives, research questions and subject of the study
3. Study process and research design
4. Results
 - 4.1 Impact of Global Education
 - 4.2 Factors influencing impact of Global Education
5. Conclusion and Follow-Up

1. Background of the study

- Demand for a greater impact orientation in Global Education 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

2. Objectives, research questions and subject of the study

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

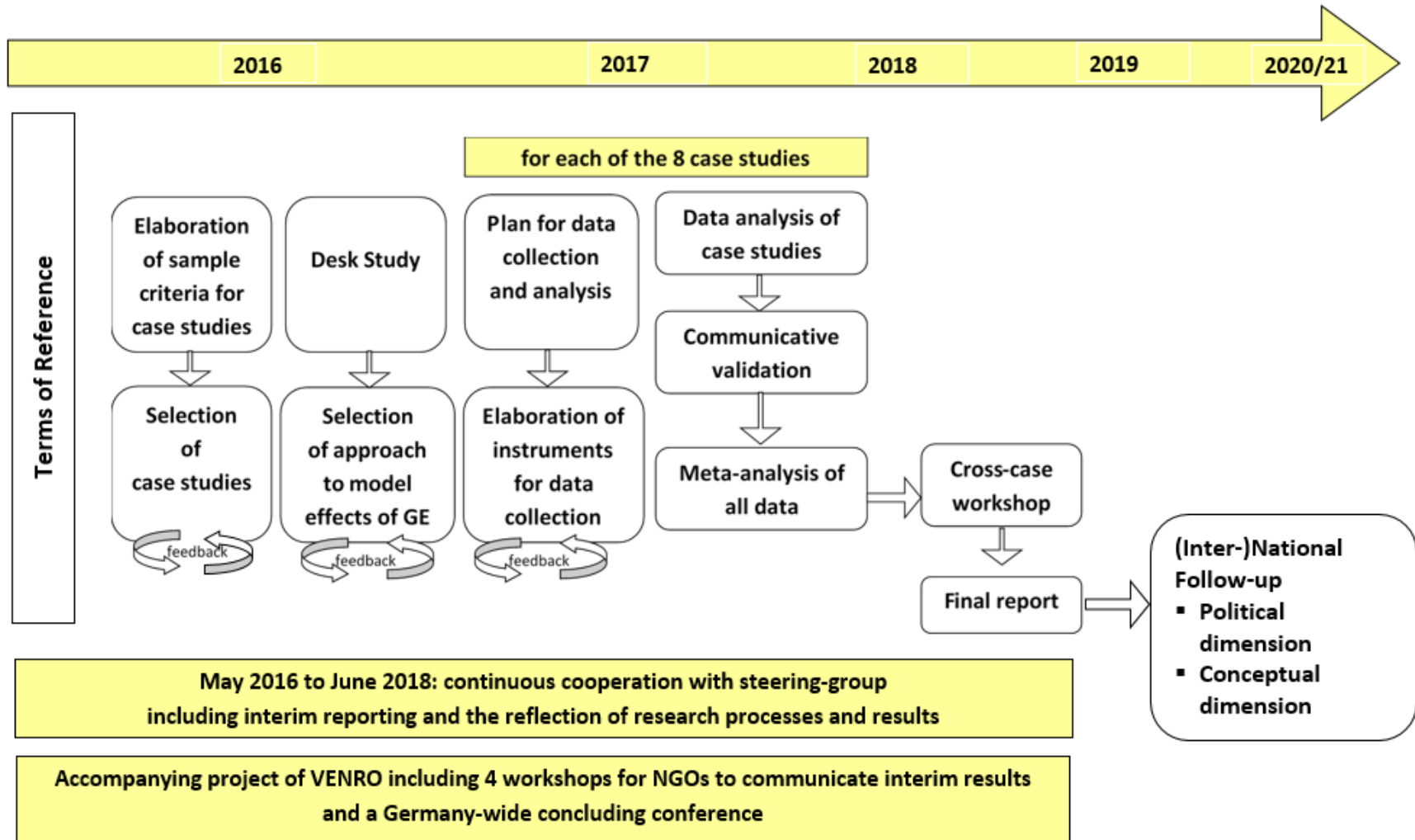
2. Objectives, **research questions** and subject of the study

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

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

- Global Education in the formal and non-formal context
- Focus on four measure categories of Global Education 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 measure category (8 out of 25)
- Additional desk study (n= 104 reference studies)
- Additional research on influence factors for long-term engagement in Global Education work via biographic interviews in all case studies

3. Study process and research design



3. Study process and research design

Quantitative approach:

- (Semi-)standardised questionnaires (Kirchhoff et al., 2010)
- Card surveying (Ladwig & Auferkorte-Michaelis, 2012)
- Surveying via a classroom response system (Clicker) (Bruff, 2015)
- Socio-metric exercises (Gellert, 1996)

=> Univariate and bivariate analysis

=> Linear regression analysis

Additionally: analysis of secondary data from the case examples

3. Study process and research design

Qualitative approach:

- Guided individual and group interviews (Helfferich, 2013)
 - Group discussions (Loos & Schäffer, 2001)
 - Activity lists (Neubert, 2010; Tiny Tools / NGO IDEAs; Brenner, 2012)
 - Participatory observations (Stockmann, 2007)
- => 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. Study process and research design

Hybrid approaches:

- semi-structured biographical interviews (questionnaire-based)
(Schütze, 1983; Küsters, 2009)
 - Rating conference (Keller, Heinemann & Kruse, 2012)
 - Impact matrix
 - Kasese tool
- } cf. Tiny Tools / NGO IDEAs (Brenner, 2012)

=> Analysis via content analysis and descriptive statistics

3. Study process and research design

	Information events	Theatre events		
t=1	Online clicker survey 1x / n=63	Questionnaire treatment- /comparison-group 1x / n=47/n=20	Questionnaire participants 1x / n=80	
	Participant observation 1x / n=70 (approx.)	Participant observation 1x / n=110	Participant observation 1x / n=80	Participant observation pupils 1x / n=250
t=2	Online clicker survey 1x / n=63	Questionnaire treatment group 1x / n=47	Questionnaire participants 1x / n=80	Card-based survey pupils 1x / n=227
t=3		Questionnaire treatment-/ comparison-group 1x / n=20/n=19		Group discussion pupils 1x / n=6
accompanying	Interviews with project leaders 2x			
	Document analysis			

Fig. 2: Data collection methods, measurement time points and sample sizes in measure category “activities of short duration”

4. Results: Impacts of Global Education

1st order impacts

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

2nd order impacts

(Change in) personal attitudes / beliefs /
orientations

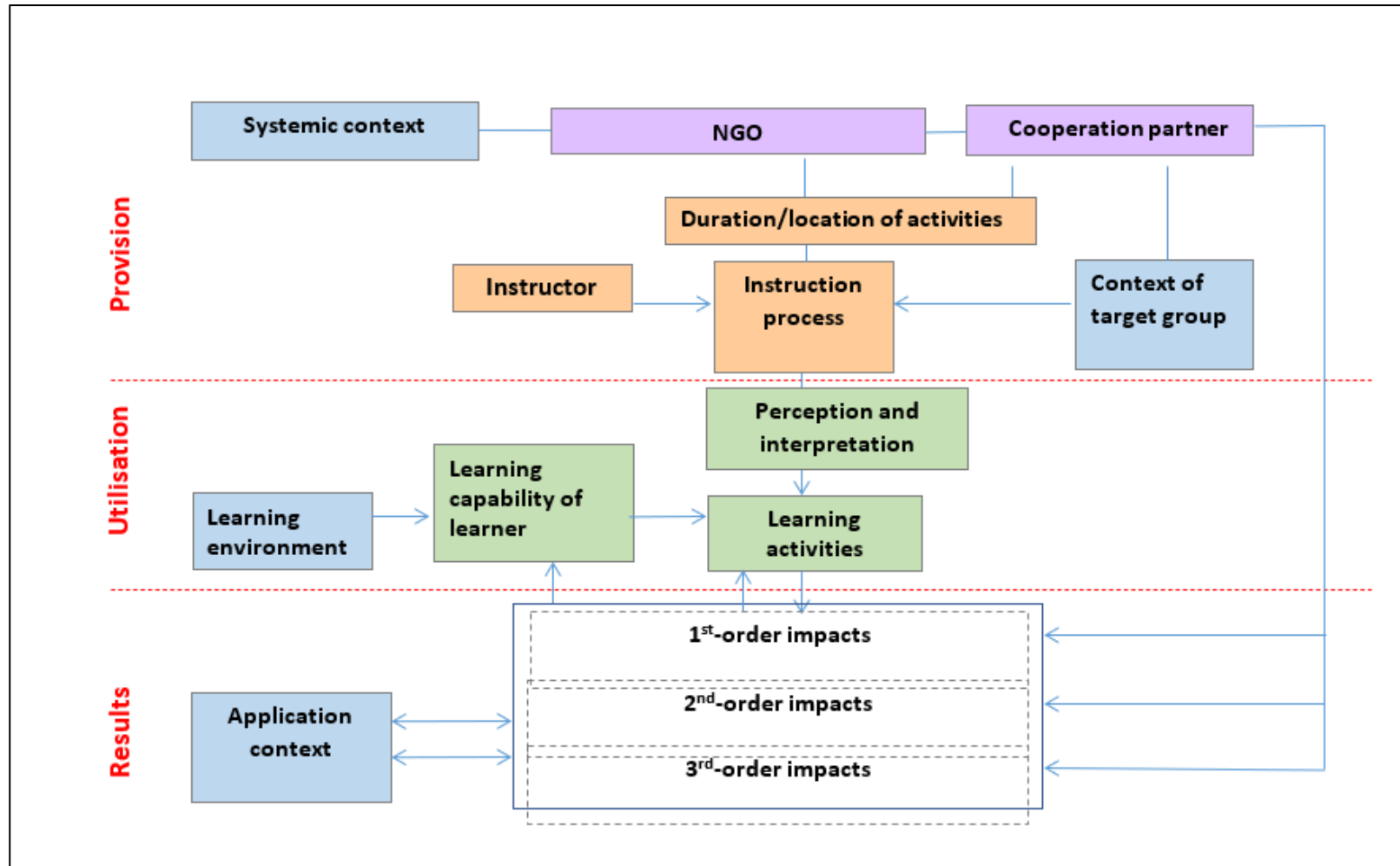
3rd order impacts

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

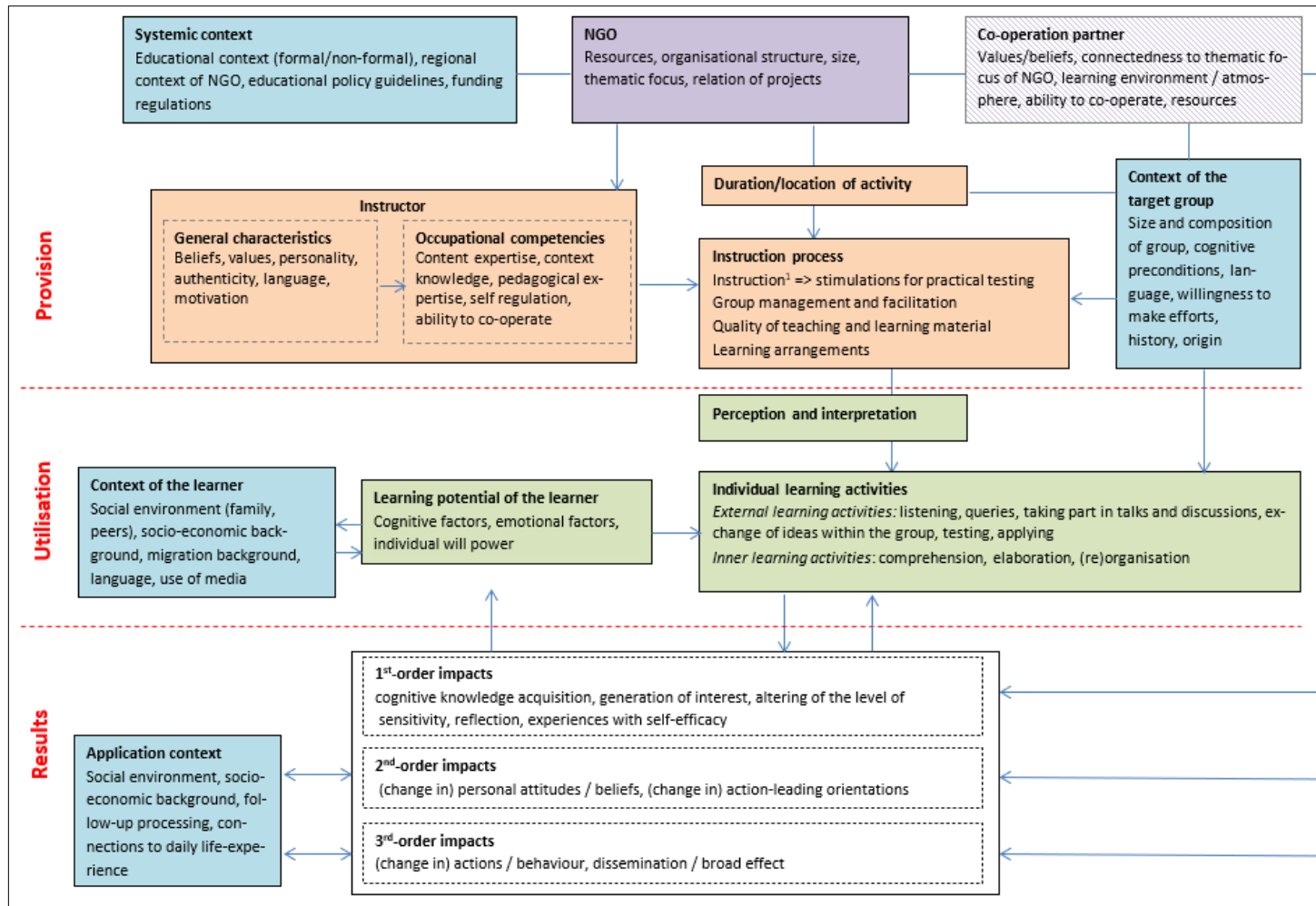
Classification criteria:

- penetration
- persistence
- frequency

4. Results: Factors influencing impacts of Global Education

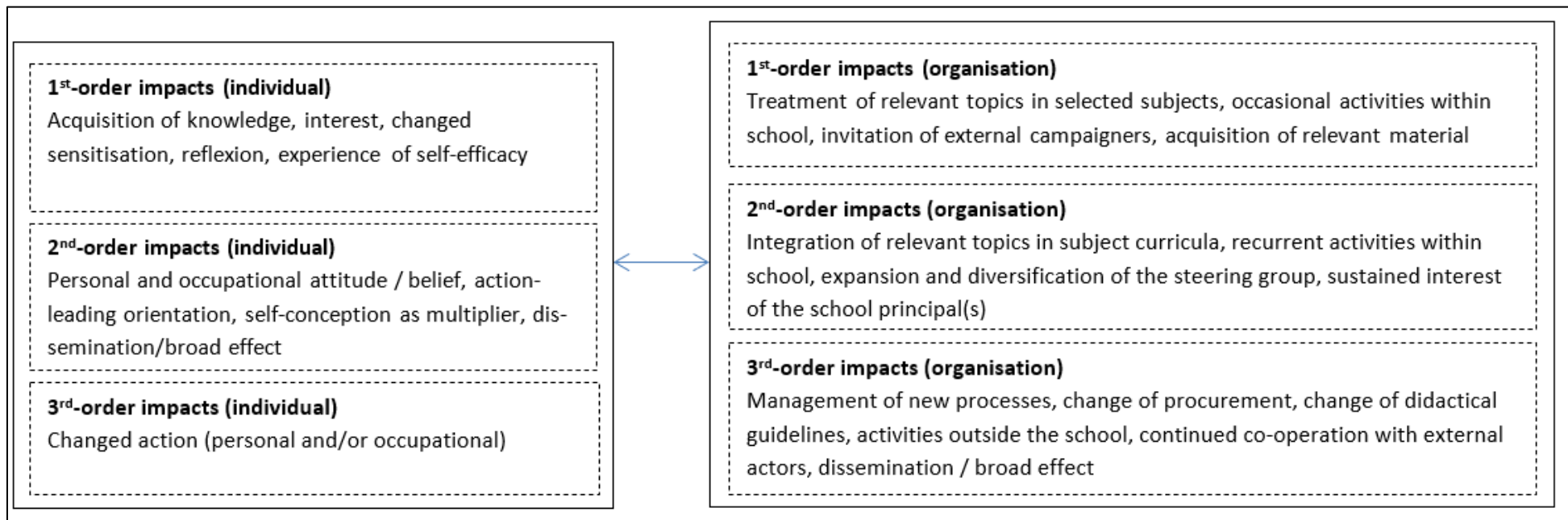


4. Results: Activities of short duration



4. Results: School Campaigns

Impacts of school campaigns



5. Conclusion and Follow-Up

- evidence based models
- proposing a revised understanding of impact (=> helps dealing with normative expectations)
- systematically outlining preconditions and external factors influencing impact in GE (provision, utilization, results)
- providing criteria that can be operationalized in project-specific indicators (models as instruments of planning and evaluation)
- constructivistic understanding of learning

Follow-up 1: VENRO => workshops, elaboration of a digital evaluation tool; revision of quality criteria for GE

Follow-up 2: Key funders: adjustment of funding guidelines/log frames

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