

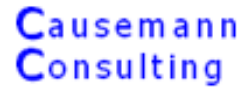
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# Mind the Gap – the Role of Evaluation Frameworks in Global Education

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GENE ROUNDTABLE #41

17 OCTOBER 2019, VALLETTA/MALTA

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# Introduction

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1. Perspective of evaluator
2. Perspective of being evaluated
3. Perspective of developer of evaluation policies and practices

## Tasks for the Group Work

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1. Please introduce current evaluation policies and frameworks that guide evaluation practices in the field of GE in your country.
2. Please exchange your experience: What are the main challenges for GE-evaluation in your country?
3. Please note on a flipchart:
  - What are common challenges?
  - What are country-specific challenges?

# Structure

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1. Central challenges in evaluation of GE
2. Concepts of “effect” and “impact” in reference fields of GE
3. Frameworks and models guiding evaluation in GE
4. Challenges in using these frameworks
5. Alternative approaches and their potential for planning and evaluation

# 1. Central Challenges in Evaluation of GE

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- desired effects of GE, such as change of attitudes and behavior, have a strong normative connotation
- Agenda 2030 / SDGs and concept of transformative education reinforce focus on desired normative effects
- measurement of these effects is demanding due to long timeframes for behavioral change and complex research settings to track them
- focus on effects in reference fields of GE shape notions of effect and impact in GE
- influence of various and sometimes contradicting definitions of effect and impact in reference fields of GE

## 2. Concepts of Effect and Impact in Reference Fields of GE I

### **Public administration**

- general paradigm shift towards an effect-oriented control of government-funded programs in the 1980ies
- output as central category; desired result of administrative work;
- outcome: relation of desired to realized targets

### **Development cooperation**

- Aid-effectiveness-debate / Paris declaration (OECD, 2005)
- output as intended, delivered product or service
- outcome: effects / benefits on target groups in using the output
- impact: effects beyond targetted beneficiaries, often systemic

## 2. Concepts of Effect and Impact in Reference Fields of GE II

### **Social /welfare work**

- Orientation towards evidence-based practice (Albus/Micheel 2012; Graebisch 2011; Liebig 2013)
- outcome: effects and use(fulness) for society
- impact: individually perceived effects or use of outcomes

## 2. Concepts of Effect and Impact in Reference Fields of GE III

### Formal and nonformal education

- focus on school effectiveness (Raidt 2010); international longitudinal studies such as TIMSS (1995 ff.) PISA (2000 ff.), IGLU (2001 ff.)
  - definition of national education standards and stage-models of competencies
  - output: results of learning and development of competencies
  - outcome: longterm effects of output, i.e. further development of competencies
- ⇒ **GE:** closely linked to concept of development cooperation;  
in Germany: differentiation between direct effects (outcome) and indirect effects (impact)

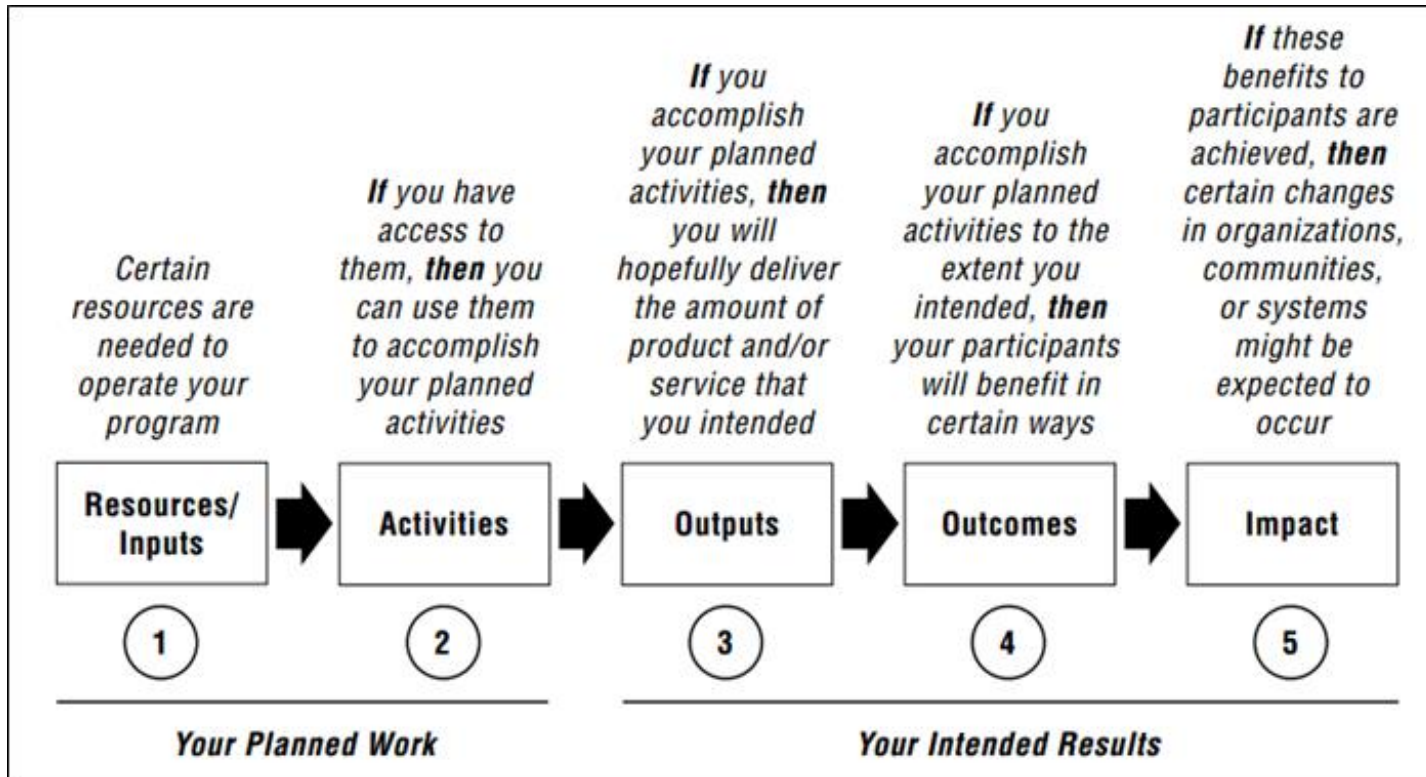


### 3. Frameworks and Models Guiding Evaluation in GE I

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- with growing focus on effects theories of change / programme theories evolved
- programme theories, in addition to intended results, try to catch
  - the prerequisites of a programme as well as
  - factors influencing the realisation of intended effects
- programme theories vary a lot, ranging from
  - empirically founded models (Lipsey 1993, Chen & Rossi 1981, Bickmann 1987) to
  - hypothetical models such as the logical models
- often, programme theories are downsized to simplifying effect-impact-chains

### 3. Frameworks and Models Guiding Evaluation in GE II



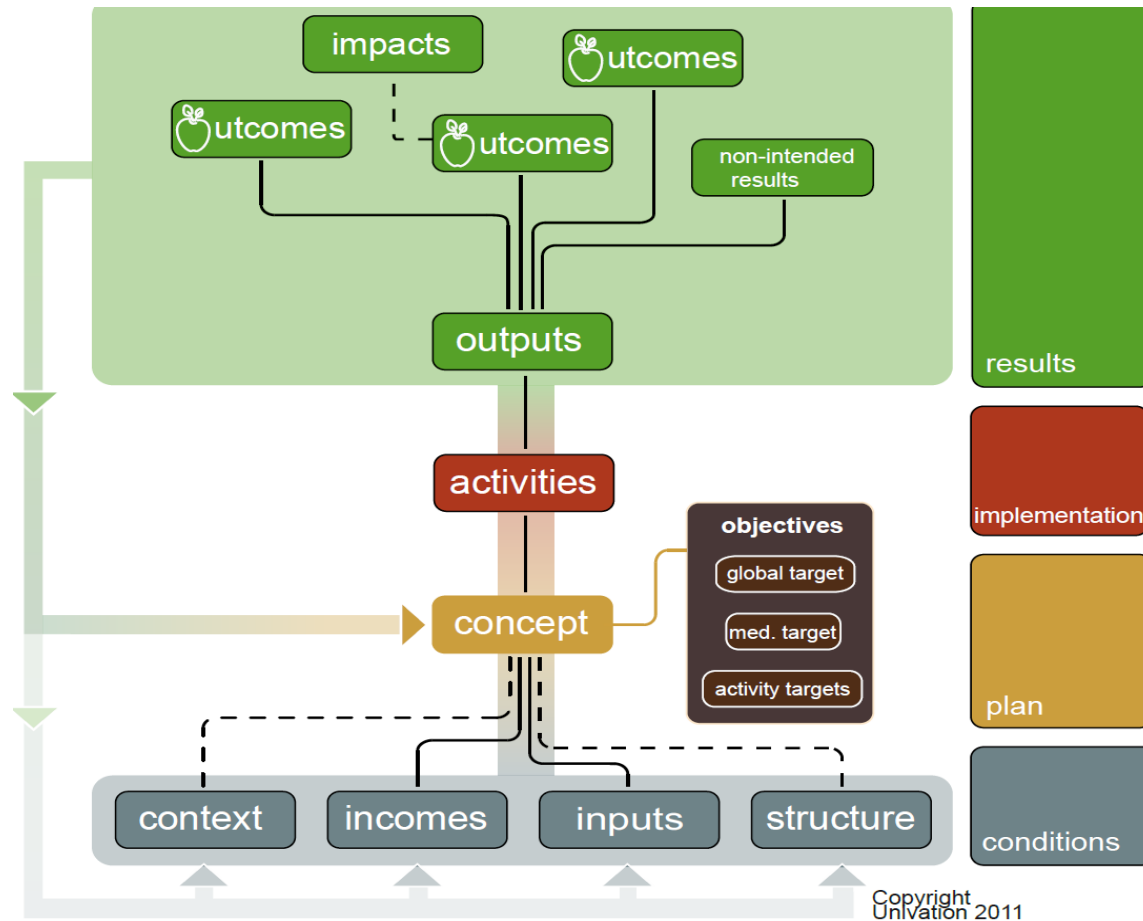
Source: W.K. Kellogg Foundation, 2004

### 3. Frameworks and Models Guiding Evaluation in GE III



Source: <http://www.social-impact-navigator.org/planning-impact/defining-social-impact/>

### 3. Frameworks and Models Guiding Evaluation in GE IV



Source: Univation 2011, [www.univation.org/programmbaum](http://www.univation.org/programmbaum)

## 4. Challenges in Using these Frameworks

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- models used for DIE / GE often stem from models in international development cooperation
- lack of systematically dealing with preconditions and external factors influencing effects in GE
- lack of taking into account the specifics of the field of GE, such as the variety of frameworks, actors, setting and activities
- programme theories mainly based on hypothetical assumptions
- lack of using empirically based-models to allow for evidence-based concepts, planning, monitoring and evaluation
- technical understanding of learning (behaviouristic approach)

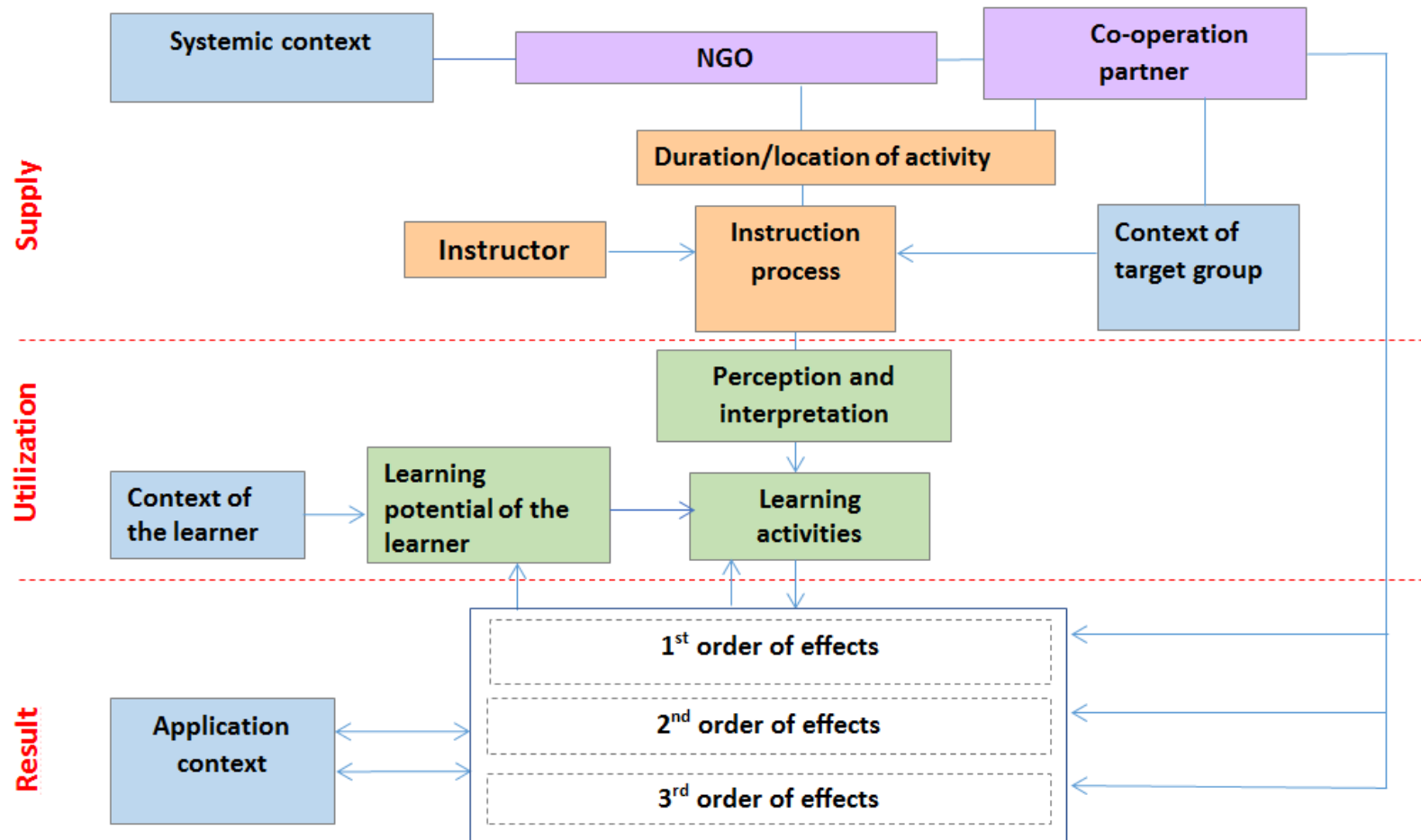
## 5. Alternative Approaches for Planning and Evaluation

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### Research project "Effects and Methods of Effect Monitoring in Development Information and Education Work" (financed by BMZ)

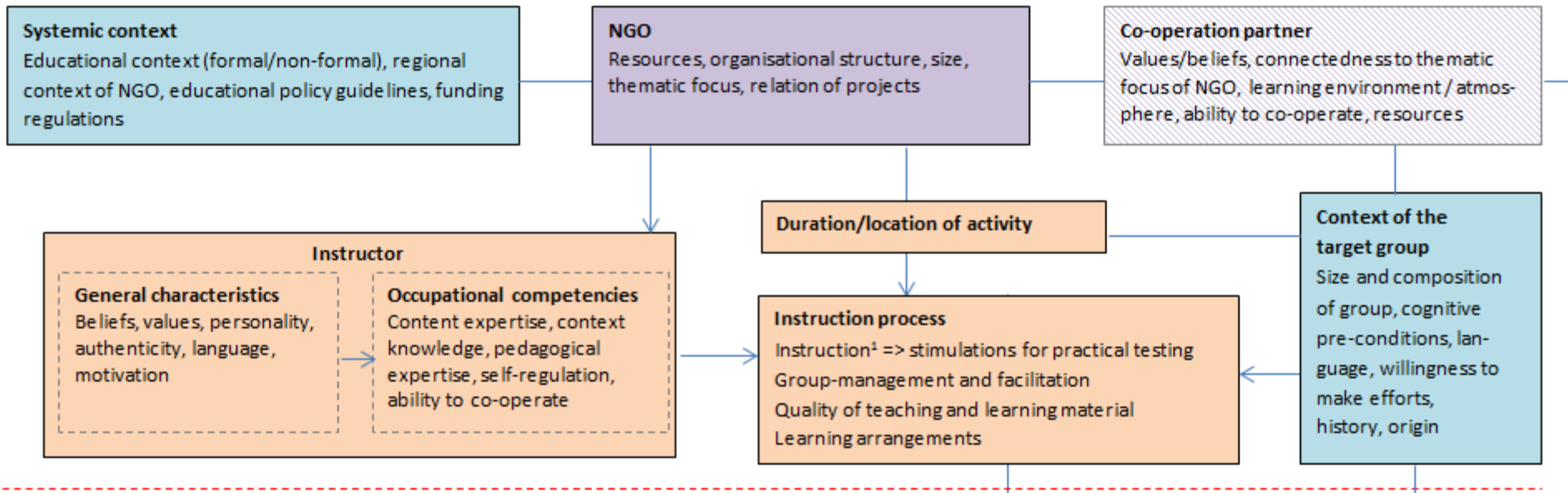
- Effects of DEI/Global Education in the formal and non-formal context
- Focus on four typical formats of DEI-activities in Germany:
  1. Activities of short duration (e.g. public lectures, project days etc.)
  2. School campaigns
  3. Qualification of multipliers
  4. Development and use of Global Education material
- 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

# 5. Alternative Approaches for Planning and Evaluation



# 5. Alternative Approaches for Planning and Evaluation

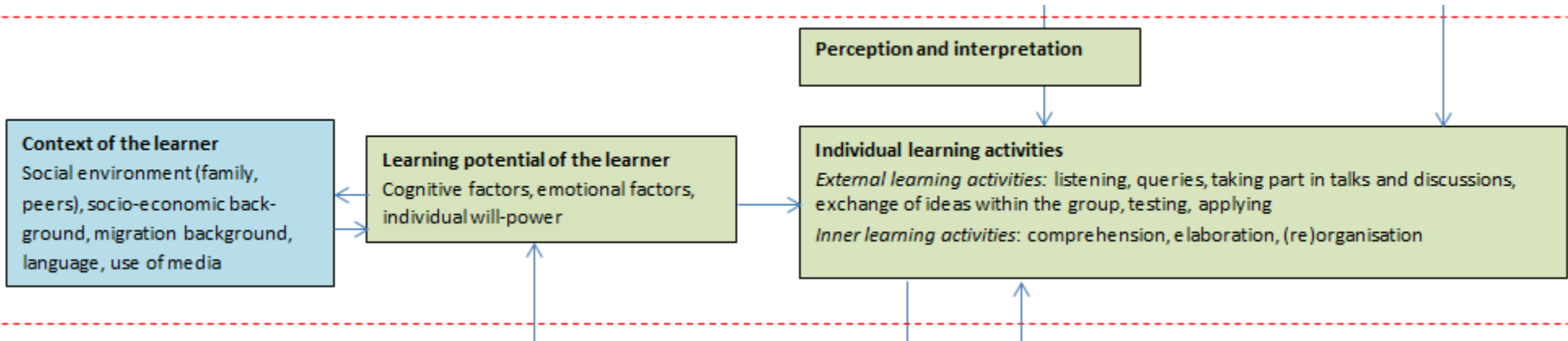
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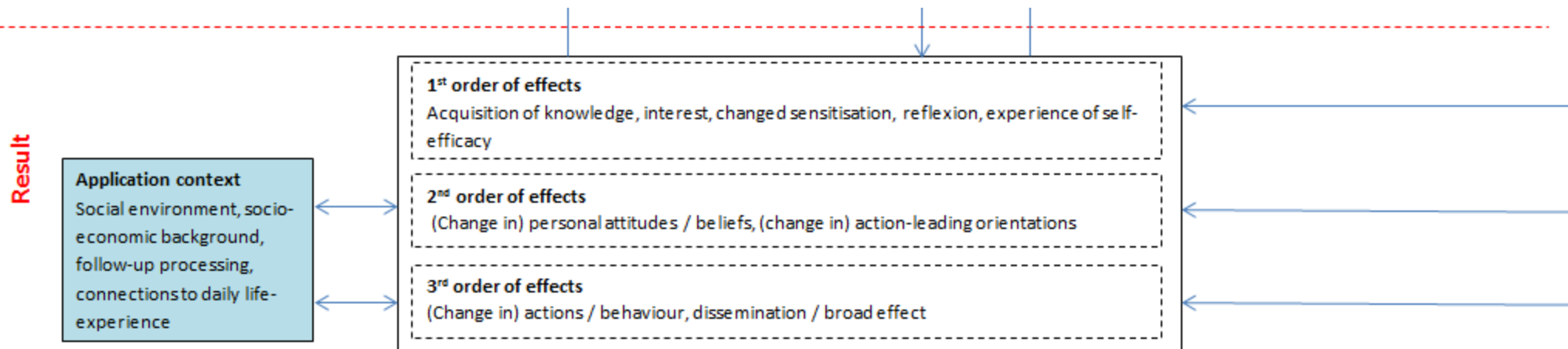


# 5. Alternative Approaches for Planning and Evaluation

Utilisation



# 5. Alternative Approaches for Planning and Evaluation



# 5. Alternative Approaches for Planning and Evaluation

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**Effects of activities of short duration** (e.g. public lectures, project days/weeks)

**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 / orientations

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

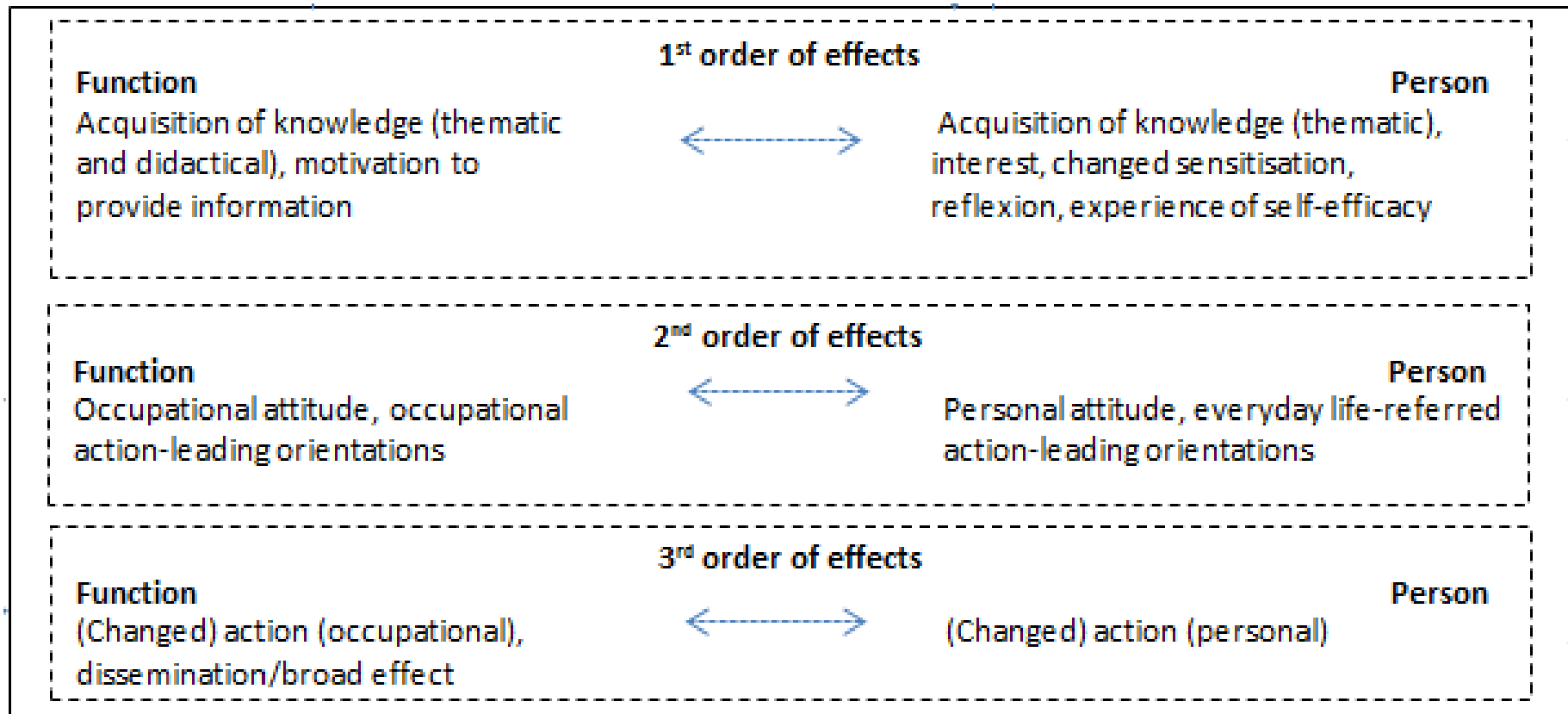
(Change in) actions / behaviour;  
dissemination / broad effect

**Classification criteria:**

- penetration
- persistence
- frequency

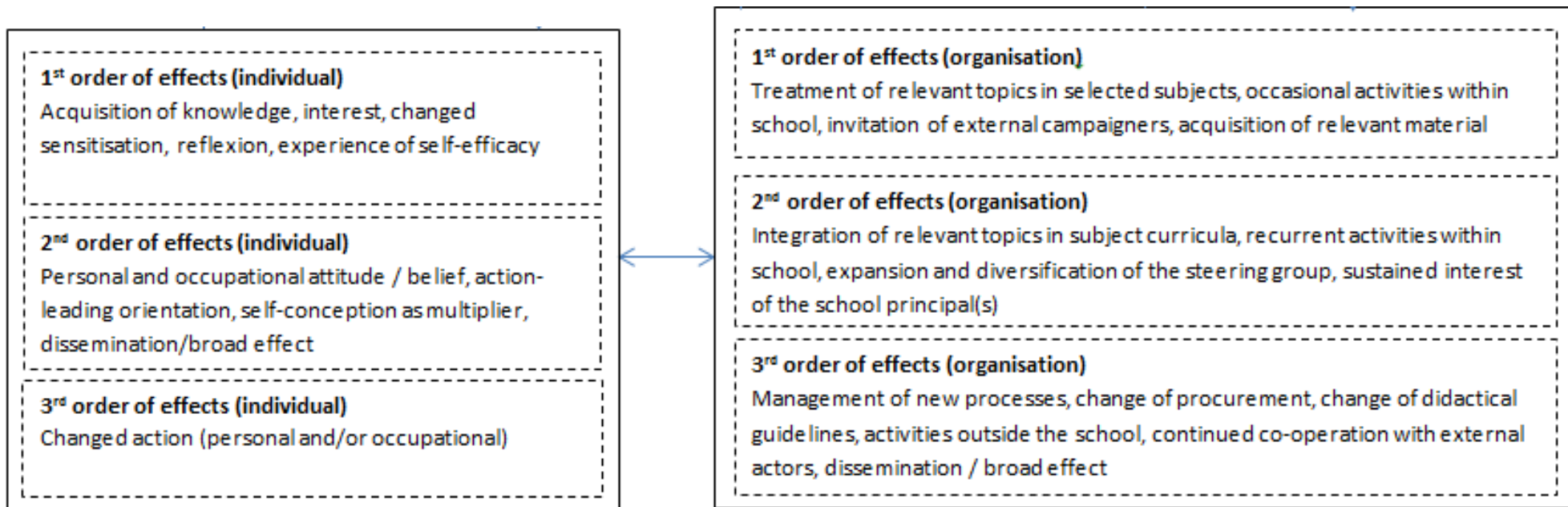
# 5. Alternative Approaches for Planning and Evaluation

## Effects concerning the qualification of multipliers



# 5. Alternative Approaches for Planning and Evaluation

## Effects of school campaigns



## 5. Alternative Approaches for Planning and Evaluation

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### Potential of models

- evidence based
- systematically outlining preconditions and external factors influencing effects in GE (supply, utilization, results)
- constructivistic understanding of learning
- sophisticated understanding of effect (=> helps dealing with normative expectations)
- providing criteria that can be operationalized in project-specific indicators (intersection of planning and evaluation)
- additionally allows the focus on concept evaluation and process evaluation

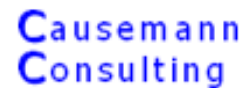
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Thank you for your attention!

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