

## **Does global learning make a difference? Monitoring and Evaluation workshop**

With DEEEP's support, on 5<sup>th</sup> May 2010 DEA held the workshop 'Does global learning make a difference?' The event, held at [The Voicebox](#), Derby, was facilitated by Shehnaaz Latif, Senior Evaluation Trainer and Consultant at [Charities Evaluation Services \(CES\)](#). The aim of the event was to give educators the opportunity to reflect on what works in monitoring and evaluation global learning, bringing together expert advice on evaluation and the experience of practitioners. 16 educators attended the event, drawn from a range of contexts, including Development Education Centres, NGOs and independent consultants (see Appendix 1 for a full list of participants). By the end of the day, we hoped that participants would have an increased understanding of:

- monitoring and evaluation concepts and terminology
- the importance of selecting appropriate indicators and tools for monitoring
- good practice and challenges faced by colleagues in monitoring and evaluating their outcomes
- ways to collect information on outcomes
- challenges and solutions to assessing outcomes and impact.

Shehnaaz opened the day by introducing the CES approach to monitoring and evaluation, the importance of self-evaluation and linking evaluation strongly to planning, and clarifying terminology (such as outputs, outcomes, impact, indicators, theory of change). Participants worked in groups to work through their own examples of project aims, identifying intended outputs and outcomes and selecting appropriate indicators. After lunch, Shehnaaz focused on outcomes monitoring, considering different tools and methods for collecting data on outcomes indicators. Participants also had the opportunity to consider key challenges when assessing learning outcomes (such as the difficulty of attribution and the timescale it may take for changes in behaviour to occur), as well as discussing responses to these challenges.

Throughout the day there were opportunities for practitioners to contribute their experiences, challenges and successes. Ade Sofola from the Citizenship Foundation introduced the evaluation approach for [Act Global](#), a project supporting teachers to teach about poverty and development. Ade reflected on challenges she had faced in getting feedback from teachers, and suggested some online methods for building monitoring opportunities into a project. Clive Belgeonne, from Development Education Centre South Yorkshire, introduced a Global Learning Attitude Inventory. Developed through collaboration between DECs and Liverpool Hope University, this outcomes monitoring tool is intended to be used to measure changes in attitudes to global learning amongst teachers. Jane Sander, from Commonwork, spoke about the experience of evaluating the [Makutano Junction](#) project, working with teachers to develop a Kenyan soap opera as a global learning resource. Finally, Katy Newell-Jones, an independent consultant, reflected on the key issues to consider when employing an external evaluator.

The workshop ran well logistically, and oral feedback from participants was positive. Evaluation forms filled out at the end of the workshop indicated that 100% of participants agreed or strongly agreed that the day had developed their knowledge and understanding of evaluation and that they would now be more confident about implementing monitoring and evaluation within their own organisation. 94% agreed or



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strongly agreed that they would now be able to use what they had learnt to improve the quality of their organisation's service delivery, and 69% agreed that they would be able to help their organisation be more effective in meeting users' needs.

DEA would like to thank DEEEP for its support in building capacity in evaluation amongst global learning practitioners. DEA hopes to build on the learning from the workshop, working with CES to develop a guide to the evaluation of global learning outcomes.

### Appendix 1: Participants

Name	Role and organisation
Julie Thorpe	School and Youth Programmes Manager The Co-operative College
Linda Barker	Director Global Education Derby
Jane Buckley Sander	Strategy and Learning Advisor Commonwork
Rohini Corfield	Project Manager East Midlands Network for Global Perspectives in Schools
Claire Plumb	Development Worker Leicester Masaya Link Group
Ade Sofola	Director, Global Act Citizenship Foundation
Shady Bajelvand	Global Youth Coordinator Raleigh International
Jamie Clarke	Post-16 Officer People & Planet
Katy Newell-Jones	Independent Consultant
Raul Valdivia	MUNDI Global Education Centre
Sam Bennett	Global Thinking
Alosa Kaimacuata	Project Co-ordinator Lancashire Global Education Centre (LGEC)
Paul Green	One World Network North East
Clive Belgeonne	Development Education Centre South Yorkshire
Lisa Buddin	Education Officer, Amnesty International
Mike O'Donovan	Y-Care International

### Appendix 2: Workshop outline

9.45	<i>Registration and refreshments</i>
10.00	Introductions, workshop outline and outcomes
10.20	Presentation – CES approach to monitoring and evaluation



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	<ul style="list-style-type: none"> <li>- link to planning, importance of self-evaluation</li> <li>- terminology incl. outputs, outcomes, impact and indicators.</li> <li>- theory of change</li> </ul>
10.45	Group work on outputs, outcomes and indicators
11.15	Break
11.30	Feedback and discussion on groupwork
11.45	Case example (1) – Youth Act, Citizenship Foundation
12.15	Presentation - tools for collecting outcome information
12.30	<i>Lunch</i>
1.30	Case example (2) – Development Education Centre, South Yorkshire
2.00	Case example (3) – Commonwork
2.30	Discussion on tools and challenges
3.00	<i>Break</i>
3.15	Case example (4) – Independent consultant
3.30	CES monitoring and evaluation framework Next steps
3.45	Questions and evaluation

