



*Empowerment for a better world through adult and community education.*

## DEVELOPMENT EDUCATION EVALUATION TOOLKIT



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## About Saolta

Development Perspectives is the lead partner in the Saolta consortium which includes AONTAS, Concern Worldwide, Irish Rural Link and the Adult and Community Education Dept of Maynooth University. The consortium is a strategic partner with Irish Aid, the government body tasked with overseas development aid policy and with educating the Irish public on the global justice challenges facing our world and the part we must all play in addressing them.

Saolta, an Irish word meaning ‘Worldly Wise’, is the perfect title as the programme explores a variety of global issues with stakeholders from the Adult and Community Education sector along with encouraging action across Irish society. Issues such as poverty, inequality and climate change feature strongly as areas of engagement.

## About the toolkit

This Toolkit was developed with the assistance of Lindsay Cleary for Saolta. Contents are informed by a desk review and by research with DE providers to identify best practice in the sector. The Toolkit aims to provide users with a selection of adaptable tools that fit with the diverse audiences, purposes, initiatives and approaches characterized by the Adult and Community Education sector.

The Toolkit has three sections – Section 1 provides a short explanation of key concepts in the evaluation process and a guide to developing an evaluation framework and logic model. Section 2 contains a range of evaluation tools that can be used to evaluate a range of activities, including workshops, public events, short courses and accredited courses. Section 3 contains information on data management along with additional resources and texts.



# Evaluation Toolkit



## SECTION I

- Introduction
- Understanding Evaluation
- Developing a Results-Based Framework and Logic Model
- Evaluation Questions and Indicators
- Using this Toolkit

## Introduction

The purpose of this evaluation toolkit is to help practitioners measure the outcomes and impact of Development Education (DE) activities as they are delivered across various adult and community education settings in Ireland. Evaluation works in two ways – 1) it helps DE providers assess, on an ongoing basis what works and what needs to be adapted or changed in their day-to-day practice, and 2) it helps DE providers demonstrate that the work they are doing is effective and achieves the results they promised it would in their funding applications.

DE seeks to transform the way people see the world and the way they act so that a more just and sustainable future is possible. Challenges can arise when trying to measure more intangible elements such as changes in attitude or behaviour, important goals of Development Education initiatives. In addition, DE activities in the adult and community education sector take place across formal, informal and nonformal learning environments, creating unfavourable conditions for a ‘one size fits all’ approach. As a result, each of the tools contained in Section 2 are designed to broadly fit different approaches to DE, with the potential to be tailored further to suit individual preferences.



Figure 1 Evaluation Tree

Source: Fran Marshall, University of Sheffield –  
<https://www.sheffield.ac.uk/pre/public-engagement/resources/toolkits/evaluation>

## Understanding Evaluation

Evaluation is the term used to describe the process of collecting and analysing information that can be used as evidence of the functionality, quality, merit and value of a programme, project, action or organisation. It should not be a once-off event. Evaluation involves collecting and assessing evidence at key junctions so that the development, implementation and outcome stages are measured and assessed. See Figure 2 for an example of an embedded evaluation process and examples of evaluation questions for each stage of the programme.

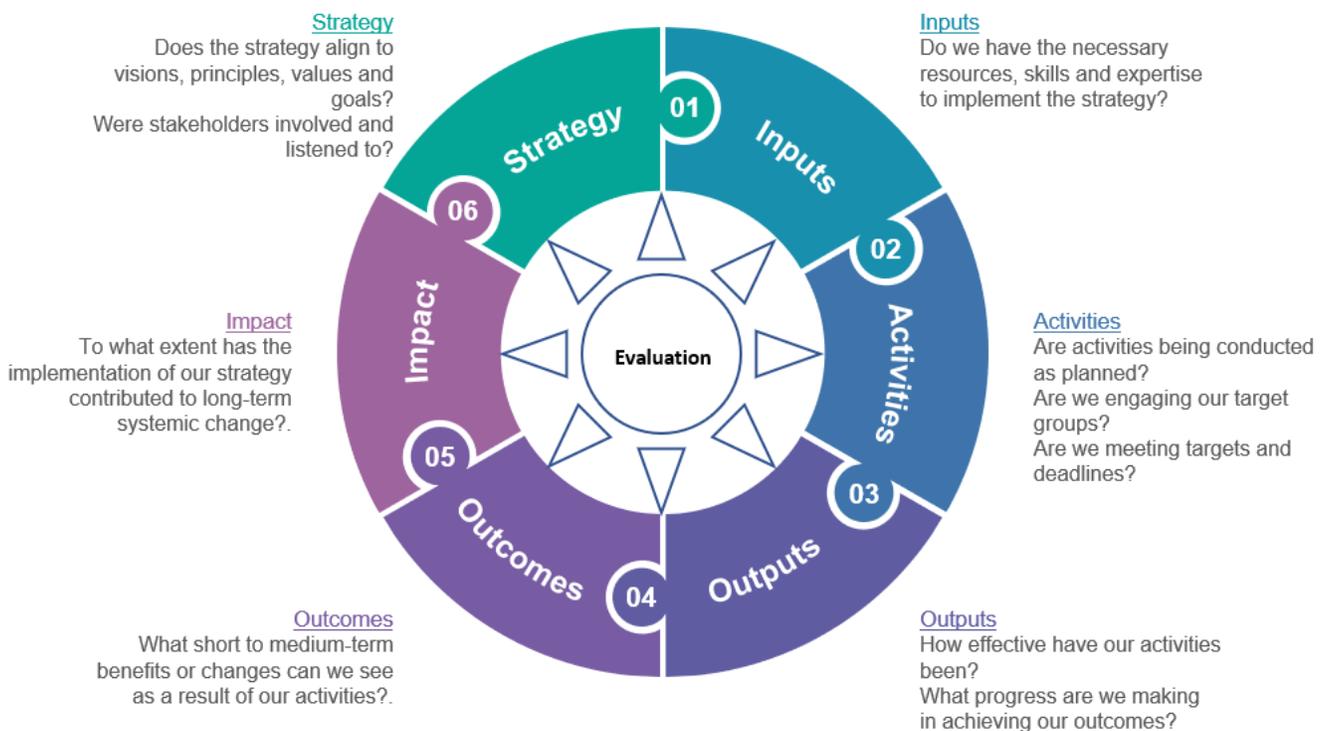


Figure 2 Example of embedded evaluation process

The first step in the evaluation process is to develop a strategy that sets out the overall plan for your project or programme. Whilst there are many approaches to this, this toolkit explains evaluation using a results-based approach.

An example of a results-based approach is the Performance Measurement Framework (PMF), used by Irish Aid to monitor and evaluate their Development Education Strategy<sup>1</sup>. A results-based framework focuses primarily on recording outcomes and impact. It asks for data on the starting point (baseline) and the expected outcome (target) to assess whether a positive change (a result) has been achieved from implementing your activities.

## Developing a Results-based Framework and Logic Model

A results-based framework (RBF) will set out the following: your overall goal and objectives (**strategy**), the resources you need (**inputs**), what you plan to do (**activities**), indicators that show you have carried out the activities in an effective way (**outputs**), indicators that show the changes your activities have generated (**outcomes**) and indicators that show the ultimate, systemic change that results from the outcomes (**impact**). A Logic Model is a graphic tool used to display results-based frameworks. Logic models work on an ‘if-then’ logical basis. *If we have these inputs, then we can provide these activities. If we provide these activities, then we can produce these outputs. If we produce these outputs, then we will secure these outcomes. If these outcomes are secured, then this is the impact it will have on our community/society/world (see figure 3).*

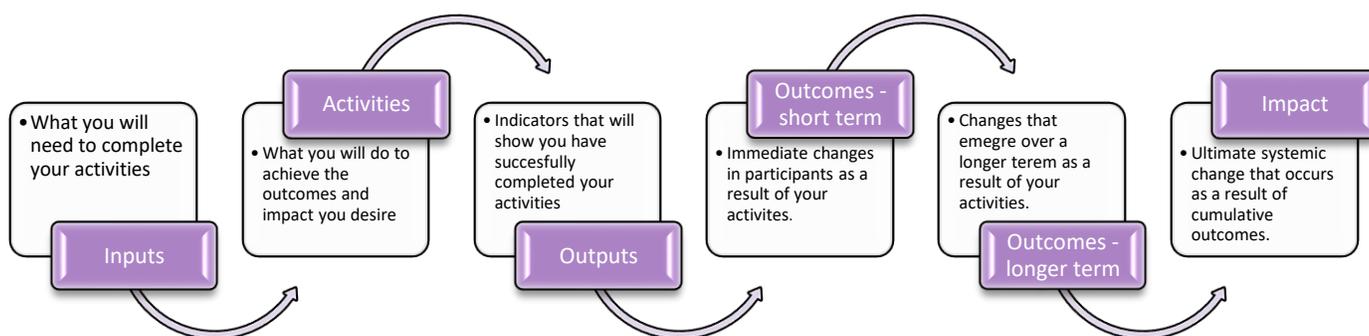


Figure 3 Example of Logic Model

Logic models were developed by the W.K Kellogg Foundation – their Evaluation Handbook provides comprehensive support on their application (see Section 3 – Additional Resources).

<sup>1</sup> The Irish Aid PMF is available online at: <https://www.irishaid.ie/media/irishaid/allwebsitemedia/60aboutirishaid/Irish-Aid-DevEd-Strategy-PMF.pdf>

Admittedly, the relationships between the steps of a Logic Model are often more complex and non-linear than Figure 3 suggests, but Logic Models do help to clarify the aims and objectives that drive your organisation's actions, and make explicit the intended consequences of each planned activity. The Irish Development Education Association (IDEA) have a resource for DE providers to help them use results-based approach in DE settings. The resource gives practical guidance on completing a Results-based Framework for the Irish Aid Development Education Grants application process and is available online at: [https://www.ideaonline.ie/uploads/files/Impact\\_Measurement\\_Toolkit\\_2019\\_Final.pdf](https://www.ideaonline.ie/uploads/files/Impact_Measurement_Toolkit_2019_Final.pdf).

Once you have developed your programme framework, the next step is to design a monitoring and evaluation process that aligns with it.

## Evaluation Questions and Indicators

The evaluation framework should pay attention to capturing data at all stages of the project cycle so that all aspects of the project are monitored and evaluated. Different actors may have different evaluation priorities:

- funding bodies may be interested in the evaluation of **outcomes or impact** as this will demonstrate fiscal responsibility and value for money;
- practitioners may be interested in the evaluation of **process** as this will demonstrate that actions are aligned to principles and values;
- programme managers may be interested in the evaluation of **performance** as this will demonstrate that activities have been conducted as planned and the programme is on track.

All are important and necessary, but each requires a different set of evaluation questions and indicators (see figure 4). Indicators are selected on the basis that they *indicate* clearly that progress is being made in achieving desired outcomes.

### Evaluation Example: Nurture Earth

A DE provider, Nurture Earth is working towards the long-term goal of advancing waste reduction and sustainable waste management. As one of their programme activities, Nurture Earth plans to deliver 'zero waste' workshops to local community groups. They have designed a one-day workshop with the following **desired outcomes / results**:

- a) Participants will know what single-use plastic does to the environment (change in awareness)
- b) Participants will recognise that some sustainable actions are more effective than others (change in understanding)
- c) Participants will identify and commit to three actions that will reduce their household waste (change in behaviour)

Nurture Earth wants to evaluate all aspects of the programme, including performance, process, outcomes and impact. They develop the following questions and indicators to ensure they are capturing the right data.

Evaluation focus	Evaluation Questions	Indicators
<b>Performance</b>	Are resources and inputs being used as planned?	Number of workshops completed Number of participants % of employee hours utilised
	Are we meeting deadlines for planned activities?	
	Are products/services being generated as planned?	
<b>Process</b>	What worked?	Number of workshop activities rated effective or very effective
	To what extent are participants satisfied with the workshop?	% of participants reporting high or very high levels of satisfaction
	How 'green' have we been in implementing our activities?	% of venues with good public transport links. Number of events with video-conferencing/remote attendance available.
<b>Outcomes &amp; Impact</b>	To what extent has participants' understanding of ethical consumption increased?	% of people who can identify environmental problems caused by single-use plastic. % of people who can identify five actions to effectively reduce consumption.
	To what extent are participants engaged in improved recycling behaviour?	% of people reporting an increase in recycling behavior. Number of trips to recycling bank.
	To what extent have participants changed their consumption of single-use plastic?	Number of single-use plastic items no longer used. % of people visiting zero waste stores.
	Is the amount of plastic going to landfill reducing?	% of businesses / public services banning single-use plastic. % of plastic waste sent to landfill.

Figure 4 Evaluation Questions and Indicators

## Using this toolkit

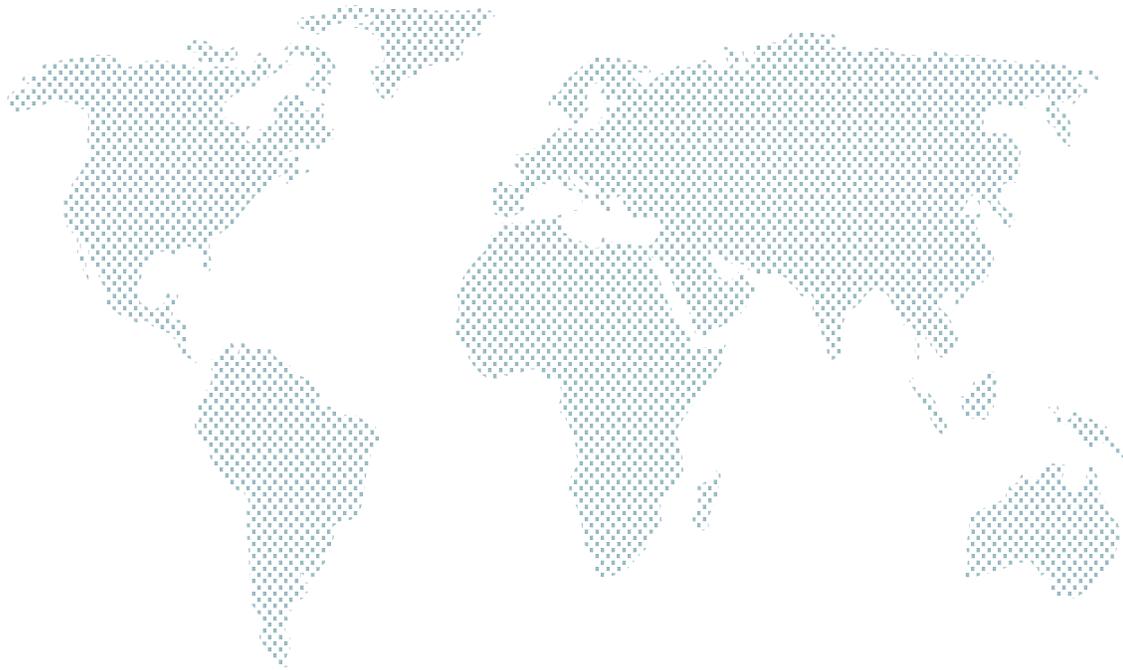
Given the diverse nature of DE provision in the adult and community education sector, this toolkit does not try to introduce a standardised approach to evaluation. The purpose of this resource is to provide adaptable templates that can be mixed and matched to create an evaluation process that is tailored to your activities, targets, goals and funding requirements. In order for this to happen, before using this toolkit you should have a clear understanding of

- a) The **specific change** that you are trying to achieve with their activity. This can be a change in awareness, understanding, attitude, behaviour, capacity or skills or a combination of any of these.
- b) The **specific result(s)** that you want to measure. These are the specific areas that you would like to see a change in – for example a change in participants’ awareness of the Sustainable Development Goals or a change in attitudes towards migrants and refugees or a change in participants’ capacity to reduce their household waste.
- c) The **specific indicator** you will use to show the change and the result. Indicators are generally quantitative (i.e. numbers-based) and will seek to capture percentages, proportions, numerical increases and/or numerical decreases.

After you have defined these clearly, you can then choose evaluation tools that will capture the data you need. Data collection tools are categorized as quantitative or qualitative or mixed methods. In the simplest terms, **quantitative** data collection captures numerical information using scales, rankings and grades, while **qualitative** data collection captures words, pictures and/or artefacts. You may decide to use quantitative tools to show that activities are meeting indicator targets and achieving the desired results (or indeed, that they are not, and need to be adapted or changed). You may decide to use qualitative tools to show that your activities have long-term impact or that they have produced additional (sometimes, unanticipated) benefits. You may decide to use a mixed methods approach that will do both. Quantitative and qualitative data can also help identify ways in which the programme can be improved.

The evaluation tools in this resource can be adapted and tailored to suit your specific needs. It is recommended that you select tools that match with the activity. Short, once-off activities (such as a public event or workshop) should have short, engaging and easy-to-use evaluations. Longer interventions (such as a course or a series of workshops) will need more detailed evaluations and can be matched with qualitative interviewing or surveys with open-ended questions.

Please note that Section 2 templates are available from the Saolta Resources webpage on the Development Perspectives website: <https://www.developmentperspectives.ie/saolta-resources>. You can download and edit these documents in Microsoft Word to adapt them for your own use.



## SECTION 2 – TOOLS

- Workshop Evaluation
- Public Event Evaluation Survey
- Public Event Evaluation Sticky Wall
- Pre-Course Evaluation - Baseline
- In-Course Evaluation
- Post-Course Evaluation - Results
- Most Significant Change Technique
- Evaluation Activity

# Workshop Evaluation

<b>Workshop:</b>	<b>Date:</b>
------------------	--------------

*Can you let us know a little about your understanding of issues we covered today? It will help us develop more effective learning opportunities in the future.*

**Please rate your level of knowledge of [insert desired outcome/result]:**

**Before workshop:**     Excellent             Good                     Poor             Don't know

**After workshop:**     Excellent             Good                     Poor             Don't know

**I have a good understanding of [insert desired outcome/result].**

**Before workshop:**     Strongly agree    Agree    Don't know    Disagree    Strongly disagree

**After workshop:**     Strongly agree    Agree    Don't know    Disagree    Strongly disagree

**I can think of concrete actions I can take to create a fairer and more sustainable world for everyone.**

**Before workshop:**     Strongly agree    Agree    Don't know    Disagree    Strongly disagree

**After workshop:**     Strongly agree    Agree    Don't know    Disagree    Strongly disagree

**What is your key take away from this workshop?**

Please turn over!



**Do you have any feedback on how to improve this workshop?**

**Would you like to learn more about [event topic]?**

Yes

Maybe

No

**Please write your email address here if you would like to be contacted about future events:**

---

*The following information is required by our funders, for monitoring and evaluation purposes. We would appreciate it if you would complete this table.*

What is your gender?	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Non-binary <input type="checkbox"/> Prefer not to answer
What is your age range?	<input type="checkbox"/> 15-24 years <input type="checkbox"/> 25-44 years <input type="checkbox"/> 45-64 years <input type="checkbox"/> 65+ years <input type="checkbox"/> Prefer not to answer
What county do you live in?	County _____ / <input type="checkbox"/> Prefer not to answer
What is your sector of work/study/interest?	_____ / <input type="checkbox"/> Prefer not to answer

*Thank you from all the team for joining us for this workshop. We hope to connect in the future.*

## Public Event Evaluation - Survey

Thank you for coming to our event. We would be grateful if you would answer a few short questions so that we can improve on our work.

Please indicate how much you agree or disagree with each statement:	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Don't know</i>	<i>Agree</i>	<i>Strongly Agree</i>
This event has improved my understanding of.....	<input type="checkbox"/>				
This event has made me want to find out more about .....	<input type="checkbox"/>				
This event has inspired me to want to do something about .....	<input type="checkbox"/>				

What is your **key take away** from this event?

What could we do better?

How did you **find out** about this event?

*The following information is required by our funders for monitoring and evaluation purposes. We would appreciate it if you would complete this table.*

What is your gender?	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Non-binary <input type="checkbox"/> Prefer not to answer
What is your age range?	<input type="checkbox"/> 15-24 years <input type="checkbox"/> 25-44 years <input type="checkbox"/> 45-64 years <input type="checkbox"/> 65+ years <input type="checkbox"/> Prefer not to answer
What county do you live in?	County _____ / <input type="checkbox"/> Prefer not to answer
What is your sector of work/study/interest?	_____ / <input type="checkbox"/> Prefer not to answer

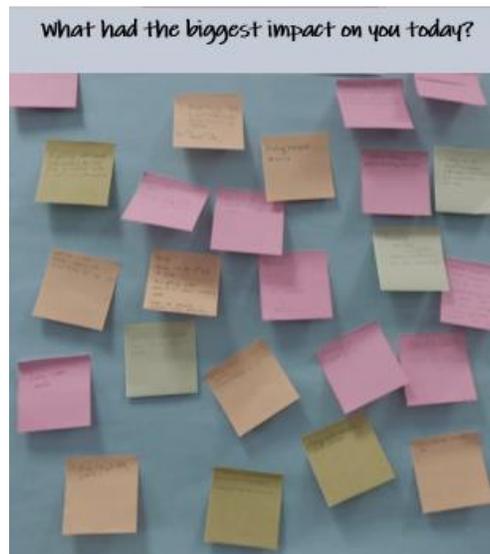
# Public Event Evaluation – Sticky Wall

## Overview

A sticky wall is one way to collect qualitative feedback about outcomes from a large group. It can be particularly useful to find out whether you have achieved the planned outcomes at an event.

## Materials:

- Three blank flipchart sheets
- Permanent markers
- Blu-tac
- Post-it notes
- Pens/pencils



## Process

Write an evaluation question on each flipchart sheet using large, clear handwriting, for example:

*What did you enjoy most about this event?*

*How could we improve this event?*

*What new information did you learn from this event?*

*Has this event changed your opinion about this issue?*

Create an evaluation space, preferably a blank wall with enough room for people to walk around. Hang the flipchart pages on the wall with adequate space between each sheet.

As people near the end of the event, give them several post-it notes and a pen and ask them to write a response to the Evaluation Wall.

You can take a photograph of the wall as a record of the feedback and sort the responses into categories for analysis purposes.

## Pre-Course Evaluation – Baseline

*Thank you for enrolling in this course. We would like to gather some information from you before the course begins. This will help us improve how we do things.*

**1. What is your preferred name – the name you would like us to use during this course?**

**2. How did you hear about the course?**

**3. What is the main reason you are doing this course?**

**4. What do you hope to achieve from doing this course?**

**5. What prior experience do you have relating to Development Education (e.g. have you read any books or watched films? Have you volunteered or worked in this area? Have you completed other courses?)**

Please turn over!



6. Knowledge and skills: please indicate how much you agree or disagree with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
I have a good understanding of global development issues.					
I have a good understanding of the Sustainable Development Goals (SDGs) agenda.					
I am familiar with Ireland's role in implementing the SDGs.					
I am aware of different development theories.					
I am a critical thinker.					

7. Empowerment: please indicate how much you agree or disagree with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
I have the right knowledge to take action for a better world.					
I have the right skills to take action for a better world.					
I believe I can make the world a better place.					
I am confident in my ability to make the world a better place.					

8. Engagement: please indicate how much you agree or disagree with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
I can identify practical ways to take action.					
I am actively involved in making the world a better place.					

*Thank you for your time!*

## In-Course Evaluation

This evaluation is designed to show us how you are getting on and if there are any areas that need improving. Please score each aspect using the following scale: 0 = Not at all 6 = Fully

I like the space we are in

6

5

4

3

2

1

0

I am learning new skills

Everyone is working well together

I am learning new information

I am enjoying the facilitation style

The course is meeting my expectations

Any other comments?

## Post-Course Evaluation – Results

*Thank you for participating in this course. We would like to gather some information from now that course has ended. This will help us improve what we do.*

**1. How did you find the way we work?**

**2. What did you enjoy most about the course?**

**3. What improvements could we make?**

**4. What did you find most effective?**

Please turn over!



**5. Knowledge and skills: please indicate how much you agree or disagree with the following statements.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
I have a good understanding of global development issues.					
I have a good understanding of the Sustainable Development Goals (SDGs) agenda.					
I am familiar with Ireland's role in implementing the SDGs.					
I am aware of different development theories.					
I am a critical thinker.					

**7. Empowerment: please indicate how much you agree or disagree with the following statements.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
I have the right knowledge to take action for a better world.					
I have the right skills to take action for a better world.					
I believe I can make the world a better place.					
I am confident in my ability to make the world a better place.					

**8. Engagement: please indicate how much you agree or disagree with the following statements.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
I can identify practical ways to take action.					
I am actively involved in making the world a better place.					

*Thank you for your time!*

## Most Significant Change Evaluation

Most Significant Change (MSC) is a participatory approach to evaluation that involves assessing the changes and impacts that have happened as a result of a programme, from the perspective of participants. Developed by Rick Davies and Jess Dart, the MSC process can take place at any stage of the project or programme cycle and aims to capture in-depth information on complex outcomes as well as unintended or unanticipated results. MSC is also known as monitoring without indicators – the idea is to let the participants select their own indicators and to avoid imposing pre-defined indicators on their experiences. Evaluation questions are therefore left purposely broad – for example ‘what is the most significant change you have experienced or witnessed as a result of your involvement with this programme?’ This example is taken from a participatory rural development programme in Bangladesh, the first programme to use MSC monitoring, in Rajshahi, Bangladesh, in 1994. The question has six parts:

**‘Looking back over the last month...’** – It refers to a specific time period.

**‘...what do you think was...’** – It asks respondents to exercise their own judgment.

**‘...the most significant...’** – It asks respondents to be selective, not to try to comment on everything, but to focus in and report on one thing.

**‘...change...’** – It asks respondents to be more selective, to report a change rather than static aspects of the situation or something that was present in the previous reporting period.

**‘...in the quality of people’s lives...’** – It asks respondents to be even more selective, not to report just any change but a change in the quality of people’s lives. This tag describes a domain of change and can be modified to fit other domains of change. For example, another one of CCDB’s MSC questions referred to a change ‘in people’s participation’.

**‘...in this community?’** – Like the first part of the sentence, this establishes some boundaries. In this particular case we are not asking about people’s lives in New York or Alaska, but in Rajshahi.

Source: Davis, R. & Dart, J. (2005) *The ‘Most Significant Change’ Technique*. CARE International UK.

The ten steps to implementing MSC are:

<b>1</b>	<b>Raising interest</b>	Invite and introduce stakeholders. Explain the process, foster interest and a commitment to participate.
<b>2</b>	<b>Defining domains of change</b>	Identify domains of change – keep them broad and loose.
<b>3</b>	<b>Defining reporting periods</b>	Decide how frequently to monitor and evaluate changes.
<b>4</b>	<b>Collecting Significant Change stories</b>	Asking simple, open-ended questions, collect stories from participants about the most significant changes they experienced or witnessed as a result of this programme and why they think they're important. This process can be as creative as you like – using words, song, poetry, drama and art to tell stories.
<b>5</b>	<b>Selecting the most significant of the stories</b>	Analyse the stories, drawing out common themes and/or unusual ones. Allow all stakeholders to identify stories and themes they feel are significant in assessing the value or merit of the programme. Collectively agree on the most illustrative stories and document why they have been selected.
<b>6</b>	<b>Feeding back results</b>	Ensure all participants who shared their stories get to see the result of the selection process (step 5). Explain the selection process and criteria and make explicit the value of the stories in determining the effectiveness of the programme.
<b>7</b>	<b>Verification of stories (optional)</b>	It may be necessary to ensure that selected stories are accurate representations and that participants' stories are presented in an ethical and transparent way.
<b>8</b>	<b>Quantification (optional)</b>	Although MSC is a qualitative approach, there are ways to collect statistical information from the data – for example, counting the number of times a specific type of change is mentioned.
<b>9</b>	<b>Secondary analysis (optional)</b>	This involves a deeper analysis of the content across a set of SC stories. This can be done to collate findings and use them in summative evaluation.
<b>10</b>	<b>Revising the system</b>	Use the findings to hone, adapt and improve the technique for the next reporting period.

Source: Davis, R & Dart, J. (2005) *The 'Most Significant Change' Technique*. CARE International UK.

## Example of ‘Most Significant Change’ Story

**Programme: Development Perspectives SDG Advocate Programme.** Formerly known as the Insight Programme, the SDG Advocate Programme is an eight-month non-formal training programme which immerses participants in a learning experience about international development. Phase 1 involves a critical introduction to and analysis of the Sustainable Development Goals and global development issues. Phase 2 involves working alongside partner NGOs in Tanzania or Vietnam. Phase 3 supports participants through a mentoring process to plan and implement a specific action related to the Sustainable Development Goals.

**Process:** In 2016, evaluation consultant Sheila Coyle used the ‘Most Significant Change’ (MSC) method to evaluate the programme. Sheila worked with the Development Perspectives team to identify several domains of change and then collect stories from multiple stakeholders. The following are examples of two domains with an excerpt from selected stories:

### Domain of Change – Ability to reflect and think critically:

*‘.....seeing the values and learning opportunities that we can gain from developing countries. Before this experience I would have been narrow minded and only seen how we could help/teach them. Through phase 2 I saw how we could learn about positive growth and cultural pride... By living and working alongside Tanzanian and Irish I had some of my preconceptions challenged’*



Figure 5 Let me tell you a story - Copyright JK Davis & J Dart.

### Domain of Change – Motivation to take action:

*‘On a personal level I started to realise that politics is a huge aspect of development and I became more politicised throughout the 8 months. Development can and is seen very differently from various parties and sectors. I became more interested in community –led activism and development and have the desire to connect with global movements overseas and challenge structural causes of poverty’*

## Evaluation Activity

Certain learning activities that can be used to track changes in understanding, attitudes and/or behaviour. This means that instead of a stand-alone evaluation survey, you can incorporate activities into workshops and/or courses and repeat them towards the end to see if there are observable differences in participants' responses. RISC – the Development Education Centre for Oxfordshire and Berkshire in the UK has developed a toolkit – 'How do we know it's working?' which uses classroom activities to find out if development education initiatives were having a positive influence on learner's attitudes and willingness to take action (see: <http://toolkit.risc.org.uk/>) Although developed for young people and children, the resources can be adapted for use with the adult and community sector. See below for an example of a 'book end' activity that can take place at the beginning and end of a session to show shifts in participants' perspectives.

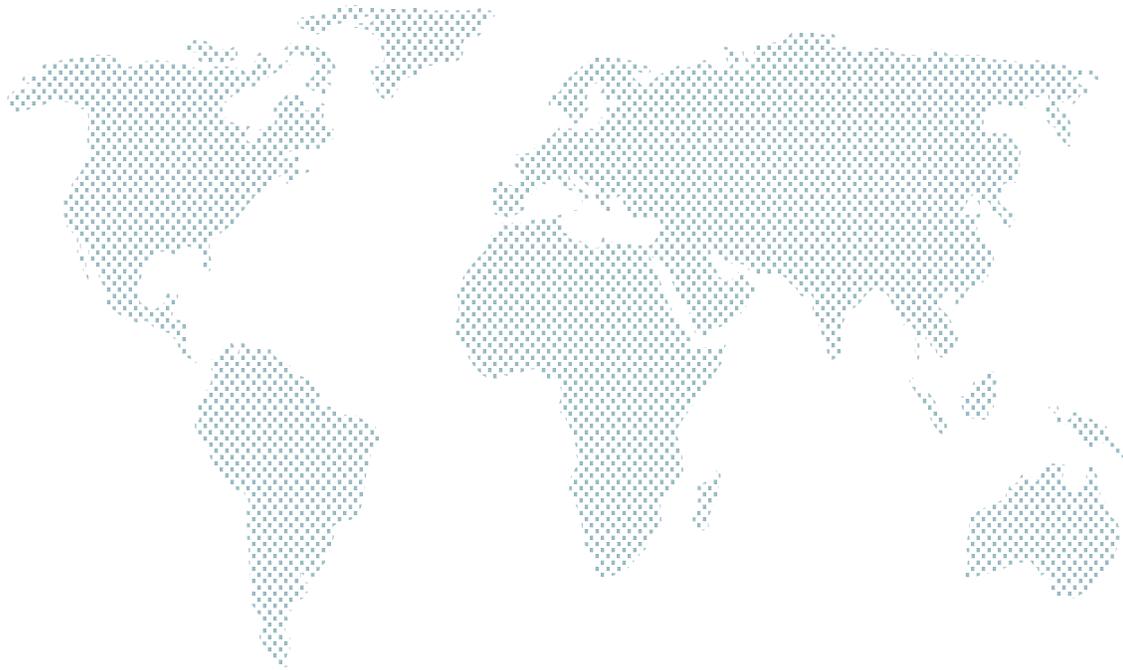
### **Ranking Exercise – Protecting the environment**

Provide participants with blank cards and/or post-its and markers and ask them to write down all the actions they can do that will protect the environment. You can get them started with some examples, e.g. 'Shop Local' or 'Car Pool'. Ask them to rank the statements in a pyramid shape with the most effective actions at the top and the least effective actions at the bottom. Take a photo of the pyramid when the group has agreed on a set of statements and ranked them.

Repeat the exercise at the end of the session, this time asking participants to rank the same statements from top to bottom according to how effective they are in protecting the environment. Again, provide blank cards or post-its so participants can add new actions. Take a photo and compare the two.

### **Evidence of change:**

If the session has been effective, participants should rank high cost, high impact actions at the top, including those that require radical lifestyle changes (e.g. not flying to a holiday destination, reducing consumption; repairing items rather than replacing) as opposed to low-cost, low impact actions (e.g. donating money to an environmental charity, recycling waste, turning off lights). The photographs can be used as research artefacts to demonstrate that participants have experienced a shift in perspective and acquired a better understanding of how to protect the environment.



## **SECTION 3 – USING THE DATA**

- Collating Survey Data
- Data Entry
- Data Analysis
- Reporting Survey Data
- Additional Resources

## Collating Survey Data

Once data has been collected, it is important to record it accurately and ethically. When processing survey data, it is good practice to remove identifying information and replace it with a coded reference. When processing qualitative data, you should consult the participant about whether they consent to their name being used or if they wish to be given a pseudonym. For accountability purposes, a password-protected record of participants' real names and their allocated pseudonyms should be kept as this might be needed by auditors. All data entry logs should adhere to data protection regulations (GDPR) and ethical guidelines for research. Data should be 'cleaned' before entry – this means reading through the surveys and excluding any responses that are answered incorrectly or in an ambiguous way (e.g. more than one box ticked).

## Data Entry

The most user-friendly way of entering data is to use spreadsheet (e.g. Excel). List questions columns and responses in rows. For example, the first completed survey was allocated a reference number of #01/2020. The respondent gave the following responses to Question 6 on the Pre-Course Evaluation Survey:

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't know</b>
<b>I have a good understanding of global development issues.</b>			✓		
<b>I have a good understanding of the Sustainable Development Goals (SDGs) agenda.</b>				✓	
<b>I am familiar with Ireland's role in implementing the SDGs.</b>				✓	
<b>I am aware of different development theories.</b>					✓
<b>I am a critical thinker.</b>		✓			

Using Excel, each response category is given a numerical value and responses are recorded as follows:

Respondent	Pre- Course Survey responses					Code: St Agree = 4 Agree = 3 Disagree = 2 St. Disagree = 1 Don't know = 0
	I have a good understanding of global issues.	I have a good understanding of the SDG agenda.	I am familiar with Ireland's role in implementing the SDGs.	I am aware of different development theories	I am a critical thinker	
01/2020	2	1	1	0	3	

## Data Analysis

Analysis of the data should occur in stages. You can start by looking at averages, cumulative scores, etc. Or you can look note patterns or themes emerging. Double check for coding errors if you notice anomalies or unusual response patterns.

Your analysis should be guided by the indicators you have chosen. For example, if your indicator refers to an increase in participants' understanding of the SDGs, isolate those responses in the pre and post surveys and assess the percentage of participants who moved from 'disagree' or 'strongly disagree' to 'agree or 'strongly agree'. This is your evidence that you are achieving your outcomes **or** that you need to amend your activity.

## Reporting Survey Data:

Evaluation reports are generally used to convey survey findings along with findings from qualitative tools. However, more creative approaches are becoming common, such as animated videos, PowerPoint presentations and infographics. Standard, text-based evaluation reports should:

- Be written in Plain English and without jargon.
- Present the data using a mixture of words and graphics, such as tables, charts and diagrams.
- Include the survey questions as an appendix.
- Avoid whitewashing – totally positive reports are not credible. It is important to be honest about weaknesses as well as strengths.

## Additional Resources

Allum, E., Lowe, B. & Robinson, L. (2008) *How do you know it's working?* Reading: RISC. Selected resources available at: <https://www.risc.org.uk/education/resources>

Coyle, S. (2016) *Most Significant Change – Insight 2016*. Drogheda: Development Perspectives. Available online at: <https://www.developmentperspectives.ie/ResearchPDFS/Most-Significant-Change.pdf>

Davis, R. & Dart, J. (2005) *The 'Most Significant Change' (MSC) Technique*. CARE International UK. Available online at: <https://mande.co.uk/wp-content/uploads/2018/01/MSCGuide.pdf>

Irish Development Education Association (2019) *Using Results-based Frameworks in Development Education Settings: A Practical Toolkit*. Dublin: IDEA. Available online at: <https://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook>

Spicer, S. (2012) *Evaluating your engagement activities: Developing an evaluation plan*. Manchester: University of Manchester. Available online at: [http://www.engagement.manchester.ac.uk/resources/engagement/evaluating\\_public\\_engagement/Evaluating%20Your%20Public%20Engagement%20Activities.pdf](http://www.engagement.manchester.ac.uk/resources/engagement/evaluating_public_engagement/Evaluating%20Your%20Public%20Engagement%20Activities.pdf)

W.K. Kellogg Foundation (2017) *A Step-by-Step Guide to Evaluation*. Michigan: WK Kellogg Foundation. Available online at: <https://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook>