



Irish Aid Development Education Strategy 2017 - 2023

Performance Measurement Framework

Background

This Performance Measurement Framework (PMF) was developed to track changes envisioned in the Irish Aid Development Education Strategy 2017-2023.

The PMF will generate a comprehensive dataset on which to evaluate the strategy's effectiveness, contribute to future decision-making and provide a strong evidence base for the sector and other stakeholders. Implementing organisations will collect the data and all development education initiatives funded by Irish Aid (Annual, Multi-annual and Programme Grant) will report using the PMF.

The indicators within the PMF aim to be appropriate and meaningful, in order to adequately reflect the current context and to capture change in an accessible way. Indicators were designed to be sufficiently simple, intelligible, easily interpreted in practice and intuitive, in the sense that it is obvious what the indicator is measuring. The indicators have been developed to be as flexible as possible, in order to capture change from initiatives that have not yet been developed.

*Indicators are observable or measurable items that tell us about the performance of the programme.*¹ However, indicators are not infallible, they only capture change at these particular reference points. This PMF provides the structure to collect and maintain a strong evidence base for the sector and beyond. Although it is deemed that these indicators will capture significant change, provide a comprehensive dataset on which to evaluate the strategy's effectiveness and contribute to decision-making in the future, there may be unforeseen changes and changes that are too incremental for indicators to adequately reflect. For example: two people may report that accessing a development education activity has changed their behaviour, one of them may now only buy Fairtrade produce while the other may make profound, influencing career choices. These are both valid changes and both will be captured by the PMF but only at their base level. While the PMF will be the means to report on progress, it is recognised that there are additional ways to document change. Therefore, organisations are encouraged to continue to find innovative ways to reflect their progress on the ground.

It is currently not possible to collect data on every indicator included in the PMF. In the case of indicators that are not currently viable, data collected during the first year will provide the future baseline. Monitoring should be timely with minimal time lag between the collection and reporting of data to ensure that indicators are reporting current rather than historical information.

The following disaggregating data should also be submitted by partners to provide a more comprehensive view of development education in Ireland to substantiate decision-making.

- individual data: please specify age group,² gender, geographic location of any related follow-on activity led by learner (if known)
- education/outreach/event data: please specify the type of intervention, the relevant sector, the duration of the intervention and its geographic location

¹ Development Education Association, 2014. Users' Guide on Measuring Effectiveness in development education, <http://www.dea.org.uk/info/projects/effectiveness>.

² Age groups: 0-14 years; 15-25 years; 26-44 years; 45-64 years; 65 years and over. Based on CSO age ranges although the age range 15-24 has been changed to 15-25 years to reflect definition of Youth in the National Youth Strategy 2015 - 2020

The Performance Measurement Framework for the Development Education Strategy uses the following headings:

<i>Strategic Goal</i>	Long-term effects on identifiable population groups produced by a development education intervention, directly or indirectly
<i>Planned Outcome Areas</i>	The changes in skills or abilities that result from the completion of activities within a development education intervention
<i>Planned Output Areas</i>	The institutional and behavioural changes in development education conditions that occur after the completion of outputs. They are the intended effects of an intervention's outputs, usually requiring the collective effort of partners.
<i>Indicators</i>	Quantitative or qualitative factor or variable that provides a simple, and reliable, means to measure achievement, to reflect the changes connected to a development education intervention
<i>Baseline</i>	The baseline sets out what the current position, i.e. starting point, is. It is important that baseline information is provided for each indicator.
<i>Targets</i>	Targets aligned to each indicator in order to determine what development education progress will be achieved relative to the baseline
<i>Data source, collection method and responsible staff member</i>	The sources of monitoring information, how it was collected and who is responsible for measuring development education progress against each indicator of the PMF
<i>Frequency of Measurement</i>	How often the monitoring information for the PMF is collected

When the Performance Measurement Framework comes into use, the subsequent headings should be added:

- ***Evidence of progress/results (Insert most recent data to show progress from baselines)***
- ***Contribution of Irish Aid to this result (Include the funding amount and the project/programme supported. Also include technical support provided)***

Strategic Goal: People in Ireland are empowered to analyse and challenge the root causes and consequences of global hunger, poverty, injustice, inequality and climate change; inspiring and enabling them to become active global citizens in the creation of a fairer and more sustainable future for all, through the provision of quality development education.

Results	Indicators	Baseline	Targets	Data source, collection method and responsible staff member	Frequency of measurement
Outcome	<p>Numbers of learners who report improved global citizenship literacy, based on:</p> <ul style="list-style-type: none"> • <i>Learner’s understanding of the root causes, consequences and solutions of global hunger, poverty, injustice, inequality and climate change</i> • <i>Learner’s ability to relate and critically assess what is happening in their society and the wider world³</i> <p><i>[Disaggregated by gender, age group, sector]</i></p>	2017: Baseline to be established	<p>Year 1: Baseline to be established Year 2: +10% Year 3: +10% Year 4 & Year 5: TBC post Mid-term Review</p>	<p>Reports from grantees</p> <p>DE Policy Officer, Irish Aid</p>	Annually
	<p>Percentage (of total number of learners) and number of learners who can give an example of how participating in a DE event/learning activity has influenced their attitude or behaviour⁴</p> <p><i>[Disaggregated by gender, age group and sector]</i></p>	2017: Baseline to be established	<p>Year 1: Baseline to be established Year 2: +10% Year 3: +10% Year 4 & Year 5: TBC post Mid-term Review</p>	<p>Reports from grantees</p> <p>DE Policy Officer, Irish Aid</p>	Annually
	<p>Coverage nationally, disaggregated by county and/or institutions etc.⁵</p>	2017: X Counties X third level institutions X schools X youth clubs etc.	<p>Year 1: Mapping to be established Year 2: TBC Year 3: TBC Year 4 & Year 5: TBC post Mid-term Review</p>	<p>Reports from grantees</p> <p>DE Policy Officer, Irish Aid</p>	Annually

³ See Annex I Organisations can determine, in consultation with Irish Aid, how best to generate data to report on this indicator, using their own methods: An example of a post-intervention survey/evaluation is included for information or use. Questions 1 – 4 **relate to these indicators.**

⁴ See Annex I Organisations can determine, in consultation with Irish Aid, how best to generate data to report on this indicator, using their own methods: An example of a post-intervention survey/evaluation is included for information or use. Question 5 **relates to these indicators.**

⁵ **Please note: This is not a criterion for projects, it is to generate a sense of where learners can access development education (DE) interventions**

Organisations will report data relating to counties/institutions etc. where their projects are operating in and how many people were reached in these places. This data will be split into macro level data (*how many counties/institutions etc. provide access to DE*) and meso-level data (*how many people in each county/institution etc. are accessing DE*). The macro level data will be counted in the PMF (*DE is available in 17 counties and in 12 institutions etc.*) and targets will be set at the macro level. Once the macro level data is collected, a percentage of the population for each county will be calculated using CSO population data. This meso-level data will be used to set targets to measure progress in the county/institution over the course of the strategy because the number of institutions might not change but the progress in reaching more people in each setting will vary and this change will add another dimension to measuring the success of the strategy. For example, organisations are operating in Co. Mayo with 370 people accessing DE in total. If the population of Mayo is 64,065, then 0.58% of the population has access. If there are no organisations offering DE activities in a county, then it will be deemed that that particular county’s population have no access (*although it is not assumed that members of that county’s population do not and cannot access DE elsewhere*). Targets will be set at meso-level for the following years accordingly.

1 Output	1. An enabling and coherent policy environment for development education at both a national and European level	<p>1. Number of joint interdepartmental collaborations, such as joint actions or decisions implemented at national, or European level</p> <p><i>[Additionally, note the type of action or decision taken]</i></p>	<p>2017: 0 joint actions/decisions</p>	<p>Year 1: 1 joint action/decision Year 2: 2 joint actions/decisions Year 3: 3 joint actions/decisions Year 4 & Year 5: TBC post Mid-term Review</p>	<p>Irish Aid Meeting minutes</p> <p>DE Policy Officer, Irish Aid</p>	<p>Annually</p>
		<p>2. Number of new policies/strategies/curricula that include development education dimensions</p> <p><i>[Additionally, note the type of document]</i></p>	<p>2017: 0 policies/strategies/ curriculum</p>	<p>Year 1: 1 policy/strategy/curriculum Year 2: 1 policy/strategy/curriculum Year 3: 1 policy/strategy/curriculum Year 4 & Year 5: TBC post Mid-term Review</p>	<p>Irish Aid Meeting minutes</p> <p>Annual reports of Grantees</p> <p>DE Policy Officer, Irish Aid</p>	<p>Annually</p>
		<p>3. Existence of active⁶ partnership with European Counterparts⁷</p>	<p>2017: Data to be collected</p>	<p>Year 1: attendance at 2 meetings and 1 knowledge product⁸ disseminated Year 2: attendance at 2 meetings and 2 knowledge products disseminated Year 3: attendance at 2 meetings and 2 knowledge products disseminated Year 4 & Year 5: TBC post Mid-term Review</p>	<p>Annual reports of Grantees</p> <p>DE Policy Officer, Irish Aid</p>	

⁶ See target year 1, year 2 and year 3 for definition of ‘Active’

⁷ Should an example of international partnership arise, it can be referenced in the narrative report.

⁸ Any product which promotes learning within the sector (*such as documentation of best practice, an assessment instrument, research relating to development education or a set of instructional materials for providers and/or learners*).

2 Output	2. Maximised capacity, collaboration, partnership, and coherence of development education partners to enhance the quality delivery, impact and communication of development education	<p>1. Number of examples of capacity for development education in the following:</p> <ul style="list-style-type: none"> • DE Knowledge and Skills • Impact measurement • Organisational management <p><i>[Disaggregated by sector(s) and geographic location of DE practitioners as well as numbers reached]</i></p>	<p>2015:</p> <ul style="list-style-type: none"> • DE Knowledge & Skills: 57 examples (IDEA 2015) • Impact measurement: 35 examples (IDEA 2015) • Organisational management: 40 examples (IDEA 2015) 	<p>Year 1: 90 examples of</p> <ul style="list-style-type: none"> • DE Knowledge & Skills • Impact measurement: • Organisational <p>Year 2: 91 examples of</p> <ul style="list-style-type: none"> • DE Knowledge & Skills • Impact measurement: • Organisational <p>Year 3: TBC Year 4 & Year 5: TBC post Mid-term Review</p>	IDEA Annual reports DE Policy Officer, Irish Aid	Annually
		<p>2. Number of partnership/collaboration initiatives of DE practitioners⁹ based on:</p> <ul style="list-style-type: none"> • National policy submissions • Development education events • Other formal cooperation <p><i>[Disaggregated by sector(s) and geographic location of actions/dissemination. Additionally note whether it is a new or ongoing partnership]</i></p>	<p>2017:</p> <ul style="list-style-type: none"> 0 National policy submissions 0 development education events 0 Formal cooperation 	<p>Year 1: X National policy submissions, X DE events, X Formal cooperation</p> <p>Year 2: X National policy submissions, X DE events, X Formal cooperation</p> <p>Year 3: X National policy submissions, X DE events, X Formal cooperation</p> <p>Year 4 & Year 5: TBC post Mid-term Review</p>	Annual reports of Grantees DE Policy Officer, Irish Aid	Annually

⁹ Lead partner reports detail, other partners can report by listing partnerships or if the other partners undertook significant work in the partnership, they may list this. This indicator relates to tracking the number and quality of partnerships relating to development education. This indicator is not meant to track individual partnerships over time. It is understood that the intensity and nature of partnerships may vary over time.

2 Output	<p>3. Level of partnership/collaboration engagement.</p> <p><i>[Please identify level of partnership as Cooperation, 'Collaborative Partnership/Strategic Alliance,' and 'Partnership for collective impact']¹⁰</i></p> <p><i>[Disaggregated by sector(s) and geographic location of actions/ dissemination]</i></p>	<p>2017: Data to be collected</p> <p>X partnerships classified as <i>Cooperation</i></p> <p>X partnerships classified as <i>Collaborative Partnerships or Strategic Alliances</i></p> <p>X partnerships classified as <i>Partnerships for collective impact</i></p>	<p>Year 1: Establish baseline (X <i>Cooperation</i> partnerships X <i>Collaborative Partnerships</i> X <i>Partnerships for collective impact</i>)</p> <p>Year 2: X <i>Cooperation</i> partnerships X <i>Collaborative Partnerships</i> X <i>Partnerships for collective impact</i></p> <p>Year 3: X <i>Cooperation</i> partnerships X <i>Collaborative Partnerships</i> X <i>Partnerships for collective impact</i></p> <p>Year 4 & Year 5: TBC post Mid-term Review</p>	<p>Annual reports of Grantees: Append reporting template in Annex II</p> <p>DE Policy Officer, Irish Aid</p>	<p>Annually</p>
	<p>4. Number of new, revised or updated knowledge products¹¹ shared and used to strengthen practice</p> <p><i>[Disaggregated by sector, theme/issue, and geographic location of dissemination. Additionally note whether it is a new/revised/updated knowledge product]</i></p>	<p>2016: 8 good practice guidelines/case studies</p>	<p>Year 1: 2 knowledge products Year 2: 2 knowledge products Year 3: 2 knowledge products Year 4 & Year 5: TBC post Mid-term Review</p>	<p>Annual reports of Grantees</p> <p>DE Policy Officer, Irish Aid</p>	<p>Annually</p>

¹⁰ See ANNEX II on PARTNERSHIP

¹¹ Knowledge products may include good practice guidelines, research initiatives, resources or other examples of innovation which are shared and used to strengthen practice.

3 Output	3. Further integration and mainstreaming of quality development education in formal education curricula, programmes and structures	<p>1. Level of integration in schools and number of schools (early childhood, primary and post-primary) where DE is being delivered¹²</p> <p><i>[Disaggregated by education level (early childhood, primary or post-primary level), gender (if not a mixed school), age group and geographic location of school (county). Additionally note school roll number.]</i></p>	2017: Data to be collected	<p>Year 1: Baseline TBC on submission of figures from key partners Year 2: TBC Year 3: TBC Year 4 & Year 5: TBC post Mid-term Review</p>	<p>Annual reports of Grantees: Append reporting template in Annex III</p> <p>DE Policy Officer, Irish Aid</p>	Annually
		<p>2. Number of student teachers engaged in ITE receiving DE interventions and % of those students reporting an improvement in their DE Knowledge and Skills</p> <p><i>[Disaggregated by education sector (early childhood, primary or post-primary level), gender, age group and geographic location of actions (institution)]</i></p>	2017: Data to be collected	<p>Year 1: Baseline TBC Year 2: TBC Year 3: TBC Year 4 & Year 5: TBC post Mid-term Review</p>	<p>Annual reports of Grantees</p> <p>DE Policy Officer, Irish Aid</p>	Annually
		<p>3. Level of integration into Initial Teacher Education at primary and post-primary level¹³</p> <p><i>[Disaggregated by education level (primary or post-primary level), gender, age group and geographic location of actions (institution)]</i></p>	2017: Data to be collected	<p>Year 1: Baseline TBC Year 2: TBC Year 3: TBC Year 4 & Year 5: TBC post Mid-term Review</p>	<p>Annual reports of Grantees: Append reporting template in Annex IV</p> <p>DE Policy Officer, Irish Aid</p>	Annually
		<p>4. Number of qualified teachers receiving CPD in DE and % of those teachers reporting an improvement in their DE Knowledge and Skills</p> <p><i>[Disaggregated by education level (early childhood, primary or post-primary level), gender, age group and geographic location of actions (county)]</i></p>	2017: Data to be collected	<p>Year 1: Baseline TBC Year 2: TBC Year 3: TBC Year 4 & Year 5: TBC post Mid-term Review</p>	<p>Annual reports of Grantees</p> <p>DE Policy Officer, Irish Aid</p>	Annually
		<p>5. Level of integration into third level institutions (excluding actions specifically targeting student teachers/ teachers)¹⁴</p> <p><i>[Disaggregated by discipline, gender, age group and geographic location of actions (institution)]</i></p>	2017: Data to be collected	<p>Year 1: Baseline TBC Year 2: TBC Year 3: TBC Year 4 & Year 5: TBC post Mid-term Review</p>	<p>Annual reports of Grantees: Append reporting template in Annex V</p> <p>DE Policy Officer, IA</p>	Annually

¹² Schools that are implementing WWGS Whole School Approach will be assessed through the Global Passport, for other schools please see ANNEX III.

¹³ See ANNEX IV

¹⁴ See ANNEX V

		<p>6. Level of integration into Youth Work Programmes of Professional Education and Training and into Adult Education and Further Education curricula¹⁵</p> <p><i>[Disaggregated by sector, discipline (if relevant), gender, age group and geographic location of actions (institution)]</i></p>	<p>2017: Data to be collected</p>	<p>Year 1: Baseline TBC on submission of figures from key partners Year 2: TBC Year 3: TBC Year 4 & Year 5: TBC post Mid-term Review</p>	<p>Annual reports of Grantees: Append reporting template in Annex VI</p> <p>DE Policy Officer, Irish Aid</p>	<p>Annually</p>
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¹⁵ See ANNEX VI on level of integration into Youth Work Programmes of Professional Education and Training, Adult Education and Further Education curricula

4	Output	4. Increased integration, quality, and spread of development education programmes in non-formal education programmes and structures	<p>1. Level of engagement¹⁶ and number of young people who are accessing DE through youth organisations¹⁷</p> <p><i>[Disaggregated by gender, age and geographic location of actions (county). Additionally where possible note if the learners are 'retained learners' or 'increased learners']</i></p>	<p>2017: Data to be collected</p>	<p>Year 1: Baseline TBC on submission of figures from key partners Year 2: TBC Year 3: TBC Year 4 & Year 5: TBC post Mid-term Review</p>	<p>Annual reports of Grantees: Append reporting template in Annex VII</p> <p>DE Policy Officer, Irish Aid</p>	<p>Annually</p>
			<p>2. Level of engagement¹⁸ and number of people accessing DE through non-formal and informal adult and community education initiatives</p> <p><i>[Disaggregated by gender, age group and geographic location of actions (county). Additionally where possible note if the learners are 'retained learners' or 'increased learners']</i></p>	<p>2017: Data to be collected</p>	<p>Year 1: Baseline TBC Year 2: TBC Year 3: TBC Year 4 & Year 5: TBC post Mid-term Review</p>	<p>Annual reports of Grantees: Append reporting template in Annex VII</p> <p>DE Policy Officer, Irish Aid</p>	<p>Annually</p>
			<p>3. Number of youth workforce, adult and community educators and international volunteers engaged in DE interventions and % of those learners reporting an improvement in their DE knowledge and skills</p> <p><i>[Disaggregated by sector, gender, age and geographic location of actions (county/institution)]</i></p>	<p>2017: Data to be collected X youth workers X previous international volunteers X development education practitioners</p>	<p>Year 1: Baseline TBC Year 2: TBC Year 3: TBC Year 4 & Year 5: TBC post Mid-term Review</p>	<p>Annual reports of Grantees</p> <p>DE Policy Officer, Irish Aid</p>	<p>Annually</p>
			<p>4. Existence of active¹⁹ strategic partnership programmes (youth sector and adult and community sector)</p> <p><i>[Disaggregated by sector and geographic location of actions]</i></p>	<p>2017: Partnerships not yet established</p>	<p>Year 1: Evaluate applications for strategic partnership Year 2: Establish 2 strategic partnerships Year 3: TBC Year 4 & Year 5: TBC post Mid-term Review</p>	<p>Annual reports of Grantees</p> <p>DE Policy Officer, Irish Aid</p>	<p>Annually</p>

¹⁶ Please see ANNEX VII (Tool will measure both output indicators 4.1 and 4.2)

¹⁷ This indicator is focused on youth organisations which are implementing the National Quality Standards Framework (NQS)

¹⁸ Please see ANNEX VII (Tool will measure both output indicators 4.1 and 4.2)

¹⁹ Active in this context is defined as 2 meetings and 1 output

5	Output	5. Increased awareness within the education sector of Ireland's Development Cooperation programme and the UN Sustainable Development Goals	IRISH AID AWARENESS PROGRAMME				
			<p>1. Number of primary and post-primary schools (disaggregated by new schools and previous applicant schools) engaging with Irish Aid through:</p> <ul style="list-style-type: none"> • Irish Aid Workshops • Our World Awards <p><i>[Disaggregated by education level (primary or post-primary level), gender (if not mixed), age group and geographic location of actions. Additionally note the school roll number.]</i></p>	<p>2016:</p> <p>Irish Aid Workshops: 5,092 students with their teachers/tutors <i>Source: Irish Aid Centre Report 2016</i></p> <p>Our World Awards: (i) 1,228 schools registered (ii) 116 schools' entries (iii) 191 projects submitted. <i>Source: OWA Evaluation Report 2017</i></p>	<p>Irish Aid Workshops: Year 1: 5,347 (5%) Year 2: 5,614 (5%) Year 3: 5,839 (4%) Year 4 & Year 5: TBC post Mid-term Review</p> <p>Our World Awards: Year 1: (i) 1,228 schools registered (ii) 134 schools' enter (+16%) (iii) 210 projects submitted (+10%) Year 2: (i) 1,228 schools registered (ii) 155 schools enter (16%) (iii) 226 projects submitted (+8%) Year 3: (i) 1,228 schools registered (ii) 180 schools enter (+16%) (iii) 244 projects submitted (+8%)</p>	<p>Irish Aid Centre Report</p> <p>OWA Evaluation Report</p> <p>Irish Aid Awareness Programme Officer</p>	Annually
			<p>2. Number of the student teachers engaging with Irish Aid through the Irish Aid Workshops</p> <p><i>[Disaggregated by education level (primary or post-primary level), gender, age group and geographic location of the intervention (county/institution).]</i></p>	<p>2016: 1,587 third level students <i>Source: Irish Aid Centre Report 2016</i></p>	<p>Year 1: 1,619 (+2%) Year 2: 1,651 (+2%) Year 3: 1,684 (+2%) Year 4 & Year 5: TBC post Mid-term Review</p>	<p>Irish Aid Centre Report</p> <p>Facilitator Evaluation Matrix</p> <p>Irish Aid Awareness Programme Officer</p>	Annually

ANNEX 1: SAMPLE PARTICIPANT POST-COURSE SURVEY

All organisations must supply the following Information to Irish Aid annually:

1. The number of learners who report improved global citizenship literacy, based on:
 - Learner's understanding of the root causes, consequences and solutions of global hunger/poverty/injustice/inequality/climate change (adapted by organisation depending on what the focus of the intervention is)
 - Learner's ability to relate and critically assess what is happening in their society and the wider world (adapted by organisation as appropriate)

Disaggregated by:

- gender of these learners
- age group
- sector (early childhood education, primary, post-primary, third level by discipline, youth sector and adult and community sector)

2. Percentage (of total number of learners) and number of learners who can give an example of how participating in a development education event or learning activity has influenced their attitude or behaviour (adapted by organisation as appropriate).

Disaggregated by:

- gender of these learners
- age group
- sector (early childhood education, primary, post-primary, third level by discipline, youth sector and adult and community sector)

3. Coverage nationally/institutions etc. where an organisation's projects are in operation (by geographically location (county) and by institution). This data will be split into macro level data (*how many counties/institutions etc. provide access to DE*) and meso-level data (*how many people in each county/institution etc. are accessing DE*)

The following is a sample of a post-course survey that relates directly to the information relayed above. Organisations are not obliged to use this survey or even incorporate questions into their own surveys. Organisations can determine how best to generate the necessary data that Irish Aid requires.

Sector or sectors where the DE event/course/initiative took place:			
County or counties where the DE event/course/initiative took place:		Number of learners:	

Please identify your age group from the options below by ticking the appropriate box									
0-14		15-25		26-44		45-64		65+	
Please identify your gender by ticking the appropriate box				Male		Female		Other	

1. Please insert a question, relevant to your course/intervention which asks participants to rate, on a scale of 0 – 5, their knowledge of the topic PRIOR TO THE COURSE/INTERVENTION					
0	1	2	3	4	5

**0 being 'did not know about it' and 5 being 'knew a great deal about it'*

2. Please insert a question, relevant to your course/intervention which asks participants to rate, on a scale of 0 – 5, their knowledge of the topic AFTER COMPLETING THE COURSE/INTERVENTION					
0	1	2	3	4	5

**0 being 'did not know about it' and 5 being 'knew a great deal about it'*

If relevant to an intervention:

3. Please insert a question, relevant to your course/intervention which asks participants to identify any SKILLS learned or improved on, AS A RESULT OF COMPLETING THE COURSE/INTERVENTION.²⁰					
0	1	2	3	4	5

**0 being 'No' and 5 being 'Yes, I am able to give a lot of reasons'*

4. Please insert a question, relevant to your course/intervention which asks participants to rate, on a scale of 0 – 5, IF THEY HAVE BEEN ABLE TO CRITICALLY ASSESS WHAT THEY HAVE LEARNED ABOUT GLOBAL ISSUES AND RELATE IT TO THEIR OWN LIFE.²¹					
0	1	2	3	4	5

0 = no connection/relevance

5 = substantial connections made

<p>5. Please insert a question, relevant to your course/intervention, which asks participants to GIVE EXAMPLES OF HOW THE DE COURSE/INTERVENTION HAS INFLUENCED THEIR ATTITUDE OR BEHAVIOUR. SAMPLES HAVE BEEN SUGGESTED BELOW. PLEASE FEEL FREE TO AMEND THIS LIST ACCORDING TO THE ACTIVITIES OF YOUR ORGANISATION.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I will buy Fairtrade products in future <input type="checkbox"/> I am more aware of my rights and responsibilities as a global citizen <input type="checkbox"/> I think I can make a difference in the world <input type="checkbox"/> I would like to learn more about..... <input type="checkbox"/> I intend to volunteer in my community/in the global south/etc. <input type="checkbox"/> I would like to pursue a career in development <p>.....[organisations can add or deduct from this list as appropriate]</p>
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²⁰ Organisations are welcome to include an appendix containing an anecdotal register of the responses generated in their annual reporting to Irish Aid.

²¹ Organisations are welcome to include an appendix containing an anecdotal register of the responses generated in their annual reporting to Irish Aid.

ANNEX II: OUTPUT 2 INDICATOR 3 - LEVEL OF PARTNERSHIP AND COLLABORATION ENGAGEMENT

This indicator will help track partnership/collaboration engagement relating to development education. Organisations will be asked to name their three most significant partners each year (including cross-sector partnerships). Partners will decide amongst themselves who will report the partnership in detail (using the template below). All partners can report partnerships by listing them in a relevant section in the report. The reporting template below corresponds to the partnership activities categorised as ‘Cooperation’, ‘Collaborative partnership’, and ‘Partnership for collective impact’. The activities are outlined below. Award the points that correspond to you agreeing or partially agreeing that the activities listed are a feature of this partnership. The reporting template will provide a snapshot of the levels of partnership relating to DE for that year.

OUTPUT 2 INDICATOR 3 - REPORTING TEMPLATE:

Lead Partner:					
Other Partner/s:					
Is this a new partnership (i.e. since 2017)	Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> Provide details: No <input type="checkbox"/> Please give the year it began:				
Are the following examples of Partnership and Collaboration Engagement true of this partnership	Agree	Partially agree	Not applicable	Score	Details
Meeting to discuss each other’s work	2 points	1 point	0 points		
Regular information sharing	2 points	1 point	0 points		
Provided input at an event run by other group or vice-versa	2 points	1 point	0 points		
Collaboratively delivered a single event	4 points	2 points	0 points		
Joint advocacy initiative	4 points	2 points	0 points		
Collaboration around a project or series of events	4 points	2 points	0 points		
Representation on a committee/working group of other organisation	4 points	2 points	0 points		
Named in the other organisation’s operational plan	6 points	3 points	0 points		
Jointly-funded short-term (6 months or less) project/s	6 points	3 points	0 points		
Jointly-funded long-term (more than 6 months) project/s	6 points	3 points	0 points		
Other (please assign no. of points)					
Total					
Level of partnership: Cooperation: 1-6 points Collaborative partnership/strategic alliance : 7- 23 points Partnership for collective impact: 23-40+ points				Do you agree that this classification accurately reflects your view of this partnership Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/>	

OUTPUT 2 INDICATOR 3 – EXAMPLE

Lead Partner:	Your Organisation				
Other Partner/s:	ABC organisation (Here there is just one organisation listed but if the partnership is with a group, you can list all organisations here)				
Is this a new partnership (i.e. since 2017)	Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> Provide details: No <input checked="" type="checkbox"/> Please give the year it began: 2015				
Are the following examples of Partnership and Collaboration Engagement true of this partnership	Agree	Partially agree	N/A	Score	Details
Meeting to discuss each other's work	2 points	1 point	0 points	2	We met twice this year to discuss each other's work
Regular information sharing	2 points	1 point	0 points		
Provided input at an event run by other group or vice-versa	2 points	1 point	0 points		
Collaboratively delivered a single event	4 points	2 points	0 points		
Joint advocacy initiative	4 points	2 points	0 points		
Collaboration around a project or series of events	4 points	2 points	0 points		
Representation on a committee/working group of other organisation	4 points	2 points	0 points	4	Our programme manager is a member of their steering group
Named in the other organisation's operational plan	6 points	3 points	0 points		
Jointly-funded short-term (6 months or less) project/s	6 points	3 points	0 points		
Jointly-funded long-term (more than 6 months) project/s	6 points	3 points	0 points		
Other (please assign no. of points)					
Total				6	
Level of partnership: Cooperation: 1-6 points Collaborative partnership/strategic alliance : 7- 23 points Partnership for collective impact: 23-40+ points	Cooperation			Do you agree that this classification accurately reflects your view of this partnership Yes <input checked="" type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/>	

***CONCLUSION: This partnership is at the level of 'Cooperation'**

ANNEX III: OUTPUT 3 INDICATOR 1 - LEVELS OF INTEGRATION OF DEVELOPMENT EDUCATION IN SCHOOLS

For Primary Level Schools AND Post-Primary Schools <u>Currently Not Implementing WWGS</u>			For Post-Primary Schools <u>Currently Implementing the Irish Aid WWGS Programme</u>											
Engaged			Emerging				Established				Exceptional			
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	Level 13	Level 14	Level 15
Intermittent DE events/ actions/ activities	Continuous (>3 years) DE events/ actions/ activities	<p>Primary Commitment to integrate DE in school</p> <p>Post- Primary Commitment to integrate DE in school</p> <p>And/or Commitment to join Irish Aid WorldWide Global Schools programme</p>	At least 2 events/ assemblies are held during the academic year which address DE themes	Students from more than 1-year are involved in development -themed events/ Justice and rights- based group	5-20% of students are engaged in DE in either a curricular or extra-curricular capacity	A review of all school policies has been conducted by school leaders to identify gaps and opportunities for integrating DE.	There is a permanent space available which displays information about DE issues and/or DE projects taking place in the school	50% of students from each of the years previously involved participate in development -themed events	21-50% of teachers from both Junior and Senior Cycle are engaged in DE in either a curricular or extra-curricular capacity	Amendments which integrate DE into existing school policies have been proposed and passed by governing bodies.	Events/ Assemblies are learner-led, address 3 or more DE themes over the course of the academic year in separate assemblies and at least 1 assembly is attended by the Principal	Students from each year are involved in development -themed events	A majority (>51%) of teachers in both Junior and Senior supports colleagues from all subjects to integrate global development issues and DE methodologies into their teaching	Wherever possible, school policies reflect a commitment to DE and seek to increase engagement with parents, community members and organisations

OUTPUT 3 INDICATOR 1 REPORTING TEMPLATE:

Reporting should include the number of schools, both primary and post-primary, where development education is being delivered.

For primary level schools AND post-primary schools currently not implementing WWGS				
BASELINE			ACHIEVED	
September 2017			August 2018	
	Primary	Non WWGS Post Primary	Primary	Non WWGS Post Primary
Level 1				
Level 2				
Level 3				
Total				
Engaged Schools				

For post-primary schools currently implementing the WWGS Programme				
BASELINE		ACHIEVED		
September 2017		2018	Total	
Level 4				Emerging schools
Level 5				
Level 6				
Level 7				Established schools
Level 8				
Level 9				
Level 10				
Level 11				Exceptional schools
Level 12				
Level 13				
Level 14				
Level 15				

ANNEX IV OUTPUT 3 INDICATOR 3 – LEVELS OF INTEGRATION INTO TEACHER EDUCATION²²

Level of Integration into Post-Primary Initial Teacher Education (Ubuntu) *disaggregated by institution					
Foundational Integration			Functional Integration		Fully Integrated
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
An introduction to DE is provided to student teachers	Subject-specific modules incorporate DE themes No. of student teachers who explore DE through a subject-specific lens	DE is aligned with core ITE components <i>(as stipulated by the Teaching Council, e.g. ICT in education, philosophy of education, diversity)</i>	DE is incorporated into School Placement DE is included in School Placement assessment criteria	Student teacher research, reflections and/or course assignments incorporate DE perspectives	Institutions which have lecturers ²³ with responsibility for promoting and implementing DE within ITE programmes

Level of Integration into Primary Initial Teacher Education (DICE) *disaggregated by institution						
	Foundational Integration			Functional Integration		Fully Integrated
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<i>Irish Aid funds DICE for a (full/part time) DE lecturer in each of the 4 primary ITE colleges to promote and implement DE within ITE programmes. This support facilitates the following levels of integration of DE in primary ITE.²⁴</i>	<u>Awareness Raising</u> No. of DE awareness raising events and learning activities (out of class activities aimed at providing information/peaking interest e.g. exhibition, resource fair, film night, debate)	<u>Modules Integrating DE</u> No. and % of student teachers introduced to DE themes through integrated learning No. of curriculum modules or foundation studies integrating DE themes	<u>Core DE Modules</u> No. and % of student teachers undertaking 1+ dedicated core module(s) on DE No. of core dedicated DE modules with a specific focus on global development issues	<u>Elective DE Modules</u> No. and % of student teachers undertaking 1+ specialised learning module(s) on DE No. of elective modules with a specific focus on DE themes	<u>Research</u> No. and % of BEd4/PME2 students undertaking research on an area specialising on a DE theme	<u>Teaching placement</u> No. and % of BEd4/PME2 students who report that they integrated global development themes in their teaching while on school placement Level of confidence reported by BEd4/PME student teachers about the statement: "I feel confident integrating global development issues into my teaching" (scale 0-5: 0-strongly disagree and 5 strongly agree)

²² The levels relate to the type of DE activities that lead to the integration of DE in ITE programmes - they are not exhaustive and may not occur in a linear manner. Reporting will be disaggregated by institution.

²³ Specify the number of lecturers in each institution and disaggregate by institution.

²⁴ Specify the number of lecturers in each institution, including whether the role is full time/part time and disaggregate by institution.

OUTPUT 3 INDICATOR 3 REPORTING TEMPLATE:

Data should be separated by undergraduate and postgraduate courses. Put an x in the relevant columns next to the institution.

Post-Primary Initial Teacher Education								
	Baseline January 2017	Foundational Integration			Functional Integration		Fully Integrated	Result December 2017
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
Institution X	Level 1	x	x	x				Level 3 (+ 2 levels)
Institution Y	Level 2		x					Level 2 (no change)
Institution Z	0							0 (no change)

**CONCLUSION: Post-primary Institution X has increased by 2 levels (Foundational); Institution Y has remained the same (Foundational) and Institution Z has yet to engage in DE*

Primary Initial Teacher Education								
	Baseline January 2017	Foundational Integration			Functional Integration		Fully Integrated	Result December 2017
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
Institution A	Level 1	x						Level 1 (no change)
Institution B	Level 1	x	x					Level 2 (+ 1 level)
Institution C	Level 2		x					Level 2 (no change)
Institution D	0							0 (no change)

**CONCLUSION: Primary Institution A has remained at level 1 (Foundational); Institution B has moved to Level 2 (Functional) and Institution C has remained at Level 2 (Functional).*

ANNEX V: OUTPUT 3 INDICATOR 5 - LEVEL OF INTEGRATION INTO THIRD LEVEL INSTITUTIONS (excluding actions specifically targeting student teachers/teachers)

LEVEL		DEFINITION
Foundational	1	Institution holds 2 or more awareness-raising events relating to themes of DE per year (activities designed with the intent to provide information/peak interest)
	2	Institution holds 2 or more participative events (non-accredited learning activities designed with the intent to facilitate deeper learning and discussion, provide different perspectives etc.)
Functional	3	Institution reports integration of DE in 2 or more modules or having one optional DE module
	4	Institution reports integration of DE in 4 or more modules or having one optional DE module
	5	Institution supports the development of resources for DE
Fully integrated	6	Members of staff have responsibility for promoting DE
	7	Development education is referenced in the institution's strategy

OUTPUT 3 INDICATOR 5 REPORTING TEMPLATE:

Institution A				
LEVEL		RESULT	BASELINE JANUARY 2017	ACHIEVED DECEMBER 2017
Foundational	1	Institution holds 3 film nights relating to DE and one week long DE stand at which students can access information	x	
	2	Institution hosts a workshop or a non-accredited course for X students in DE		
Functional	3	Institution reports integration of DE in 2 or more modules or having one optional DE module		x
	4	Institution reports integration of DE in 4 or more modules or having one optional DE module		
	5	Institution supports the development of resources for DE		
Fully integrated	6	Members of staff have responsibility for DE		
	7	DE is referenced in the institution's strategy		

**CONCLUSION: Institution A has moved from level 1 (Foundational) to level 3 (Functional).*

ANNEX VI: OUTPUT 3 INDICATOR 6 – LEVEL OF INTEGRATION INTO YOUTH WORK PROGRAMMES OF PROFESSIONAL EDUCATION AND TRAINING, ADULT EDUCATION AND FURTHER EDUCATION CURRICULA²⁵

Level of Integration into Youth Work Programmes of Professional Education and Training					
Foundational Integration			Functional Integration		Fully Integrated
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6

Level of Integration into Adult Education and Further Education curricula					
Foundational Integration			Functional Integration		Fully Integrated
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6

OUTPUT 3 INDICATOR 6 REPORTING TEMPLATE:

Youth Work Programmes of Professional Education and Training / Adult Education and Further Education								
	Baseline January 20xx	Foundational Integration			Functional Integration		Fully Integrated	Result December 20xx
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
Institution M	Level 1	x	x	x				Level 3 (+ 2 levels)
Institution Y	Level 2		x					Level 2 (no change)
Institution O	0							0 (no change)

***CONCLUSION:** Post-primary Institution M has increased by 2 levels (Foundational); Institution Y has remained the same (Foundational) and Institution O has yet to engage in DE

²⁵ It is intended to create a scale similar to other output indicator scales. However, further consultation with the youth sector and the adult and further education sector is necessary to ensure relevance and feasibility.

ANNEX VII: OUTPUT INDICATORS 4.1 AND 4.2

OUTPUT INDICATOR 4.1: LEVEL²⁶ OF ENGAGEMENT AND NUMBER OF YOUNG PEOPLE THAT ARE ACCESSING DEVELOPMENT EDUCATION THROUGH YOUTH ORGANISATIONS²⁷

OUTPUT INDICATOR 4.2: LEVEL²⁸ OF ENGAGEMENT AND NUMBER OF PEOPLE ACCESSING DEVELOPMENT EDUCATION THROUGH NON-FORMAL AND INFORMAL ADULT AND COMMUNITY INITIATIVES

LEVEL	DEFINITION
Awareness	Learner attends 2 or more awareness-raising events relating to themes of DE per year <i>(activities designed with the intent to provide information/peak interest in engaging in DE)</i>
Understanding	Learners report improved global literacy based on: <ul style="list-style-type: none"> • <i>Learner's understanding of the root causes, consequences and solutions of global hunger, poverty, inequality, injustice and climate change</i> • <i>Learner's ability to relate and critically assess what is happening in their society and the wider world</i>
Commitment	Learner is involved in action related to DE.

OUTPUT 4 INDICATORS 2 AND 3 REPORTING TEMPLATE:

LEVEL	BASELINE JANUARY 2017	ACHIEVED JANUARY 2018
Awareness	20 Learners attend 1 or more awareness-raising events relating to themes of DE in the year	20 learners attend 2 or more awareness-raising events and 4 attended 1 awareness raising event, relating to themes of DE
Understanding	14 learners report improved global literacy	17 learners report improved global literacy
Commitment	1 Learner is involved in action related to development education	2 Learners are involved in action related to DE

***CONCLUSION:** By January 2018, Organisation A has engaged 24 learners in total (+4 new) at an 'awareness' level. 17 learners in total (+3 new) report improved understanding. 2 learners in total (+1 new) engaged in action.

²⁶ Levels based on the questions which will be included in all post course surveys/evaluations

²⁷ This indicator is focused on youth organisations which are implementing the National Quality Standards Framework (NQSf)

²⁸ Levels based on the questions which will be included in all post course surveys/evaluations

