

# The Culture of Evaluation of DEAR Actors in Europe

POINTS  
DE VUE  
SUR...

↳ A benchmark study of the specificities and expectations of European DEAR actors



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Evaluer • Echanger • Eclairer

Created in 1994, F3E is a multi-actor network composed of around 100 NGOs, local authorities, and French public health establishments. Its missions consist of improving evaluation and improving the impact and quality of cooperation and of international solidarity actions. To this end, F3E develops activities of capacity building for analyzing and sharing practices. It also contributes to strategic debates and politics in the sector.

[www.f3e.asso.fr](http://www.f3e.asso.fr)



Educasol is a French development education and international solidarity platform. Created in 2004, it has had a non-profit status since 2013. Its mission consists of assuring the collective representation of member organizations with public and private interlocutors, strengthening the coordination between them, fostering a process of pooling and building their expertise, and bringing forth communal claims via advocacy actions.

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## Introduction

Since its creation in 1994, F3E has accompanied around 20 evaluations on development education and awareness raising (DEAR) activities. Not only do evaluation and DEAR fields have many common aspects (notably a common goal of learning through the process as well as influencing change), but also the two have been the subject of a few studies and analyses.<sup>1</sup> This suggests the need to lead a reflective study to “evaluate evaluations” to get a more comprehensive understanding of the strengths and limits of evaluation of DEAR actions. In the framework of this larger study of meta-evaluation, a questionnaire was conceived as a contribution to our reflective study in the DEAR field to create a benchmark of evaluation of DEAR actions across Europe. The questionnaire seeks to better understand **how to improve our evaluative processes to address learning objectives and better contribute to transformative changes for DEAR actions and actors.**

The online questionnaire was sent out to all Development Awareness and Raising Education (DARE) Forum members.<sup>2</sup> DARE Forum consists of members appointed by national platforms and networks; they work together to establish common strategies and strengthen Development Education in Europe. The questionnaire was sent to the representative in the DARE Forum of each member platform. Each representative was then, in turn, requested to distribute the questionnaire amongst his or her network, members, and administrators. Of the 29 different countries with a national platform in the DARE Forum, we received responses from 22 countries. Due to the timing of the questionnaire, which took place in the middle of the summer holidays (mid-July to mid-September), we were required to resend the questionnaire multiple times to DARE Forum members. We were able to receive a total of 72 responses by sending individual requests and targeted emails towards those national platforms with no or few responses.

We received some returns from questionnaire participants who experienced technical difficulties with the online questionnaire or who did not understand the formulation or terminology of the questions. For example, some respondents did not understand what we mean by an “evaluation culture,” some did not know what a “restitution” is and others the inclusion of the “technical team” amongst stakeholders. This could be because not all respondents are familiar with the same evaluation practices across Europe.

While we did not receive enough responses to determine a statistically representative European benchmark of DEAR actions, we believe the responses signify general trends of evaluation of DEAR actions in Europe. The number of different European NGOs captured by the questionnaire is difficult to quantify, as we did not request identification of our respondents. Thus, the extent to which the questionnaire is representative of all European NGOs is also limited. Nonetheless, the responses provide elements of comprehension of the context and reality of evaluation of DEAR actions and suggest the foundations of a European culture of evaluation.

## Who responded?

Responses were from a number of different countries and from individuals with a variety of institutional backgrounds and varying experiences with evaluation.

### ...Individuals from most DARE Forum countries

- 72 respondents from 22 European countries<sup>3</sup>
  - Number of complete responses: 31
  - Number of partial responses: 41<sup>4</sup>

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1 For example, F3E-EDUCASOL (2014); Lappalainen, R (2010); Soges S.p.A (2010); Paquot & Cyrot (2005)

2 A full copy of the questionnaire is available in the annex

3 See annex for a chart of participating countries

A large portion of our responses comes from Belgium (22.22% more than double the number of responses the second most represented country). This reflects the strong Francophone relationship and partnership between F3E and Educasol.

The lack of responses from Germany, Luxembourg, and the Netherlands is rather surprising given their well-embedded evaluation culture. For example, Germany has a large national evaluation society, which is active in many international events and conferences. On the other hand, the lack of responses from Poland, Malta, and Estonia shows that the culture of evaluation has not been entirely shared throughout DEAR actors despite these countries having supported the UN resolution to make 2015 International Year of Evaluation. Furthermore, while Poland and Estonia possess national evaluation associations, they are relatively new (Poland) or lack international visibility online (Estonia).

### ...Individuals with evaluation experience

Of the 72 responses, most individuals are members of a small NGO (29.17%), a representative of a national platform (22.22%), or both (4.17%). There were also responses from international NGOs (18.06%), intermediate NGOs (15.28%), network representatives (4.17%), consultants/ evaluators (5.56%) and local or regional authorities (1.39%).

Small and Intermediate NGOs constitute nearly half of the respondents. This is a particularly important percentage in terms of a culture of evaluation. Even smaller entities participate in the evaluation process. Furthermore, NGOs (the three sizes combined)

comprise three-quarters of respondents, meaning that sponsors of evaluations were the survey's largest participants. The disparity in percentage between representatives of national platforms and NGOs shows the wide circulation of the survey and that many DARE Forum members also belong to NGOs. While evaluators are represented, it is only marginally.

Nearly half of the respondents were project managers and thus have experience with evaluation (Figure 3). Directors make up second largest group of respondents (30.5%); this group also has experience with evaluation. "Other" respondents include DARE representatives, project staff, evaluators, and board members.

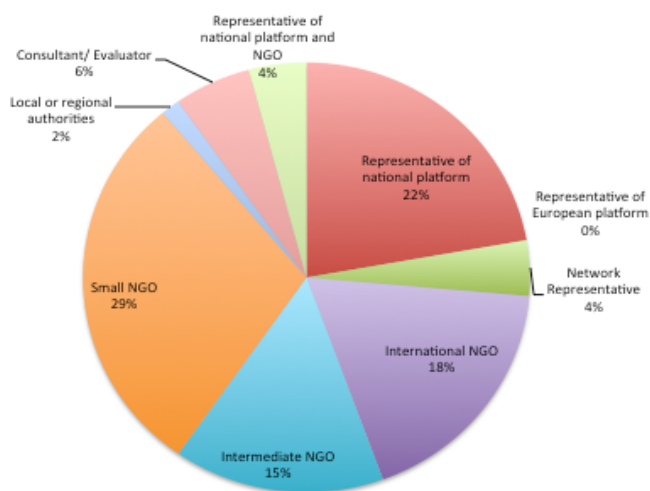


Figure 1: Respondent's Institutional Backing

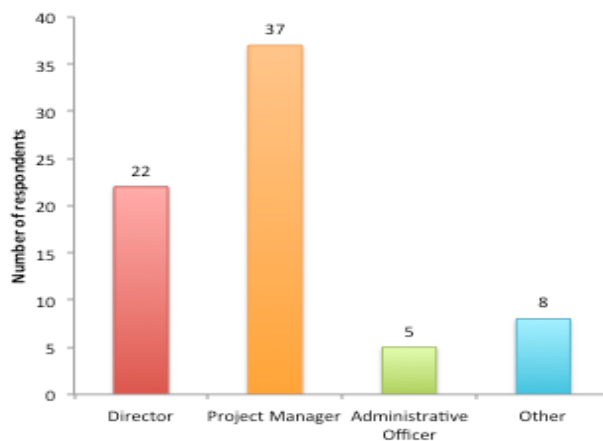
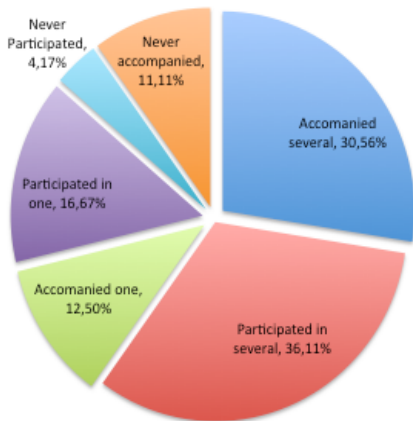


Figure 2: Position of Respondent

<sup>4</sup> Partial responses are due to either the fact that the respondent had never participated nor accompanied an evaluation (9.71%) or a complication we experienced with the questionnaire software when the survey was first released, which prohibited respondents from accessing the analytical questions (24.3%). Percentages of analytical data and bivariate statistics are based on the 31 complete responses.



Over two-thirds of respondents have accompanied or participated in several evaluations; 13 respondents (31.7%) have never participated or accompanied an evaluation. Individuals, who had never taken part in the evaluation process, were not asked to complete the remainder of the survey.

Figure 3: Respondents' experience with evaluation

## Characterization of the Latest DEAR Action

Evaluating DEAR actions provides understanding of how these projects contribute to global learning and development. DEAR actions take three forms: school-based interventions, education-related activities outside of schools, or campaigns and advocacy.

The most recent activity for most DEAR actors was actions in schools (54,84%) followed by informal education actions out of school (35,48%). Campaigns and Advocacy account for 19.35%. Most of these DEAR actions were conducted on the national level (74.19%), followed by the European level (29.03%), the regional level (19.35%), and some international projects (9.68%).

## Evaluation of DEAR Actions: what form and process?

### Objectives that seek both learning and accountability

The majority of evaluations include one to three objectives (61.29%), nearly a third (32.26%) have included four or five objectives and only 6.45% have included more than five objectives. The evaluations split evenly between objectives focusing on the retrospective and prospective.

Evaluations are a tool of both learning and accountability. These two main goals of evaluation are frequently put at odds with one another. Regardless of the number objectives or criteria, the evaluations were equally distributed between focusing on learning and accountability with some evaluations including both (Figure 4).

While evaluations include both learning and accountability objectives, 89.65% of the evaluations totally or mainly aimed at learning versus 35.72% of evaluations totally or mainly aiming at accountability. Yet, a noticeable incoherence exists between the large majorities of responses that claim learning and the responses of

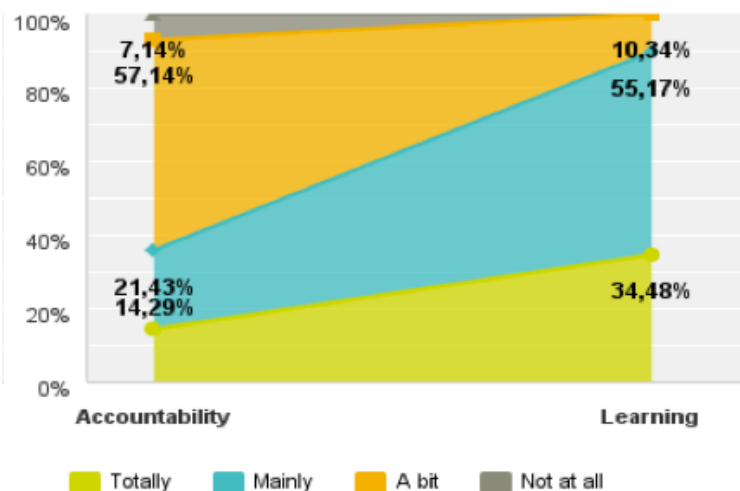


Figure 4: Aim of objectives in the evaluation

other questions in the questionnaire, which suggest that in fact that the methodology was more driven by accountability.<sup>5</sup> This inconsistency could suggest that while evaluation has become a standard practice for DEAR actions, it is not yet grounded in expertise.

Out of 31 respondents, only two individuals felt as though they did not meet their evaluation objectives. Multiple respondents commented that while they met their objectives, they themselves did not have enough time to fully digest the information and capitalize on the evaluation experience, as they immediately had to work on a new project.

The goal of learning in DEAR project evaluations is further underscored by the fact that none of the evaluations were devoid of learning as an objective. This appears as a central factor not only in DEAR actions but also as criteria for evaluation. The point at which evaluation was conceived in the project cycle has a pronounced correlation with the objective of learning in the project. Of the projects totally aimed at learning 90% incorporated evaluation from the beginning of the project (Figure 5). Furthermore, of the projects that incorporated evaluation from the beginning of the project cycle, learning was an objective 90.5% of the time (Figure 6). The fact that these two percentages are so elevated marks the strong relationship between incorporating evaluation from the beginning of the project cycle and orienting the evaluation towards learning. Even projects with objectives aimed somewhat at learning incorporated evaluation from the beginning of the project 62.5% of the time (Figure 5). On the other hand, projects that incorporated evaluation at the end of the project were less aimed at learning. The timing of the incorporation of evaluation appears to be key for learning.

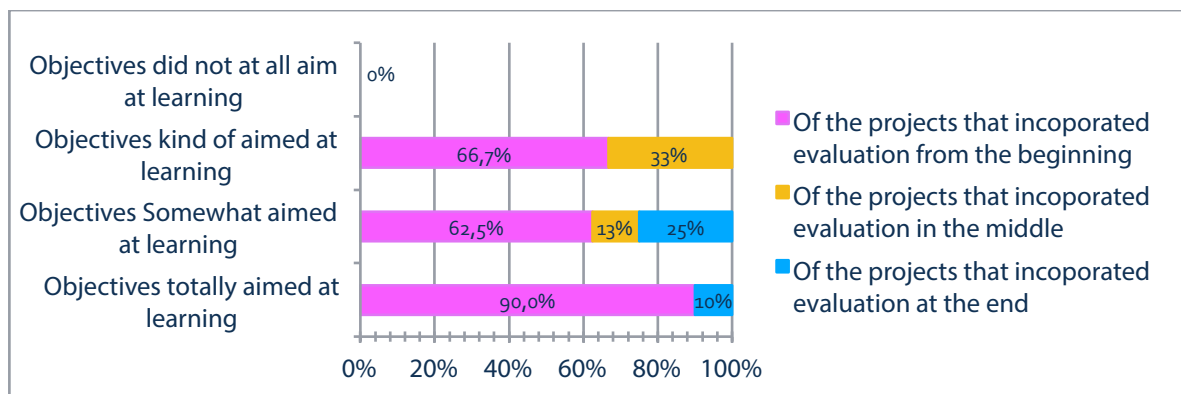


Figure 5: Objective of learning and timing of evaluation incorporation

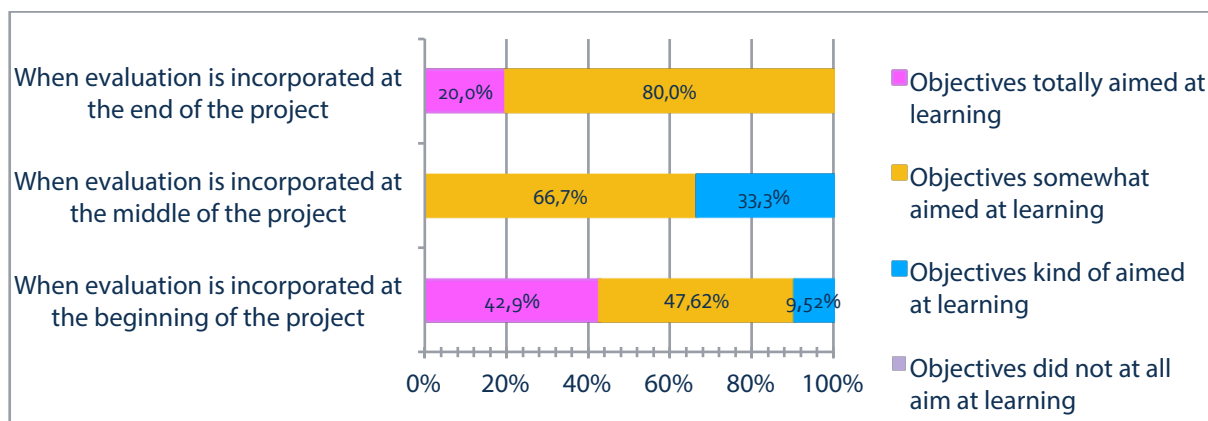


Figure 6: Timing of evaluation incorporation and objective of learning

<sup>5</sup> For example, when asked to expand on whether the evaluation met its goals, most respondents discuss an evaluation that focuses on whether or not the project activities function correctly and according to plan.

## An emphasis on qualitative methodology and innovative tools

As Figure 7 shows, the evaluations employed a wide variety of tools and methodologies although most focused on standard methods of quantitative and qualitative tools.<sup>6</sup> Nonetheless, just because qualitative tools were the most frequent response, does not indicate that it is always the dominant tool. Qualitative tools include a wide variety of methods, such as interviews, focus groups, questionnaires, monitoring quantitative data, etc. The responses do indicate, however, that the individuals make a clear distinction between an evaluation and an audit. This distinction points to a growing culture of evaluation. It shows that DEAR actors view evaluation as a tool for learning and improvement, rather than a mandatory process or sanction.

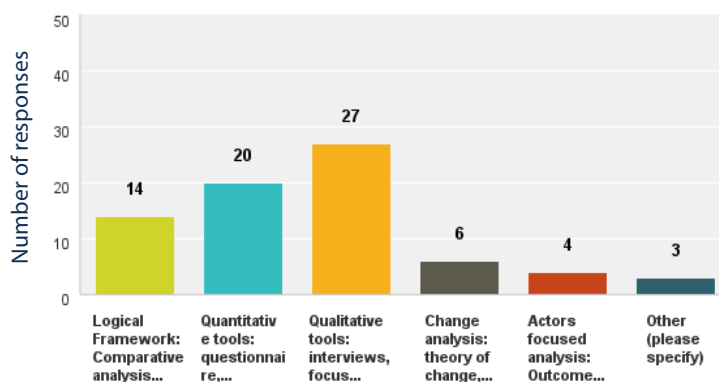


Figure 7: Choice of methodology and tools

In addition, change analysis and actor focused analysis, such as outcome mapping, were used surprisingly frequently: 20% of the evaluations used change analysis and 12.9% used outcome mapping (Table 3). Normally, these two evaluation approaches are less widespread. They necessitate more time, greater support, and generally fall within the application of theories of social change. They allow taking into account the complexity of the process of change. The fact that their use is relatively pronounced in evaluations of DEAR actions highlights the similarity between evaluation as a tool for social change and the aims of DEAR projects. Furthermore, it signals a culture of evaluation that goes beyond a systematic use of evaluation to an evaluation that seeks to inform and influence.

## The importance of impact in DEAR evaluations' criteria

Nearly half (47.22%) of the evaluations focused on outcomes with 38.89% focusing on impacts and 13.89% centering on outputs.<sup>7</sup> In comparison with the proportion of evaluations that actually focus on impacts (versus other evaluative tools), the response that nearly 40% of completed impact evaluations seems extremely high.<sup>8</sup> Impact evaluations are more costly and require additional means. On the one hand, this seemingly disproportionate response could be due to a lack of a full understanding of the nuances between terms given the complexity in the definitions. On the other hand, perhaps impact evaluations are more pertinent to DEAR actions and thus, this criterion appears more frequently in these evaluations than those of other sectors. This could be an interesting aspect to analyze further.

Learning occurs at three different levels: individual, organizational, and sectorial. Figure 8 shows the correlation of evaluation criteria at each level of learning. Both individual and organizational learning were most pronounced when impact was included in the evaluation criteria (25.81% and 35.48% respectively). For organizational learning, relevance is an important criterion correlating 16.13% of the time. For individual learning, effectiveness is more important with a correlation of 16.13% as well. In

<sup>6</sup> See Annex for a cross tabulation of tools (Table 2). As the question was not limited to one response, the totals amount to more than the 31 respondents.

<sup>7</sup> According to the OECD DAC criteria, an outcome refers to "the likely or achieved short-term and medium-term effects of an intervention's outputs;" whereas an output refers to "The products, capital goods and services, which result from a development intervention; may also include changes resulting from the intervention which are relevant to the achievement of outcomes." Impacts are the "positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended."

<sup>8</sup> For example, since 2009, of the 120 studies and evaluations that F3E has accompanied, only four have focused on impacts.



terms of sectorial learning, most respondents felt that all the evaluation criteria were necessary to contribute to learning.

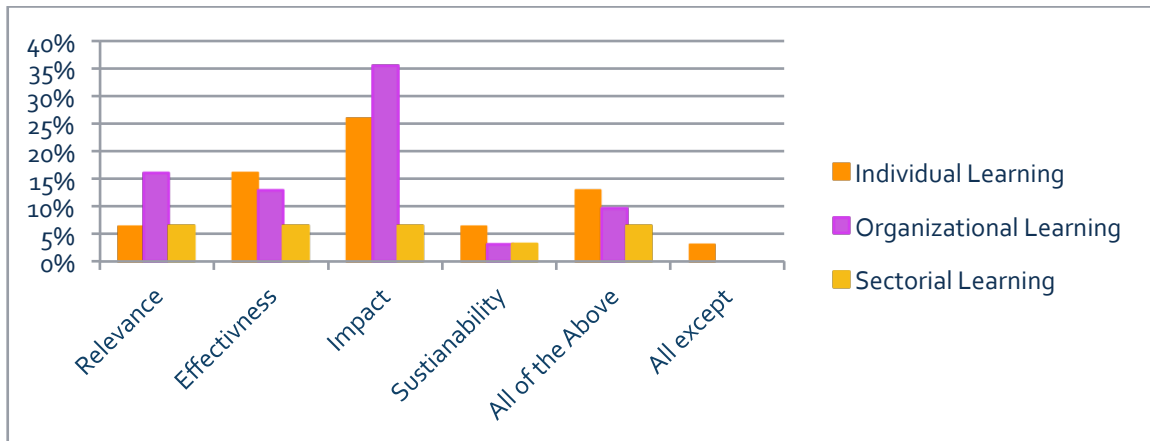


Figure 8: Evaluation Criteria and Learning Level

### The importance of multi-stakeholder participation

Most of the evaluations were quite participative, including the participation of multiple stakeholders throughout the entire process from the drafting of the terms of reference (ToR) in some instances (Figure 9, Table 1).

The majority of participation occurs during a specific step of the evaluation, for an interview or at a workshop for example. This is also the point at which the target group is most likely to be included in the evaluation process (82.76%). The technical team (either all or part) was also largely involved at specific points as well (81.82%).

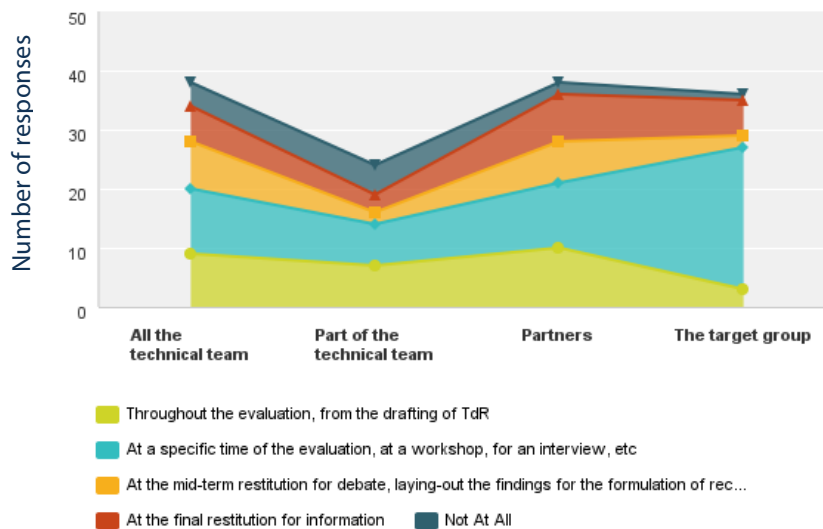


Figure 9: Stakeholders involved in the evaluation

	Throughout the evaluation, from the drafting of ToR	At a specific time of the evaluation, at a workshop, for an interview, etc.	At the mid-term restitution for debate, laying-out the findings for the formulation of recommendations	At the final restitution for information	Not At All	TOTAL
All the technical team	40,91%	50,00%	36,36%	27,27%	18,18%	100,00%
Part of the technical team	31,82%	31,82%	9,09%	13,64%	22,73%	100,00%
Partners	37,04%	40,74%	25,93%	29,63%	7,41%	100,00%
The target group	10,34%	82,76%	6,90%	20,69%	3,45%	100,00%

**Table 1: Stakeholders in the evaluative process**

All of the technical team was one of the stakeholders the most involved in the evaluation. Throughout the entire process of evaluation from the drafting of the ToR, 40.9% of the time the whole technical team participated, 50% of evaluations involved them at a specific time, 36.36% of evaluations included the entire technical team at the mid-term restitution meeting, and 27.27% at the final restitution. Nonetheless, in 40.91% of evaluations, the technical team (all or part) was not at all involved in the process.

While partners were a highly involved stakeholder, only 7.41% of evaluations did not include them at all in the process, fewer partners were included at the final restitution (25.65%) than at specific times (40.74% of cases). Partners were the second most included stakeholders throughout the entire process behind the technical team (37.04% and 40.91% of cases, respectively). This participation seems substantial given what F3E has experienced when accompanying evaluations.

### A positive perception of the consultant

Most of the respondents had positive views of the consultant during the evaluation. The majority (55.17%) perceived the consultant as "accompanying, facilitating and teaching." While 10.34% describe the consultant as an "expert or prescriber," 17.24% note the consultant's attitude as merely "present." On the other hand, 17.24% found the consultant "invisible," and 13.79% describe the consultant as "very closed." Even if these last two percentages seem high, 89.29% found the consultant to have a "nice or good" attitude. This provides a frame of reference if an evaluation is not useful and whether or not the blame will be placed on the consultant.

## Takeaways for Future Evaluations of DEAR Actions

### Learning: an integral component

Of the 31 respondents, 30 felt that they learned at some point in the evaluation process. Three-quarters of respondents (76.67%) learned both during the evaluation and immediately after finalizing, during the restitution of the evaluation results, while 56.67% believe that in hindsight they have learned something from the evaluation.

This learning occurred at the three levels. Three-quarters of respondents benefited from organizational learning; 67,74% benefited from individual learning. The high percentage of organizational learning raises the follow-up question of sustainability: to what extent is this organizational learning diffused throughout the entire organization and infused within its practices in a durable manner? Nearly a third of respondents (29.03%) felt their evaluation led to sectorial learning (sharing evaluation lessons with partners). The lower percentage of the latter could be due to the fact that it is more difficult to attain, as it requires a conscious effort to share, discuss, and capitalize with one's partners. The relatively high levels of learning at all three levels suggest a culture of evaluation that has begun to take root.

### Usage: a catalyst of learning

Learning can occur at many different moments in the evaluation process: during the evaluation, after the evaluation at the restitution of its conclusions, and in hindsight after an evaluation is completed.<sup>9</sup> Those evaluations that were later put to use saw much higher percentages of learning during the evaluation, after the restitution of results and in hindsight (Figure 10). Evaluations where a majority of recommendations were used engendered learning 35.4% to 38.71% of the time depending on the moment of learning. Even when only a minority of an evaluation's recommendations is put to use, learning still occurs at least twice as frequently as evaluations that go unused. In evaluations that went unused, learning occurred 6.45 % to 9.68% depending on the moment, versus 12.9% to 29.03% depending on the moment for those evaluations with a minority of recommendations put to use.

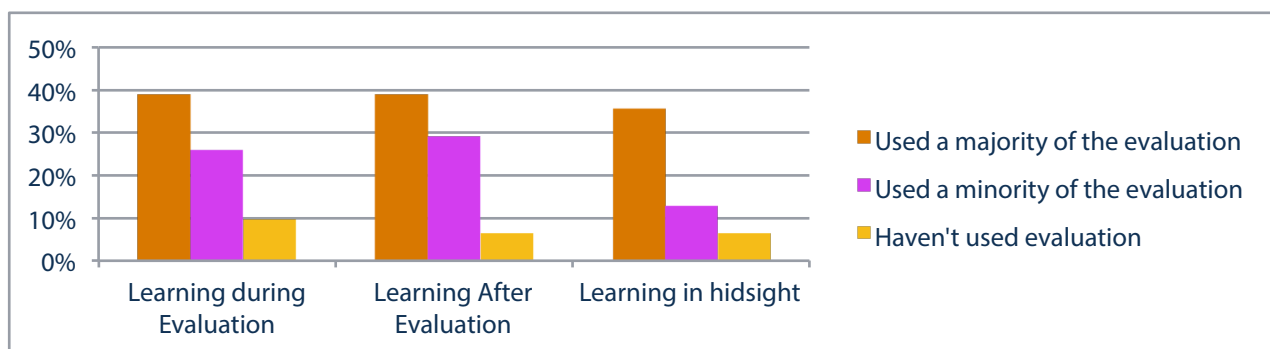


Figure 10: Evaluation usage and learning

While learning can occur when evaluations are not put to use, their usage increases the likelihood of learning on an individual, organizational and sectorial level (Figure 11). While learning can occur without usage of an evaluation (12.9% at the individual level and 9.68 at the organizational level), the likelihood of sectorial learning when evaluations sit on the shelf, falls to a mere 3.2%. Organizational learning occurs most (although still only in 35.48% of cases) when the majority of the evaluation is put to use. This could be because implementing recommendations from an evaluation requires an organization to reevaluate practices, analyze more effective options, and

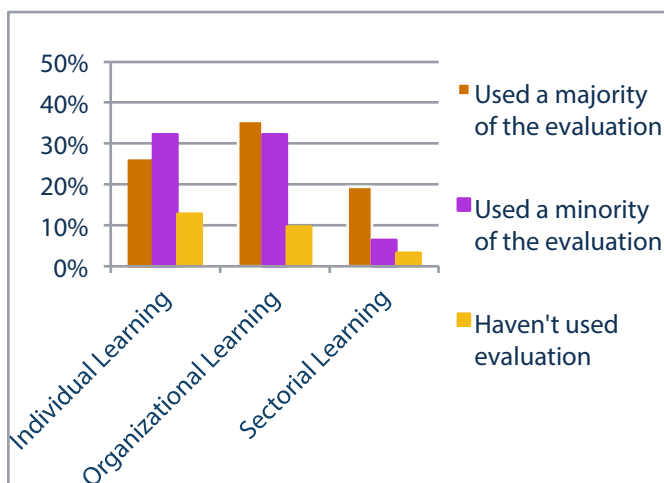


Figure 11: Level of learning and usage

<sup>9</sup> While there appears to be a relationship between using an evaluation and learning at a point during the process, this does not imply causality; in fact, it is more likely that there is a double causality in this relationship reinforcing each other, where learning leads to increased usage and usage leads to increased learning.

develop a new strategy. This, however, takes time. Change is not produced over a short few-year project-cycle or evaluation timeline; organizational change occurs over the medium and long-term.

## Recommendations & Conclusions

Throughout the questionnaire, respondents had the opportunity to add additional information and commentary to their responses in addition to a few open-ended questions. This section presents a compilation and synthesis of their recommendations on three central axes: learning in evaluations, DEAR action specificities and suggestions for improved evaluations of DEAR actions.

### Levers for learning

For evaluation to be a source of learning, respondents commented on several general themes: participation, perception, evaluation criteria, means, recommendations and diffusion.

- **Participation of all key stakeholders** in an evaluation is an important aspect of learning. Stakeholders include the beneficiaries and the project implementers. Stakeholders should participate in the whole process, from the drafting of the ToR.
- Stakeholders ought to **perceive** evaluation as a **tool to improve** practices rather than a judgment of current practices. This requires a comprehensive understanding of the evaluation process and goals.
- In addition to outputs and outcomes, some participants felt that **evaluation criteria** should systematically include **self-reflection and impact**.
- Evaluation should take place in a **longer time frame** and with **more means**. This would enable evaluation to capture the long-term impact of a project.
- **Recommendations** in evaluation reports need to be **achievable** within an appropriate time span. They ought to **encourage improvement** and offer **concrete solutions**, including what to do differently in the future. The recommendations need to be **relevant**, which will ensure that they are **put to use**.
- The **diffusion** of evaluation conclusions and recommendations is a key aspect of learning. Recommendations ought to be diffused **to all stakeholders** that took part in the evaluation process so that they may **critically analyze** the recommendations and adopt them. Evaluation reports ought to be **shared** amongst a wider network, which will enable the diffusion and **scaling up of projects**.

Learning and participation in the evaluation of DEAR projects is often a product of conscious effort that takes place throughout the evaluative process. Evaluations where learning was the most pronounced occurred when it was conceived from the beginning of the project cycle. This not only provides continuity, but also allows for the inclusion of a variety of stakeholders at multiple points throughout the evaluation process. Many participants felt that as key aspects of DEAR actions, learning and participation ought to be central to the evaluation process. To maximize learning opportunities, participation ought to include all of the key stakeholders (including “beneficiaries” of DEAR actions and those implementing the project) throughout the whole process.

Increased opportunities for learning correspond with the use of evaluations. This points to the comments made by respondents that recommendations ought to provide more concrete solutions that can be implemented in a realistic timeframe. This would facilitate usage.

Furthermore, learning beyond the individual or organizational level requires the sharing and diffusing of evaluations. This sharing ought to include recommendations, best practices, and lessons and it ought to occur throughout individual networks, across the sector, and amongst the DARE Forum.

## DEAR specificities in evaluation

Respondents felt that the nature of DEAR projects requires evaluation of their actions to take particular aspects into account.

- A larger **focus on qualitative** aspects in addition to quantitative (e.g. not only the number of people informed on an issue, but also the complexity of the issues). The relational aspects of DEAR projects are a particularity that ought to be considered in evaluation.
- Comparative analysis and **theories of change** should play a more central role. This would include an evaluation of the perception, cognitive and emotional change amongst participants of DEAR projects. This requires a much **longer time period**; in an additional phase, an evaluation could follow behavioral changes and the impact of the participants on his / her environment.
- Take into account the specificity of DEAR itself – it's about more than the outputs of a project or program (e.g. the production of publications, lesson plans, etc.). In addition to the traditional logical framework, **outcome and impact indicators** are key. It's necessary to **diffuse** the conclusions and look at the **long-term nature** of DEAR outcomes. Evaluate few years after the end of the project to really measure the **long-term impacts** of the project.

While the majority of evaluations that use quantitative tools compliment these indicators with contextual and qualitative data, the inverse of this appears to be less true. Many of evaluations that use outcome mapping or change analysis do not rely upon more standard tools such as the log framework or quantitative data.

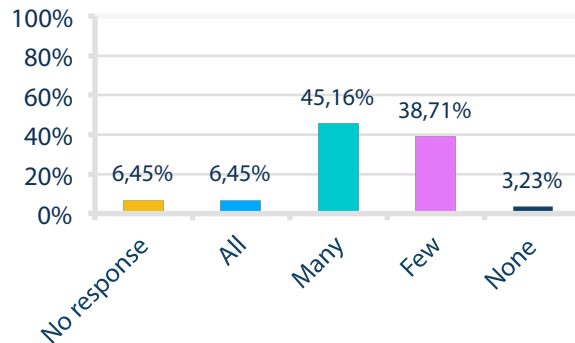
Throughout the questionnaire, respondents consistently brought up the criteria of impact. This poses the question of whether this is a misunderstanding in evaluation terminology, or whether DEAR actions actually rely more upon (or seek to rely more heavily upon) the impact of their actions. This would be an interesting aspect to study deeper as it might also come from an increased donor's pressure.

## Evaluation of DEAR actions: suggestions for improvement

According to the specificities of DEAR actions, some participants offered additional suggestions for how to best improve DEAR evaluation practices:

- More **participation** throughout the whole process
- Increased **sharing and diffusion** of evaluation experiences and results:
  - Share examples of how evaluation has helped practices locally and on the CONCORD-level; learn and redirect efforts across these platforms
  - More sharing amongst organizations of both the findings and the recommendations
- Promote a **culture of evaluation** to increase understanding and develop better practices
  - Motivate other people to do evaluations
  - Create a discourse for how evaluations can be conducted in new and different ways
  - Evaluation still has a negative connotation for some stakeholders; a good approach should include a strategy of understanding the benefits of evaluation in order to increase added value and a feeling of ownership of the target group
  - The culture of evaluation must become more a part of the practice, while also becoming less onerous – more detail is not always better
  - Better understanding of how the European Union's Results-Oriented Monitoring visit fits with evaluation
  - Support for innovative qualitative approaches
- Ensure that evaluations during the project **focus on dynamics** and the particular context rather than exhaustive quantitative data
- Anonymous evaluation forms and questionnaires work well as the confidential nature of responses guarantees reliability

- Increased **time to capitalize** on evaluations could offer an additional opportunity for learning and application of recommendations and conclusions
- Do not mix DEAR actions with development projects in the south



**Figure 12: Perception of the Presence of a Culture of**

Although the perception of a culture of evaluation already present in the responding countries has not yet spread to all stakeholders in DEAR actions, this culture appears to be growing. Only 3% of respondents believe that none of the DEAR stakeholders in his or her country have a culture of evaluations. Furthermore, the will to promote a culture of evaluation and to further its practice in DEAR actions is evidenced by the suggestions of respondents. DEAR actions often seek innovative evaluations that follow in their path of social change. While the newer actors in evaluation may not yet understand the finer nuances of evaluation — vocabulary, methodology and tools — many of these actors have expressed an eagerness to learn how evaluation can better serve DEAR actions and its specificities. Evaluation may experience a transformation to better respond to the needs of international solidarity actions. For example, this may include a more impact-oriented approach to evaluation that utilizes innovative tools and facilitates capitalization.

While these conclusions indicate a trend in DEAR actions and their evaluation, we cannot infer that they apply to the parameter of DEAR actions all across Europe. Further studies could be done to understand the true scope and nature of evaluation on a representative level. Nonetheless, the responses show that a true culture of evaluation has taken root. Evaluation appears to have become more grounded and more widely accepted as a useful practice for both accountability and learning.

## Annex 1

### Participating countries

Country	Frequency	Percent
Austria	2	2.78
Belgium	16	22.22
Bulgaria	3	4.17
Cyprus	2	2.78
Czech Republic	1	1.39
Denmark	1	1.39
Finland	6	8.33
Georgia	1	1.39
Greece	7	9.72
Hungary	1	1.39
Ireland	3	4.17
Italy	4	5.56
Latvia	7	9.72
Lithuania	1	1.39
Portugal	4	5.56
Romania	3	4.17
Serbia	1	1.39
Slovakia	1	1.39
Slovenia	3	4.17
Spain	1	1.39
Sweden	1	1.39
UK	3	4.17
<b>Total</b>	<b>72</b>	<b>100.00</b>

### DARE Forum countries without responses

Croatia
Estonia
France
Germany
Luxembourg
Malta
Netherlands
Poland

## Cross-tabulation of evaluative tools and methods

		Quantitative		Qualitative		Logical Framework		Change Analysis		Outcome Mapping	
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Quantitative	No	35,48%									
	Yes		65%								
Qualitative	No	6,45%	29,03%	12,90%							
	Yes	6,45%	58,06%		87,10%						
Logical Framework	No	25,81%	9,68%	9,68%	45,16%	54,84%					
	Yes	29,03%	35,48%	3,23%	41,94%		45,16%				
Change analysis	No	29,03%	6,45%	12,90%	67,74%	45,16%	35,48%	80,65%			
	Yes	51,61%	12,90%	0,00%	19,35%	9,68%	9,68%		19,35%		
Outcome Mapping	No	32,26%	3,23%	6,45%	80,65%	41,94%	45,16%	70,97%	9,68%	87,10%	
	Yes	54,84%	9,68%	6,45%	6,45%	12,90%	0,00%	16,13%	3,23%		12,90%

Table 2: Evaluative tools and methods used

## Cross-tabulation of objectives and timing of evaluation incorporation

	Objectives totally aimed at learning	Objectives Somewhat aimed at learning	Objectives kind of aimed at learning	Objectives did not at all aim at learning	No response	TOTAL
Evaluation was incorporated from the beginning of the project	9	10	2	0	1	22
	40,9%	45,5%	9,1%	0,0%	4,5%	95,5%
	90,0%	62,5%	66,7%	0,0%	50,0%	
Evaluation was incorporated in the middle of the project	0	2	1	0	1	4
	0,0%	50,0%	25,0%	0,0%	25,0%	75,0%
	0,0%	12,5%	33,3%	0,0%	50,0%	
Evaluation was incorporated at the end of the project	1	4	0	0	0	5
	20,0%	80,0%	0,0%	0,0%	0,0%	100,0%
	10,0%	25,0%	0,0%	0,0%	0,0%	
Total	10	16	3	0	2	29
	34,5%	55,2%	10,3%	0,0%	6,9%	100,0%

Table 3: Evaluation timing vs. Objective of Learning



## Annex 2

### Questionnaire distributed to DARE Forum members

#### Questionnaire to members of DARE forum and their members

This questionnaire is for you as a platform, network or NGOs

We thank in advance DARE Forum members to transmit it to their members: NGOs or local authorities.

It address external evaluations of projects, programs or campaigns, etc. which are co-financed by public authorities or private donors. Warning: it does not apply to isolated actions evaluations.

#### 1. Identity of Respondent (multiple choice)

- Representative of European platform
- Representative of national platform
- Network Representative
- International NGO
- Intermediate NGO
- Small NGO
- Local or regional authorities
- Other, please specify:

#### 2. Position of respondent

- Direction
- Project manager
- Other, please specify:

#### 3. Country

#### 4. Evaluation Practice (multiple choice)

- You personally accompanied\* several external evaluations
- You personally accompanied just one external evaluation
- You never accompanied any external evaluation
- You participated\*\* in several external evaluations
- You only participated once in an external evaluation
- You have never participated in an external evaluation

\* *Accompanied*= it is you that followed the evaluation process in your organization. You were the interlocutor for evaluators or have been part of the steering evaluation committee.

\*\* *Participated*= you participated as one of the evaluation stakeholders. For example, you have been interviewed or have been part of a focus group.

**THE FOLLOWING QUESTIONS RELATE TO THE LAST EXTERNAL EVALUATION THAT YOU HAVE PRACTICED**

**5. What was the action implementation framework of your latest evaluated action? (multiple choice)**

- Actions in schools
- Actions out of schools (informal education)
- Campaigns
- Others, please specify:

**6. At which scale was implemented your action?**

- National
- Regional
- European
- International

**7. How many objectives were included in the evaluation?**

- Between 1 and 3
- Between 4 and 5
- More than 5

**8. These objectives rather aimed at accountability and/or learning**

	Completely	Mostly	Somewhat	Not at all
Accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**9. Do you think you reached these goals?**

- Yes sure
- Most of them
- Virtually no
- No none

**10. Please explain your choice:**

**11. To which phases these objectives were focused?**

- Retrospective
- Prospective
- Both
- Other, please specify:

**12. On which aspects your evaluation were mainly focused (multiple choice)**

- Outcomes
- Outputs
- Impacts
- Other, please specify:

**13. For you, evaluation could be a learning source if**

**14. At what point did you think in incorporating the issue of evaluation in the management of your project / program / campaign?**

- From the action planning process
- Halfway
- At the end of the action

**15. When did you conduct your evaluation?**

- Ex-ante evaluation
- Mid-term evaluation
- Final evaluation
- Ex-post evaluation
- In itinere evaluation

**16. Who were the stakeholders involved in the evaluation?**

	Throughout the evaluation, from the drafting of terms of reference	At a specific time of the evaluation, at a workshop, for an interview, etc.	When the intermediate restitution for debate layout the findings for the formulation of recommendations	In the final restitution for information	Not at all
All of the technical team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part of the technical team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Target group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**17. What was the attitude of the consultant during the evaluation?**

- Very closed
- Present
- Invisible
- Accompanying, facilitator, teacher
- Expert, prescriber

**18. Did she/he have good attitude?**

- Yes
- No
- Other, please specify

**19. What evaluative criteria were used?**

- Relevance
- Efficiency
- Effectiveness
- Impact
- Sustainability
- Other criteria, please specify

**20. What methodology/tools were used in evaluation?**

- Logical Framework: Comparative analysis: objectives - results
- Quantitative tools: questionnaire, monitoring quantitative data, etc.
- Qualitative tools: interviews, focus groups, etc.
- Change analysis: theory of change, etc.
- Actors focused analysis: Outcome Mapping, etc.
- Other, please specify

**21. Do you think you have learned through/from your evaluation?**

- During the evaluation
- Immediately after finalizing, at the restitution moment of evaluation results
- With hindsight, in retrospect

**22. At what level did you learn through /from you evaluation? (multiple choice)**

- Individual
- DEAR support team
- Organizational
- Sectorial (sharing with partners, across the sector)
- Other, please specify

**23. Have you used your evaluation?**

- Yes, I have implemented most recommendations (+ 50%)
- Yes, I have implemented some recommendations (- 50%)
- No, I have not put in place any recommendations

**24. Do you think there are some specific aspects to be considered in evaluating DEAR projects?**

**25. What is your perception of evaluation practices in your country?**

- All DEAR stakeholders have an evaluation culture
- Many DEAR stakeholders have an evaluation culture
- Few DEAR stakeholders have an evaluation culture
- None DEAR stakeholders have an evaluation culture

**26. Would you have any proposal to improved DEAR evaluation practices?**



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## A Benchmark Study

This report analyzes the data gathered from an online questionnaire sent to all the Development Awareness and Raising Education (DARE) Forum members regarding their experience evaluating their most recent Development Education and Awareness Raising (DEAR) project or program. The questionnaire and its analysis seek to gain a better understanding of how to improve the evaluative processes to address learning objectives and better contribute to transformative changes for DEAR actions and actors. It draws on the experiences of DEAR actors from 22 different European countries.

This report finds that a culture of evaluation has begun to take root amongst European DEAR actors. It covers the specificities of DEAR actions as highlighted by questionnaire responses in regards to evaluation criteria and methodology. It looks at the importance of learning in DEAR actions and how this translates into evaluation objectives. Finally, it offers recommendations for evaluation of DEAR actions to better incorporate the needs and specificities of DEAR actors into the evaluation process.

↳ **Find:**  
"The Culture of Evaluation in DEAR Actions: A benchmark study of the specificities and expectations of European DEAR actors"

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