Irish Aid Development Education Strategy
2017 - 2023

Irish Aid
An Roinn Gnóthaí Eachtracha agus Trádála
Department of Foreign Affairs and Trade

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, 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.

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

Strategic Goal	**Long-term effects on identifiable population groups produced by a development education intervention, directly or indirectly.**
Planned Outcome Areas	The changes in skills or abilities that result from the completion of activities within a development education intervention.
Planned Output Areas	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.
Indicators	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
Baseline	The baseline sets out what the current position i.e. starting point is. It is important that baseline information is provided for each indicator
Targets	Targets aligned to each indicator in order to determine what development education progress will be achieved relative to the baseline
Data source, collection method and responsible staff member	The sources of monitoring information, how it was collected and who is responsible for measuring development education progress against each indicator of the PMF
Frequency of Measurement	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 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	**Increased accessibility, quality and effectiveness of development education in Ireland.**	Numbers of learners who report improved global citizenship literacy, based on: • *Learner's understanding of the root causes and consequences of global hunger, poverty, injustice and climate change* • *Learner's ability to relate and critically assess what is happening in their society and the wider world[2]* *[disaggregated by gender, age, sector, early childhood education, primary, post-primary, third level by discipline, and non-formal students]*	2016: Baseline to be established	**Year 1:** baseline to be established **Year 2:** +10% **Year 3:** +10% **Year 4 & Year 5:** To be decided post Mid-term Review	Reports from grantees, DE Policy Officer, Irish Aid	Annually
		Percentage (of total number of learners) and number of learners who can give an example of how participating in a development education event/ learning activity has changed their attitude or behaviour[3] *[disaggregated by gender, age and sector]*	2016: Baseline to be established	**Year 1:** baseline to be established **Year 2:** +10% **Year 3:** +10% **Year 4 & Year 5:** To be decided post Mid-term Review	Reports from grantees, DE Policy Officer, Irish Aid	Annually
		Coverage nationally/ institutions etc.[4]	2016: X third level institutions x Counties etc.	**Year 1:** Mapping to be established **Year 2:** **Year 3:** **Year 4 & Year 5:** To be decided post Mid-term Review	Reports from grantees, DE Policy Officer, Irish Aid	Annually

---

[2] See Annex I **Questions to be included in all post course surveys/ evaluations:** Questions 1 - 3

[3] See Annex I **Questions to be included in all post course surveys/ evaluations:** Question 5

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

A rapid survey of organisations to find out which counties/ institutions etc. 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	1. An enabling and coherent policy environment for development education at both a national and European level.	1. Number of joint interdepartmental collaborations, such as joint actions/ decisions implemented at national/ European level *(Additionally, note the type of action taken)*	**2016:** 0 joint actions/ decisions	**Year 1:** 1 joint actions/ decisions **Year 2:** 2 joint actions/ decisions **Year 3:** 3 joint actions/ decisions **Year 4 & Year 5:** To be decided post Mid-term Review	Meeting minutes DE Policy Officer, Irish Aid	Annually
Outputs		2. Number of new policies/ strategies/ curriculum that include development education dimensions	**2016:** 0 policies/ strategies/ curriculum	**Year 1:** 1 policy/ strategy / curriculum **Year 2:** 1 policy/ strategy / curriculum **Year 3:** 1 policy/ strategy / curriculum **Year 4 & Year 5:** To be decided post Mid-term Review	Meeting minutes DE Policy Officer, Irish Aid	Annually
		3. Existence of active[5] partnership with European Counterparts	**2016:** Data to be collected	**Year 1:** attendance at 2 meetings and 1 knowledge product[6] 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:** To be decided post Mid-term Review	DE Policy Officer, Irish Aid	

---

[5] See target year 1, year 2 and year 3 for definition of 'Active'

[6] 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 | 2. Maximised capacity, collaboration, partnership, and coherence of development education partners to enhance the quality delivery, impact and communication of development education | 1. Number of examples of improved capacity for development education in the following:
• Development education Knowledge and Skills
• Impact measurement
• Organisational management

[disaggregated by gender, age, sector and geographic location of development education practitioners as well as numbers reached] | **2015:**
• DE Knowledge & Skills: 57 examples (IDEA 2015)
• Impact measurement: 35 examples (IDEA 2015)
• Organisational management: 40 examples (IDEA 2015) | **Year 1:**
• DE Knowledge & Skills: 58 examples
• Impact measurement: 37 examples
• Organisational management: 40 examples
Year 2:
• DE Knowledge & Skills: 59 examples
• Impact measurement: 40 examples
• Organisational management: 40 examples
Year 3: TBD
Year 4 & Year 5: TBD post Mid-term Review | IDEA Annual reports

DE Policy Officer, Irish Aid | Annually |
| **Output** | | 2. Number of new partnership/ collaboration initiatives of development education practitioners on:
• National policy submissions
• Development education events
• Other formal cooperation

[disaggregated by sector and geographic location of actions/ dissemination] | **2016:**
0 National policy submissions
0 development education events
0 Formal cooperation (for school placements supervisors etc.) | **Year 1:**
X National policy submissions, X DE events, X Formal cooperation (for school placements supervisors etc.)
Year 2:
X National policy submissions, X DE events, X Formal cooperation
Year 3:
X National policy submissions, X DE events, X Formal cooperation
Year 4 & Year 5: TBD post Mid-term Review | Annual reports of Grantees

DE Policy Officer, Irish Aid | Annually |

| 2 | | 3. Change in level of partnership/ collaboration engagement.

[Please identify level of partnership as Emerging, Established or Extensive][7]

[disaggregated by sector and geographic location of actions/ dissemination] | **2016:** Data to be collected

X partnerships categorised as Emerging

X partnerships categorised as Established

X partnerships categorised as Extensive | **Year 1:** Establish baseline
Year 2:
X partnerships moved from Emerging to Established
X partnerships moved from Established to Extensive
Year 3:
X partnerships moved from Emerging to Established
X partnerships moved from Established to Extensive
Year 4 & Year 5: To be decided post Mid-term Review | Partnership table reports

DE Policy Officer, Irish Aid | Annually |
| **Output** | | 4. Number of new good practice guidelines/ research initiatives/ resources knowledge product of good practice or innovation are collected, shared and used to strengthen practice

[disaggregated by sector and geographic location of actions/ dissemination] | **2016:**
8 good practice guidelines/ case studies | **Year 1:** 2 good practice guidelines/ research initiatives/ resources/ knowledge products
Year 2: 2 good practice guidelines/ research initiatives/ resources/ knowledge products
Year 3: 2 good practice guidelines/ research initiatives/ resources/ knowledge products
Year 4 & Year 5: To be decided post Mid-term Review | Annual reports of Grantees

DE Policy Officer, Irish Aid | Annually |

---

[7] See ANNEX II on PARTNERSHIP

3	3. Further integration and mainstreaming of quality development education in formal education curricula, programmes and structures.	1. Level of integration in schools and number of schools *(primary and post-primary)* where development education is being delivered[8] *[disaggregated by early childhood, primary or post-primary level as well as gender (if not mixed), age and geographic location of actions]*	**2016:** Data to be collected	**Year 1:** TBC on submission of figures from key partners **Year 2:** TBC **Year 3:** TBC **Year 4 & Year 5:** TBD post Mid-term Review	Annual reports of Grantees DE Policy Officer, Irish Aid	Annually
		2. Number and % of student teachers receiving Initial Teacher Education and qualified teachers receiving Continuing Professional Development in development education (both primary and post-primary) *[disaggregated by primary level or post-primary level as well as gender, age and geographic location of actions]*	**2016:** Data to be collected	**Year 1:** TBC on submission of figures from key partners **Year 2:** TBC **Year 3:** TBC **Year 4 & Year 5:** TBD post Mid-term Review	Annual reports of Grantees DE Policy Officer, Irish Aid	Annually
		3. Level of integration into Initial Teacher Education at primary and post-primary level[9] *[disaggregated by primary level or post-primary level as well as gender, age and geographic location of actions]*	**2016:** Data to be collected	**Year 1:** TBC on submission of figures from key partners **Year 2:** TBC **Year 3:** TBC **Year 4 & Year 5:** TBD post Mid-term Review	Annual reports of Grantees DE Policy Officer, Irish Aid	Annually
		4. Level of integration into third level institutions (excluding actions specifically targeting student teachers/ teachers)[10] *[disaggregated by discipline as well as gender, age and geographic location of actions]*	**2016:** Data to be collected	**Year 1:** TBC on submission of figures from key partners **Year 2:** TBC **Year 3:** TBC **Year 4 & Year 5:** TBD post Mid-term Review	Annual reports of Grantees DE Policy Officer, Irish Aid	Annually
Output		5. Level of integration into Adult Education and Further Education curricula[11] *[disaggregated by discipline as well as gender, age and geographic location of actions]*	**2016:** Data to be collected	**Year 1:** TBC on submission of figures from key partners **Year 2:** TBC **Year 3:** TBC **Year 4 & Year 5:** TBD post Mid-term Review	Annual reports of Grantees DE Policy Officer, Irish Aid	Annually

[8] Schools that are implementing WWGS Whole School Approach will be assessed through the Global Passport, for other schools please see ANNEX III.
[9] See ANNEX IV
[10] See ANNEX V
[11] The suggestion here would be to create a scale similar to previous output indicator scales. However, further consultation with the Adult Education and Further Education sector is required to ensure/ check relevance and feasibility

4	4. Increased integration, quality, and spread of development education programmes in non-formal education programmes and structures.	1. Level of engagement[12] and number of young people who are accessing development education through youth organisations which are implementing the National Quality Standards Framework (NQSF) *[disaggregated by gender, age and geographic location of actions]*	**2016:** Data to be collected	**Year 1:** TBC on submission of figures from key partners **Year 2:** TBC **Year 3:** TBC **Year 4 & Year 5:** To be decided post Mid-term Review	Annual reports of Grantees DE Policy Officer, Irish Aid	Annually
		2. Number and % of youth workforce, in Adult and Community educators and returned international volunteers reporting an improvement in their development education Knowledge and Skills *[disaggregated by sector, gender, age and geographic location of actions]*	**2016:** Data to be collected X youth workers X previous international volunteers X development education practitioners	**Year 1:** TBC on submission of figures from key partners **Year 2:** TBC **Year 3:** TBC **Year 4 & Year 5:** To be decided post Mid-term Review	Annual reports of Grantees DE Policy Officer, Irish Aid	Annually
		3. Level of engagement[13] and number of people accessing development education through non-formal and informal Adult and Community Education initiatives *[disaggregated by gender, age and geographic location of actions]*	**2016:** Data to be collected	**Year 1:** TBC on submission of figures from key partners **Year 2:** TBC **Year 3:** TBC **Year 4 & Year 5:** To be decided post Mid-term Review	Annual reports of Grantees DE Policy Officer, Irish Aid	Annually
Output		4. Existence of active[14] strategic partnerships *(Adult and Community sector and Youth Sector)*	**2016:** Partnerships not yet established	**Year 1:** Establish strategic partnerships **Year 2:** TBC **Year 3:** TBC **Year 4 & Year 5:** To be decided post Mid-term Review	Annual reports of Grantees DE Policy Officer, Irish Aid	Annually

[12] Please see ANNEX V (Tool will measure both output 4 indicators 2 and 3)
[13] Please see ANNEX VI (Tool will measure both output 4 indicators 2 and 3)
[14] 2 meetings and 1 output

| 5 | 5. Increased awareness within the education sector of Ireland's Development Cooperation programme and the UN Sustainable Development Goals. | 1. Number of primary and post-primary schools (disaggregated by new schools and previous applicant schools) engaging with Irish Aid through:
• Irish Aid Workshops
• Our World Awards

[disaggregated by primary or post-primary level as well as gender (if not mixed), age and geographic location of actions] | **2016:**
Irish Aid Workshops:
5,480 students with their teachers/ tutors
Source: Annual Report 2015

Our World Awards:
(i) 1,228 schools registered (ii) 116 schools' entries (iii) 191 projects submitted. *Source: Evaluation Report OWA 2016.* | **Irish Aid Workshops:**
Year 1: 5,754 (5%)
Year 2: 6,042 (5%)
Year 3: 6,223 (4%)
Year 4 & Year 5: To be decided post Mid-term Review

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%) | Annual reports of Grantees

Irish Aid Awareness Programme Officer | Annually |
| **Output** | | 2. Number of the student teachers who have the capacity to raise awareness about the Irish Aid programme, by working in partnership with the four primary teaching colleges and Hibernia.

[disaggregated by primary or post-primary level as well as gender, age and geographic location of actions] | **2016: provided**
1,494 third level students
Source: KDSC Annual Report 2015. | **Year 1:** TBC
Year 2: TBC
Year 3: TBC
Year 4 & Year 5: To be decided post Mid-term Review | Annual reports of Grantees

Irish Aid Awareness Programme Officer | Annually |

1. Please rate your knowledge of the root causes and consequences of global hunger/poverty/ injustice and/climate change prior to the course on a scale of 0 to 5. Circle your answer.					
0	1	2	3	4	5

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

2. Please rate your knowledge post-course on a scale of 0 to 5. Circle your answer.					
0	1	2	3	4	5

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

3. Please identify any skills that you learned or improved through this course.

4. If relevant, please provide an example of how you related this knowledge/learning to personal and collective human development processes.

5. Can you give an example of how participating in a development education event/learning has changed your attitude or behaviour?

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

This indicator will help track progress in relation to partnership/ collaboration engagement. Existing and new partnerships/collaborations will be required to complete the reporting template below which corresponds to the partnership activities categorised as 'Emerging Partnership', 'Established Partnership,' and 'Extensive Partnership'. The activities covered in each category are outlined below. The reporting template will capture slow steady growth but can also capture collaboration that progresses in a non-linear way and with collaborations where not all activities are relevant.

EMERGING PARTNERSHIP	ESTABLISHED PARTNERSHIP	EXTENSIVE PARTNERSHIP
1) Meeting to discuss each other's work 2) Regular information sharing 3) Provided input at an event run by other group or vice-versa	4) Collaboratively delivered a single event 5) Joint advocacy initiative 6) Collaboration around a project or series of events 7) Representation on a committee/working group of other organisation	8) Named in the other organisation's operational plan 9) Jointly-funded short-term (6 months or less) project/s 10) Jointly-funded long-term (more than 6 months) project/s

OUTPUT 2 INDICATOR 3 - REPORTING TEMPLATE:

- Each organisation should complete the reporting template below as per start of January 2016 (to map baseline) and then at the end of every year.
- In order to avoid duplication/double counting, partners will agree which organisation will report the partnership. This should be completed in **BOLD.** All other partnerships should be recorded in the template but not counted (as another partner will have reported this partnership. These should be completed in *ITALICS.*
- In the example below, this organisation is reporting partnerships with ORG A and ORG B. A partnership with ORG C has been recorded but not reported. It is understood that ORG C will have reported this partnership.

Level of Partnership and Collaboration Engagement			ORGANISATION XXXX		
			ORG A	ORG B	ORG C
Emerging Partnership	Level 1	Meeting to discuss each other's work	Twice a year	Casually	
	Level 2	Regular information sharing	Ongoing		
	Level 3	Provided input into an event run by other organisation, or vice-versa	April 2016		
Established Partnership	Level 4	Collaboratively delivered a single event	Oct 2016		*July 2016*
	Level 5	Joint advocacy initiative		Submitted paper on xxxxxx	
	Level 6	Collaboration around a project or series of events			
	Level 7	Representation on a committee or working group of other organisation			
Extensive Partnership	Level 8	Named in the other organisation's operational plan			
	Level 9	Jointly-funded short-term (6 months or less) project			
	Level 10	Jointly-funded long-term (more than 6 months) project			

CONCLUSION: 2 Partnerships (ORG A and ORG B) have moved from 'Emerging' to 'Established

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

For Primary Level Schools AND Post-Primary Schools Currently Not Implementing WWGS			**For Post-Primary Schools Currently Implementing the Irish Aid WWGS Programme**											
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	**Primary** Commitment to integrate DE in school **Post-Primary** Commitment to integrate DE in school **And/or** Commitment to join Worldwise Global Schools	DE is integrated into modules or Schools demonstrate sustained DE thematic work	Students from more than 1-year are involved in development-themed events/ Justice and Rights- based group	5-20% of student teachers 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.	Efforts have been made to implement a cross-curricular approach	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.	At least 4 subjects or courses integrate DE modules or demonstrate sustained DE thematic work	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				
Level 8				Established schools
Level 9				
Level 10				
Level 11				
Level 12				Exceptional schools
Level 13				
Level 14				
Level 15				

ANNEX IV: OUTPUT 3 INDICATOR 3 - LEVEL OF INTEGRATION INTO TEACHER EDUCATION

Level of Integration into Post-Primary Initial Teacher Education (Ubuntu)				
Foundational Integration	**Functional Integration**		**Fully Integrated**	
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Introduction to development education	Subject-specific development education	Development education aligned with core ITE components *(as stipulated by the Teaching Council)*	Development education incorporated into school placement	Student teacher research & reflection Incorporates development education perspectives

Level of Integration into Primary Initial Teacher Education (DICE)				
Foundational Integration	**Functional Integration**		**Fully Integrated**	
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Development education integrated subjects	Specialist subjects relating to development education introduced	40% of School Placement Supervisors in each of the 4 Colleges/Education Depts have attended a session on identifying good practice in DE during school placement	40% of Student Teachers opting to teach about development education while on School Placement	40% of Student teacher research & reflection Incorporates development education perspectives

OUTPUT 3 INDICATOR 3 REPORTING TEMPLATE:

Data should be separated by undergraduate and postgraduate courses

Post-Primary	Baseline August 2016	Foundational Integration	Functional Integration		Fully Integrated	
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Institution A	Ongoing Display					87% *Achieved August 2017*
Institution B	Campus Global Week event				82% *Achieved August 2017*	
Institution C						

CONCLUSION: Institution A has moved from level 2 to level 3 (Functional) and Institution B has moved from level 1 (Foundational) to level 2.5 (Functional).

ANNEX V: OUTPUT 3 INDICATOR 4 - 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 development education per year (activities designed with the intent to provide information/ peak interest)
Functional	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.)
	3	Institution reports integration of development education in 2 or more modules or having one optional development education module
	4	Institution reports integration of development education in 4 or more modules or having one optional development education module
	5	Institution supports the development of resources
Fully integrated	6	Members of staff have responsibility for promoting development education
	7	Development education is referenced in the Institution's strategy

OUTPUT 3 INDICATOR 4 REPORTING TEMPLATE:

LEVEL		RESULT	BASELINE JANUARY 2017	ACHIEVED JANUARY 2018
Foundational	1	Institution holds 3 film nights relating to DE and one week long DE Stand at which students can access information	x	
Functional	2	Institution hosts a workshop or a non-accredited course for XX students in DE		x
	3	Institution reports integration of development education in 2 or more modules or having one optional DE module		
	4	Institution reports integration of development education in 4 or more modules or having one optional DE module		
	5	Institution supports the development of resources		
Fully integrated	6	Members of staff have responsibility for DE		
	7	Development education is referenced in the Institution's strategy		

CONCLUSION: Institution A has moved from level 1 (Foundational) to level 2 (Functional).

ANNEX VI: OUTPUT 4 INDICATORS 2 AND 3

INDICATOR 2: *LEVEL[15] OF ENGAGEMENT AND NUMBER OF YOUNG PEOPLE THAT ARE ACCESSING DEVELOPMENT EDUCATION THROUGH YOUTH ORGANISATIONS THAT ARE IMPLEMENTING THE NATIONAL QUALITY STANDARDS FRAMEWORK (NQSF)*

INDICATOR 3: *LEVEL 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 development education per year (activities designed with the intent to provide information/ peak interest)
Understanding	Learners report improved global literacy based on: • *Learner's understanding of the root causes and consequences of global hunger, poverty, injustice and climate change* • *Learner's ability to relate and critically assess what is happening in their society and the wider world*
Commitment	Learner is involved in Action related to development education

OUTPUT 4 INDICATORS 2 AND 3 REPORTING TEMPLATE:

LEVEL	BASELINE JANUARY 2017	ACHIEVED JANUARY 2018
Awareness	20 Learners attend 2 or more awareness-raising events relating to themes of development education per year (activities designed with the intent to provide information/ peak interest)	24 learners attend 2 or more awareness-raising events relating to themes of development education per year (activities designed with the intent to provide information and peak interest)
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 development education

*CONCLUSION: Organisation A has engaged 24 (+4) learners at an 'awareness' level and 17 (+3) learners report improved understanding. No learners have reported commitment.

---

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