

Sharing Monitoring and Evaluation Tools:

ESD as Evaluative Learning in Contexts of Climate Action

Bonn, November 14th 2017

Evaluation tools for Learning-led change

There are many perspectives on and tools for evaluation in schooling, state institution and civil society contexts of ESD

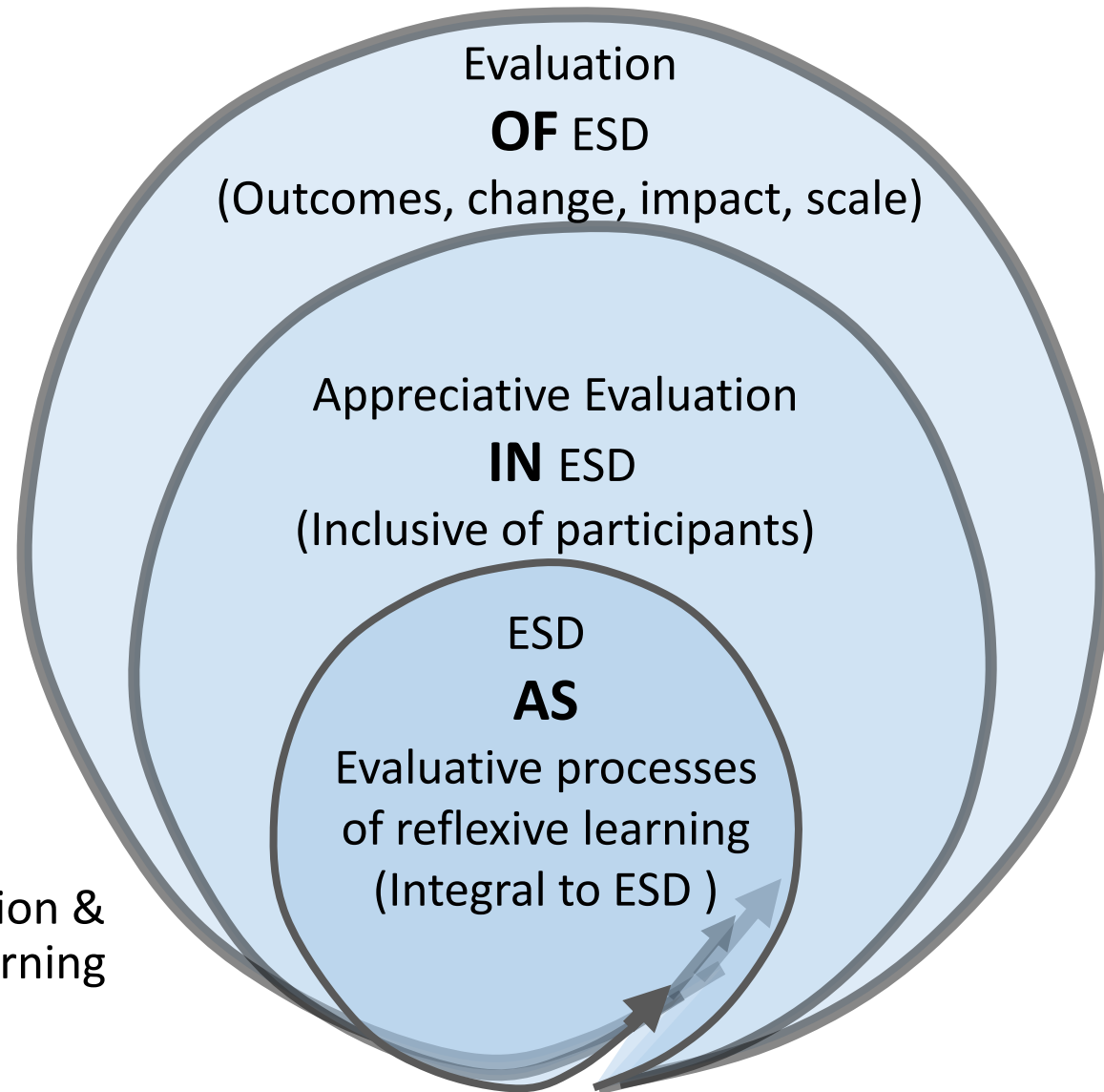
The workshop goals cover:

- A sharing of evaluation **experiences and expertise**
- Working with the **SDGs as evaluation tools**
- Exploring some **practical evaluation tools** that expand the scope of conventional evaluation
- Deliberate **how to strengthen evaluation and evaluation research.**

What Evaluative work have you undertaken or been involved in?

A nested expansion of evaluation:

- ESD **as** evaluative processes of critical engagement **integral** to reflexive learning and change.
- Evaluation **in** ESD, **inclusive** of participants and appreciative enquiry,
- Evaluation **of** ESD outcomes, impacts and scale in:



Co-engaged
Monitoring
Evaluation
C-MERL
Reflection & Learning

Evaluation Tools

Evaluation

AS

ESD:

- Reflexive Competence
- SDG mapping
- Back-casting

IN

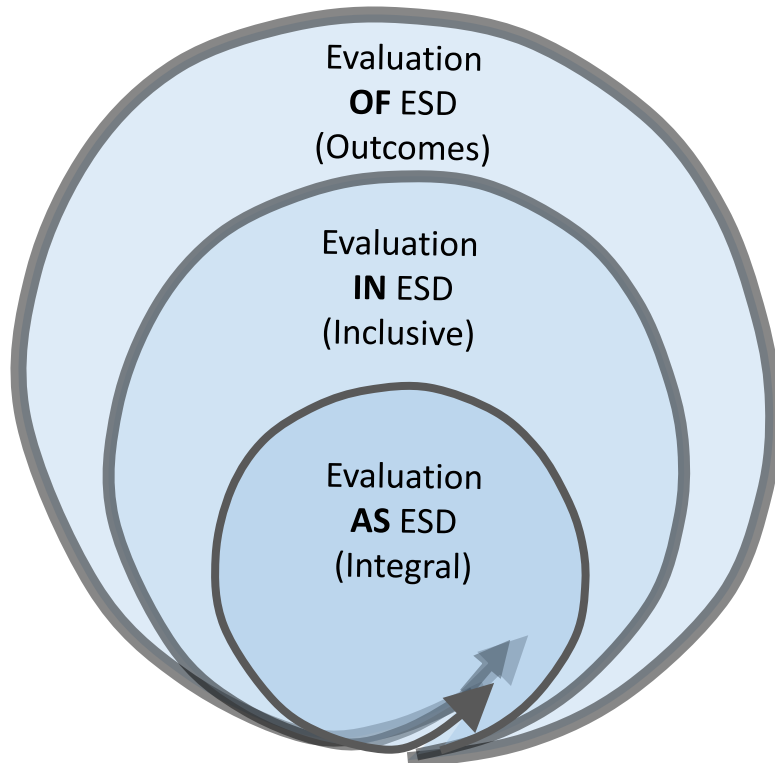
ESD:

- Participatory Action Learning
- Significant Depth Learning
- RCE Tool Kit

OF

ESD:

- Value creation assessment
- City of Cape Town evaluation research tool kit



Co-engaged

Monitoring

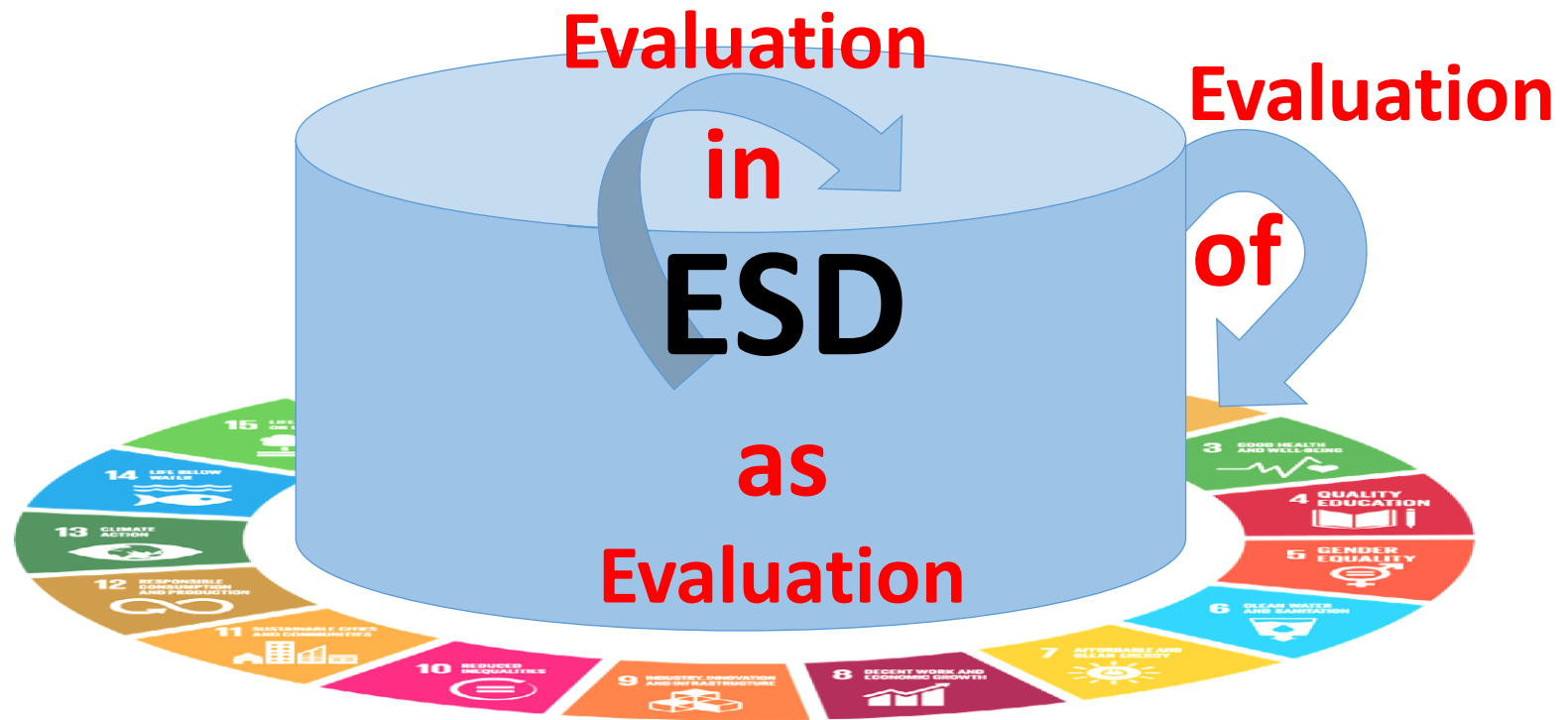
Evaluation

Reflection &

Learning

C-MERL

The **SDGs** as evaluation tools for **ESD**



SDGs

in a context of risk

Evaluative Competence in Reflexive Learning

- Competence specifications for sustainability
- The cognitive sciences on human learning

Clarifying **evaluative competence** as reflexive processes of learning-led change

Competence in ESD refers to the knowledge, dispositions and a capacity to act together in ways that enable participants to **recognize** concerns, **assess** value and **act** on emerging matters of concern. (Schreiber & Siege, 2016 – p.91).

Evaluative **competences** for recognizing, assessing and acting on matters of concern have been specified for transitioning to future sustainability.

Transversal competences have also been specified in a school curriculum setting in Finland for a human being as global a citizen.

Key competences for sustainability include:

- **Systems thinking**
- **Anticipation**
- **Normative**
- **Strategic**
- **Collaboration**
- **Critical thinking**
- **Self awareness**
- **Problem solving**

(UNESCO, 2017 – p.10).



(Halinen, I., 2017)

Evaluative competence in reflexive learning as **predictive, learning-led change**

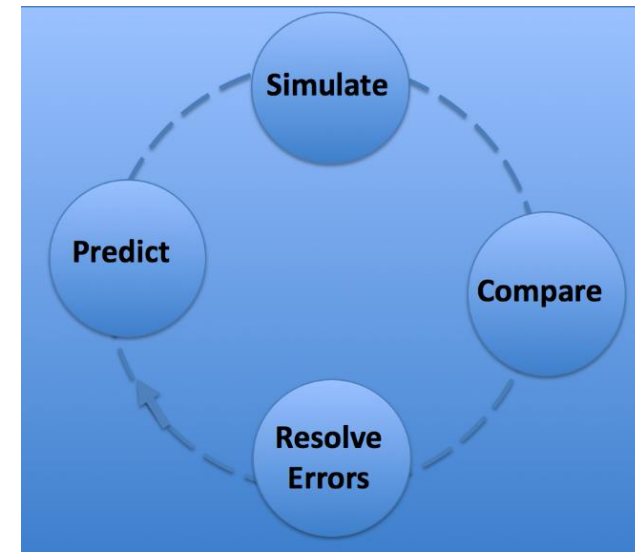
The cognitive sciences have provided us with deeper insights on the predictive functioning of the brain. They tell us that:

*Your brain issues **a storm of predictions**, **simulates their consequences** as if they were present, and **checks and corrects those predictions** against actual sensory input.* (p. 153)

....through continual prediction (in the mediating company of others), you experience a world of your own creation that is held in check by the sensory world.

Once your predictions are correct enough, they not only create your perception and action but also explain the meaning of your sensations.

*This is your brain's default mode. And marvelously, your brain does not just predict the future. It can **imagine the future at will**.* (p.66 My brackets)



(Lise Feldman Barrett ,2017. How emotions are made Fig 4.2 : **Prediction Loop**.)

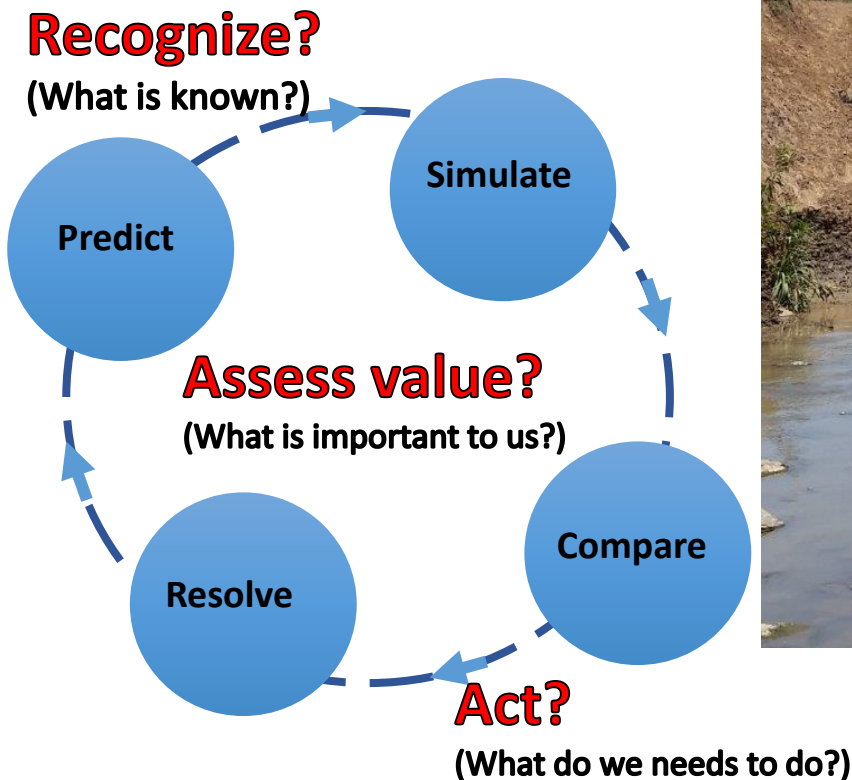
1. ESD *as* Evaluation: Evaluation tools Intrgral to ESD

- Evaluation competence in CMERL climate action
- SDGs as deepening evaluation tools
- Back casting as a transitioning evaluation tool

Evaluative competence in co-engaged reflexive learning

Co-engaged **M**onitoring, **E**valuation, **R**eflection **and** **L**earning **AS** ESD
for **(C-MERL)** climate action. (See CMERL – City of Cape Town and PMERL – CARE, UK)

**We use what we know on our
internal conversations to:**



Deepening evaluative competence with the SDGs as an evaluation tool

Description of our context:

Mpopomeni stream being tested by Enviro Champs to assess water quality and risk to Midmar Dam water supply for Durban & Pietermaritzburg.

Our concerns driving ethical purpose:

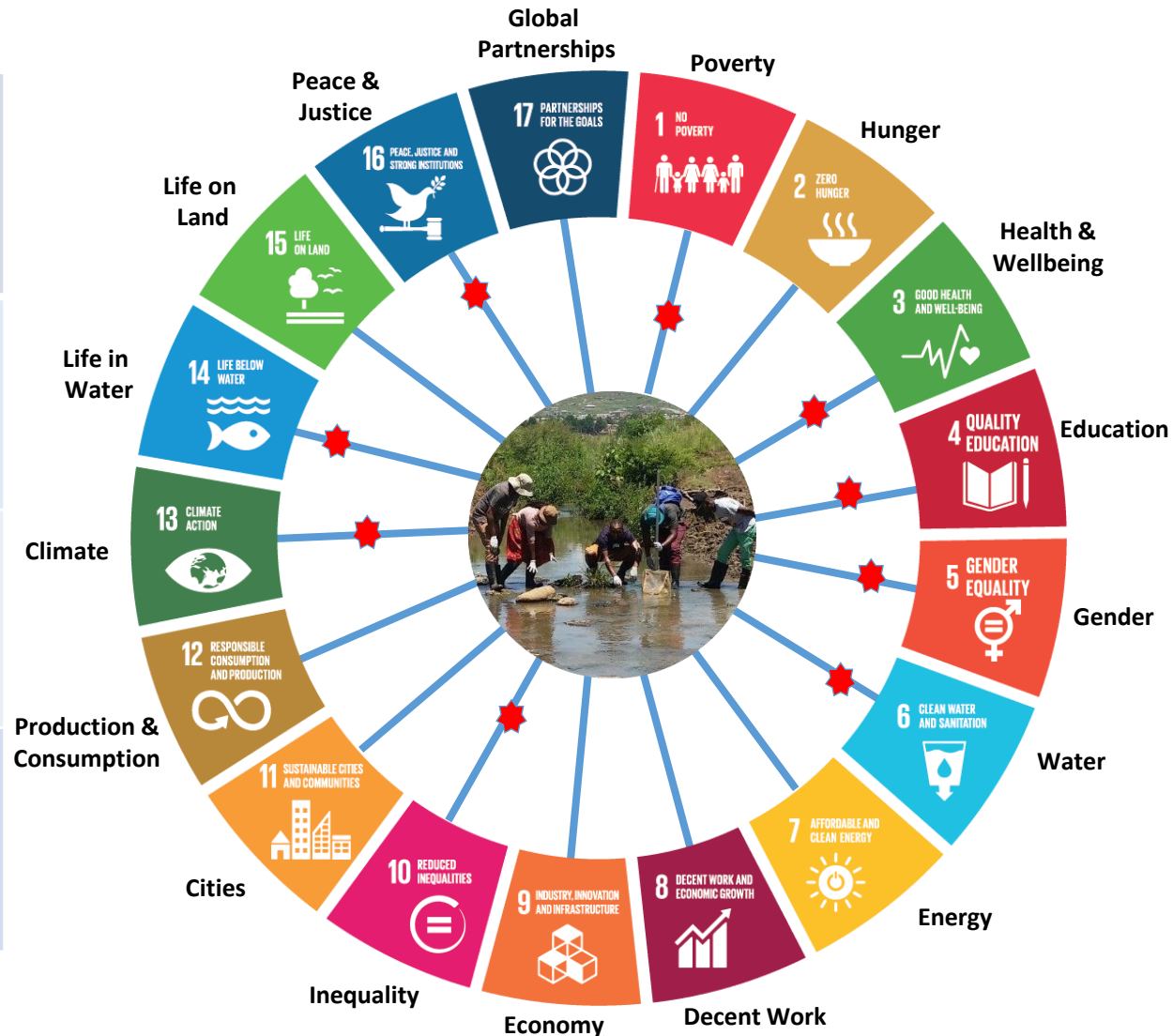
Overflow from sewage manhole covers increasing disease risk and entering the stream to pollute Midmar Dam

Summary of our current knowledge:

The Enviro Champs have been monitoring manhole outflow, reporting blockages and educating community members.

Learning-led change proposed:

Improvements in water quality will be reported to municipal authorities who will fund the expansion of the blockage monitoring and reporting services.



Evaluation to imagine the future we want and plan to get there together



Imagining.....

Future Sustainability?

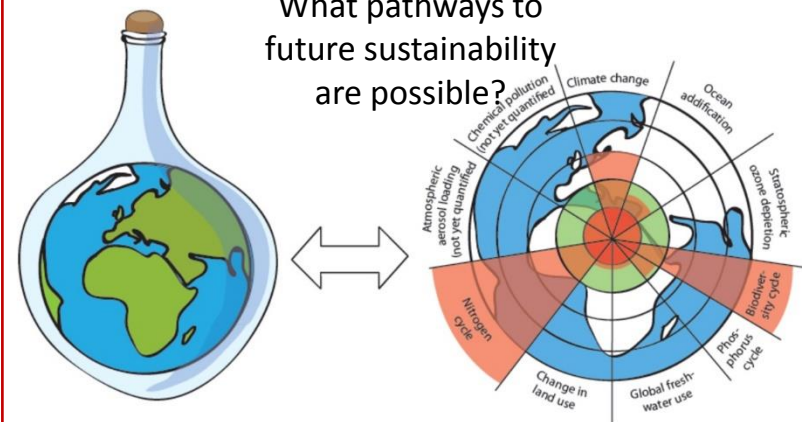
What we need to do now
to move to desirable states of

Principles for future sustainability:

- How are people's **dignity** and capacities to meet **basic needs** being undermined?
- How have **nature and natural systems** been degrading?
- How are **concentrations of substances extracted from the earth's crust** accumulating?
- What **man-made substances** are accumulating.

What future states of dignity, equity, care and ways of doing things can we imagine as being possible?

What pathways to future sustainability are possible?



2. Evaluation *in* ESD: Inclusive Evaluation Tools

- A 5T lesson planning and assessment tool
- Assessing significant learning
- Appreciative enquiry tools to review ESD together

5T's for Participatory Action Learning



Co-engaged

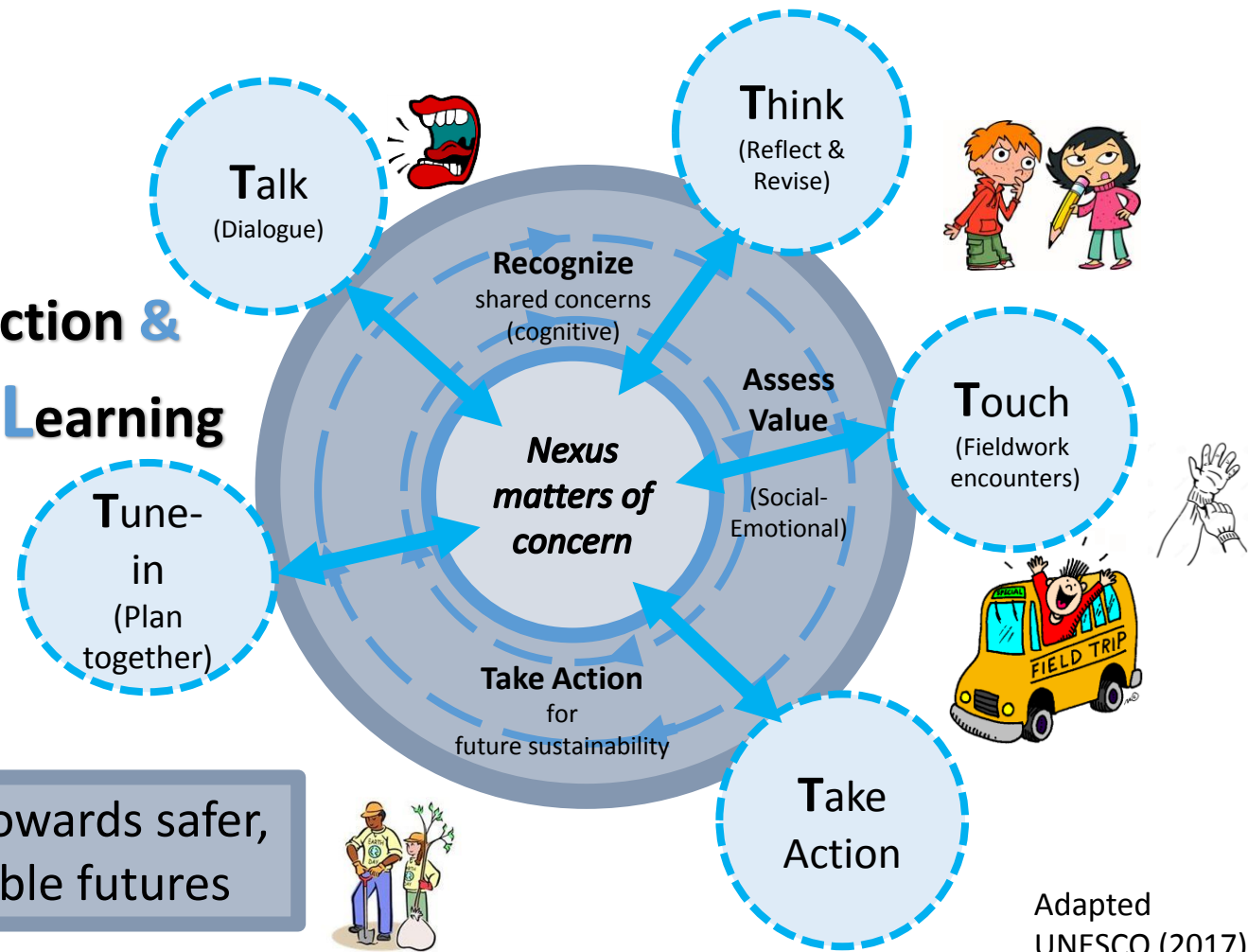
Monitoring

Evaluation

Reflection &

Learning

C-MERL



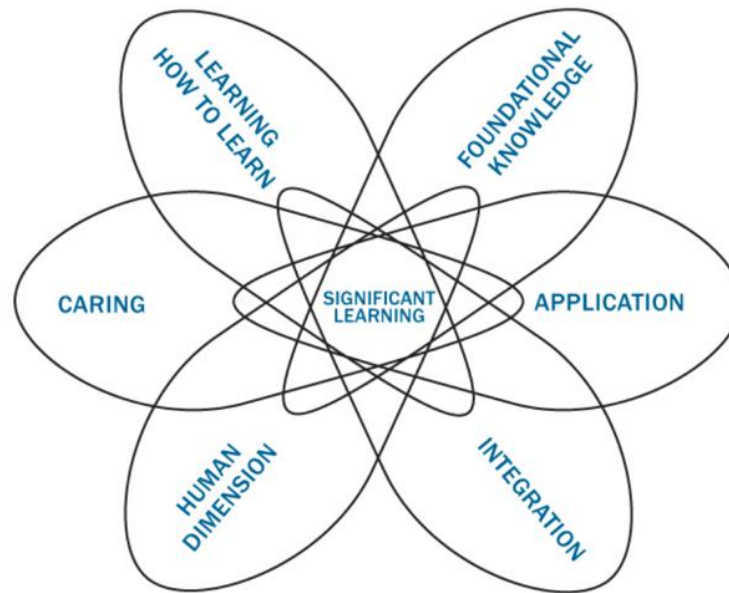
Nexus learning actions towards safer, more just and sustainable futures

Adapted
UNESCO (2017)

Evaluation of ESD as significant depth-learning

Significant Learning

Evaluative learning as ESD can be enhanced by evaluation in ESD to enable significant learning after Dee Fink (2014).



Evaluation in ESD:

A tool kit for appreciative review

ESD and Evaluation

1. ESD is an evaluation process developing around shared concerns using the SDGs as a roadmap to future sustainability.
(Constitutive Evaluation)



2. Ongoing assessment of ESD through appreciative reviews that examine how participants are working together on learning-led change
(Appreciative Enquiry)



3. Assessments of the value being created can provide useful information on the quality, scale and impact of learning actions
(Value Creation)



4. Accumulated evaluation data (1, 2&3) can be assessed and reported against the SDGs as a iterative process in expanding work.
(Developmental Evaluation)

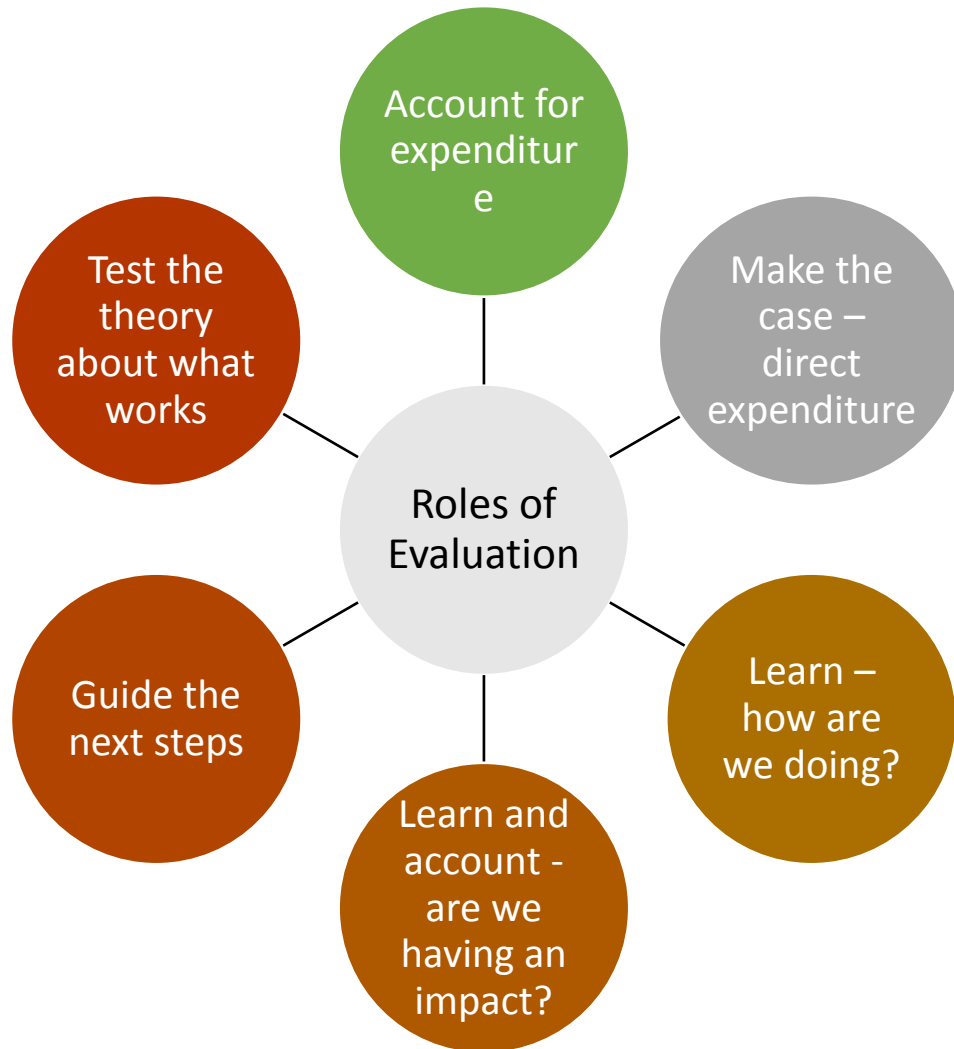


RCEs strengthen ESD through an evaluative cycle of:

- appreciative monitoring,
- value creation assessment &
- critical reflection

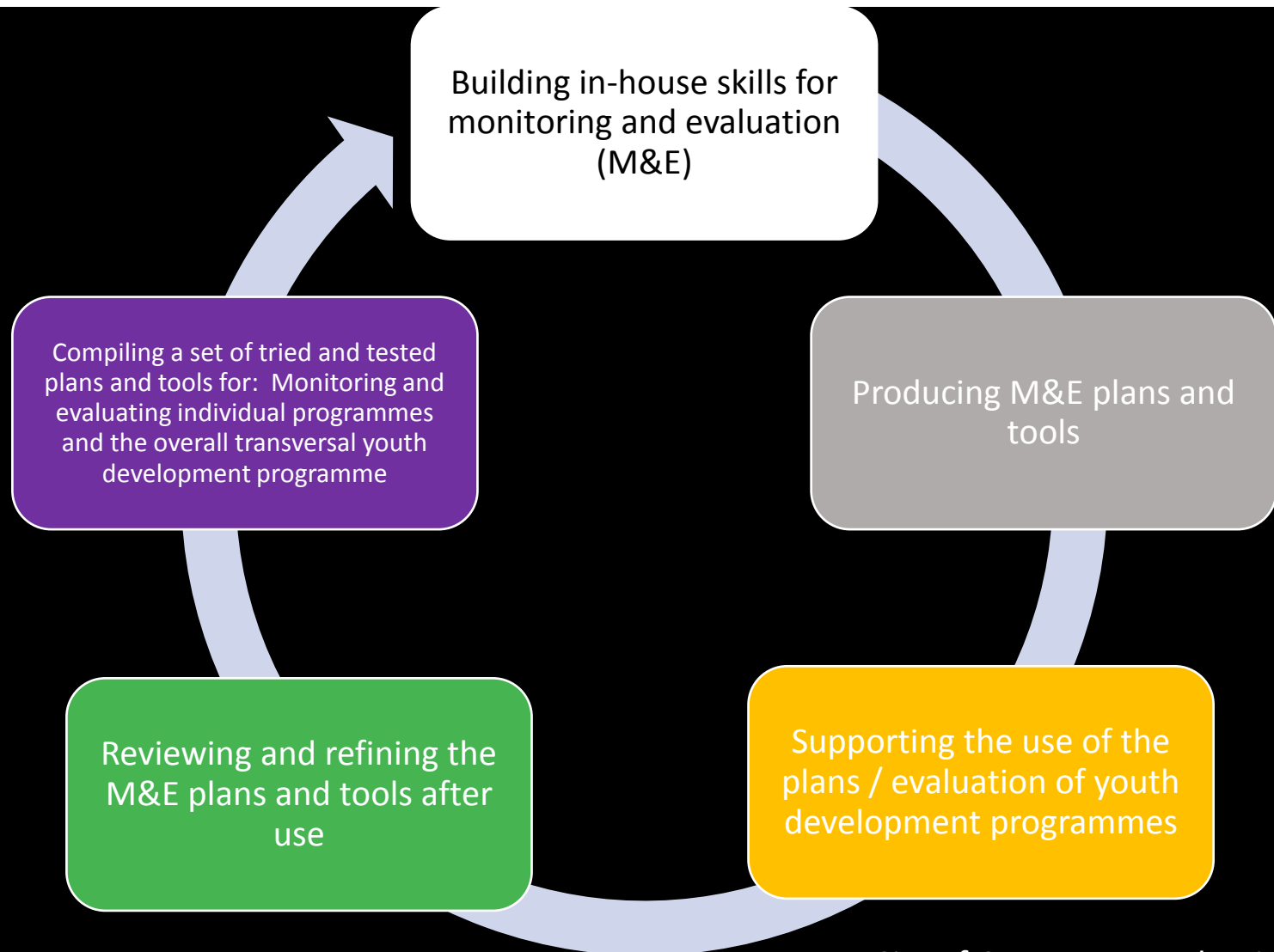
3. Evaluation *of* ESD: Evaluation tools for assessing outcomes, impact, scale and change

Why do Evaluation anyway?

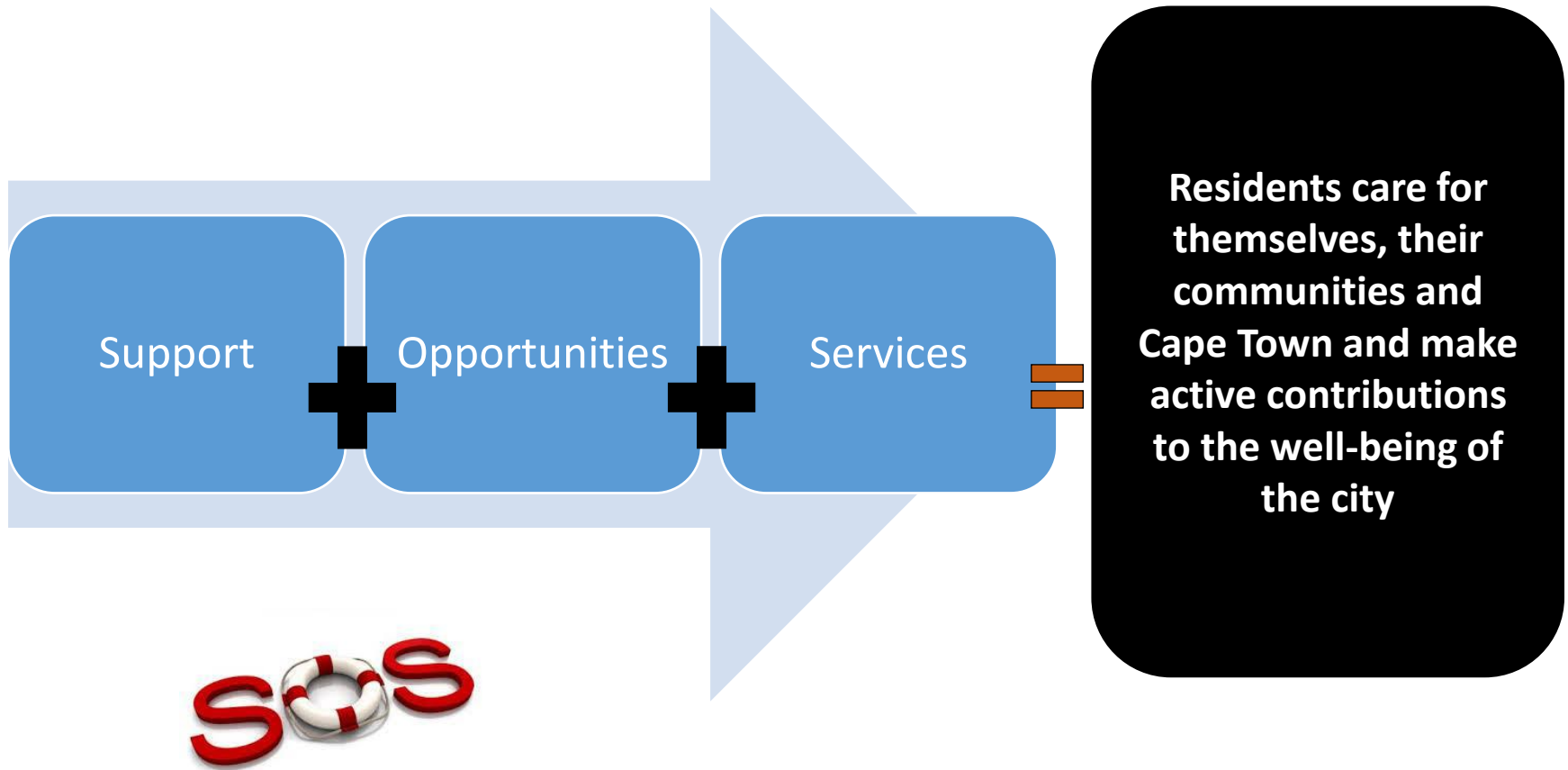


Evaluation serves a number of purposes: we find out what works and what doesn't work and what we therefore need to cut or continue. It shows us how we can do better. It allows us to communicate our successes based on evidence; and to account to funders and other stakeholders.

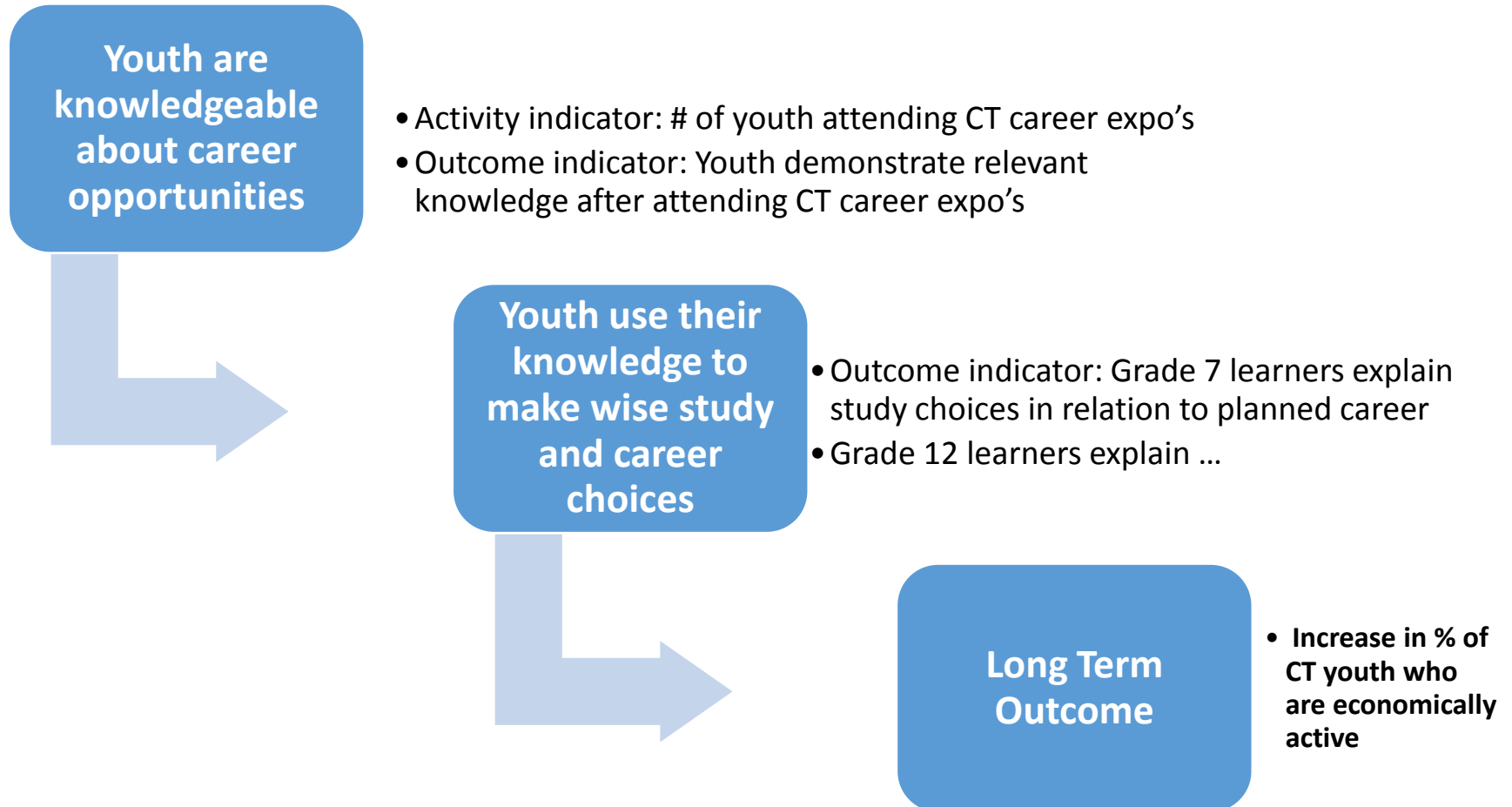
Clarify the purpose of the project and the original ESD process:



In its simplest form ... Youth Development Programme Theory could be ...



Outcomes are evaluated using indicators



ESD as Integrated processes of Evaluation and Change

ESD

as

with

Co-engaged **M**onitoring **E**valuation **R**eflection & **L**earning

With Assessment

of

VALUE CREATION:

- Immediate value
- Potential value
- Applied value
- Realized value
- Reframing value

with **SDG**
Indicators

for
REALISING

Outcomes
Impact
Scaling
Change

for

SDGs to:
RECOGNISE
concerns
ASSESS value

ACT
for
change

as

REFLEXIVE
LEARNING to:

Envisage
change

Create
value

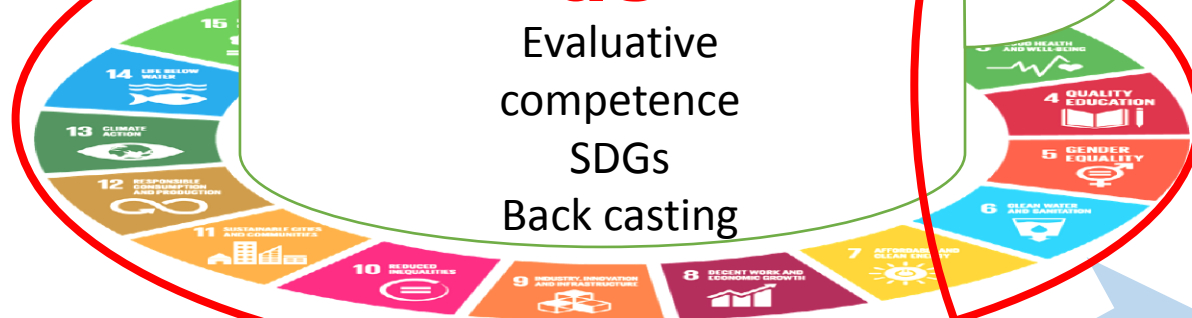
Co-construct
futures

5Ts

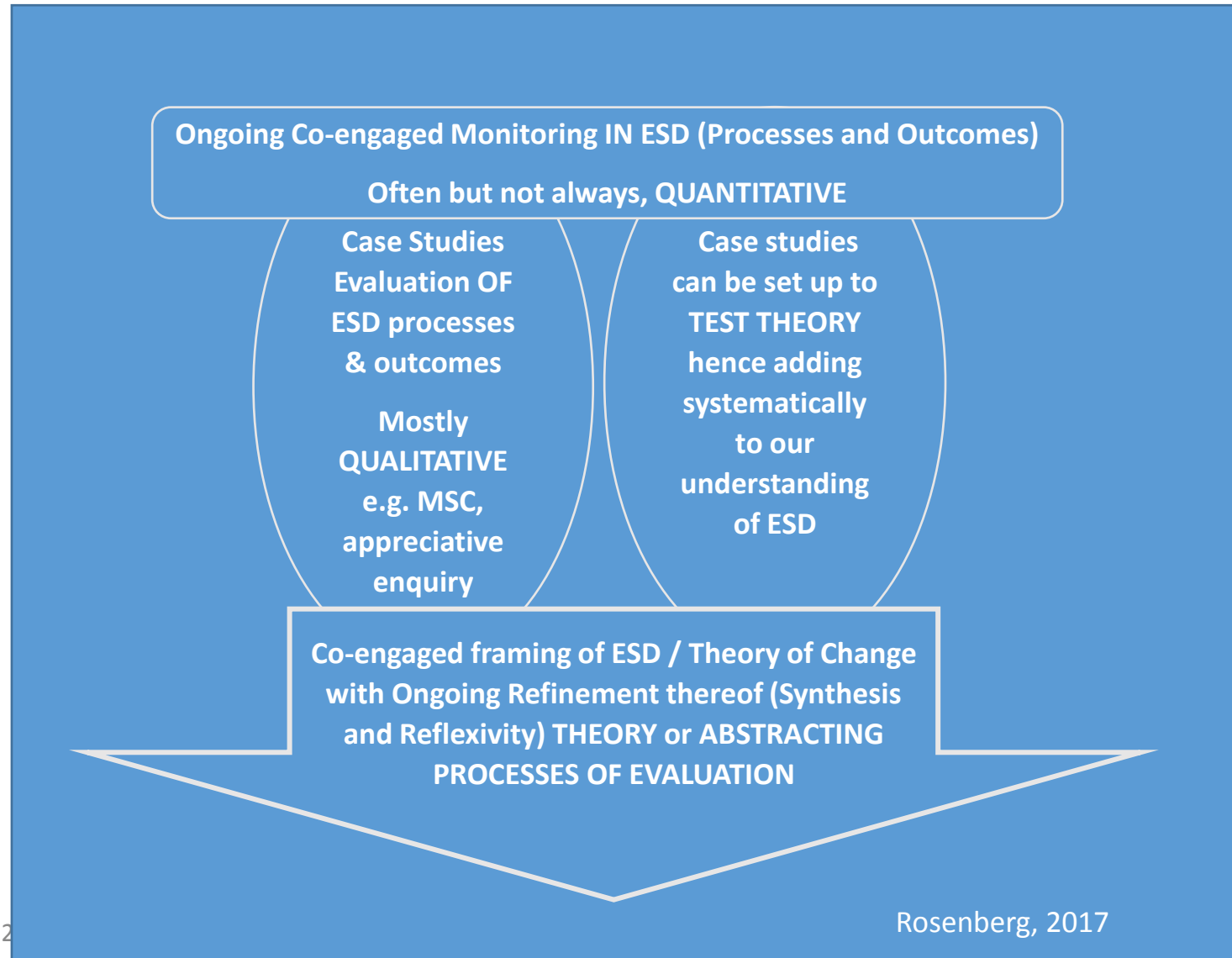
in
Appreciative
enquiry
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as
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SDGs
Back casting

of



Framing Realist Evaluation Research



Strategies to strengthen evaluation as, in and of ESD

What can we do together to
enhance wider evaluation
practices in relation to the
SDGs?

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