MONITORING & EVALUATION

Katrien Van Poeck & Leif Östman – Quito, Ecuador – 14 December 2017
AN EXAMPLE: MONITORING THE IMPACT OF THE ECO-SCHOOLS PROGRAMME (MOS) IN FLANDERS
IMPACT ON STUDENTS

– Project financed by the Flemish ministry of environment
– Well-invested funding?
– Indicators: # schools participating in the project, # obtained ecolabels, etc.
– Finance inspection: “Show us the impact at the level students’ knowledge, attitudes and behaviour”
SCIENTIFIC CHALLENGE

- Difficult to measure! No laboratory setting…
- How to distinguish the effect of the programme from other influences?
- Very expensive research
- Discussion with eco-schools board, researchers, etc.: hesitation
- Measure what we value? Or value what we (can) measure?
GOOD EDUCATION IN THE AGE OF MEASUREMENT (GERT BIESTA)
FUNCTIONS OF EDUCATION

– Qualification: preparation for further studies, job, role in society → transfer of specific skills and knowledge

– Socialisation: socialise people into the prevailing standards of a particular society/group/culture → transfer of certain values, attitudes, norms, worldviews and identities

– Subjectification: person-formation, becoming a subject (instead of the object of other people’s purposes) → critical thinking, autonomy, questioning the taken for granted…
WHAT CAN(NOT) BE MEASURED?

- Qualification – socialisation – subjectification
- Risk of over-emphasising qualification
- “Learnification” of education
- You can only measure what you have determined in advance
  - Your most valuable learning experiences?
  - Sustainable development: need for new ways of doing and being
  - How can we “be prepared to be surprised” when everything is effectively planned out and monitored?
  - “What is we are wrong?”
EVERY WAY OF SEEING IS ALSO A WAY OF NOT SEEING…

- Impact analysis of the eco-schools project
  - Impact on knowledge – environmental values (limited) – (external) motivation
  - “These results underscore the benefit of being green at the school campus, but also show that a real educational impact can be achieved when the nature that is present is also used in the teaching and learning, and not serves a purely decorative function” (Boeve-de Pauw et al. 2017)

- Other possible approaches:
  - Significant life experiences research
  - Action research with teachers and school teams
  - Quality assurance and professionalisation support
INDICATORS ON THE LEVEL OF LEARNING OUTCOMES
EXAMPLE 1: ECOCAMPUS

Sustainability in higher education in Flanders
- Competency profile for sustainability in teacher training
- Video: competences for sustainability

➔ “Creating competency profile is more interesting than using it”
- Those who made it know what was impossible to capture in it
- Participatory approach
EXAMPLE 2: UNESCO

Learning objectives for SDGs
E.g. SDG 6 “Clean Water and Sanitation”

• Cognitive learning objectives
  The learner understands that water is part of many different complex global interrelationships and systems.

• Socio-emotional learning objectives
  The learner is able to feel responsible for their water use.

• Behavioural learning objectives
  The learner is able to contribute to water resources management at the local level.
EXAMPLE 3: GHENT UNIVERSITY

- Sustainability competencies: sustainable development knowledge, critical reflection, systems thinking, multi-perspectivism, etc., e.g.:
  - Understanding the need for a transition towards a sustainable society
  - Inter- and transdisciplinary collaboration on sustainability issues
  - Systematically shifting perspective in approaching social-ecological issues
  - Act and think sustainably in one’s own scientific work

- Final programme evaluations
  - 3 questions regarding sustainability
  - Student survey
  - All UGent Master programmes
INDICATORS TO MEASURE
POLICYMAKING
2016: UN Agenda 2030: **Sustainable Development Goals**

**Target 4.7:** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development.
SDG Indicators

Global indicator framework for the Sustainable Development Goals and targets of the 2030 Agenda for Sustainable Development

The following global indicator framework was developed by the Inter-Agency and Expert Group on SDG Indicators (IAEG-SDGs) and agreed upon, including refinements on several indicators, at the 48th session of the United Nations Statistical Commission held in March 2017.

The global indicator framework was adopted by the General Assembly on 6 July 2017 and is contained in the Resolution adopted by the General Assembly on Work of the Statistical Commission pertaining to the 2030 Agenda for Sustainable Development (A/RES/71/313), Annex and provided below.

The list includes 232 indicators on which general agreement has been reached. Please note that the total number of indicators listed in the global indicator framework of SDG indicators is 244. However, since nine indicators repeat under two or three different targets (see below), the actual total number of individual indicators in the list is 232.
GLOBAL ACTION PROGRAMME ON ESD

Priority Action Areas:

1. Advancing Policy
2. Transforming learning and training environments
3. Building capacities of educators and trainers
4. Empowering and mobilizing youth
5. Accelerating sustainable solutions at local level
GLOBAL ACTION PROGRAMME ON ESD

Expected results:
• GAP implementation coordinated effectively; global ESD community of practice fostered
• ESD reinforced in national and international education and sustainable development policies
• Sustainability principles integrated into education and training environments
• ESD capacity of teacher training institutions enhanced
• ESD youth leaders empowered and mobilized
• ESD programmes at local level mainstreamed
# GLOBAL ACTION PROGRAMME ON ESD

Table 3: Capacity-building and training of teachers, administrators and other stakeholders

<table>
<thead>
<tr>
<th>3. Capacity Building</th>
<th>Performance indicator</th>
<th>Main Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PN1</strong></td>
<td>A. Number of trainings organised¹</td>
<td>108 trainings and related capacity building activities</td>
</tr>
<tr>
<td></td>
<td>B. Number of stakeholders trained²</td>
<td>5,740 teachers and other stakeholders / 264 teachers</td>
</tr>
<tr>
<td></td>
<td>C. Number of online courses, webinars conducted</td>
<td>3 e-learning courses and 1 youth webinar</td>
</tr>
<tr>
<td><strong>PN2</strong></td>
<td>A.</td>
<td>109 trainings</td>
</tr>
<tr>
<td></td>
<td>B.</td>
<td>9,197 stakeholders reached</td>
</tr>
<tr>
<td></td>
<td>C.</td>
<td>12 online capacity building activities</td>
</tr>
<tr>
<td><strong>PN3</strong></td>
<td>A.</td>
<td>264 trainings</td>
</tr>
<tr>
<td></td>
<td>B.</td>
<td>9,284 including teachers regional and provincial coordinators, students from (primary, middle and high schools), journalists, representatives from communes, local authorities, administration, businesses and local associations</td>
</tr>
<tr>
<td></td>
<td>C.</td>
<td>22 online capacity building activities</td>
</tr>
<tr>
<td><strong>PN4</strong></td>
<td>A.</td>
<td>48 trainings for trainers of trainers, school leaders, youth groups and communities on ESD, environmental conservation, leadership and entrepreneurship, leadership</td>
</tr>
<tr>
<td></td>
<td>B.</td>
<td>2,289 stakeholders reached</td>
</tr>
<tr>
<td></td>
<td>C.</td>
<td>1 webinar with 25 participants, 1 video call with 15 participants, 1 e-learning platform, 9 entrepreneurship education courses</td>
</tr>
</tbody>
</table>
Katrien Van Poeck  
CENTRE FOR SUSTAINABLE DEVELOPMENT  
E  katrien.vanpoeck@ugent.be  
T  +32 9 264 82 07  
M  +32 475 59 05 54  
www.ugent.be  
www.cdo.ugent.be

Leif Östman  
UPPSALA UNIVERSITY, DEPT. OF EDUCATION  
E  leif.ostman@edu.uu.se