



Workshop 17

Monitoring and evaluation of ESD during the DESD

Time: 2 April: 9.00-13.00h

Organizer: Daniella Tilbury, University of Gloucestershire, UNESCO Monitoring and Evaluation Group

1. The context

The launch of the United Nations Decade in Education for Sustainable Development (DESD) in 2005 marked the beginning of a worldwide movement which seeks to improve opportunities and quality in Education for Sustainable Development (ESD). Spanning 2005 to 2014, the DESD is a global platform looks to (i) embed sustainable development into all learning spheres; (ii) re-orient education; and, (iii) develop initiatives that can showcase the special role of education.

The scope of the DESD is broad and its potential effects are far reaching. If it is successful, the DESD could transform not only education but also the quality of life of many across the globe. For this reason it is important to look at ways in which we can effectively monitor progress and capture learnings in the process of implementation.

The DESD is facilitated and promoted by UNESCO which was designated as the international lead agency. It has the responsibility of establishing mechanisms for monitoring and evaluation and for reporting on progress to the UN General Assembly as well as to the UNESCO Executive Board. UNESCO established a Monitoring and Evaluation Expert Group (MEEG) to advise on appropriate monitoring mechanisms for assessing progress in ESD during the DESD years. The MEEG support the global monitoring and evaluation progress undertaken by UNESCO.

Key to the DESD, is its International Implementation Scheme (IIS) (2005), which sets the major thrusts of ESD as well as global milestones for the ten year period. This document provided a basis for reporting

and highlighted central role of monitoring and evaluation to the process of learning to change.

This workshop is facilitated by members of the MEEG, and supported by UNESCO DESD Secretariat, who are seeking to provide an opportunity for reflection, learning as well as skills development in the area of ESD monitoring and evaluation. The workshop organizers and facilitators recognise that monitoring and evaluation processes can assist in assessing change but also acknowledge the importance of involving stakeholders from different cultures, contexts and levels of experience in ESD in the 'learning' process which results from reflecting upon progress.

Seven key questions underpin this workshop:

- Q.** What has been achieved in ESD during the DESD and how can this be captured?
- Q.** What systems and evidence exists for assessing progress in ESD?
- Q.** What other types/form of progress should we be trying to assess during the DESD?
- Q.** Where are the opportunities and the challenges for assessing progress in ESD? →

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- Q. What mechanisms exist for involving multi-stakeholder groups in monitoring and evaluation during the DESD?
- Q. How will we recognise achievement - what are we looking for?

These questions are explored through a series of participatory learning activities and workshop approach outlined below.

2. The workshop:

Conference Aims: As the UN DESD reaches its midpoint, the conference will highlight the essential contribution of ESD to achieving quality education, promote intercultural exchange on ESD, undertake stock-taking of DESD implementation and develop strategies for the way forward.

Workshop: Monitoring and Evaluation of ESD during the DESD– Achievements, Mechanisms and Indicators for Measuring Progress

Date: 2nd April - 9am -1pm

Thematic Cluster: III Capacity development for ESD

Cluster Coordinator: Akpezi Ogbuigwe

Languages: English and French - simultaneous translation provided

Focus:

Thematic scope: This workshop will provide opportunities for participants to be actively engaged in issues associated with monitoring and evaluating of ESD during the DESD. They will be asked to engage in a scenario planning situation and fish bowl exercises as well as in group discussions and analysis. The workshop activities will: confirm the importance of M&E; contextualize the realities, issues and limitations of monitoring and evaluation of ESD given the current lack of established monitoring systems; discuss possibilities for evidence based evaluation; explore mechanisms for multi-stakeholder participation and, seek new insights and perspectives on how to improve and develop better data collection systems in ESD.

The interactive workshop will also provide opportunities for capacity building as various ESD indicators types are explored and group activities help develop new skills for the establishment of M&E systems.

Approach: As per Conference guidelines no formal presentations will be made. Participants will work in pairs as well as in small groups (5 per group) leading to discussions in larger groups (17/18 per group). There will be 3 resource person as well as the workshop coordinator facilitating the activities.

Key Workshop Qs:

- Q. What has been achieved in ESD during the DESD and how can this be captured?
- Q. What systems and evidence exists for assessing progress in ESD?
- Q. What other types/form of progress should we be trying to assess during the DESD?
- Q. Where are the opportunities and the challenges for assessing progress in ESD?
- Q. What mechanisms exist for involving multi-stakeholder groups in monitoring and evaluation during the DESD?
- Q. How will we recognise achievement? What are we looking for?

Alignment with Conference Objectives:

These questions as well as the approaches used in the workshop will generate discussion around all four conference objectives:

- 1) ESD and its essential contribution to quality education
- 2) promote international exchange on ESD
- 3) carry out stock-taking of DESD implementation
- 4) develop strategies for the way ahead.



Outcomes:

- An appreciation of what can and cannot be monitored and assessed in ESD given existing systems and resources.
- An appreciation of the challenges faced by the UNESCO when attempting to assess progress in ESD during the Decade.
- A clearer understanding of the possibilities available for monitoring and evaluating ESD effectively.
- A clearer understanding of the variety of indicators as well as outcomes, outputs and impacts that can arise out of ESD efforts.
- Skills to be able to effectively contribute to the improvement/development of new data collection systems for M&E.

Programme:

- 9.00 Welcome and brief introduction
- 9.15 Ice-breaker activity - What has been achieved in ESD during the first four years?
- 9.45 Small Group discussions – Process, Problems and Possibilities for M&E
- 10.30 Break**
- 10.45 Fish Bowl Exercise-M&E – What are we able to assess and how?
- 11.15 Carousel – Indicators of Progress
- 12.00 Large Group discussions – Multi-stakeholder engagement and participatory evaluation approaches.
- 12.30 Workshop rapporteur presents main workshop outcomes to be reported by the Cluster rapporteur to the main conference. Further information about how to become involved in cycle 2 of the DESD M&E will be made available.
- 1.00 End**

Workshop Coordination:

Prof Daniella Tilbury, Chair, UN DESD Global Monitoring and Evaluation Expert Group (MEEG). Daniella is Professor of Sustainability and Director of academic and strategic development in sustainability at the University of Gloucestershire, Cheltenham
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Facilitators:

Mr Roel Van Rajii, Chair of the UNECE Expert Group of ESD Indicators and member of the MEEG. He is a senior civil servant in the Dutch Ministry of Agriculture.

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Mr Pierre Varcher, Leader of the ESD Process for DESD, UNESCO Nat Com, Switzerland. Pierre is a member of MEEG.

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Prof Alex Michalos, an academic specialising in matters of evaluation and national assessment. He is the Chancellor of the University of Northern British Columbia and a member of the MEEG.

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Rapporteur:

Ms Ingrid Mula, a Phd Student in ESD who has expertise in matters associated with monitoring and evaluation. Her role is to capture the important aspects of the discussions and outcomes of the workshop.

Relevant Background Documents:

Elias, D. 2006. 'UNESCO's Approach to Implementing the Decade of Education for Sustainable Development (DESD) in Asia and the Pacific'. *Australian Journal of Environmental Education*, 22: 273-275.

González-Gaudiano, E. 2005. 'The Decade of Education for Sustainable Development: Challenges and Opportunities in México'. *Applied Environmental Education and Communication*, 4(3): 273-275

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Journal of Education for Sustainable Development, 1(1): 115-116.

Pigozzi, M. 2007. 'Quality in Education Defines ESD'. *The Journal of Education for Sustainable Development*, 1(1):27-35.

Tilbury, D. (2007) '*Monitoring and Evaluation during the UN Decade of Education for Sustainable Development*', *The Journal of Education for Sustainable Development*, 1(2): 239-254.

Tilbury, D., Janousek, S., Elias, D. and Bacha, J. (2007) '*Asia Pacific Guidelines for the Development of Education for Sustainable Development Indicators*' Bangkok: UNESCO Asia and Pacific Regional Bureau for Education and IUCN.

Tilbury, D., Janousek, S., Elias, D. and Bacha, J. (2007) '*Developing Indicators on Education for Sustainable Development for DESD: A quick reference guide*' Bangkok: UNESCO Asia and Pacific Regional Bureau for Education and IUCN. (Available in English and Spanish).

Tilbury, D., and Janousek, S. (2007) '*Monitoring and Assessment During the UN Decade: A summary of documented experiences on the development of ESD Indicators*'. Canberra: Australian Government Department of the Environment and Heritage and Australian Research Institute in Education for Sustainability. t

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UNECE (United Nations Economic Commission for Europe). 2005. Background paper on development of Indicators to measure implementation of the UNECE strategy for ESD. UNECE Expert Group on Indicators for Education for Sustainable Development. <http://www.unece.org/env/esd>

UNESCO (United Nations Educational, Scientific and Cultural Organisation). (2005). United Nations Decade of Education for Sustainable Development (2005-2014): International Implementation Scheme. October 2005. Paris: UNESCO.

UNESCO (United Nations Educational, Scientific and Cultural Organisation). (2005). Report by the Director-General on the United Nations Decade of Education for Sustainable Development: International Implementation Scheme and UNESCO's contribution to the implementation of the Decade. August 2005. Paris: UNESCO.

UNESCO (United Nations Educational, Scientific and Cultural Organisation). (2007). The UN Decade of Education for Sustainable Development (DESD 2005-2014). The First Two Years'. Paris: UNESCO.

UNESCO (United Nations Educational, Scientific and Cultural Organisation). (2007). Education For All. Global Action Plan: Improving support to countries in achieving the EFA goals. Paris: UNESCO.

UNESCO (United Nations Educational, Scientific and Cultural Organisation). (2008) UN DESD Global Monitoring and Evaluation Framework (GMEF). Paris: UNESCO.