HOPE
An Innovative Approach for ESD Evaluation

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Albert Einstein said:

✓ No problem can be solved from the same consciousness that created it. We have to learn to see the world anew.
ESD as a Paradigm Shift

ESD as a new vision of education, … a vision (…) addressing the complexity and interconnectedness of problems.

ESD: A new pedagogy. (…) a new approach to learning. (…) Educators become facilitators of learning for change. …

ESD as a Paradigm Shift

- Fragmented thinking ⇒ Systems thinking
- Mechanistic view ⇒ Ecological view
- Teaching focus ⇒ Learning focus
- Top-down control ⇒ Bottom-up process
- Competition ⇒ Collaboration
What is ESD Evaluation as a Paradigm Shift like?
Evaluation as Magnifying Glass

From Y. Wadsworth 1997
The insider’s evaluation (…) practically fruitful. The outsider can however (…) contribute a perspective that can assist insiders to be more self-critical or see things in a fresh and different way.

From Y. Wadsworth 1997
HOPE Evaluation Approach

Holistic

Participatory

and

Empowering
The guiding principles of “HOPE” Evaluation

Indicators and methodologies of the “HOPE” evaluation approaches, befitted in the essence of ESD,

will be endogenously developed and peacefully applied, by sharing a common vision towards our sustainable future,

with due respect to local cultures, traditions and initiatives towards a positive change,

addressing cross-cutting issues, such as peace, happiness, and well-being,
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employing participatory and empowering methodologies,
valuing dialogues and thick description of the narratives,
providing formative feedback to the project stakeholders for their empowerment,
with the evaluation mission serving as a platform of mutual learning and self-reflection,
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## SOURCES of ideas and frameworks

### E. Key characteristics of education for sustainable development

No universal models of ESD exist. While there is overall agreement on principles of sustainability and supporting concepts, there are many differences according to local contexts, priorities, and approaches. Each country has to define its own sustainability and education priorities and agenda. The goals, emphases and processes must, therefore, be locally defined to reflect the local environmental, social and economic conditions in culturally appropriate ways. Education for sustainable development is equally relevant and important for both developed and developing countries.

ESD has essential characteristics that can be implemented in many culturally appropriate forms.

**Education for sustainable development:**

- is based on the principles and values that underlie sustainable development;
- deals with the well being of all three realms of sustainability – environment, society and economy;
- promotes life-long learning;
- is locally relevant and culturally appropriate;
- is based on local needs, perceptions and conditions, but acknowledges that fulfilling local needs often has international effects and consequences;
- engages formal, non-formal and informal education;
- accommodates the evolving nature of the concept of sustainability;
- addresses content, taking into account context, global issues and local priorities;
- builds civil capacity for community-based decision-making, social tolerance, environmental stewardship, adaptable workforce and quality of life;
- is interdisciplinary. No one discipline can claim ESD for its own, but all disciplines can contribute to ESD;
- uses a variety of pedagogical techniques that promote participatory learning and higher-order thinking skills.

These essential characteristics of ESD can be implemented in myriad ways, so that the resulting ESD programme reflects the unique environmental, social and economic conditions of each locality. Furthermore, ESD increases civil capacity by enhancing and improving the workforce, social tolerance, environmental stewardship, participation in community-based decision-making, and quality of life. To increase civil capacity in these five areas, formal, non-formal and informal education must be combined.

### Table 1: Indicator Types Using Teacher Education as an Example

<table>
<thead>
<tr>
<th>Indicator Type</th>
<th>Function</th>
<th>Indicator Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>To identify the status of the overall ESD picture</td>
<td>% of new teachers currently receiving service training in ESD</td>
</tr>
<tr>
<td>Facilitative</td>
<td>To identify the existence of ESD support systems</td>
<td>National education programme provides pre-service teacher education and provides training in ESD</td>
</tr>
<tr>
<td>Process</td>
<td>To identify the existence of ESD processes and activities</td>
<td>All pre-service teachers receive training on ESD pedagogy</td>
</tr>
<tr>
<td>Learning</td>
<td>To promote learning and reflection on ESD</td>
<td>Lessons learned in the service teachers in ESD</td>
</tr>
<tr>
<td>Output</td>
<td>To assess outputs such as tools and learning resources, and the immediate results of an activity</td>
<td>% of new teachers certificated received pre-service training</td>
</tr>
<tr>
<td>Outcome</td>
<td>To assess outcomes related to changes or improvements that result from ESD efforts</td>
<td>% of new teachers using ESD pedagogy in the classroom</td>
</tr>
<tr>
<td>Impact</td>
<td>To assess impacts that result from ESD efforts</td>
<td>Learners use sustainable development skills in daily life</td>
</tr>
</tbody>
</table>
Focused Dimension of ESD for HOPE Evaluation Approach

✓ Holistic

1. Address the realms of sustainability (Environment, Society, Economy & Culture)
2. Employ interdisciplinary perspectives
3. Link local priorities with global issues
Focused Dimension of ESD for HOPE Evaluation Approach

- PARTICIPATORY

1. Use variety of pedagogical techniques promoting participatory learning
2. Employ participatory approaches in the process of development
Focused Dimension of ESD for HOPE Evaluation Approach

- EMPOWERING

1. Capacity development for decision-making, social tolerance, environmental stewardship, adaptable workforce and quality of life both at the individual and collective levels.
Focused Dimension of ESD for HOPE Evaluation Approach

✔ CONTEXTUAL

1. Locally relevant
2. Adaptable to dynamic global context
3. Culturally appropriate
4. Flexible
Not one-way measurement...
But, with ‘culture of listening’
Diversified Methodologies

- Field Visit by Variety of Stakeholders
- Focus Group Interview
- Individual Interview
- Open Forum (Feedback Session)

→ Culture of Listening
Field Visit
Focus Group Discussion
Individual Interview
Open Forum (Feedback Session)
Sharing Process of the “HOPE” Evaluation Mission

Continuous Dialogue

Documentation
Inputs, Process, Outputs, Outcomes

Mission Teams
Experts, COE, ACCU

Field Visits to Innovation Projects & Feedback Sessions
Most Significant Experience

Questionnaire
Knowledge, Skills, Attitude, Degree of Hope

Final Report of the Mission

The “HOPE” Evaluation Philosophy

Publication of “Tales of Hope II”
Good Practices of ESD
Questions Asked in Fields

✓ Q1: What is your most significant/best experience from participating in the project?
✓ Q2: Identify one thing you have learned from conducting the various project activities?
Questions Asked in Fields

✓ Q3: What for you has changed as a result of your involvement in this project?

✓ Q4: How did this change contribute to your family, community, organisation, society, environment, etc.?

✓ Q5: What improvements to the project do you recommend?
Keep it simple, useful, and enjoyable with …

✓ Basic questionnaire
✓ Simple and broad questions
✓ Culture of Listening and Sharing
Mirror Image
on 3 + 1 Components/Pillars of ESD

ESD Practices

Culture
Economy
Environment
Society
Mechanism of Success
Case of Vocational Ed. in Palau

Empowerment
Sense of Pride
Cooperation = UREOR
SELF Sufficiency
Holistic Vocational Education
Figure 4: Average Level of "Hope Timeline"
Have People Gained More or Less HOPE?

**Figure 19: AVERAGE LEVEL OF "Hope Timeline"**

Level 1 Very hopeless
Level 2 Hopeless
Level 3 Neutral
Level 4 Hopeful
Level 5 Very Hopeful
When my son was born, he could not move at all with disability. But now he can now crawl using his hands as feet. Wheel chair has now become a ‘souvenir from the past’!
Having been involved in the ESD project, I have become more friendly, I smile more. I think it’s a good change.
Teacher’s Story

✅ ESD programme has given our students a sense of accomplishment, self-confidence and self-esteem.
HOPE is not a conventional type of assessment, but it is rather a process of:

1. Sharing of realities in fields with all the stakeholders
2. Searching for solutions with minds, hearts, intellects and spirit with all.
3. Leaning for all the stakeholders, towards a sustainable future,
4. Empowerment of all the stakeholders,
Thank You!