

Guide for Final Evaluation Process of the  
ACCU-UNESCO Asia-Pacific Innovation Programme for ESD

The ESD “HOPE” Evaluation Approach

August 2008

Asia/Pacific Cultural Centre for UNESCO (ACCU)

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\*Hope = Holistic, Participatory and Empowering

***Underlying philosophy:***

*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, 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, without losing ultimate goals towards a more just, peaceful and sustainable society.*

## I. Objectives of the Evaluation Mission

Valuing the “HOPE” principle as an underlying philosophy, the Mission aims to:

- (1) gather qualitative and quantitative data for reporting and giving formative feedback

By doing so, the Mission is expected to contribute to:

- (2) advancement of the field of ESD and Monitoring & Evaluation
- (3) organisational learning for ACCU in ESD and ESD-based Project Management

## II. Scope of the Mission

The Mission includes:

- (1) All the Innovation Projects to respond to the pre-mission “Self-reflection Questionnaire”, preferably two weeks before the mission
- (2) All the Innovation Projects to be visited by the Evaluation Team
- (3) A team of three, as a basic unit. The actual number of the participants in one team is subject to change, from a minimum of two persons (ACCU and 1 specialist) to a larger team consisted of more COE representatives and assistant staff. The ESD project managers/staff, an interpreter, other relevant stakeholders from the localities will join in the field.
- (4) An approximate duration of 2 weeks as a guide.

## III. Sources of ideas and frameworks

The “HOPE” Evaluation Approach is informed by a series of discussion on United Nations Decade of Education for Sustainable Development (UNDESD). In particular, the dimensions of ESD and the indicator types focused in this Approach are based on the following two publications: 1) International Implementation Scheme of the UNDESD; and 2) the Asia-Pacific Guidelines for the Development of National ESD Indicators.

### i) **Focused Dimension of ESD**

The following four pillars have been extracted from the key characteristics of ESD pointed out in the International Implementation Scheme of the UNDESD (UNESCO, 2005, pp.30-31), as the focused dimension of ESD for the HOPE Evaluation approach.

#### **HOLISTIC:**

- Address the realms of sustainability (environment, society, economy and culture)
- Employ Interdisciplinary perspectives
- Link Local priorities with global issues

**PARTICIPATORY:**

- Use variety of pedagogical techniques promoting participatory learning
- Employ participatory approaches in the process of development

**EMPOWERING:**

- Capacity development for decision-making, social tolerance, environmental stewardship, adaptable workforce and quality of life both at the individual and collective levels

**CONTEXTUAL:**

- Locally relevant
- Adaptable to dynamic global context
- Culturally appropriate
- Flexible

**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 will be nuanced differences according to local contexts, priorities, and approaches. Each country has to define its own sustainability and education priorities and actions. The goals, emphases and processes must, therefore, be locally defined to meet 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.

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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.

(Source: UNESCO 2005, International Implementation Scheme, UNDESD)

## ii) Focused Indicator Types

Among various types of indicators, The HOPE Evaluation approach shows particular interests in those identifying “Process”, “Learning”, “Output”, “Outcome” and “Impact/Contribution”. In the conduct of the on-site HOPE evaluation survey, three indicators, i.e. “Process”, “Learning” and “Outcome” are more prioritised. More detailed description of each focused indicator types are shown in the table 1 as a set of examples.

<b>Process</b>	The methods used to develop learning resources and activities, and also the methods used in the conduct of learning activities (including assessment).
<b>Learning</b>	The content of the learning or the knowledge, skills, attitude and values being developed.
<b>Output</b>	The tangible products such as learning resources produced and learning activities conducted.
<b>Outcome</b>	The individual knowledge, skills, attitudes and values developed as a result of participating in this project.
<b>Impact/Contribution</b>	The applications of the learning outcomes into real life (environment, social/cultural and/or economic aspects) and impact of the promotion of ESD.

Table 1: Indicator Types Using Teacher Education as an Example

	Indicator Type	Function	Indicator Example
Status	Baseline	To identify the status of the overall ESD picture	% of new teachers currently receiving pre-service training in ESD
	Context	To identify the existence of ESD support systems	National education policy exists that requires pre-service teacher education courses to provide training in ESD
Facilitative	Process	To identify the existence of ESD processes and activities	All pre-service teacher education courses provide training on ESD-related content and pedagogy
	Learning	To promote learning and reflection on ESD	Lessons learned in the process of training pre-service teachers in ESD are captured
	Output	To assess outputs such as tools and learning resources, and the immediate results of an activity	% of new teachers certified as having received pre-service training in ESD
Effect	Outcome	To assess outcomes related to changes or improvements that result from ESD efforts	% of new teachers using ESD-related content and pedagogy in the classroom
	Impact	To assess impacts that result from ESD efforts	Learners use sustainable practices in daily life
	Performance	To assess the change in the status of the overall ESD picture in a region or country	Increase in the number of new teachers receiving pre-service training

(Tilbury & Janousek, 2006)

(Source: UNESCO 2007, Monitoring and Assessing Progress during the UNDESD in the Asia-Pacific Region: A Quick Guide to Developing National ESD Indicators.)

## IV. Process of the Mission

The Mission includes 1) preparatory work, 2) actual field visits, and 3) analysis and synthesis. The overall flow of the mission is described below.

### i) Preparatory work

- Distribute of the Final Evaluation Form for the Innovation Project Implementing Organisations (See Annexure I)
- Inform the Implementing Organisations of the field visit rationale, process and preparation required
- Consult for appropriate timing, location and programme
- ACCU staff, in consultation with the team leader, to localise the Self-Reflection Questionnaire (Rephrase Question No. 1 and No. 6).

### ii) Actual field visits (visit all, vary size/duration of mission)

NOTE: all the meetings, discussions, interviews should be digitally recorded by consent and saved on the laptop as well as external memory devices like USB flash memory.

#### **2.1 On Arrival**

- Team building within the evaluation team – sharing the principles of the mission, dividing specific roles (who to lead, facilitate the discussion, do interview, take notes, take photos, do recording, etc.).
- Meet with project officers, to explain process and invite to be part of the process as co-evaluators, and to clarify the details of the project based on the submitted coversheet for the final report.
- Fine-tune the scheduling and arrangement of the FGD, interviews, courtesy calls, etc, with the project officers. Confirm the appointment with the informants.
- Ask for advice on who has rich stories to tell for individual interviews.
- Ask for advice on who are the important stakeholders that the evaluation team should meet. Alternatively the evaluation team can list specific stakeholders they wish to meet and ask for cooperation in making the arrangement.
- Explain the concept of the final feedback session (open to all) and ask for the arrangement (venue, timing, announcement and invitation).
- Ask for cooperation in distributing and collecting the standardised “Self-reflection Questionnaire” designed to measure the learning outcomes of the direct learners (See Annexure II), and send ACCU the original responses by **Friday 31 October 2008** together with the Year 2 Final Report. (Provide the digital data with the project officer for translation.) Explain verbally how to answer Question 3 “hope timeline”.
- Pay courtesy calls to relevant officials (e.g. National Commission for UNESCO)

## Sampling of the SELF-REFLECTION QUESTIONNAIRE

Its purpose is to quantify and visualise the outcomes of the project activities from a standpoint of ESD.

First, in consultation with the project team, clarify the number of direct beneficiaries (not necessarily the end users). **The priority is for the questionnaire survey to cover all the direct beneficiaries.** However, if the total number of respondents exceeds 100, narrow down the number according to the rough guide, shown below, and do proportionate stratified sampling. The steps are as follows.

1. Divide your sampling frame into categories significant to the project.
2. Figure out the percentage of the total that each category forms.
3. Draw a random sample from each category that reflects its proportion in the number of the direct beneficiaries.

**Table 6-2. Table for Determining Sample Size (s) from a Given Population (P)**

N	s	N	s	N	s
10	10	220	140	1,200	291
15	14	230	144	1,300	297
20	19	240	148	1,400	302
25	24	250	152	1,500	306
30	28	260	155	1,600	310
35	32	270	159	1,700	313
40	36	280	162	1,800	317
45	40	290	165	1,900	320
50	44	300	169	2,000	322
55	48	320	175	2,200	327
60	52	340	181	2,400	331
65	56	360	186	2,600	335
70	59	380	191	2,800	338
75	63	400	196	3,000	341
80	66	420	201	3,500	346
85	70	440	205	4,000	351
90	73	460	210	4,500	354
95	76	480	214	5,000	357
100	80	500	217	6,000	361
110	86	550	228	7,000	364
120	92	600	234	8,000	367
130	97	650	242	9,000	368
140	103	700	248	10,000	370
150	106	750	254	15,000	375
160	113	800	260	20,000	377
170	118	850	265	30,000	379
180	123	900	269	40,000	380
190	127	950	274	50,000	381
200	133	1,000	278	75,000	382
210	136	1,100	285	100,000	384

Source: Krejcie and Morgan (1970).

Kane, Eileen. 1995 *Seeing for Yourself: Research Handbook for Girls' Education in Africa*, Washington D.C.: The World Bank

## **2.2 Convene Focus Group Discussion with Learners**

Organise FGD in a cosy environment.

Explain that you are here to learning from their experience, stories, opinions, etc.

Keep an eye on the interaction among and between the informants and the facilitator(s), and try to avoid the floor being dominated by a certain person and/or one strong statement leading other informants' opinions into a certain direction.

Use simple words and ask the following questions. You do not have to follow the sequence of the questions as long as those are covered by the end of the discussion.

It may be easier for the respondents to recollect and speak up, if you start with an easy-to-answer question such as "Tell me what you have done as part of this project." etc.

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?

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?

- After FGD, identify a manageable number of learners with rich experiences for individual interviews, in consideration with the advice from the project managers, and make/confirm appointment with them.

## **2.3 Interview with Learners**

Organise a series of individual interviews with learners identified from FGD in a cosy environment. It is advisable to limit the number of people present during individual interviews; otherwise it gives too much pressure on responding individuals (preferably, only an interviewee, an interviewer, an interpreter and a note-taker should be present).

- Conduct interview with learners selected from the FGD
- Expound on the general data gathered from the FGD with emphasis on the individual experience.
- The number of interviews depends on the IP and available time (Try at least **three** respondents, and they should approximate representative groups, e.g. gender, age, occupation, home village, etc.)

#### **2.4 Interview with Other Relevant and Important Stakeholders**

Organise a series of interviews - or FGD, depending on the size of the informants - with relevant and important stakeholders other than learners, in a cosy environment. You may need to explain the outline of this project where and if necessary.

- Obtain a better view of the project from different stakeholders' standpoints
- Validate the general data gathered from FGD and individual interviews
- Interviewers are free to form questions in light of characteristics of the stakeholder. (E.g. for parents, "what do you feel about your child before and after participating in the project?")

#### **2.5 Sharing Experiences, Reflections and Focus Group Discussion with Project Officers/Managers**

- Sharing and processing of findings with key staff members (not necessarily working directly on the project)
- Focus Group Discussion with those project staff using the same framework.

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?

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?

#### **2.6 Interview with Individual Project Staff: selected from the FGD**

- Expound the general data gathered from the FGD with emphasis on the individual experience.
- The number of informants depends on the IP and outputs from FGD – no need to do this if FGD has already produced enough data and stories to work on for analysis and synthesis.

#### **2.7 On-going Identification of Key Themes and Domains**

- At the conclusion of each day, the team will begin to identify key themes that surface from the data being collected.
- Type out the handwritten field notes for submission to ACCU (See the format in Annexure III).

### **2.8 Open Session for Formative Feedback (Recommendation)**

This serves as a prime opportunity to materialise the “HOPE” philosophy as the process of evaluation. This aims not only for the evaluation team to validate the data but also for any involved stakeholders to reorient their project towards ESD in a more holistic manner. This session helps the practitioners like project officers, teachers, etc. to conceptualise what they are doing at the grassroots level, and helps education policy makers and administrators to have a better picture of what ESD is and how the grassroots activities link to global initiatives like UNDESD.

- At the conclusion of the on-site mission, the Evaluation team including the Project team organises a feedback session.
- Open to anyone who would like to listen and has been affected by the project
- Can be used this opportunity for validation but also provide formative feedback for the project enhancement and sustainability.

#### **Sample Programme of OPEN FEEDBACK SESSION**

1. About ACCU
2. About ESD and the ACCU-UNESCO Asia-Pacific ESD Programme
3. The Outline of the Mission – purposes, duration, places we visited, people we met, etc.
4. Preliminary findings
5. Feedback, Q&A, Discussion

The session may take one or two hours including the discussion. The team’s presentation might take 20-30 minutes at maximum.

Divide the roles among presenters.

Arrange refreshments (water, tea and/or snacks if necessary).

For the presentation done by Palau, please see Annexure IV.

### **2.9 Other Data to be Collected as Evidence**

- Photographs
- Video footage
- Newsletters and other documentation done by the project team
- Newspaper clippings
- Background information (e.g. education statistics)

### **2.10 Preliminary Analysis**

- All materials will be recorded digitally
- Accompanying staff to take detailed notes for discussions
- Team to meet in the evening to conduct preliminary analysis by identifying themes that surface. Themes may be used by future missions and may grow as more missions are conducted.

**Note: Sharing of Roles in the Team**

A series of focus group discussion is a key component of the on-site mission. The team leader is expected to follow the discussion contents carefully, while COE representative(s) pays attention to the process of discussion, looking at facilitation, interaction among the discussants, environment, etc. ACCU staff mainly takes notes of the discussion, and other staff such as COE representative(s) is to support note-taking.

## V. Analysis and Synthesis

### i) **Management and Analysis of the IP-specific Data**

Each team to prepare a Mission Report that will be patterned from the Key Headings IP Cover Sheet of the final report.

### ii) **Synthesis of 10 IP Reports**

Dr. Nagata to work with ACCU staff in consultation with Mr. Wari and Dr. Guevara in terms of the computer-aided analysis of the data

#### ***2.1 Decide on the Final Analysis Process that will***

- Identify the broader themes that surfaces from the 10 IPs guided by the overall HOPE framework (Project Evaluation)
- Identify ESD-based Project Management issues that surface for IPs and ACCU (organisational learning)
- Begin to identify theoretical and practical advances in terms of ESD (research and advancing the field practice)

#### ***2.2 Convene an ACCU Focus Group Discussion***

- Sharing and processing of findings with key staff members (not necessarily working directly on the project)
- Focus group discussion of those project staff using the same framework:  
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?  
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?

#### ***2.3 Interview with ALL Individual Project Staff***

- To expound on the general data gathered from the FGD with emphasis on the individual experience.
- Number: All

## Annexure I:

Final Evaluation Form for the Innovation Project Implementing Organisations

### Cover Sheet for Final Report of the ACCU-UNESCO Asia-Pacific Innovation Programme for ESD

#### **1. Basic data and information**

Project Title	
Country	
Name/Title of Supervisor	
Name/Title of Project Manager(s)/Officer(s)	

On completion of your two-year project, please report on the results of your activities by replying to the following questionnaire. In cases where project activities are taking place in more than one location/setting, please fill out the pertinent information per sub-project activity by copying the table below. If your sub-projects are inter-related, you may fill out the information in a single table.

<b>Summary of the Project</b>	Briefly identify the project aims, rationale, strategies and progress made.		
<b>Learning Outputs</b>	List learning items such as brochures/posters, survey results, text books, workshop reports, etc. (feel free to add more rows if necessary)		
<b>Title of activity</b>	<b>Date</b>	<b>Number of participants</b>	<b>Briefly describe the aim of the learning activity and the learning processes used.</b>
●		persons	
●		persons	
●		persons	
●			
●			

Title of learning/ resource materials or activities	Number	Brief description of the nature (i.e. brochure, poster, etc.); content of the material (i.e. recycling tips, etc); the process of distribution (i.e. sent to all local NGOs, etc.) and ways of evaluating utilization, if any. (i.e. sent letters to ask for feedback, etc.)
●		
●		
●		
●		
●		

## 2. End of Project Review

<b>2.1 Contribution/ Impact of the Project Activities</b>	List contribution or impact of the project externally (i.e. Empowerment of the beneficiaries, etc) and internally (i.e. possible perception change in project managers and/or within your own institutions, etc)
<b>External effects</b> (For project learners and other stakeholders)	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>
<b>Internal effects</b> (Observed within your organization)	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>

<b>2.2 Innovations and Discoveries</b>	What would you consider as the major innovations and discoveries of the project? (i.e. new approach to educating local weavers, new model of local government and NGO partnership, etc.)
<b>2.3 Major Challenges Experienced</b>	What were the major challenges faced in pursuing your project goals?



#### **4. Brief analysis of your project goals from ESD perspectives**

According to the *Framework for the UNDESD International Implementation Scheme* compiled by UNESCO, Education for Sustainable Development (ESD) is considered to have three interlinked key areas (spheres): *Society*, *Environment* and *Economy* with *Culture* as an underlying dimension. In your particular effort to pursue the ESD goals, which sphere(s) of ESD do you emphasize most? Please share your views by circling the appropriate number on the scale, and state your comments in the box below.

	Not addressed			Addressed explicitly	
1) Society	1	2	3	4	5
2) Environment	1	2	3	4	5
3) Economy	1	2	3	4	5
4) Culture as an underlying dimension	1	2	3	4	5

Comments

For more information about the three key areas of ESD, please refer to the executive summary and page 14-15 of the “Framework for the UNDESD International Implementation Scheme” which is available on-line: <http://unesdoc.unesco.org/images/0014/001486/148650e.pdf>

*Please return your complete cover sheet, together with the augmented edition of your main interim report (covering the period up to 30 September 2008) to us by 31 October 2008. Thank you very much for your kind cooperation.*

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