RCE Session on Learning and Society at WEEC 2009

Is ESD making a difference?

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Is ESD making a difference?

- To whom?
- For what purpose?
- A difference to society?
- A difference to the environment?
- Different societal practices?
- Different learning processes?

Trends in evaluation

- 1st generation (positivists – measure)
- 2nd generation (interpretivists – describe)
- 3rd generation (judgement – formative)
- 4th generation (constructivists – agreed claims, utilisation focussed)
- Beyond 4th generation (critical realists)

- Measurement, objectivity and ability to control 'variables in social contexts'
- Critical dimension, participation and reflexivity
- **Evaluation AS Learning**

Evaluation in the context of sustainability

Towards non-prescriptive and emergent indicator frameworks for self-determined sustainability with a planetary conscience

Indicators set in advance (static)

Outcome-based assessment
Comparing
Ranking
Evidence

Emphasis on universal use

Emphasis on contextual use

Process-oriented
Collaborative learning
Reflexivity

Indicators are emerging (dynamic)

Source, Arjen Wals, 2009 Montreal RCE Evaluation Presentation

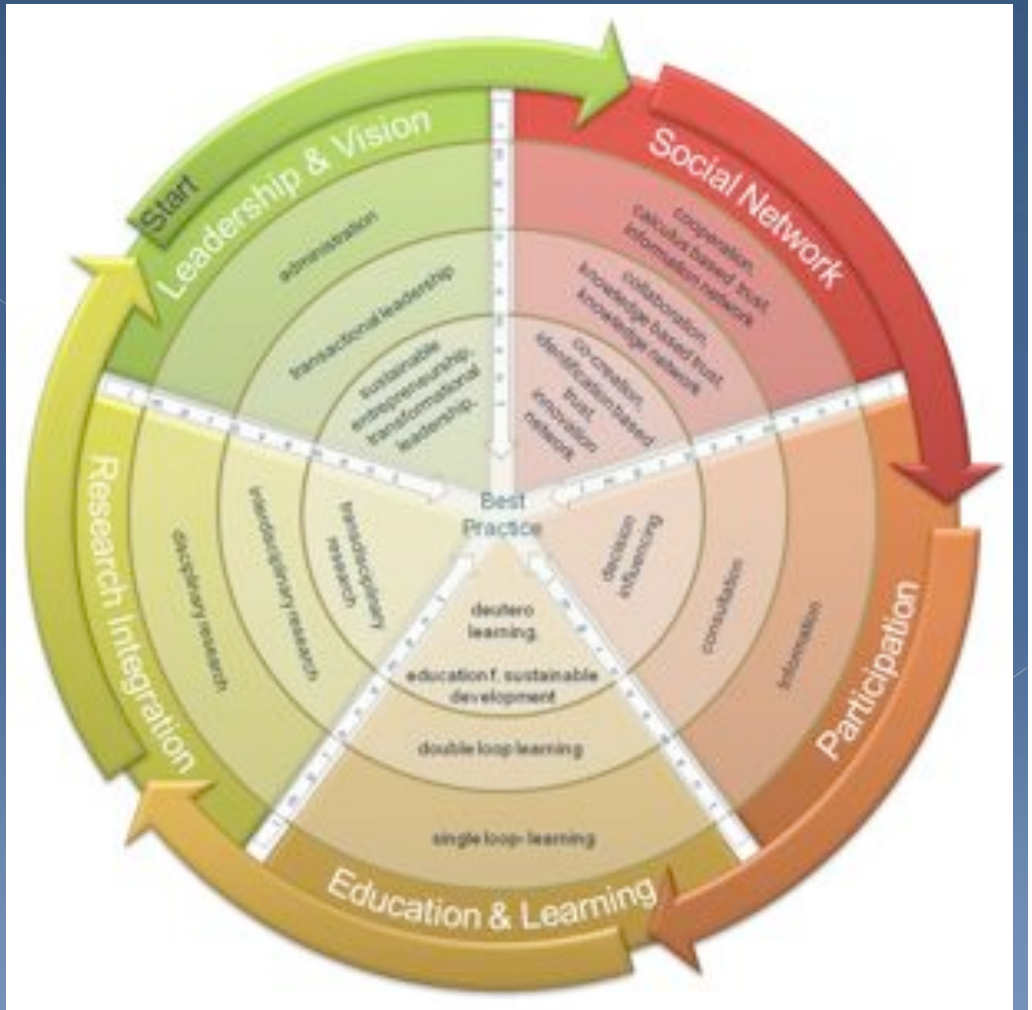
Key question

- How can we develop more *reflexive monitoring and evaluation* systems that can support meaningful learning?

Designing learning-based frameworks for evaluation

- Proposing a Framework model for Integrative Development Processes towards Sustainability as Evaluation & Planning Tool

Source: Clemens Mader 2009, RCE Graz-Styria. Monreal Evaluation Presentation



Examples of practice from RCEs

- Canada and Russia
- *Showing how local collaboration can contribute to environmental rehabilitation and improvement of quality of life, and new learning*
- *The question of how we monitor and learn from what is happening*

Eco-cultural sustainability as focus

- The focus of our monitoring, evaluation and learning practices – not everything can be measured – what about empathy, care etc.
- *How to build eco-cultural sustainability in our societies – how to address the gaps between thoughts and action?*
- *What competencies and social learning processes are needed and how do we recognise and develop them?*
- *Source: Harold Glasser RCE Grand Rapids*

Key question again …

- How can we develop more *reflexive monitoring and evaluation* systems that can support meaningful learning and eco-cultural sustainability / or socio-ecological resilience?