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

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Use of indicators for ESD implementation - purposes

- To set benchmarks for assessing current and future progress;
- To promote learning from each other in and in-between countries (rather than to promote ranking and comparing)

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Issues

- Need for adaptation to local circumstances and realities
- Process leading up to the reporting is crucial
- Value of the reporting highly depends on the quality of the data
- Learning and reflexivity are more important than ranking and accountability
- The importance of meaning and meaning-making

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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)

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	Outcome based M&E	Proces-based M&E
Main goals	- realising existing policy-targets/outcomes - accountability towards the funder(s) (often the government) - basic accountability from the government towards citizens	- involving stakeholders - improving the quality of the process - collaborative learning
Role of external party	- expert role - external observation - determining indicators to be used for measurement - collecting, analyzing and interpreting data - reporting	- facilitator / coach - participatory observation - co-determining desirable monitoring and evaluation system and indicators - increasing transparency, access and making progress visible (feedback) - challenging and enabling actors to engage in self evaluation and monitoring

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	Outcome based M&E	Process based M&E
Role of actors within monitoring and evaluation	- sources of information for the external evaluator	- participants in conversations about perceived needs and desired changes and their experiences with the process
For whom?	- funder, government, and, ultimately, society at large	- For all stakeholders in the process (the funder and/or government being one of them)
Underlying worldview	- empirical-analytical: understanding by reducing, looking for causal explanations, striving for objectivity and neutrality	- actors can have multiple (socially constructed) perspectives - holistic: looking for connections, relationships and synergies - room for subjectivity but… - striving for inter-subjectivity, common meaning and joint interpretations of what is happening and needs to happen

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	Outcome based M&E	Process based M&E
Risks	- results are snap-shots and their quality depends on the reliability and validity of instruments used. - M&E is mainly of interest to one party: the funder/commissioner of the research - results are merely used for strategic reasons	- results are not considered to be scientific or trustworthy by those who have a conventional view of research (but have a lot of power) - inadequate use of methods or lack of access to the research, keeps some voices from being included - time-consuming
Advan-tages	- easy to plan, relatively cheap, attractive for policy-makers working with short policy-cycles	- all participants can benefit from the M&E process (the process can contribute to their (professional) development) - allows for the emergence of a long term perspective - M&E stimulates learning and leads to new insights that can benefit similar processes elsewhere

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Some questions

- How can we develop more *reflexive monitoring and evaluation* systems that can support meaningful learning?
- How can we get a better grip on the concept of '*ESD-competence*' without becoming prescriptive?
- How can *multi-stakeholder (social) learning* in the context of ESD be supported by *governance*?
- What capacities are needed and need to be developed in order to *facilitate* this kind of learning?

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ESD-related competence

- Competence
- SD Competence
- ESD Competence
- ESD Implementation Competence…

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SD Competence

- Understanding sustainable development
- Systems thinking
- Adopting an integral view

} Dynamics of SD

- Personal leadership and entrepreneurship
- Unlocking creativity
- Appreciating chaos & complexity
- Fostering collective change

} Change & Innovation

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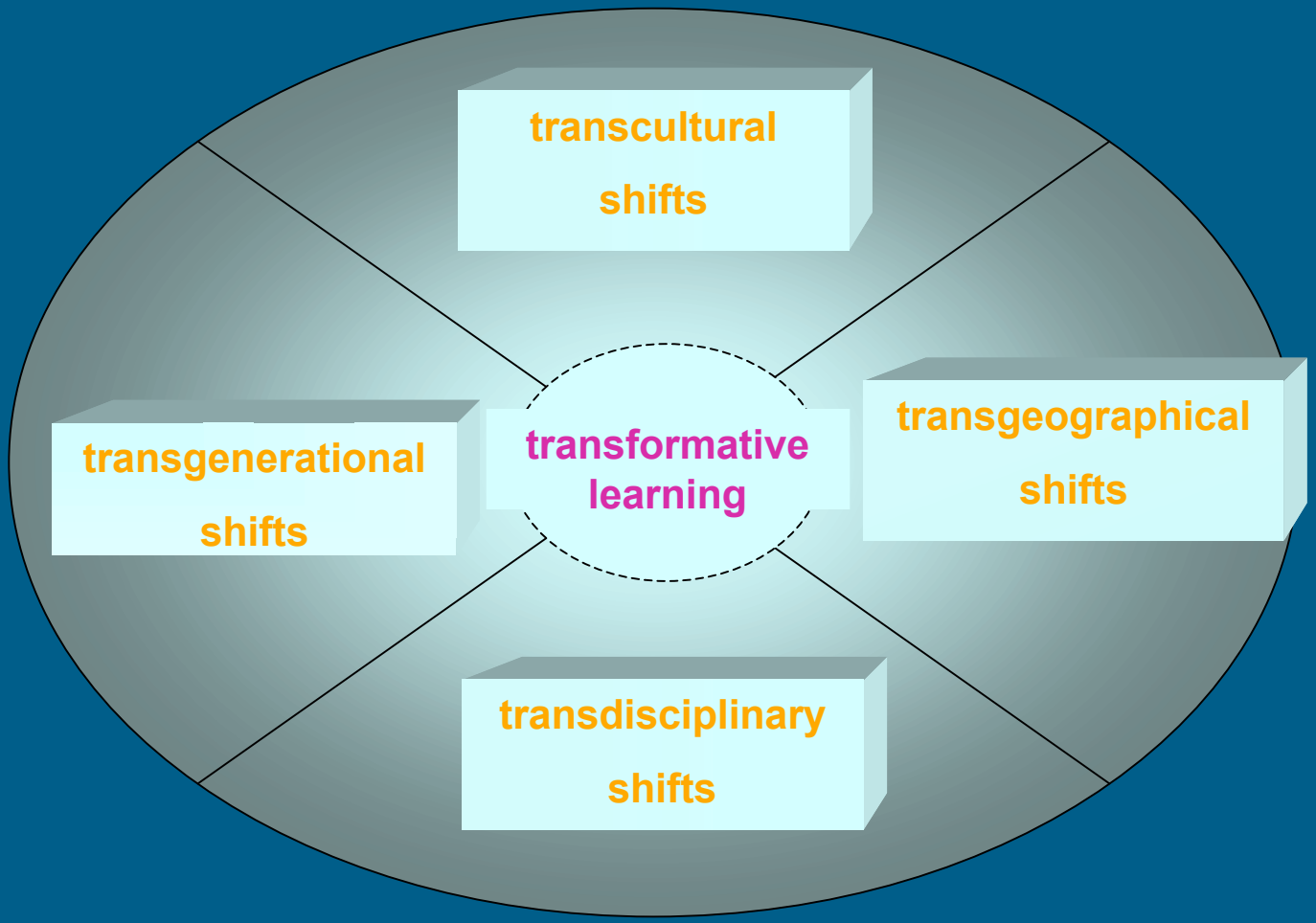
Sustainability Competence?



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