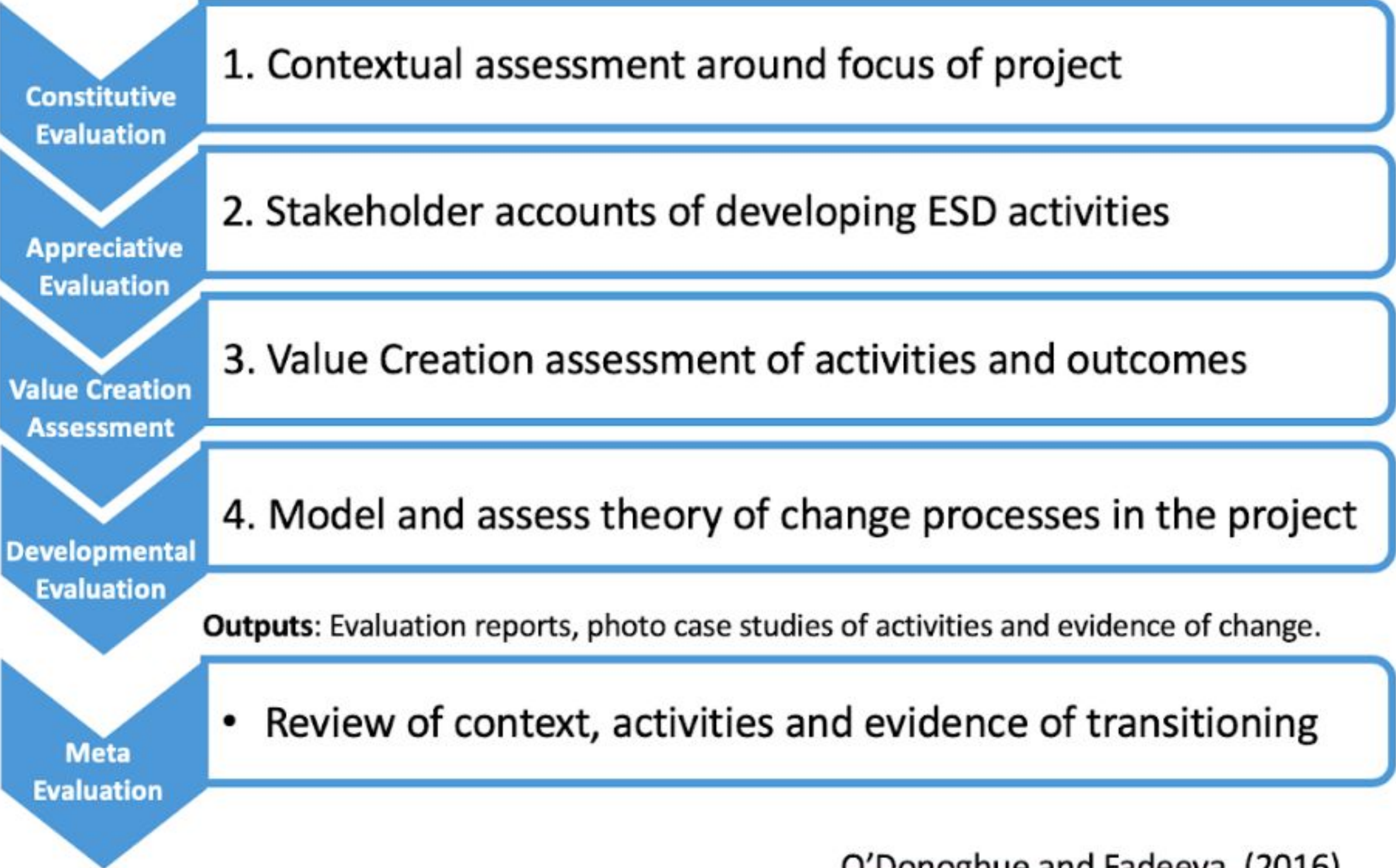


An overview of an ESE evaluation process



O'Donoghue and Fadeeva, (2016)

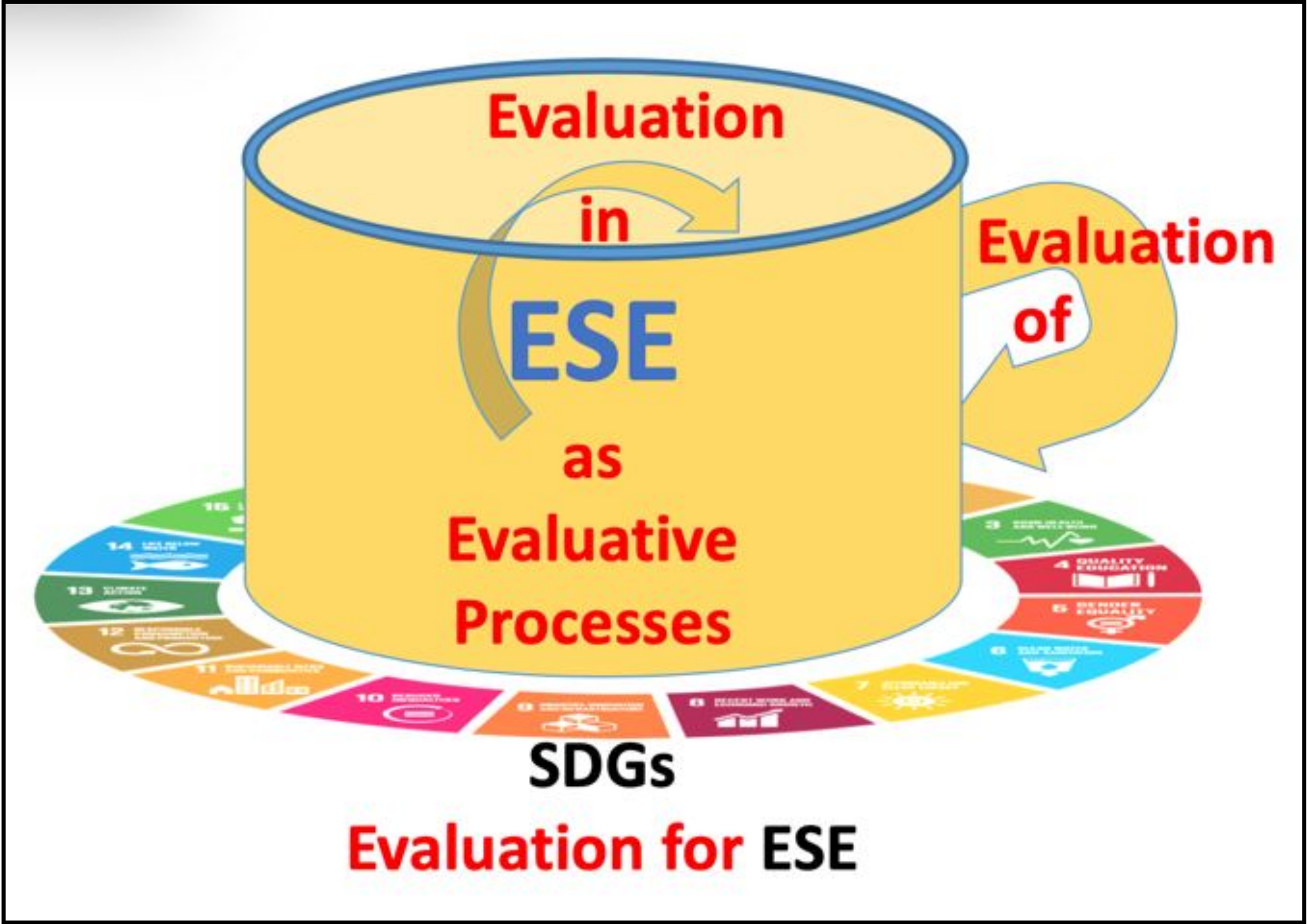
“Because we are embodied as well as conceptualising beings, the human sciences must be prepared to use quantitative as well as qualitative research, that is, to measure and count our material features, as well and interpret and record our conceptual activity – to employ, in effect, mixed-methods research (Bhaskar, 2016:57

How do we meaningfully mix ESE evaluation methods and synthesize findings?

How do we teach this, with sound ontological and epistemological (philosophical) framings?

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CIES 2019

Evaluation: A ‘nested game changer’ in ESE as evaluative processes of learning-led change



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Evaluation Roundtable Purpose

To gather insights on a meaningful mix of evaluation processes in order to build a short course on Evaluation for Environmental Sustainability Education (ESE) Practitioners in Diverse Contexts including Higher education, ESE Centers and Organisations.

United Nations Evaluation Group (2016) Norms and standards for evaluation.

An evaluation is an assessment, conducted as systematically and impartially as possible, of an activity, project, programme, strategy, policy, topic, theme, sector, operational area or institutional performance. It analyses the level of achievement of both expected and unexpected results by examining the results chain, processes, contextual factors and causality using appropriate criteria such as relevance, effectiveness, efficiency, impact and sustainability. An evaluation should provide credible, useful evidence-based information that enables the timely incorporation of its findings, recommendations and lessons into the decision-making processes of organizations and stakeholders

Q1: Share your example of meaningful ESE evaluation

The context?

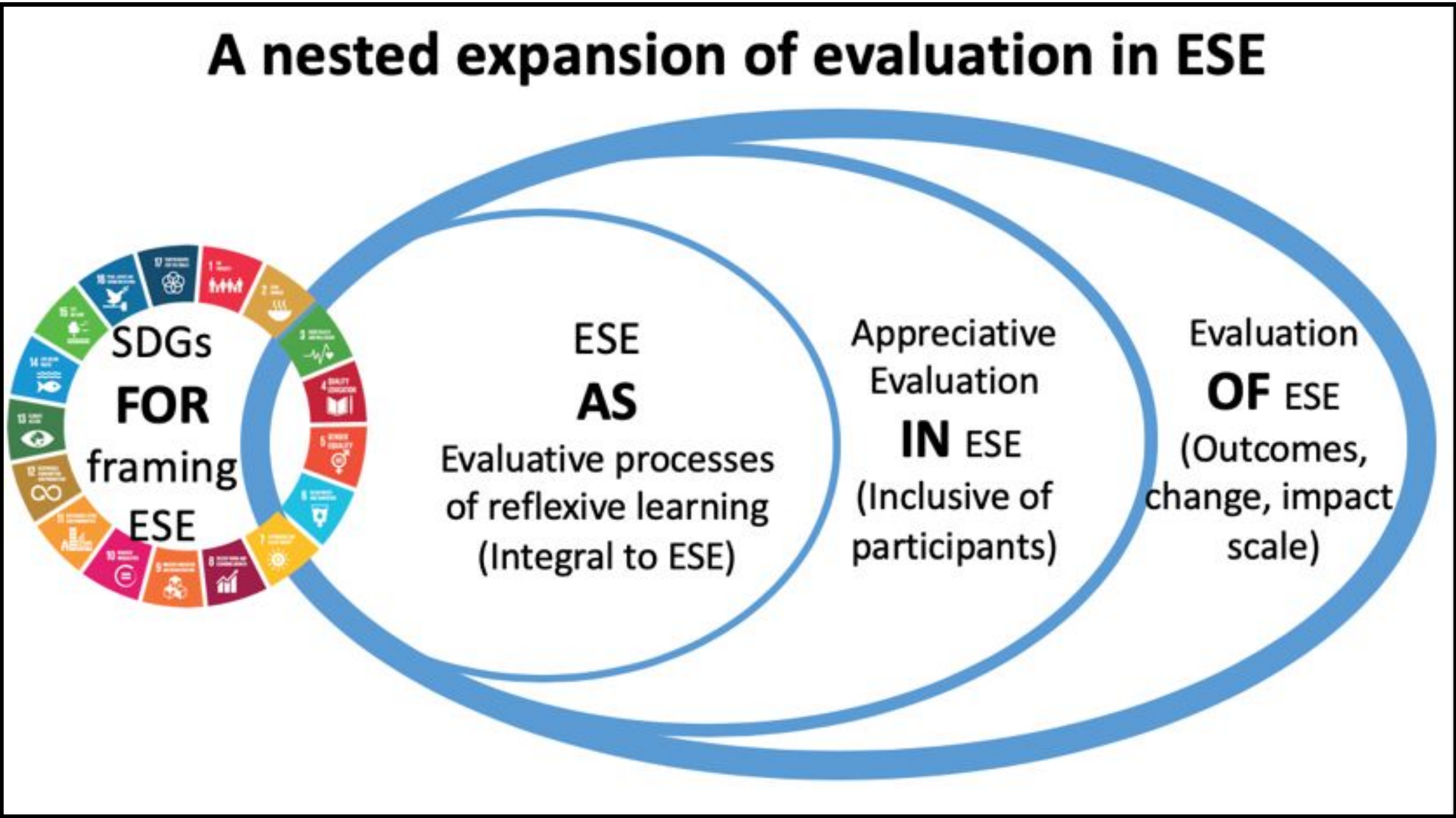
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Why meaningful?

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Evaluation

Over time, there has been a recognition that the ‘gold standard’ of objectively measuring the behavioral outcomes of education and development programmes, has limitations. Alternatives such as constructivist and participatory evaluations are being used, but practitioners often struggle to justify, reconcile and synthesize them.

Q2: What should feature in evaluation courses?

What method(s)?

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What philosophical framing?

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