UN DESD Global Monitoring and Evaluation Framework (GMEF)

Operational Plan

UNESCO, Paris
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‘Not everything that counts can be counted.

Not everything that can be counted counts.’

*Albert Einstein*
1. Context

The launch of the United Nations Decade of Education for Sustainable Development (DESD) in 2005 marked the beginning of a world wide movement which seeks to improve opportunities and quality in Education for Sustainable Development (ESD). This followed the adoption of resolution 57/254 by the United Nations General Assembly and the release of a DESD International Implementation Scheme (IIS) (2005). The scope of the DESD is broad and its potential effects are far reaching. If it is successful the DESD could transform not only education but also the quality of life of many across the globe.

The IIS sets the major thrusts of ESD as well as global milestones for the ten year period providing a basis for reporting. The IIS identifies monitoring and evaluation as part of the implementation strategy and recommends the development of indicators for all levels. UNESCO was designated as the lead agency and has the responsibility of establishing mechanisms for monitoring and evaluation as well as for reporting on progress to the UN General Assembly in 2010 and the UNESCO Executive Board at the end of each Biennium.

To this end, UNESCO established a Monitoring and Evaluation Expert Group (MEEG) in 2007 to advise on appropriate monitoring mechanisms for assessing (i) global progress in the implementation of the DESD and (ii) to assess UNESCO’s own contribution to the implementation of the DESD. The MEEG recommended that UNESCO publish three Global Monitoring and Evaluation of DESD implementation reports during the life of the Decade:
- in 2009 focusing on the context and structure of work on ESD;
- in 2011 focusing on processes and learning initiatives related to ESD; and
- in 2015 focusing on impacts and outcomes of the DESD.

It is therefore important for UNESCO to adopt a global framework for monitoring and evaluation that ensures effective assessment of the of DESD implementation.

2. This Document

This document was commissioned by the DESD Secretariat to assist with formalising the Global Monitoring and Evaluation Framework proposed by the MEEG and to provide an accompanying operational plan. This is a UNESCO internal document developed in close consultation with the DESD Secretariat, the MEEG, the UNESCO Regional Focal Points and UNESCO Cluster Office Focal Points. The UNECE Expert Group on Indicators in ESD was also consulted.

3. The Global Monitoring Framework (GMEF)

Following the advice of the DESD Monitoring and Evaluation Expert Group (MEEG), a global framework was developed which provides a rationale, identifies methods and provides structures for the data collection, analysis and reporting processes for the DESD at the global level.

The Global Monitoring and Evaluation Framework has been designed to:

a. raise awareness amongst stakeholders about the DESD;
b. provide opportunities for reflection and learning;
c. monitor progress across a range of sectors (e.g. formal education, community, government, business);
d. assess changes in context and structures, processes and learning as well as outcomes and impact;
e. provide a regional as well as a global map of progress; and
f. assess the contribution of UNESCO to the DESD and the lessons learnt in the process of implementation.
The GMEF is underpinned by the major thrusts of ESD (see Appendix 1) and global milestones for the Decade (see Appendix 2) as identified in the UN International Implementation Scheme (2005).

The GMEF combines self-reporting, participatory monitoring and expert evaluation processes to increase opportunities for engagement as well as assure representation and validity of the data. The following five components underpin the Global Monitoring and Evaluation Framework:

a. *Questionnaires* – Three questionnaires will be administered at the country level to increase awareness of the DESD and provide opportunities for self-reporting as well as reflection on national progress. Questionnaire respondents are asked to engage a range of stakeholders actively in collecting data and responses. The information generated through the questionnaires will be collated at the regional level and provide baseline data for the global monitoring and evaluation of DESD implementation reports in 2009, 2011 and 2015 (see below).

b. *Complementary research* – The aim of this component is to complement and enrich the information generated from the questionnaires and the multistakeholder consultation process. Complementary research will help (a) identify global issues; (b) capture innovative practice; (c) assess changes within and across the regions (d) capture learnings at global level and (e) possibly, help stories and voices of ESD practitioners to be heard. The qualitative and quantitative information generated from this component could be seen as an important element in the development of the Global Progress Report.

c. *Multi-stakeholder consultation process (MSCP)* – Stakeholders will be involved in the monitoring and reporting process at a number of levels. At the national level, UNESCO National Commissions will be asked to involve stakeholders in the completion of the questionnaire. At the regional level, UNESCO Regional and Cluster Offices will be asked to involve relevant stakeholder groups in providing insights and validating the data collected. At the international level, 5-7 global stakeholder networks specializing in major ESD themes will be asked to provide brief submissions regarding achievements, challenges and lessons learnt in implementing the DESD. These submissions will inform the Global Progress Report.

d. *Longitudinal assessments* – This component is critical a) to assess the depth and impact of changes within and across the regions as well, b) to capture learning at the global level over a period of time. The longitudinal assessments will be undertaken by a group of ESD experts. This component is resource intensive and requires external funding before it can be implemented.

e. *Self assessment process and portfolio of evidence* – A self-assessment tool will be developed to capture the contribution of UNESCO to the DESD. Users of the tool will provide a portfolio of evidence which will be independently validated. A forum for sharing results of self-assessment, experiences and lessons learnt also forms part of this component. The Thematic Programme Leaders would play a key role in this self-assessment.

To ensure the robustness of the GMEF it is vital that linkages be established between the components identified above. The Operational Plan is designed to enable these linkages.

### 4. The Operational Plan

The Operational Plan of the Global Monitoring and Evaluation Framework (GMEF) frames the sequence of monitoring activities and aligns them to biennium reporting timelines. It further defines the GMEF in practice and considers capacity building needs, resourcing
possibilities and constraints. The Plan also identifies who should be involved and defines responsibilities as well as support mechanisms at various levels.

The Plan follows the structure identified by the MEEG as well as the biennium reporting timelines to deliver three key reports to be released between 2009 – 2015:

- In 2009, a report focusing on the contexts and structures of work on ESD;
- In 2011, a report focusing on processes and learning initiatives related to ESD; and
- In 2015, a report focusing on impacts and outcomes of the DESD.

Each of the five components of the GMEF as well as a set of ESD Global Indicators will contribute to these reports.

4.1 Questionnaires

Three questionnaires will be administered throughout the Decade. Each questionnaire will focus on the areas identified for the 2009, 2011 and 2015 reports (see above). The questionnaires will assist in raising awareness of the DESD at the national level and the need to monitor and evaluate progress.

**Questionnaire development**

a) the questionnaires are designed by the MEEG in close consultation with the UNESCO DESD Secretariat and test piloted in a minimum of four regions;

b) questionnaires are framed around the 4 major ESD thrusts, the 4 DESD objectives enshrined in the International Implementation Scheme and the issues in the ESD UNECE-UNESCO reporting template.

c) closed and open ended questions are used to capture a range of responses to the DESD at the national level;

d) the questionnaires are available in English, French, and Spanish. The questionnaires are accompanied by a guidelines document that has been developed to assist with the completion of the questionnaires. The guidelines document is also available English, French, and Spanish.

**Questionnaire implementation**

a) UNESCO Regional Offices, in close consultation with UNESCO Cluster Offices and National Office, clearly identify which stakeholders might participate in completing the questionnaire;

b) Regional and Cluster Offices alert the relevant agencies to the arrival of the questionnaires at least 4 weeks before distribution;

c) the questionnaires and accompanying guidelines are sent to National Commissions and Permanent Delegations by the DESD Secretariat, Regional Offices send the questionnaire and guidelines to National and Cluster Offices;

d) National and Cluster Offices encourage National Commissions to nominate a focal point to lead the questionnaire process at the national level and engage a range of stakeholders actively in collecting data and collating responses;

e) respondents are asked to provide evidence to support their responses;

f) the completed questionnaires are sent to the education focal point in the UNESCO Regional Offices;

g) teams of regional consultants are contracted to assist with collating the data from the questionnaires and filling in a template which enables easy interpretation of the data.

h) the regional teams are asked to submit their insights and to identify snapshots for inclusion in the global reports.

i) guidelines documents for Regional and Cluster Offices on how to collate responses and prepare regional reports are developed by the MEEG in close collaboration with the DESD Secretariat (see Appendix 4).

j) respondents are invited to provide feedback on the value and limitations of the questionnaire - this feedback should inform the development of the 2nd and 3rd questionnaire;
Questionnaire feedback

a) feedback mechanisms are established to inform the DESD Secretariat, and representatives from MEEG who will be involved in planning the next questionnaire cycle to commence in 2009; and,

b) a meeting bringing together the DESD Secretariat, representatives from MEEG and the Regional and Cluster Offices should be planned for early 2009. The purpose of this meeting is to reflect on the process and improve it for the next round which is to commence in 2009. An additional meeting may be held after the 2nd cycle has been completed in 2010 to inform the 3rd and final cycle to commence in 2014.

Implementation considerations

The DESD focal points in the Regional and Cluster Offices are important to the success of this component of the Global Monitoring and Evaluation Framework. It is suggested that the DESD Secretariat invite the DESD focal points from Regional and Cluster Offices to a forum which would assist with planning implementation and identifying capacity building needs across the regions. The meeting would need to identify the type of support that regional representatives and offices need to implement this component of the Global Monitoring and Evaluation Framework and anticipate any issues regarding collection, collation or validation of data. The MEEG should be involved in facilitating this exchange and providing advice where appropriate.

The Regional and Cluster Offices also play a key role in motivating and encouraging National Commissions and agencies to involve stakeholders from across the sectors and from different levels of engagement when collating responses for the questionnaire. This is important for collecting a broad and representative picture of plans, activities and their impact. Regional representatives should advise National Commissions and government agencies on focus groups or use of electronic communication as a way of seeking stakeholder input.

Appendix 8 provides a summary of activities and timeline associated with this component.

4.2 Complementary research

The aim of this component is to complement and enrich the information generated from the questionnaires and the multistakeholder consultation process. Complementary research will help (a) identify global issues; (b) capture innovative practice; (c) assess changes within and across the regions (d) capture learnings at global level and (e) possibly, help stories and voices of ESD practitioners to be heard.

The qualitative and quantitative information generated from this component could be seen as an important element in the development of the Global Progress Report.

To further enrich information generated from (i) questionnaires completed at national levels; (ii) insights provided by regional teams; (iii) insights provided by global stakeholder submissions (see 4.3 below), complementary research will be carried out wherein additional data will be generated by analysing existing ESD programmes, carrying out interviews with key ESD players, reviewing already documented evidence and possibly conducting studies on a particular ESD theme.

Complementary research will strengthen the data that will be generated from the questionnaires and the multistakeholder consultation process.

Implementation considerations

The DESD Secretariat and the MEEG should be involved at various stages of this process to ensure that all activities related to the component of complementary research are aligned with the Global Monitoring and Evaluation Framework.

Appendix 5 provides a summary of the various DESD reports that have aided in developing the complementary research component.
4.3 Multistakeholder Consultation Process (MSCP)
Engaging stakeholders across the sectors is a critical part of the process of effective monitoring and evaluation. It also serves to increase stakeholder awareness of ESD, the importance of reflection, learning and evaluation as well as, increase ownership of the DESD. The Global Monitoring and Evaluation Framework seeks to engage stakeholders at the national level through engaging them in the process of completing the questionnaire. At the regional level, UNESCO Regional and Cluster Offices will be asked to invite relevant stakeholders to assist with providing insights and validating the data collected from the questionnaires.

At the international level, 5-7 global stakeholder networks will be asked to provide brief submissions regarding achievements, challenges and lessons learnt in implementing, which will inform the Global M&E of DESD Implementation Report.

- UNESCO National Commissions and/or other agencies completing the questionnaires are encouraged to engage stakeholders in the process of addressing questions;
- the cover letter accompanying the questionnaires highlights the importance of involving stakeholders in the process of completing the questionnaire;
- the Regional and Cluster Offices are asked to engage regional stakeholders in the process of validating the data captured and providing insights for the global report;
- the DESD Secretariat identifies 5-7 global stakeholder networks which are involved in ESD to provide a brief submission in response to some overarching questions and evidence to support information presented;
- the DESD Secretariat prepares a list of criteria for the selection of the global stakeholder networks;
- the global stakeholder networks are briefed on the entire process and their role in providing input to the global report - the DESD Secretariat may consider organising a teleconference to achieve this; and,
- the collated responses and accompanying evidence is submitted by the stakeholder networks to the Global Progress Report Coordinator (see section 5) who will consider this input when constructing the global report.

Implementation considerations
The DESD Secretariat should consider engaging with meta-networks which have global reach and are engaged in DESD activities, for example, IUCN Commission on Education and Communication; Earth Charter International: Global Youth Action Network; the CSD Education Caucus; World Business Council on Sustainable Development and ICLEI.

The DESD Mid Decade Review conference planned for Germany could provide an opportunity to collect feedback from stakeholders on the Global Report itself.

Appendix 8 provides a summary of activities and timeline associated with this component.

4.4 Longitudinal Assessments
The Global Monitoring Framework would be greatly strengthened by longitudinal assessments of the impact of the DESD across the globe. It is proposed that funding be sought to support this fourth, and more costly, component of data collection and validation.

- the UNESCO ESD Chairs and experts in longitudinal assessments could co-jointly develop and implement a research approach which can assess progress across the ESD sectors over time;
- it is proposed that a UNESCO Chair who has significant stature and international experience in ESD be identified as Chair of this group - this will need to have the credibility to attract funding for this component;
- all UNESCO ESD Chairs and UNITWIN Chairs be encouraged to seek funding as well as participate in this endeavor and,
- details of the implementation of this component are subject to funding received.
Implementation considerations
This is a complex but rich component of the Global Monitoring and Evaluation Framework which could provide invaluable data. The Group may wish to consider the existing networks (e.g. UNU RCEs), which have been developed in response to the DESD, to provide the basis for the longitudinal assessments.

Appendix 8 provides a summary of activities and timeline associated with this component.

4.5 UNESCO’s Self-Assessment and Portfolio of Evidence
As lead agency for the DESD, UNESCO has two related roles to play. The first is that of leader, to catalyse, coordinate and lend support to the global process. The second is as one of the implementers of the Decade, particularly to help create an enabling environment within the UN family for the DESD.

The data collected from this component will assist to assess UNESCO’s own contribution to the DESD and will form part of the reports to the UN General Assembly in 2009 as well as to the UNESCO Executive Board at the end of each Biennium.

This component will consist of a self-evaluation, an independently validated portfolio of evidence and a forum for reflection.

a) MEEG, in close consultation with the Thematic Programme Leaders will provide a series of questions for self-assessment and guidelines on how to complete the portfolio of evidence.

b) The questions will invite Thematic Programme Leaders to engage with their teams and stakeholders in a review of progress informed by UNESCO’s Action Plan.

c) An evaluator (perhaps a member from MEEG) would then validate the portfolio of evidence and provide feedback.

d) The Thematic teams will present a summary of progress, identify lessons learnt and how incorporated into the next round of implementation at a reflective internal forum.

e) The evaluator integrates key messages from self evaluation and seminar and provides a 2-3 page summary of progress and learning. The results and insights communicated at the Forum will inform the Global Reports in 2009, 2011, 2015.

f) The evaluator should consider how the current monitoring and evaluating initiatives of the Thematic Programmes enable DESD contributions, learning and achievements to be assessed.

Appendix 5 provides a summary of the various DESD reports which have informed this component.

Appendix 8 provides a summary of activities and timeline associated with this component.

4.6 ESD Indicators
The Global Monitoring and Evaluation Framework is underpinned by a set of global indicators concerning contexts and structures, processes and learning and impacts and outcomes to provide the basis for assessing progress in ESD the DESD. The indicators for reporting Cycle 1 focusing on contexts and structures are listed in Appendix 7.

The indicators cut across specific sectors and are relevant to all countries. They combine context, learning, process and performance indicators to provide an indication of the type and scale of progress during the DESD.

The choice of indicators was informed by:

a) the objectives and global milestones identified in the UN DESD International Implementation Scheme; and,

b) the work undertaken by the UNECE Experts Group on Indicators and UNESCO IUCN Asia Pacific Indicators Project. Their pioneering work in developing and trialling ESD indicators is acknowledged.

Implementation considerations
The indicators listed in Appendix 7 are not a definitive list of indicators and should evolve as the monitoring and evaluation process is implemented. The MEEG will take responsibility for reviewing the list at the end of each reporting period and generating indicators for each cycle in close consultation with the DESD Secretariat and Regional and Cluster Offices.

5. Global Progress Report

The Global Progress Report will be developed on the basis of the information generated from the five components of the GMEF:

a) Questionnaires which will collate information at the national level and which will inform a regional report which will document trends and provide a ‘snapshot’ of activities;

b) Complementary research which will provide analytical insight into ESD progress at national, regional and global levels;

c) Multistakeholder Consultation Process;

d) Longitudinal Assessments; and

e) UNESCO self evaluation,

The ESD indicators identified in the GMEF serve as a basis for structuring these reports.

6. Communication for the Global Monitoring and Evaluation Framework

It is suggested that some visual identity be established for activities associated with the Global Monitoring and Evaluation Framework to distinguish them from other initiatives. This would contribute to raising awareness of the DESD monitoring and evaluation task but also assist stakeholders to link the various components and activities of the Framework. The proposed visual identity for the GMEF is shown below

The Global Monitoring and Evaluation Framework (GMEF) not only spans across a range of components (questionnaire, stakeholder engagement complementary research, longitudinal assessments, etc.) but across several reporting timeframes (2009, 2011, 2015). The GMEF Framework would thus be used in all documents.

It is also advised that a GMEF web page be developed and updated regularly. The web page would be located within the DESD. The web page will outline the process and invite stakeholders to become involved in the process through the various components of the GMEF. The draft and final global progress reports would be posted on this web page.

7. Timelines

Appendix 9 contains the timelines associated with the Global Monitoring and Evaluation Framework. This document shows the development of activities over time and in relation to the various components of the GMEF.

8. Need for Resources

It is beyond the remit of this operational plan to provide estimates for costing. However, this section identifies needs for resources providing an indication of the financial and in kind
investment needed. Please note that this section only maps out needs and options for cycle 1 as requested by the UNESCO Secretariat.

8.1 Questionnaires
a) The MEEG constructs the questionnaires on a voluntary capacity – however, funding for meetings is required.
b) Resources and support are needed to translate the questionnaires and accompanying documentation (i.e. national guidelines).
c) Resources are needed to fund the regional teams to collate the questionnaire data.
d) The MEEG will provide input and review documents and oversee work as appropriate in a voluntary capacity.
e) If capacity building workshops for the regions proceed resources are needed for planning and holding these workshops.
f) Resources to fund the ‘end of cycle 1 meeting’ are needed. This meeting would bring together the DESD Secretariat, MEEG and ROs & COs to learn from the experience and develop/plan Cycle 2.

8.2 Complementary research
MEEG will provide input to this component in a voluntary capacity.

8.3 Multi-stakeholder consultation process
Funding may be needed to bring stakeholders together; however, if there is an opportunity to have a teleconference call or bring the leaders or co-ordinators of networks together at a Conference they are already committed to attending in early-mid 2008, as consequence, no resources would be required.

8.4 Longitudinal Assessment
Funding is needed to bring together a working group composed of some members of MEEG, UNESCO ESD Chairs as well as selected ESD experts This working group would develop a proposal for funding and seek resources to advance this component.

8.5 UNESCO’s Self-Assessment and Portfolio of Evidence
a) The Thematic Programme Leaders will need to invest time in this component.
b) An evaluator will need to be commissioned to review the portfolio of evidence and provide feedback to the Thematic Programme Leaders on progress and future considerations.
c) MEEG would volunteer time to assist with the construction of the self-assessment tools.

It is important to acknowledge the limitations of the Global Monitoring and Evaluation Framework presented here:

a) The Global Monitoring and Evaluation Framework has been developed to assess implementation of the DESD. In reality, it is more likely to capture the changes occurring during the ten year period marked by the DESD and not just initiatives developed under the label of the DESD. It will prove difficult to discern which plans, policies and activities were developed specifically for the DESD and which have gained or gathered momentum because of the existence of the DESD.
b) Resource and time constraints will mean that it will be difficult to reach everyone involved in DESD or ESD activities.
c) Although a baseline assessment of progress will be sought in the first cycle of data collecting and reporting, it is likely that the relevant data is not readily available. The lack of resources means that only information that is available can be compiled. This limits the depth and reach of the global monitoring process. The GMEF recognises that at this early stage in the process of Decade implementation most of the
information available relates to inputs, structures and investments rather than outcomes, impacts or performance.

d) Prior academic or practical knowledge of ESD indicators is limited. The Global Monitoring and Evaluation Framework built upon the experience of the UNECE and Asia-Pacific regions in this area. However, these experiences are recent and in their early stages of implementation. More research, experiences and dialogue are needed.

10. Finally.....

The Global Monitoring and Evaluation Framework can assist in tracking progress against the goals of the DESD and provide a mechanism for ESD communities across the globe to plan and learn together. It is not intended to be a benchmarking process.

The GMEF presented here is designed not just to collect data but to provide opportunities for reflection as the UN DESD is implemented in different ways and with different approaches across the globe.
APPENDIX 1

The 4 Major Thrusts of Education for Sustainable Development for DESD:

**Promoting and improving quality education:**
Basic education needs to focus on sharing knowledge, skills, values and perspectives throughout a lifetime of learning in such a way that it encourages sustainable livelihoods and supports citizens to live sustainable lives.

**Reorienting educational programmes:**
Rethinking and revising education from nursery school through university to include a clear focus on the development of knowledge, skills, perspectives and values related to sustainability is important to current and future societies.

**Building public understanding and awareness:**
Achieving the goals of sustainable development requires widespread community education and a responsible media committed to encouraging an informed and active citizenry.

**Providing practical training:**
All sectors of the workforce can contribute to local, regional and national sustainability. Business and industry are, thus, key sites for on-going vocational and professional training, so that all sectors of the workforce can have the knowledge and skills necessary to make decisions and perform their work in a sustainable manner.

(The DESD at a glance, UNESCO information brochure)
APPENDIX 2
Key Global Milestones

The Decade is a commitment that will be implemented by Member States according to their priorities and approaches. It also represents a common understanding, as outlined in the relevant GA resolutions (resolutions 57/254, 58/219 and 59/237), to work towards common goals and objectives. Thus, it is important that some common milestones be identified that can be addressed by all actors. These include:

- Clearly indefinable plans and/or activities in place in Member States;
- Identified focal points in Member States with reporting responsibilities
- Regional plans or strategies. These may also be presented at sub regional levels
- Indicators of progress and mechanisms for monitoring their achievement
- Identified sources for technical assistance and examples of good practice
- Information sharing on relevant research, development and innovation;
- Modalities for fostering partnerships;
- Provision of guidance in key areas;
- Mid-Decade and end-of-Decade reports to the UN General Assembly.

UNESCO, in its international coordination role, will work with all partners to develop means and timelines (when appropriate) for the above.

(International Implementation Scheme, UNESCO 2005 p.17)
APPENDIX 3

Extracts regarding Monitoring and Evaluation from the IIS

‘An initiative as long and complex as a Decade must benefit from adequate processes of monitoring and evaluation from the start. Without that, it will be impossible to know if the Decade is making a difference and what that difference is. A key aspect of monitoring and evaluation will be the identification of suitable and relevant indicators at every level – local, national, regional and international and for each initiative and programme.

…both qualitative and quantitative evaluation methods will be necessary to track the DESD as well as longitudinal and community wide studies.’

(IIS, UNESCO 2005 p.21)
APPENDIX 4

SUPPORTING THE IMPLEMENTATION OF THE QUESTIONNAIRE

A series of guidelines is to be developed:

National Guidelines

No: 1 Guidelines - Completing the 2008 Questionnaire on context and structure

No.2 Guidelines - Completing the 2010 Questionnaire on processes and learning

No. 3 Guidelines - Completing the 2014 Questionnaire on impacts and outcomes.

Regional Guidelines

No. 1 Template and Guidelines for Regional and Cluster Offices - Preparing regional reports from the 2008 Questionnaire on context and structure.

No.2 Template and Guidelines for Regional and Cluster Offices - Preparing regional reports from the 2010 Questionnaire on processes and learning.

No. 3 Template and Guidelines for Regional and Cluster Offices - Preparing regional reports from the 2014 Questionnaire impacts and outcomes.
APPENDIX 5

INFORMING THE RESEARCH COMPONENT

The research components (comprised of the complementary research and the longitudinal assessments), outlined in this Global Monitoring and Evaluation Framework have been informed by three distinct documents:

1. **The DESD International Implementation Scheme**
   The DESD IIS identifies research as an important strategy for achieving the DESD goals. It calls for research which:
   - Gathers baseline information and create longitudinal studies to evaluate new ESD programmes
   - Gathers data to share with politicians and ministry officials to show that ESD programmes are effective and worth funding
   - Documents successes to replicate them and document failures, so as not to repeat them
   - Uses data rather than assertions to help construct arguments that ESD is good education
   - Identifies appropriate ESD pedagogy
   - Advances the conceptual and theoretical development of ESD
   - Identifies linkages between ESD with other aspects of learning (e.g., literacy, numeracy, natural science, social science) and with modes of development intervention (e.g., sectoral projects, community mobilization)
   - Increases research on quality teaching and learning approaches for ESD to help learning become more transformative in nature.

2. **The UNU-UNESCO Workshop, 20-22 February 2006.**
   This workshop assisted in setting the scene for a strategic research agenda for the UNDES. It identified seven research needs:
   - Clarifying the concepts of ESD and ESD research.
   - Raising awareness
   - Analysis of policy
   - Analysis of curriculum
   - Methods of building capacity to do ESD-related research
   - Evaluation of practices to identify good practices and the eventual development of case studies
   - Learning

3. **The DESD Reference Group Meeting, 18-19 October 2006**
   This meeting made several recommendations for action that explicitly address research and monitoring needs in ESD. The most relevant is Action 7:
   - A research programme should be established and priorities should be identified for research … A small grants fund should be set up as soon as possible to enable the broadening of participation in research. Links with a variety of research journals could be investigated as a way of strengthening research-based contributions to the UNDES (ACTION 7)

This summary is adapted from a presentation by member of the MEEG, Overson Shumba, at the MEEG, RO& CO Meeting on the 16.1.08 at UNESCO, Paris.
APPENDIX 6
UNESCO’s Role in the DESD
   a. catalyse new partnerships with the private sector, with youth, and with media groups;
   b. encourage monitoring and evaluation;
   c. encourage a research agenda and serve as forum for relevant research on ESD;
   d. serve as forum for bringing together stakeholders in the Decade such as:
      representatives of key multi-nationals, faith-based institutions, youth associations,
      indigenous people, etc.
   e. share good ESD practice
   f. link member states that have put in place ESD curricula, policies, research etc. with
      those Member States that are requesting help;
   g. convene flexible working groups on particular topics; and
   h. fulfil its strategic role with regards to ESD.

   (IIS, UNESCO 2005 p. 16-17)
APPENDIX 7: Global ESD Indicators

The Global Monitoring and Evaluation Framework is underpinned by a set of global indicators which provide a way to assess ESD progress during the DESD.

These Global Indicators help provide key pieces of information that summarise:

- What is happening in ESD at a point in time (status indicators);
- What has been put in place to assist the development of ESD (facilitative indicators);
- What has been learnt in the process of implementing ESD (learning indicators);
- What has changed (effect indicators); and
- What progress has been made (performance indicators).

It is necessary to know the current state of play so that we can create a foundation from which to make improvements and monitor progress. This is often done through status or baseline indicators. In Cycle 1, data collection and reporting will play a key role in collecting this baseline data. It will focus efforts on status as well as facilitative indicators.

Cycle 2 will seek to address deeper questions relating to what has been learnt in the process of implementing ESD and will attempt to answer the more complex question of what is beginning to change. It will call upon facilitative, learning as well as effect indicators.

Cycle 3 will seek to address critical questions such as: what has changed? What difference has the DESD made? And, what progress can be documented? Effect, learning and performance indicators will be prominent in this last phase of monitoring and evaluation.

Potential indicators for Cycle 1 are included below. It is suggested that although we will have quantitative indicators that these are underpinned by a narrative which provide the detail needed to address questions of scope quality, issues and opportunities.

**CYCLE 1: Context and Structures**

**ISSUE 1: POLICY, REGULATORY AND OPERATIONAL MEASURES THAT SUPPORT ESD**

1. **Number of countries with a national coordinating body for the implementation of ESD**
   Narrative:
   - Q Do these bodies include work-based, non-formal and informal education as well as formal education in their remit?
   - Q What are the various types of coordinating bodies which exist? Do they represent the relevant sectors of society?

2. **Number of countries which have incorporated ESD into their national policy documents**
   Narrative:
   - Q How many countries have done both?
   - Q Which national policy documents?
   - Q What are good examples which could be showcased?

3. **Number of countries which have a specific national ESD policy or strategy**
   Narrative:
   - Q Who developed it? How?
   - Q What are the key components of this policy or strategy?
   - Q What are the key ESD themes of this policy or strategy?
   - Q Which sectors does it address?

4. **Number of countries which have ESD incorporated into relevant legislation or regulatory documents**
   Narrative:
   - Q Which legislation or regulatory documents?
   - Q What does it address and what mechanism does it establish?
What are the key ESD themes and sectors it addresses?

5. Number of countries which have formal structures for interdepartmental government cooperation relevant to ESD at the national level government

Narrative:
- What are these formal structures and what have they been set up to achieve?
- What levels of national government do they engage with?
- What examples of interdepartmental government cooperation exist?
- Do interdepartmental government cooperation structures exist at the regional or local level?

6. Number of countries with public budgets and/or economic incentives available to specifically support ESD

Narrative:
- What percentage of GDP is allocated?
- What are the economic incentives?
- What is the support for? Which ESD themes? Which sectors?
- Who has access to this support/incentives?

ISSUE 2: MEASURES TAKEN TO PROMOTE SD THROUGH FORMAL EDUCATION

1. Number of countries which include ESD in the curricula

Narrative:
- Which body is responsible for ESD in the curricula (national, state/provincial/municipal/local)?
- What levels of education have ESD in the curricula at the national level (early childhood education; primary education; secondary education; further and higher education; teacher education; professional education)?

2. Number of countries which have explicit learning outcomes which support SD in the curriculum

Narrative:
- What are these learning outcomes and how do they relate to: critical reflective thinking; understanding complexity/systemic thinking; futures thinking; planning and managing change; understanding inter-relationships across disciplines; applying learning in a variety of life-wide contexts; decision-making including uncertain situations; dealing with crises and risks; acting responsibly; able to identify and clarify values; acting with respect to others; identifying stakeholders and interests; participating in democratic decision-making; negotiating and consensus building.

3. Number of countries which have SD addressed explicitly in the curriculum?

Narrative:
- What levels (early childhood education; primary education; secondary education; further and higher education; teacher education; professional education)?
- What key sustainable development themes (peace studies, security and conflict resolution; ethics; citizenship democracy and governance; education for all; human rights; poverty alleviation; cultural diversity; biological diversity; ecosystems; natural resource management; climate change and adaptation; disaster and risk reduction; energy use; personal and health (HIV); CSR; Globalisation; Consumption; MDGs; Development; Institutional Change; social learning)
- How are these to be addressed? Is guidance provided?

4. Number of countries which promote/address ESD through a whole-school or whole-institutional approach?

Narrative:
- Which levels? (early childhood education; primary education; secondary education; further and higher education; teacher education; professional education)
Q What are ways is SD addressed through education – existing subjects; cross-curriculum approach; provision of subject courses; stand alone projects;

ISSUE 3: MEASURES TAKEN TO EQUIP EDUCATORS WITH THE COMPETENCIES TO INCLUDE ESD IN THEIR TEACHING

1. Number of countries which have ESD as part of the initial educators training
Narrative:
Q Which levels? (Early childhood education; primary education secondary education; further and higher education; teacher education; professional education; non-formal education; informal education)
Q What is the focus and key ESD themes of this training? What teaching and learning approaches are promoted?

2. Number of countries which have ESD as part of educators’ professional development
Narrative:
Q Which levels? (Early childhood education; primary education secondary education; further and higher education; teacher education; professional education; non-formal education; informal education)
Q What is the focus and key ESD themes of this training? What teaching and learning approaches are promoted?

3. Number of countries which have which have ESD as part of the training of leaders and administrators of educational institutions
Narrative:
Q Which levels? (Early childhood education; primary education secondary education; further and higher education; teacher education; professional education; non-formal education; informal education)
Q What is the focus and key ESD themes of this training? What teaching and learning approaches are promoted?

4. Number of countries which have national networks/associations of educators involved in ESD
Narrative:
Q What type and level of educators do these networks support?

ISSUE 4: MEASURES TAKEN TO DEVELOP PUBLIC AWARENESS AND UNDERSTANDING OF SD THROUGH NON-FORMAL AND INFORMAL LEARNING

1. Number of countries where public funds are invested in non-formal and informal ESD activities
Narrative:
Q What type and level of public funds are invested?
Q What is the focus of this investment and which groups have access to it?
Q What is it seeking to do?

2. Number of countries which have guidelines or other forms of non-financial support provided by public agencies to non-formal and informal ESD
Narrative:
Q What are these types of non-financial support?
Q Which groups are targeted or have access to it?
Q What is it seeking to do?

ISSUE 5: MEASURES TAKEN TO ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE.
1. Number of countries which have tools and materials for ESD available for each level and form of education
Narrative:
- Q Who is responsible for producing/disseminating ESD tools and materials?
- Q Are ESD tools and materials available in national languages?
- Q If they are not available for each level or form of education then which ones are provided for?
- Q Are guidelines and/or support available for use of these ESD tools and materials for each level and form? If no, which ones exist?

2. Number of countries which invest public funds in ESD tools and materials
Narrative:
- Q Which agency invests in ESD tools and materials? What level of public funding?
- Q What are the key focus/ESD themes and what ESD approaches do they promote?
- Q Does a national strategy for the dissemination of ESD tools and materials exist?

ISSUE 6: MEASURES TAKEN TO PROMOTE RESEARCH AND DEVELOPMENT OF ESD

1. Number of countries where national funding is available for research into content and methods of ESD
Narrative:
- Q What is the level of funding? Which agency provides this funding?
- Q What are the aims/purposes of this funding?
- Q Which groups have access to this funding?
- Q What key ESD themes and approaches are promoted through this funding?

2. Number of countries where post-graduate training and research programs are available in ESD
Narrative:
- Q What level of training – MA; PhD?
- Q Are there scholarships available? Who has access to the scholarships?
- Q Do postgraduates have a choice in terms of where and how training is offered?

3. Number of countries where there is financial support for innovation and capacity building in ESD practice
Narrative:
- Q What level of financial support? Which agency or private entity provides this support?
- Q What type of innovation and/or capacity building is promoted?
- Q Which groups have access to this financial support?

4. Number of countries which have research and evaluation initiatives in place to assess the effectiveness and outcomes of ESD initiatives.
Narrative:
- Q What are these initiatives assessing (policy, tools and materials, research and development, regional cooperation in ESD)?
- Q Which groups are facilitating these initiatives and which groups have access to these initiatives?
- Q Are the outputs and outcomes of these initiatives disseminated at the national level?

ISSUE 7: MEASURES TAKEN TO STRENGTHEN REGIONAL AND INTERNATIONAL COOPERATION ON ESD

1. Number of countries whose public authorities or agencies facilitate regional and international cooperation among ESD stakeholders
Narrative
What type of cooperation? How is it supported or facilitated through international associations; regional and sub-regional alliances; bilateral and multilateral funding frameworks; working groups)
APPENDIX 8 – IMPLEMENTING GMEF: STEP BY STEP

STEPS IN THE IMPLEMENTATION OF THE QUESTIONNAIRE

CYCLE 1

<table>
<thead>
<tr>
<th>Step</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Questionnaire is designed by MEEG in consultation with stakeholders.</td>
<td>SEC ✓ MEEG ✓ RO&amp;CO ✓</td>
</tr>
<tr>
<td>2. A national guidelines document for those completing the questionnaire is developed and translated.</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>3. A global map for distribution is drafted in collaboration with UNESCO Regional Offices and Cluster Offices (ROs &amp; COs).</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>4. A template for collation is drafted in collaboration with UNESCO ROs &amp; COs.</td>
<td>✓</td>
</tr>
<tr>
<td>5. A template for collating data is developed. MEEG members support ROs &amp; COs in their region.</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>6. UNESCO NatComs. are alerted to the questionnaire in an informal way as opportunity arrives.</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>7. Regional teams appointed to assist with regional collation of data.</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>8. Questionnaires are distributed with accompanying guidelines. NatComs are encouraged to engage stakeholders in the completion of the questionnaire.</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>9. ROs and COs receive (and chase) completed questionnaire. They acknowledge receipt.</td>
<td>✓</td>
</tr>
<tr>
<td>10. Regional data collated and templates filled. Templates are submitted to Global Progress Report Coordinator responsible for preparing the Global Report. S/he will work closely with the regional team in identifying snapshots from the questionnaire information.</td>
<td>✓</td>
</tr>
<tr>
<td>11. NatComs, ROs, COs and stakeholders are asked to provide informal feedback for the process for cycle 2.</td>
<td>✓</td>
</tr>
<tr>
<td>12. MEEG and ROs &amp; COs get together to reflect on lessons learnt and plan next cycle.</td>
<td>✓ ✓ ✓</td>
</tr>
</tbody>
</table>
STEPS IN THE IMPLEMENTATION OF COMPLEMENTARY RESEARCH &
GLOBAL PROGRESS REPORT

CYCLE 1

<table>
<thead>
<tr>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC</td>
</tr>
</tbody>
</table>

1. Global Progress Report Coordinator is appointed and briefed by MEEG and DESD Secretariat. √

2. Template for collating regional data is developed by Global Progress Report Coordinator. √

3. Global Progress Report Coordinator works closely with regional teams. √

4. Regional Reports are sent to Global Progress Report Coordinator. Regional teams are asked to provide any contextual background information which might be relevant to the report and to help identify snapshots for the Global Report. √

5. Submissions from the Global Multi-Stakeholders Groups sent to Global Progress Report Coordinator. √


7. 2nd Draft is made available to participants at the DESD Mid-Review conference in Germany. √

8. DESD Secretariat and MEEG facilitate session in Germany to collect feedback. Feedback is sent to Global Progress Report Coordinator. √ √


10. A final report is printed. 10 page summary prepared. √
STEPS IN THE IMPLEMENTATION OF THE STAKEHOLDER ENGAGEMENT PROCESS

CYCLE 1

1. Covering letters accompanying the questionnaire will ask NatComs and agencies completing questionnaires to engage stakeholders in the process. **√**

2. ROs asked to invite Stakeholders to contribute to the insights and summaries accompanying the regional templates. They also share drafts of the regional reports. **√**

3. DESD Secretariat and MEEG criteria for selection of global networks. **√**

4. Global networks are invited to participate in the global monitoring and evaluation component of the process. **√**

5. MEEG develops a template and guidelines on how to prepare submissions to the DESD Secretariat. **√**

6. Global networks discuss how they intend to engage their stakeholders and finalise timelines for submission. MEEG, DESD Secretariat involved in this discussion. **√**

7. Global networks consult with stakeholders and prepare submissions which are sent to DESD Secretariat. **√**

8. Coordinators of the global stakeholder networks are sent a draft of the Global Report before it is released. **√**

9. During the process and once final report is released, national, regional and global stakeholders are invited to submit their feedback on the process and outcomes via the Monitoring and Evaluation Web site hosted by DESD Secretariat. **√**

10. DESD Secretariat, MEEG, ROs and COs consider feedback at their end of cycle 1 meeting and before planning Cycle 2. **√**

STEPS IN THE IMPLEMENTATION OF LONGITUDINAL ASSESSMENTS

CYCLE 1

1. Working Group is set up under the leadership of a UNESCO Chair. **√**

2. Working Group meets to draft a realistic funding proposal. **√**

3. Funding agencies are approached with Proposal. **√**

4. If funding is provided Longitudinal Assessment Research Team involving all regions is established. **√**

5. The team involved in the Longitudinal Assessment Attends the Cycle 2 meeting bringing the MEEG, DESD Secretariat and Regional and Cluster Offices. **√**
# STEPS IN THE IMPLEMENTATION OF UNESCO SELF-ASSESSMENT PROCESS AND PORTFOLIO OF EVIDENCE

## CYCLE 1

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Plans for self-assessment and portfolio of evidence presented to Thematic Programme Leaders (TPL).</td>
<td>SEC, MEEG</td>
</tr>
<tr>
<td>2.</td>
<td>TPL provide feedback and are asked to confirm their involvement in the process.</td>
<td>MEEG</td>
</tr>
<tr>
<td>3.</td>
<td>Evaluator is appointed and timelines negotiated with TPL. Evaluator develops indicators for this component best on UNESCO’s DESD role as defined by the IIS.</td>
<td>SEC, MEEG</td>
</tr>
<tr>
<td>4.</td>
<td>Evaluator meets with TPL and collects context information which can assist with constructing the self-assessment tool.</td>
<td>MEEG</td>
</tr>
<tr>
<td>5.</td>
<td>MEEG work closely with evaluator to develop self-assessment tool and accompanying guidelines for portfolio of evidence.</td>
<td>MEEG</td>
</tr>
<tr>
<td>6.</td>
<td>TPL use tool and information to collect data and reflect on progress made to date. These are submitted to evaluator.</td>
<td>MEEG</td>
</tr>
<tr>
<td>7.</td>
<td>TPL present their information and insights at a Forum attended by all TPL, DESD Secretariat and a Subgroup of MEEG.</td>
<td>MEEG</td>
</tr>
<tr>
<td>8.</td>
<td>Evaluator reviews information provided by portfolio of evidence, considers insights and discussion at the forum.</td>
<td>MEEG</td>
</tr>
<tr>
<td>9.</td>
<td>Evaluator provides a brief 10 page report providing summary of progress, lesson learnt and future considerations.</td>
<td>MEEG</td>
</tr>
</tbody>
</table>

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# APPENDIX 9

## Timeline for First Global Report: Context and Structure

<table>
<thead>
<tr>
<th>DATES</th>
<th>Questionnaires</th>
<th>Complementary research &amp; Global Progress Report</th>
<th>Multi stakeholder consultation process</th>
<th>Longitudinal Assessments</th>
<th>UNESCO’s Internal Review</th>
</tr>
</thead>
</table>
| **December 2007** | First Draft of Questionnaire available  
National Guidelines document is developed.  
Regional and Cluster Offices briefed of their role in the GMEF.  
Nat Coms and agencies advised of the questionnaire’s arrival. |                                                  |                                       |                          |                          |
| **January 2008**   | Meeting of reps. from Regional and Cluster Offices in Paris.  
Questionnaire and Guidelines finalised and translated. |                                                  |                                       |                          | Thematic Leaders and their teams are briefed of their involvement in the GMEF. |
| **February 2008**   | Regional and Cluster Offices capacity building in their regions.  
DESD Secretariat sends questionnaires and guidelines to Permanent Delegations, Nat Coms & Regional Offices.  
Regional Offices send questionnaire and guidelines to Cluster and National Offices |                                                  |                                       |                          |                          |
<p>| <strong>Mid-February</strong>     |                                                                                      |                                                  |                                       |                          |                          |
| <strong>March 2008</strong>        | TORs developed for Global Progress report                                            |                                                  |                                       |                          |                          |
| End March | <strong>Regional teams appointed</strong>&lt;br&gt; MEEG members volunteer to assume focal point roles for regional offices. &lt;br&gt; Cluster and national offices to follow-up on questionnaires. &lt;br&gt; As completed questionnaires arrive, acknowledgements sent inviting feedback on the questionnaire process. | <strong>coordinator and regional teams.</strong> &lt;br&gt; Potential Global Progress report coordinator approached &lt;br&gt; Global Progress report coordinator works closely with regional teams | <strong>At the Global Level: Qs for the Global Stakeholder Groups developed.</strong>&lt;br&gt; DESD secretariat and MEEG choose 5-7 Global Stakeholder Groups | <strong>Set up a Working Group for Longitudinal Assessment under leadership of a UNESCO Chair</strong>&lt;br&gt; Working Group Meeting to draft a proposal and identify potential funders. |
| April 2008 | <strong>Regional Offices receive completed questionnaire.</strong> | <strong>Collation template and guidelines distributed</strong> | <strong>At the National level: Multi-stakeholder involvement in completion of questionnaire.</strong>&lt;br&gt; At the Global Level: Qs are sent to Global Stakeholder Groups leading collaboration on submissions for major ESD themes (e.g. skills dev.) | <strong>Potential funders are approached</strong>&lt;br&gt; <strong>TOR of Evaluator drawn.</strong>&lt;br&gt; <strong>Potential Evaluator approached.</strong> |
| May 2008 | <strong>Regional Offices start to collate the data into collation template</strong>&lt;br&gt; <strong>Final Deadline for questionnaire. (end</strong> |  |  | <strong>Evaluator appointed and Evaluator works with MEEG to develop self-assessment framework.</strong> |</p>
<table>
<thead>
<tr>
<th>Month</th>
<th>Action Description</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2008</td>
<td>Regional teams collate the data</td>
<td></td>
<td>Questionnaires from the region received by regional teams</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Self-assessment forms are piloted and modified.</td>
</tr>
<tr>
<td>July 2008</td>
<td>Regional teams finalise the collation including regional insights.</td>
<td></td>
<td>At the regional level: Stakeholder Groups involved with regional template and drawing insights.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Self-assessment forms and guidelines for collating portfolio are distributed.</td>
</tr>
<tr>
<td>End July</td>
<td>Regional submissions are sent to Global Progress Report coordinator</td>
<td></td>
<td>Regional templates are submitted to Global Progress report coordinator</td>
</tr>
<tr>
<td>August 2008</td>
<td></td>
<td></td>
<td>At the Global Level: Stakeholder Groups send in submissions to DESD Secretariat.</td>
</tr>
<tr>
<td>September 2008</td>
<td></td>
<td></td>
<td>Self-assessment and portfolios are collected.</td>
</tr>
<tr>
<td>October 2008</td>
<td>Global Progress report coordinator submits 1st draft of Global Report to DESD Secretariat and MEEG and regional teams for review.</td>
<td></td>
<td>Draft of Global progress report sent to key global multi-stakeholder groups leader for comments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>At the Global Level: Coordinators of the Global Stakeholder Group receive Draft of Global Progress Report</td>
</tr>
<tr>
<td>November 2008</td>
<td>Draft 2 of Global progress report sent to key global multi-stakeholder groups leader for comments</td>
<td></td>
<td>Staff Forum</td>
</tr>
<tr>
<td>December 2008</td>
<td>Global Progress report coordinator addresses comments of Multi-stakeholder leaders.</td>
<td>At the Global Level: Comments from Coordinators of the Global Stakeholder Groups sent to Global Progress report coordinator.</td>
<td>Evaluator submits feedback and brief overview report.</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>January 2009</td>
<td>Feedback on how to improve process for questionnaire 2 transmitted to the MEEG</td>
<td></td>
<td>Thematic Leader responds to the Overview report</td>
</tr>
<tr>
<td>February 2009</td>
<td>Final Draft of Global progress Report completed.</td>
<td></td>
<td>Overview report finalised and contributes to the formal reporting process</td>
</tr>
<tr>
<td>March 2009</td>
<td>Final Draft of Global Report shared at Bonn Conference for final feedback from conference participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 2009</td>
<td>MEEG and Regional and Cluster Offices get together to reflect on lessons learnt and plan the next cycle</td>
<td>Global Progress report coordinator finalises the Global Report</td>
<td>Working Group Presents Ideas at the Meeting of MEEG and Regional Cluster Offices</td>
</tr>
<tr>
<td>May 2009</td>
<td>Final text of Global progress report sent to DESD Secretariat and MEEG. Prepare 10 page summary for report to 182nd session of the Executive Board</td>
<td>At the Global Level: Feedback collected from participants of the Bonn Conference collated to inform revisions of the Global report.</td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX 10

**Timeline and Task Chart for Global Progress Report Coordinator (GPRC)**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Tasks</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>End March – mid April 2008</td>
<td>Work &amp; coordination process</td>
<td>Global progress report coordinator (GPRC) + regional teams of consultants</td>
</tr>
<tr>
<td></td>
<td>Review of draft indicators</td>
<td>GPRC + MEEG + DESD Secretariat</td>
</tr>
<tr>
<td></td>
<td>Data collation template</td>
<td>GPRC + regional teams of consultants</td>
</tr>
<tr>
<td></td>
<td>Guidelines document</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Global Progress Report</td>
<td></td>
</tr>
<tr>
<td></td>
<td>√</td>
<td></td>
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<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>End July – Mid October 2008</td>
<td></td>
<td>Regional submissions are sent to GPRC</td>
</tr>
<tr>
<td>End July</td>
<td></td>
<td>(regional submissions include the duly completed data collation templates by</td>
</tr>
<tr>
<td></td>
<td></td>
<td>regional teams with information generated from questionnaires as well as</td>
</tr>
<tr>
<td></td>
<td></td>
<td>analytical regional insights that are drawn from that data.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stakeholder groups will also be involved at the regional level for analyzing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>data and drawing insights).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DESD secretariat sends submissions received from global Global-Stakeholder</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Groups to GPRC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DESD Secretariat sends data synthesis of information generated from duly</td>
</tr>
<tr>
<td>Period</td>
<td>Events</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| End July – End October | completed questionnaires from UNECE countries to GPRC  
DESD Secretariat sends information gathered through responses to the ESD Good Practices templates  
GPRC:  
i) analyses and synthesises all information received  
ii) carries out complementary research (please refer to Global Monitoring & Evaluation Framework for details of this component)  
(MEEG & DESD secretariat would work closely with the GPRC during this phase)  
(DESD Secretariat + MEEG + Regional teams review first draft and of Global progress report and provide feedback)  
GPRC submits second draft of global progress report to DESD Secretariat  
GPRC receives comments to second draft of global progress report from coordinators of the Global Stakeholder Groups (second draft of global progress report will be shared with coordinators of Global stakeholder groups in November for review and feedback) |
| End October 2008     |                                                                                                                                                                                                        |
| December 2008        |                                                                                                                                                                                                        |
| April 2009           | √ GPRC receives comments to the Draft Global Progress Report from participants of Bonn conference and integrates them to finalize the report (Bonn conference will be held to conduct the mid-Decade review of DESD implementation and the Final Draft Global progress report will be shared with participants). |
| May 2009             | √ Final Global Progress Report sent to DESD Secretariat                                                                                     |
The UN DESD Global Monitoring and Evaluation Expert Group (MEEG) frames the evaluation and provides ongoing advice.

Global Monitoring and Evaluation Framework (GMEF) released by DESD Secretariat.

Complementary Research
- To enrich the info gathered by questionnaires, additional research will be carried out to capture snapshots of activities.
- 5-7 Global Stakeholder Networks will be asked to compile data to supplement regional research.

Global Multi Stakeholder Process
- Studies which track long term changes in ESD structures, processes and outcomes.

Longitudinal Assessment
- An assessment consisting of a portfolio of evidence and reflective self evaluation.

UNESCO Self-Assessment Progress
- Stakeholder group leaders
- Regional Submissions
- UNESCO Chair s Lead
- Facilitator for Self Assessment

GLOBAL PROGRESS REPORT COORDINATOR

APPENDIX 11
M&E OF DESD IMPLEMENTATION ORGANISATIONAL CHART

INTERNATIONAL IMPLEMENTATION SCHEME (IIS)

UNESCO Regional Offices, DESD Reference Group, UNECE Expert Group and others consulted.

GLOBAL MONITORING AND EVALUATION FOR DESD

Completed by NatComs. Encouraged to engage stakeholders.
Questionnaires submitted to ROs.
Regional teams of consultants are appointed for collating and analysing data. They are asked to identify regional analysis and trends.

GLOBAL PROGRESS REPORT
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