



MANUAL ON ESD EVALUATION

MODULE 4 *COMMUNICATING ESD EVALUATION*

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Module 4

Communicating ESD Evaluation

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Publisher

Eberswalde University for Sustainable Development (HNEE) / Leuphana University Lüneburg

Year

2021

Design

Canva

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THE FOUR MODULES OF ESD EVALUATION COURSE ARE DESIGNED TO BE USED IN CONJUNCTION WITH EACH OTHER AND HENCE SHOULD NOT BE USED INDEPENDENTLY. MANY OF THE TERMS AND CONCEPTS USED IN THE MANUAL ASSUME KNOWLEDGE THAT COME FROM ALL THE SECTIONS OF THE ESD EVALUATION MANUAL.

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SUSTAINABLE DEVELOPMENT GOAL 4

4 QUALITY EDUCATION



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Target 4.7 by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development



Communicating ESD Evaluation

The Future We Want



What GRAPHIC RECORDING can do

1970s
California
GROUP GRAPHICS
GRAPHIC FACILITATION

1990s
Canada,
Europe

Australia
2000s

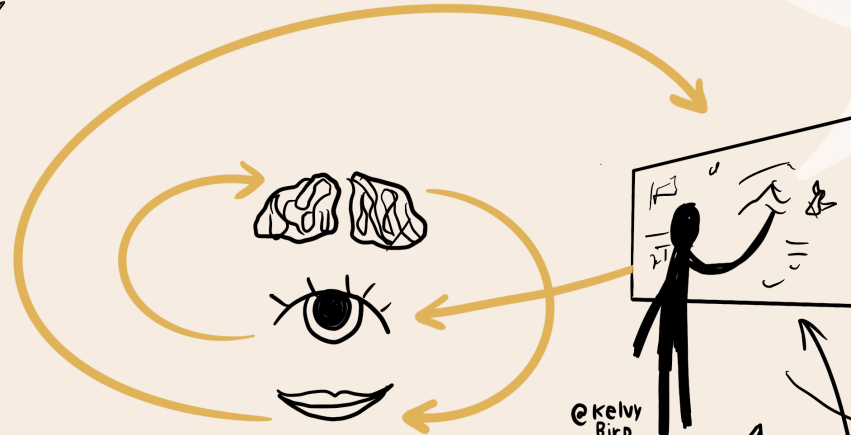


2010s
Central + South America
Middle East, India, Africa,
Asia

2017-
PARTICIPATORY
SOCIAL ART FORM

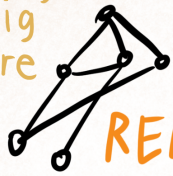
1980s
USA

I can SEE
what you MEAN!



@Kely Bird

providing
a big
picture



RELATING

shared
memory

MEMORIZING



MITIGATING

building
bridges



SUPPORTING
CONVERSATION

DIALOGUING



creating an open
listening environment

LISTENING?



GENERATING



generating
new
knowledge

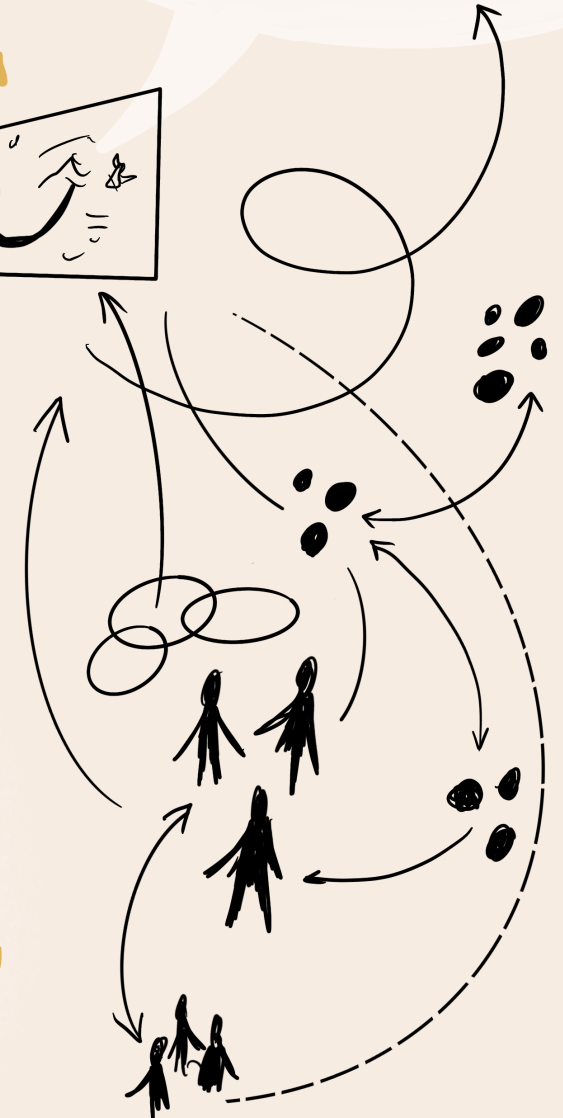
SENSEMAKING



collective
understanding

TOUCHING

making
conversation
tangible



@JAKOB KOHLBRENNER

ACKNOWLEDGEMENTS

The development of this module would have not been possible without the generous and varied contributions of many individuals and university partners.

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The ESD Evaluation course has been brought together after efforts of more than two years. The Working Group on ESD Evaluation commenced its work after the presentation by Rob O'Donoghue and the team at Bonn Conference on "From Knowledge to Action: ESD versus Climate Change" in November 2017. Deepika Joon and Eureka Rosenberg presented the concept of ESD Evaluation at the CIES 2019 conference in San Francisco which was followed by the first meeting of the Working Group in Berlin in August 2019.

We would like to acknowledge with much appreciation the participants of the summer academy on "Regenerative ESD and Evaluation for the Future We Want" held from 21 July to 20 August 2021 for their feedback on the curriculum. Special thanks to Preven Chetty for his work on module 2. The speakers of the summer academy Aymara Llanque Zonta, Deepak Ramola, Heila Lotz-Sisitka, Injairu Kulundu-Bolus, Jennifer Krah, Jiska Troppenz, Louisa Syzmorek, Saransh Sugandh and Thomas Salmon provided critical insights into the topic of ESD and Evaluation. In addition, we would like to thank colleagues from Engagement Global for their support.

Module 4

Communicating ESD Evaluation

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Module 4

Communicating ESD Evaluation

Nadine Shovakar & Lena Hoffmann

4A. INTRODUCTION TO CONTENT AND STRUCTURE OF MODULE 4

“The single biggest problem in communication is the illusion that it has taken place.”

(George Bernard Shaw)


This is the fourth module in a short course in Education for Sustainable Development (ESD) Evaluation for ESD practitioners in diverse contexts including ESD centres, universities, organisations and programmes. Named “communicating ESD evaluation”, it focuses on what to do with the results of evaluations in the context of ESD.

More concretely, this chapter aims at providing the students with the following key learnings:

- Insights in a communication landscape for ESD in the respective context
- Understanding that different approaches to ESD evaluation will warrant different types of evaluation reports or other communication strategies
- Compilation of reports, tools to illustrate them, observing confidentiality and different forms of media.
- Addressing stakeholders like funding bodies, policy makers, partner institutions, other ESD professionals and the wider public.

Since this is the last module, we will give a *tour d’horizon* through the previous modules, starting out with the purpose of the evaluation, be it fundraising, advocacy or inviting more participation, just to name a few. This will be embedded in the broader discussion on communication for change and showcased by examples. In the next chapter we will look into [strategies for communicating ESD evaluation](#), bearing in mind that every evaluation process is a community making process. Looking at different stakeholders and their information needs, will help us come up with a communications and dissemination strategy for the relevant ESD context. This will link nicely to Module 2 and its evaluation landscape.

In chapter 3 – [Tools for communicating ESD evaluation](#) – we will provide an overview of methods and tools of communication aiming to make evaluation findings and recommendations better known. Here the link to



Module 3 will help us understand that the different approaches and methods chosen will lead to different communication strategies since every decision during the evaluation process has to ultimately be reflected in the communication.

Lastly, we will apply the strategies and tools presented in this module to communicate the findings/results of ESD evaluation projects. Looking into and learning from opportunities and pitfalls of communicating ESD evaluation, we will design a communications plan observing confidentiality. Drawing from Module 3 on formal methods for ESD evaluation, we will be aware of the underlying assumptions of the chosen evaluation approach and reflect this knowledge by picking adequate channels of communications.

BROAD LEARNING OBJECTIVES

After successfully finishing this module, students will be able to...



... understand communication landscape for ESD in their context.



... communicate evaluation findings to different target groups in their context.



... understand how to compile reports, and what tools to use to illustrate them, observing confidentiality and different forms of media.



... know how to address stakeholders like funding bodies, policy makers, partner institutions, other ESD professionals and the wider public, and are aware of the challenges, pitfalls and opportunities of that.



Communicating ESD Evaluation: Introductory Video

In the [Introductory Video](#), Nadine Shovakar introduces the fourth module and the structure of the content

(Please click on the link above to access the video)

4B. COMMUNICATING EDUCATION FOR SUSTAINABLE DEVELOPMENT -LINK TO MODULE 1¹

Die Verantwortung für die Zukunft beinhaltet auch eine Verantwortung für die Kommunikationskultur.

(Responsibility for the future also includes responsibility for the culture of communication)²

4B.1 The role of communication in ESD and its challenges

Ever since putting education at the heart of societal change towards sustainable development, its fate has been somewhat interlinked with communications: the famous chapter 36 of Agenda 21 actually mentioned “Promoting Education, *Public Awareness* and Training”. In other words, the need for communication as a supportive tool to implement goals by activating and informing the general public, multipliers and stakeholders and potential actors, was recognized early. Holzbaur names three uses of communication in the sense of ESD; namely to: inform, educate, motivate (cf. HOLZBAUR 2020: 381).

Although ESD found its way into educational institutions and awareness of (un)sustainable behavior is on the rise, scientific research has found out that there is a weak behavior change in people’s life, which might be explained by the following reasons:

- The concept of SD is very complex and impedes a concrete understanding (Roeder et al. 2017). It lacks clear outlines and inconsistently applied.
- While the topic of sustainability and the associated problem awareness has achieved a high level of awareness, ESD is despite its more than 20 years of existence still widely unknown.
- Even when a general understanding of ESD goal(s) is there, open questions what this exactly means, how this goal can be achieved and how the success of actions can be evaluated with widely different answers, as can be seen in the identification of an ESD 1 and an ESD 2.
- Implementation and dissemination of ESD is often depending on the commitment and engagement of individuals. An essentially attitude transformation of teachers is required when talking about and advancing ESD and sustainable development.

¹ Please refer to first module on ESD and Evaluation by Matthias Barth

² Holzbaur, U. (2020): Nachhaltige Entwicklung. Der Weg in eine lebenswerte Zukunft. Springer, p. 382

- The popular spin of the term fails to mobilize people although there is increasing familiarity with the terminology of sustainability.

On the other hand, the German national monitoring of ESD during the Global Action Programme on ESD shows:

- a large part of the population wishes the society to develop sustainably. At the same time, this development is considered very unlikely
- there is a lack of hope of a societal transformation which continues into a negative motivation to act and participate.

To summarize, being aware that being aware of an (un)sustainable development is ultimately not enough, that even when one has gone through the process of realizing that change is necessary, the way towards action is still long.

Hence and more recently, “Communicating for action” has been recognized as an area of implementation in the ESDfor2030 Roadmap for ESD or in other words, the need to conduct communication and advocacy activities to engage a broader audience and a wider group of education and SD partners has become evident: “There will have to be more concentrated communication and advocacy efforts on the role of education in supporting the achievement of the SDGs.” (UNESCO 2020: 42)

4B.2 Communication for social change (C4SC)

The study of communication and social change earlier called a defined field “communication for development”. Communication for development deals with the question “to what extent is it possible to bring about and accelerate social, political and economic changes through the use of communication and media” (Hamidi & Possible: 3) and generally strives to improve the quality of life, or to a positive and sustainable development of society. Communication for development and social change always has been multidisciplinary and based on a range of approaches and theories from the social sciences and humanities including:

- media and communication studies,
- information sciences,
- cultural geography,
- development and area studies,

- political science,
- anthropology and sociology. (Tacchi & Tufte 2020)

The term “Communication for Social Change” (C4SC) summarizes theoretical approaches that focus on the use of communication and media to help initiate progressive social change in society. This change is usually normatively based on the internationally agreed Sustainable Development Goals (SDGs). Core elements of C4SC are

- dialogic communication
- participation
- empowerment

Which stories do we want to share?

In times of acute crises and natural disasters, the danger of fatalism is rising. ESD contains numerous of projects, concepts and initiatives that combine knowledge and certain skills which are necessary for a sustainable design of one 's own life and society.

An adequate communication is the prerequisite for an overall social action in the direction of socio-ecological transformation. Above all it is fundamental when it comes to motivating people to change, although those are not convinced at all of this need. How can this transformation be appropriately told? At the same time, people should feel that their actions can lead to positive change. Educational actors need to find and share new narratives of change: Stories of success. To not lose the power of the stories, it is necessary that people can share their wishes, anxieties and desires.

These stories need:

- resonance
- a group in which they can find their individual power
- spaces of experiences in which those stories can be converted and experienced (Germanwatch, 2018)

As Bormann rightfully puts it: “Communication on ESD seems to be a never-ending or rather: long-lasting issue. An end to communication about the concept of ESD, its implementation in various fields of action, its ‘usability’ and legitimacy, is nevertheless not in sight. It will probably be more a question of how to develop

ESD research and practice and communicate it so that the object ESD is released from its niche existence and instead is recognized as putting forward its own contributions to the solution of urgent social problems as well as addressing recent scientific research questions.” (Bormann 2011: 106).

With the communication being geared towards a just and fair future, comes a responsibility to communication in a sustainable way with target groups and the press: Hence, communication activities about and for sustainable development need to be credible, especially to guarantee a long-term cooperation with the press and the target group and on the other hand it owes this to the claim to education for sustainable development. “Talking about communication, itself needs to be considered to guarantee that the recipient of the information should be enabled to make self-informed decisions” (Holzbaur 2020: 388).

Also, one needs to be aware that education as well as communication for social change are activities towards an end. In other words, much like advertising which is communication that aims to ultimately sell a product, communication for social change aims at ultimately changing the world to be a more sustainable place.

4B.3 Purpose of communicating ESD evaluation

In this chapter, we are approaching the purpose of *communication for ESD evaluation*. It is a much narrower field and we will concentrate on the inherent needs of the given evaluation, its context and stakeholder. Please consider that communication happens through the entire process of an evaluation and fulfills different purposes such as building acceptance of the evaluation itself, accessing audiences /stakeholders for data collection, obtaining feedback on preliminary findings, making sure the organization and the stakeholder take the lessons learned forward, and of course the need to communicate the final results in order to make them heard (cf. O’Neil 2017: 8). This way, the communication of an ESD evaluation feeds into the broader conversation of creating awareness for sustainability matters.

Traditionally, *accountability for funding bodies / donors* is one of the main reasons to communicate evaluation results, as (external) evaluation reports are often asked for projects which have third party funding. Donors in the development sector which uses a great deal of public money have a vested interest for accountability and objectivity, which is shown in the United Nation’s efforts with its evaluation group. Their definition of evaluation in its *Norms and Standards for Evaluation* is an example for the kind of evaluation needs of funding bodies:

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. UNEG (2016)

While this need for accountability is of utmost importance from a donor's point of view, and – by all means – also for anyone conducting an evaluation of an ESD project, it seems like only one side of the coin. The proper implementation of the project, its findings, its failings, and its ability to reach and change communities is a great learning field. We should thus not forget to communicate our achievements as well as our lessons learned back to the community, the organization and stakeholder in order to make it better. These communication loops are essential and might require a totally different set of communication tools such as workshops, one-to-one discussions or they feed into further educational projects. It is as important to celebrate the project, to communicate things that went well back to the community. These communication channels should be established early and purposely in the project, as there is a potential risk that the target group gain biased perceptions of the information delivered from policymakers or stakeholders (cf. Jurin et al. 2010; Godfrey and Feng 2017).

Lastly, informing policymakers and stakeholders about our project and its outcomes is also a central point. This goes beyond attracting future funding but entails the chance to influence policy making. For this purpose, yet a different set of communication activities will be needed; one could think of panel discussions, fireplace conversations or briefs for politicians and NGOs, just to name a few.



Purpose of Communicating ESD Evaluation

In the second [video](#), Nadine Shovakar talks about the role of communication in ESD and its challenges, communication for social change and the purpose of communicating ESD evaluation.

(Please click on the link above to access the video)



Assignment 4.1

Reflection: Please reflect in the discussion forum of the e-learning platform on consumption of media and its impact on your behavior? Please reflect on the factors that help you get active in your use of media or impede you in acting?

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4C. STRATEGIES FOR COMMUNICATING ESD EVALUATION TO RELEVANT STAKEHOLDERS

Strategies for Communicating ESD Evaluation

In the third [video](#) of this module, Nadine Shovakar shares the strategies on how to communicate findings of ESD evaluation programme

(Please click on the link above to access the video)

4C.1 Evaluation as a community making process

Placing evaluation at the center of Education for Sustainable Development has consequences on the communication processes that are linked to it. Moreover, by realizing that evaluation is not an impartial, rational and professional process of accountability that is external to the learning process, evaluation becomes part of the co-engaged learning process. By including different stakeholders in the evaluation process, one realizes that the activity itself has changed and gained a new and wider meaning.

This has consequences for the communication: not only does it influence how you receive, record and report information, but it also makes the communication process multi-dimensional. When looking at evaluation as an external process between expert evaluators and the persons being evaluated, the communication during the evaluation aims at being objective, a mere vehicle to gather the data necessary, so that the experts can assess the project's quality. Similarly, communicating the results of the evaluation is considered a one-way process towards previously defined target groups.

When approaching evaluation in a participatory way, we are aware that the evaluation itself is a community building process and that there are manifold communicative exchanges within these networked communities. When working with participants of different backgrounds, we also have to be aware that there might be different languages and conversational traditions in place. This might be an inclination towards using certain media or platforms amongst people or a tradition of verbal rather than written exchange. In other words, by removing the experts with their inherent forms of communication from the evaluative process, the process itself changes and will mostly require different forms of collecting and recording information. However, in this chapter, we are focusing on the results of the evaluation process and how it can feed back into ESD projects, the wider community and serve as legitimization for funding agencies. (Reference to Purpose of evaluation)

4C.2 Communication landscape: who are the stakeholders?

Any evaluation evidently takes place in a specific setting, in our case in a specific ESD context, be it a course at a school, a community project run by an NGO or an online course at a university. It is helpful to be aware of one's setting because it provides clarity not only for the ESD project and its scope, but also helps one understand possible avenues for follow-up activities and in our case about the information needs of different stakeholders. Hence, we see communication in an evaluation as a continuous, dynamic process of meaningful exchanges among stakeholders.

The Center for Community Health and Development at the University of Kansas, has come up with a list of possible stakeholders in a participatory evaluation:

1. **Participants or beneficiaries:** The people whom the project is meant to benefit. That may be a specific group (people with a certain medical condition, for instance), a particular population (recent Southeast Asian immigrants, residents of a particular area), or a whole community. They may be actively receiving a service (e.g., employment training) or may simply stand to benefit from what the project is doing (violence prevention in a given neighborhood). These are usually the folks with the greatest stake in the project's success, and often the ones with the least experience of evaluation.
2. **Project line staff and/or volunteers:** The people who actually do the work of carrying out the project. They may be professionals, people with specific skills, or community volunteers. They may work directly with project beneficiaries as mentors, teachers, or health care providers; or they may advocate for immigrant rights, identify open space to be preserved, or answer the phone and stuff envelopes. Whoever they are, they often know more about what they're doing than anyone else, and their lives can be affected by the project as much as those of participants or beneficiaries.
3. **Administrators:** The people who coordinate the project or specific aspects of it. Like line staff and volunteers, they know a lot about what's going on, and they're intimately involved with the project every day.
4. **Outside evaluators, if they're involved:** In many cases, outside evaluators are hired to run participatory evaluations. The need for their involvement is obvious.

5. **Community officials:** You may need the support of community leaders, or you may simply want to give them and other participants the opportunity to get to know one another in a context that might lead to better understanding of community needs.
6. **Others:** whose lives are affected by the project. The definition of this group varies greatly from project to project. In general, it refers to people whose jobs or other aspects of their lives will be changed either by the functioning of the project itself, or by its outcomes.

Source:

<https://ctb.ku.edu/en/table-of-contents/overview/model-for-community-change-and-improvement/participatory-evaluation/main>

When it comes to justifying the project's outcomes to a wider community, you might want to add a few more groups to your evaluation audience, such as:

1. **Funding / donor organisations:** these could be donor organisations funding your specific ESD project or people/organisations contributing financially to your school /university.
2. **Partner organizations:** Don't forget to involve your partner institutions if your project is conducted in collaboration with another institution.
3. **Your own organization** (Board, staff, executive team): Your own organization should also be in the loop, there might be more overlaps that you expect, and it is good to avoid redundancies.
4. **Other ESD professionals:** There might be a great learning opportunity from what you are doing for other professionals your field.
5. **Policy makers:** "Use of evaluation findings for decision making and in support of evidence-based policy, depends to a large degree on the ability of the evaluation community to communicate key findings to targeted audiences clearly, precisely and succinctly." (OECD website).
6. **Public:** Your project might be of relevance to a wider project.

In order to organize the diverse stakeholders and evaluation audiences, you could group them in three levels: internal ("inreach"), to identified stakeholders ("outreach") and to wider audiences ("dissemination") (O'Neil, 2017, p.16).

Table 4.1 Stakeholders of Evaluation

| INREACH | OUTREACH | DISSEMINATION |
|--|---|-------------------------|
| Project line staff and/or volunteers | Outside evaluators | Other ESD professionals |
| Administrators | Community officials | Policy makers |
| Your own organization (board, staff, executive team) | Participants or beneficiaries | Public |
| | Funding / donor organisations | |
| | Partnering organizations | |
| | Others whose lives are affected by the project. | |

4C.3: Example audiences, their information needs and dissemination strategies

As a next step, we will link the stakeholders or evaluation audiences with their evaluation needs and strategies for dissemination. Find an example of the evaluation needs for an educational programme below, which has been developed by Bernadette Wright on her website “[Six Steps to Effective Programme Evaluation](#)”:

Table 4.2 Evaluation audiences and evaluation needs

| EVALUATION AUDIENCES | INFORMATION NEEDS | DISSEMINATION STRATEGIES |
|--|--|---|
| Evaluation participants, people we serve | Overview of what the evaluation found; next steps | Article in our newsletter; full report provided upon request to evaluation participants |
| Funder | Full evaluation report, detailing methods, data, and results | Two-page summary; full report |

| | | |
|--|---|--|
| Partner organizations | Highlights of key findings and next steps for our collaborative activities | One-page summary of results of shared activities; discussion at meeting with partnering organizations; online interactive “map” showing our inter-connected activities |
| Members/supporters | Return on investment of donations, highlights of our programme impact, next steps | Social media; our website; article in our newsletter |
| Our own organization (Board, staff, executive team) | Highlights of findings; ideas for maintaining, strengthening, or growing the programme | 10-minute presentation of results (with charts) at staff meeting |
| Other professionals in our field | Highlights of programme impact; effective practices; ideas for future related work | Guest blog post for professional association blog; social media (using hashtags that professionals in our field follow) |
| Policy analysts, evaluators/researchers involved in similar work | Technical details of methods and data; full details of results; ideas for related programmes and policy | Guest blog post for blog that researchers read; social media (using hashtags that researchers follow) |
| Public | Understanding and awareness of the issue you’re addressing and the need for what you’re doing | Letter to the editor in local newspaper |
| | | |

Source: Wright, B. (n.d.)

4C.4 Communication and dissemination plan

Now that we are aware of our evaluation landscape or in other words, we have come up with a list of all the people involved in or touched by our ESD project and their information needs, it is time to come up with a communication and dissemination plan. Being a major actor in development programmes, the OECD rightfully underlines calls for a targeted approach to communicate the results of a project to the right people, looking into the diverse information needs of different stakeholder groups. Furthermore, in a communication plan, we look into when the information should reach our target audiences and what are the channels and tools for it. Different target groups require different communication tools and media, which makes it important to choose the appropriate measures concerning the communication purpose, target group and framework (situation, urgency resources) (Holzbaur, 2020, p.385).

In its evaluation toolkit, the Pell Institute for the Study of Opportunity in Higher Education, has come up with a set of six questions which should be answered in order to come up with communication plan before starting to communicate:

1. *Who will be the Key Staff Doing the Communicating?*
2. *What are the Communications Goals and Objects?*
3. *Who is the Target Audience(s)?*
4. *When and How Frequently to Plan to Communicate?*
5. *How to Communicate the Results?*
6. *What Resources Are Available for Communicating?*

Answering these questions and later arranging them in a sequence, is pretty much what constitutes a communication plan. Here is an example of the subsection of a communication plan exemplifying the needs of a programme donor, which has been taken from the “Guidelines and Tools for Communicating and Reporting on an Evaluation” by Valerie Stetson:

Table 4.3 Identifying communication stakeholder

| W-QUESTIONS | PROGRAMME DONOR |
|--|---|
| Who is the audience / stakeholder group: summary of their needs & purpose | Programme donor, located in Berlin, needs to review final report for decision making on future funding. |
| What information do they need? | Findings and recommendations |
| Which format is best for them? | Final evaluation report including an executive summary Policy brief, linking the findings to their policy Debriefing meeting for donors held at the donor offices to present the findings |
| When do they need it? | June 15 th evaluation report & policy brief June 30 th debriefing meeting |
| Who will participate and deliver the information? | Evaluation team will prepare the report and policy brief PVO headquarters staff to prepare debriefing meeting agenda and presentation |
| What are the costs? | Cost to print materials Travel cost to Berlin Inhouse cost to prepare the meeting |

Source: *Guidelines and Tools for Communicating and Reporting on an Evaluation* (page 18)



ASSIGNMENT 4.2

Make a list of the internal and external stakeholders of your ESD project. Sort your stakeholders in the three levels: Inreach – Outreach - Dissemination Fill the communication plan template by answering the W-questions

Link to Module 2 on emergence of evaluation in ESD

The section above is intrinsically linked to the second module on emergence of evaluation in ESD. The strategies for creating / establishing and maintaining communicative exchanges and a sense of community with a shared purpose in a community of practice, for example, where purpose of communication is to clarify and maintain a shared purpose which is important for co-engaged evaluative learning in relation to local matters of concern.

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Case Study

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4D. TOOLS FOR COMMUNICATING ESD EVALUATION

A picture is worth a thousand words (Frederick R. Barnard)



Tools of Communicating ESD Evaluation

In the last [video](#) of this module, Nadine Shovakar provides insights into tools used for communicating ESD evaluation.

(Please click on the link above to access the video)

4D.1 Overview of methods and tools of communication aiming to make evaluation findings and recommendations better known

You are already aware of the purposes of your ESD evaluation, have gone involved your stakeholders in it and defined their needs for information. Having your communication plan in hand, it is now time to look into the different formats which you can use to bring across your message.

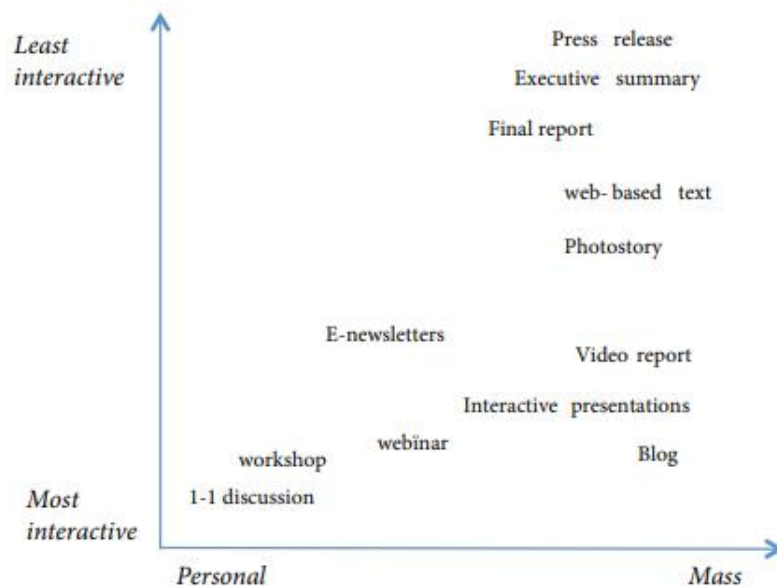
You would possibly like to take some time and think about the format of your presentation. Valerie Statson has structured them into five categories: written reporting, verbal presentations, creative reporting, critical reflection events and reporting using electronic formats and given examples in this graph:

Table 4.4 Evaluation Reporting Menu

| Written Reporting | Verbal Presentations | Creative Reporting | Critical Reflection Events | Reporting Using Electronic Formats |
|--|---------------------------------------|----------------------|----------------------------|--|
| Final Evaluation | Debriefing meetings | Video presentation | After Action Reviews | Website communications |
| Executive Summary | Panel presentations | Dramas or role-plays | Working Sessions | Synchronous electronic communications such as chat rooms, teleconferencing, video and web conferencing |
| Interim or progress reports | Broadcast media (radio or television) | Poster sessions | | |
| Human interest, success and learning stories | Informal communication | Write-shops | | |
| Short communications such as newsletters, brochures, memos, e-mails, postcards | | | | |
| New media communications (print media) | | | | |

Before looking into the different styles in detail, it is good to take a moment and do some self-inspection: who in your team is good at what type of presentation? What will be most effective for the relevant target group? You might want to go back to your communications plan and add more formats to the dissemination. Another factor you might consider is how interactive are the different formats. O'Neil has come up with this graph, which will help you think about this issue:

Figure 4.1 Communication plan



Source: O'Neil, 2017, p.9

In the following subchapters, we will look in detail into section of evaluation outputs, that is:

- **Written reports/policy briefs and communiqué:** this sort of documents will often be required by funding organizations/donors and the UNESCO has come out with guidelines which are good to know and follow.
- **Creative reporting:** this is the other end of the spectrum and will come in handy to mobilize the younger crowd and communities. You will find many links to online tools and tutorials.
- Lastly, we will take a look at **social media** as a space for advocacy

4D.2 How to write evaluation reports

Being major donors in development cooperation, the United Nations Environment Group (UNEG) as well as UNESCO have published guidelines on how to write evaluation reports. These papers and guidelines mainly point at being coherent and clear when presenting the evaluation results. Following these guidelines will be

a good practice for any publicly funded project but when it comes to projects funded by international organizations, it is critical and important to be followed.

They all have these eight overarching themes that should be covered in the report, you can find more detailed information on them in the readings section:

1. Evaluation report structure
2. Object of evaluation
3. Evaluation purpose, objective, and scope
4. Evaluation methodology
5. Findings
6. Conclusions
7. Recommendations
8. Gender and human rights

When composing your report, as with any communication, be conscious of your audience and their information needs. Use formal language, don't embellish or include anecdotal evidence as you might want to do for social media posts or when you address your community in outreach events. Another good practice is to use different parts of the report / or the recommendation section for instance, to show impact of your project for different stakeholder groups. Your analysis of stakeholder groups might come in handy for this endeavor.

4D.3 How to illustrate them (info graphics / videos)

Assuming that your report is composed, this will be your base ingredient for many other communication materials. As the proverbial image says more than a thousand words, familiarizing yourself with info graphics, short videos or other ways to illustrate your outcomes will be crucial. In this section we will provide you with web reference for online tools that will help you make your results appealing and understandable for the public:

If you have a graphic designer in your organization, go talk to that person and they will help you put your findings in convincing visuals. If there is nobody at your small NGO or educational institution, the web offers

a wide range of free or not so expensive tools you can use. On the websites below, you will find templates to create anything from a graph to an infographic up to a video. Here are some links³:

- Canva: <https://www.canva.com/>
- Crello: <https://crello.com>
- Easil: <https://about.easil.com/>
- PicMonkey: <https://www.picmonkey.com/>
- Piktochart: <https://piktochart.com/formats/infographics/>
- Snappa: <https://snappa.com/>

If you want to create a small website for your project, here are some links with templates:

- Jimdo: <https://www.jimdo.com/de/>
- Squarespace: <https://www.squarespace.com/>
- Weebly: <https://www.weebly.com/de>
- Webnode: <https://de.webnode.com/>
- Wix: <https://de.wix.com/>

Please be aware that although all of these websites claim that they are for free, they all charge depending on your needs. Do read the fine print!

4D.4 Social media as a space for advocacy

Social media has become big in communicating movements from the Arab spring to Fridays for Future. Thus, we are giving an overview of what tools are there and of their opportunities and risks. However, before we start elaborating on social media, it is important to be aware that social media is not *one tool* but a variety of tools and networks. Social media is useful for:

- as a location for content (i.e. Facebook, LinkedIn, Youtube)
- as a channel for promotion of existing content (i.e. Twitter)

³ The examples are based on the author's experiences; there are no affiliations with any of the sites. Recommendations are as of January 2021.

Below you can find a list of advantages and disadvantages linked to social media:

Table 4.5 Advantages and disadvantages of social media

| ADVANTAGES | DISADVANTAGES |
|--|--|
| Can request feedback | Organization must be ready to interact |
| Can reach diverse audiences | Feedback is public and can be negative |
| The author decides about content and time, finding content can be encouraged by using suitable keywords. | Social media need constant “feeding” to build audiences. |
| | Too many messages shift the attention value, publication must appear and update regularly, commented content need to be observed |

Source: O’Neil, 2017; Holzbaur, 2020

Opportunities and risks of using social media

Given the fact that social media plays a huge role in young people’s daily lives, there is no going around it, when you would like to reach that group. They have also become a place for learning, as many groups on Facebook show, which have been created around university courses. As a communicator, it is important to follow the preferences of your stakeholder if you want to reach them.

As research shows, environmental topics are popular on social media as a content type and people like to portray themselves as leading an environmentally friendly lifestyle (Chung et al., 2020). They further state that social media is a powerful tool to influence people’s perceptions of eco-friendly lifestyles and thereby aiding the move to a more sustainable development. So, for us as evaluators and educators, it is an important space to talk about our endeavors and findings. User Generated Content (UGC) of social media nevertheless entails:

- lack of control and quality assurance
- systematic influence through human and automated networks
- targeted dissemination of fake news and false reports (Holzbaur, 2020, p. 398)

Empirical research findings about social media influence have shown that:

- individuals ‘perceptions, behaviors and norms are potentially affected by social media content made by social media friends’
- it has a convincing effect to social media users when a person constantly repeats updating information on a social media channel
- the number of social media activities by a person has an impact on other users
- celebrity marketing as a popular strategy for raising people ‘s attention in eco-friendly lifestyles (Chung et al., 2020)

In a nutshell, social media profiles might have the power to shape public impression on the net so that peer pressure and self-esteem may be incentives to have an impact on social networks for pro-environmental activities. However, research also found out that social media is not powerful enough to change people’s perceptions of environmentally friendly food, indicating that information or instructions of environmentally friendly food and environmentally friendly behaviors are not provided correctly or being understood well. (Chung et al., 2020).

To sum up: yes, social media is definitely an important arena to keep in mind when talking looking communicating for sustainable development. It is, however, not the solution to all of our problems when trying to reach people but just one of many communication channels. What is nice about it, is its potential to be a place where communication from many actors can take place with all the implications that come with it. So if we let go of seeing communication as a one way tool to influence people but rather a space for exchange, our liking of social media will grow. That having said, as a member of an institution one has to of course keep its image in mind and the potential (social media) outcry that our posts might cause.



ASSIGNMENT 4.3

Reflection Task: Search for an initiative, project or approach that deals with social media as tool to contribute to and work with ESD? Now, in the discussion forum of the e-learning platform, share and discuss your observations on kinds of positive or negative experiences you have made with the content of social media concerning (pro-) environmental / sustainability content? What did you learn about it?

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4E. HOW TO COMMUNICATE FINDINGS/RESULTS OF ESD EVALUATION PROJECT

The choice of this moment of an event as against that, of this person rather than that, of this angle rather than any other, indeed, the selection of this photographed incident to represent a whole complex chain of events and meaning, is a highly ideological procedure.⁴

4E.1 Politics of representation

When evaluating as well as when communicating its findings, one should be aware that one is representing the communities and people involved, their statements and data included in the findings. This doesn't only reflect in the choice of participants in a particular survey or interview, but largely the way we interpret the data. The so-called "interpretive authority" usually lies with the author of a scientific paper or e.g. an evaluation report. This phenomenon is inherent of any research process and it comes with a certain ethical responsibility to represent the findings in a way that they portrait what the participants wanted to say and not what is convenient for me as an author to publish. A deeper analysis into this matter and a reflexive approach that we argue constitutes an ethics of engagement can be explored in the article "Presenting and representing others: towards an ethics of engagement" attached.

Seeing that the framing of an evaluation, the participants included, and their representation is already a choice we make, provides the foundation to understand the politics behind of representation in the media. First and foremost, any communicative process is a representation of cultural knowledge, in order to understand each other we rely on a common ground, which are certain concepts, images - a terminology of our world if you will. Our communicative counterparts decipher these manifestations of our thought process by matching them to their own inventory of keys to the world. In using representations, we incorporate them into our current ways of understanding and everyday talk, through the processes of (a) anchoring and (b) objectification.

- **Anchoring** integrates new phenomena into existing worldviews in order to make the unfamiliar familiar.

⁴ Hall, S. (1981), The determinations of news photographs. In S. Cohen & J. Young (Eds.), The manufacture of news: social problems, deviance and the mass media (Rev. ed., Vol. Communication and society; 4). London: Constable, Page: 241

- The process of *objectification* produces a domestication of the unfamiliar in a way that is more active than anchoring because it saturates the idea of unfamiliarity with reality, turning it into the very essence of reality. This produces the materialization of an abstraction.” (Howarth, 2011, p.10f)

When it comes to media or the *one-to-many* communication, this phenomenon enters a different stage and one begins to understand the power of media in this discourse over cultural norms. “Through objectification, images become constitutive elements of social and ideological reality, rather simply than elements of thought. These are not, then, neutral psychological processes. By classifying a person, a thing, an event, or a nation, we are at the same time assessing and evaluating it/her.” (Howarth, 2011, p.11).

For our purpose it is hence important to understand these processes behind communicating ESD evaluations. We are never neutral, but during the entire process of our evaluation/communication process, we are taking a stand, we are taking many decisions which are based on our inner belief systems.

There is one last layer that applies to communication in particular: not only does communication represent our world view, but in that arena of encoding and decoding messages, a new reality can be shaped. So, by including different views in our communication and empowering our participants to tell their own stories, we are creating a new reality and ideally representing the community that has evolved in our evaluation process.

4E.2 Evaluation Ethics and Communicating and Reporting

As mentioned in the beginning, there is a certain set to ethics involved in evaluation, especially regarding the credibility of the assessment activity. When it comes to evaluation in the context of ESD, there ethics are even stricter. The Joint Committee on Standards for Educational Evaluation is a US-American professional committee that sets standards for different kinds of evaluations. According to the website, their standards for programme evaluation are not only used in North America but have also been adapted by other evaluation communities around the world, including the African Evaluation Association, and evaluation societies in Switzerland and Germany.

Valerie Stetson has worked on these principles in her publication “Communicating and Reporting on an Evaluation: Guidelines and Tools” and has come up with the following list of ethical practices in communicating and reporting:

Ensuring Ethical Practices in Communicating and Reporting

Table 4.6 Ethical practices in communication

| Action | Example of this Action |
|--|---|
| Understand the cultural and social values of all participants. | Use small groups in evaluation working sessions if subordinate staff are hesitant to speak critically about a programme in front of their supervisors. |
| Ensure communications are in the appropriate language. | Translate the final evaluation report (sent in English to the donor) into the local language, such as in French in Senegal, so that national staff can review the report. |
| Never disclose identities of participants in evaluation findings. | Use pseudonyms for respondents, not their real names. |
| Guard against other parties using the collected data for purposes different than those agreed to by the persons who provided the data. | Use common sense in sharing evaluation results with the press; keep original data secure. |
| Pay attention to the disclosure of evaluation findings, either through written or verbal communication. | Disseminate written reports in a way so that they cannot be altered; provide reports fairly to all groups affected by the evaluation. |
| Protect children's and adolescent's rights. | Invite an independent local stakeholder group to monitor evaluation communication activities with children. |

Sources: Joint Committee on Standards, 2004; Schenk and Williamson 2005.

Matters of Confidentiality are what stand out most in this list of practices. It is indeed essential to spend some time to think of the level of confidentiality of any communication material that you release. Building a community during the evaluation process also means a certain level of confidentiality in the process. If the participants in your evaluation cannot trust the fact that whatever they disclose will not harm their professional

or personal life, they will never mention critical points. Hence it is worthwhile to make a list of your communication materials, their release date and the dissemination level:

Table 4.7 Communication timelines

| COMMUNICATION MATERIAL | STAKEHOLDERS INVOLVED | DISSEMINATION LEVEL (PUBLIC/RESTRICTED/CONFIDENTIAL) | RELEASE DATE (TENTATIVE DATES ADDED HERE) |
|-----------------------------------|---|--|---|
| Recorded interview | Interviewee, interviewer | Confidential | 15.11.2020 |
| Social Media post on a field trip | Field trip participants | Public | 15.02.2021 |
| Final Report | Everyone, evaluation team will prepare the report | Restricted | 01.03.2021 |

There are three levels of confidentiality to be considered: **public** which is available to all, **restricted** to the programme participants (possibly including finding bodies) or **confidential**, only for stakeholders involved in the creation of this communication material. Having the column of stakeholders will help you think of all the stakeholders and their needs for confidentiality. It is good to keep that in mind – for example certain information might link back to certain participants if not made anonymous in the final report.

4E.3 Opportunities and pitfalls of communicating ESD evaluation

Before you start communicating on your own ESD evaluation project, we would like to give you a list of myths around communication and evaluation that might prove to be useful. This is inspired by a presentation; [Dr. Glenn O'Neill gave for the Evaluation Office of the International Labour Organization](#). He lists five myths about communication and evaluation, which we have adapted to the context of ESD evaluation.

Myth 1: communication is one way (sender-receiver model):

This assumption is based on the belief that there is a direct, one-way connection between what the (sender) says and what the (receiver) takes from it. Linking this myth to education, teacher-centered teaching comes to mind, where the amount of learning used to be measured in classroom time and the input the teacher was giving. Surprisingly, these outdated approaches to both education and communication still pop up, even though many of us have understood that they are not helpful. For communicating ESD Evaluation, the change is that not only the communication is two way but manifold, in other words there will be not only feedback from the receivers, but a multitude of senders too. The goal is to create ownership within our evaluation community and that the different actors chose their own means of communication to bring across the learning that has occurred.

Myth 2: We are already communicating

As we have mentioned before, we will be communicating through the evaluation progress. However, for structured and meaningful communication with the goal of changing attitudes and creating learning, a structured approach is needed as well. This refers to the analysis done for the communications and dissemination plan. We need to be aware of our different evaluation audiences in order to find the right tone, sometimes even the right language to address different groups.

Myth 3: An evaluation only communicates findings

This myth is a reiteration of the fact that we have to be aware that communication is not only needed at the end of an evaluation, when it comes to presenting the results. This will definitely still be needed, especially when it comes to donors and funding organizations, who would like to get a nice report on the findings and possibly a presentation. However, we should not wait until then, but also communicate before and during the evaluation. Below, you will find a table with different communication needs linked to different stages of the evaluation.

Table 4.8 Communication needs linked to different stages of evaluation

| BEFORE | DURING | AFTER |
|----------------------------|-----------------------------------|----------------------------|
| Signal evaluation approach | Communication progress | Present findings |
| Create awareness | Maintain relationship | Dialogue on findings |
| Develop ownership | Present initial findings | Promote uptake of findings |
| Build relationships | Test findings | |
| Manage expectations | Gather feedback from stakeholders | |

Source: O'Neil, 2017, p.6

Myth 4: Stakeholders will receive and understand what is communicated

There are different factors that influence the stakeholders' ability to understand what you communicate. According to O'Neil, the factors channel, the messenger, the format and interest surrounded by the context, will influence the ability of stakeholders to receive and understand communications. Be aware that there might be preconceived notions about certain messengers depending on the audience.

Myth 5: If the evaluation is known, it will bring about change

The last myth might crush your enthusiasm to communicate your findings to shambles, but the truth is that even, when you have made your analysis of your communication landscape and have identified when, how and what to communicate to who, this might not lead to behavior change in your audiences. It is hard to instill self-led change in people, or in other words, when you are aiming at changing people's hearts and minds and making them more open to live in a sustainable way, it will be difficult. If this hen shouldn't be just a mere indoctrination but actually be what's best for them in their own surroundings, it becomes even more difficult as we have seen in Chung's elaborations on sustainable food consumption in the previous subchapter on social media. But that shouldn't keep you from still giving your best in making sure that your messages are appropriate and targeted.

Lastly, Dr. O'Neil gives the following tips on how integrate communication in evaluation:

1. Assess the communication needs of an evaluation early on

2. Design communication activities to support the evaluation process and not only the dissemination of the findings
3. Use different channels and formats to communicate
4. Encourage communications as a dialogue to support the evaluation process and use of the findings
5. Consider that most people will learn from the evaluation through the process – and of findings verbally or visually- not through the written report
6. The ability to communicate will depend on the organization's evaluation culture, policies, and approaches

Now it's time to produce your own evaluation communication material. Including many perspectives in your evaluation and giving your stakeholders a voice in your communication activities, makes it more real and relatable. Beyond that, when taking away the responsibility of being *the* interpretive authority, it also relieves you from the responsibility that comes with that. So start building your community, engage in the communicative exchanges before, during and after the evaluation and don't forget to enjoy the ride!

Table 4.9 Guidelines for Evaluation Report

| Evaluation Report Guidelines | Source A guide integrating communication in evaluation FINAL.pdf (betterevaluation.org) |
|--|---|
| Quality Checklists and Evaluation Report Guidelines | |
| <ol style="list-style-type: none"> 1. Executive summary 2. Introduction 3. Short description/background of project/programme 4. Description of methodology 5. Findings 6. Conclusions and recommendations (lessons learned – optional) | |

Link to quality and validity for ESD evaluation

Students will be able to choose adequate communication tools in line with the underlying assumptions of their evaluation approach.



ASSIGNMENT 4.5

In your individual work, design your own communication and dissemination strategy for your project. Please pair yourself with your buddy (the course coordinator will share the details with you and complete the task over duration of one week before the commencement of summer school

Case study – An evaluation of the International Soya Initiative

Please refer to O'Neil, 2017, p.25

Presentation format:

- ✓ Quality Checklists and Evaluation Report Guidelines
- ✓ Online tutorials for the production of creative materials

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SLIDES USED IN THE PRESENTATION

ESD Evaluation Course

Module 4 / Chapter 2: Communicating ESD Evaluation

PRESENTATION "CONTENT" OF MODULE 4

1. Overview – Introduction to the content & structure of Module 4

5. How to communicate findings/results of my ESD Evaluation project

► [Link to your project](#)

4. Tools for communicating ESD Evaluation

► [Link to Module 3](#)

"The single biggest problem in communication is the illusion that it has taken place."

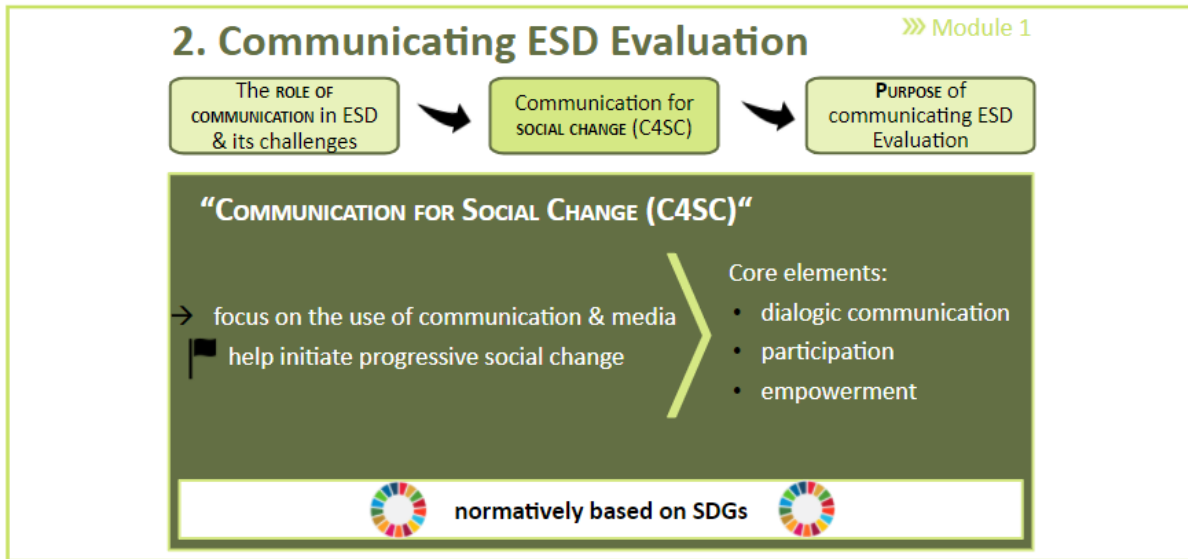
George Bernard Shaw

2. Communicating ESD Evaluation

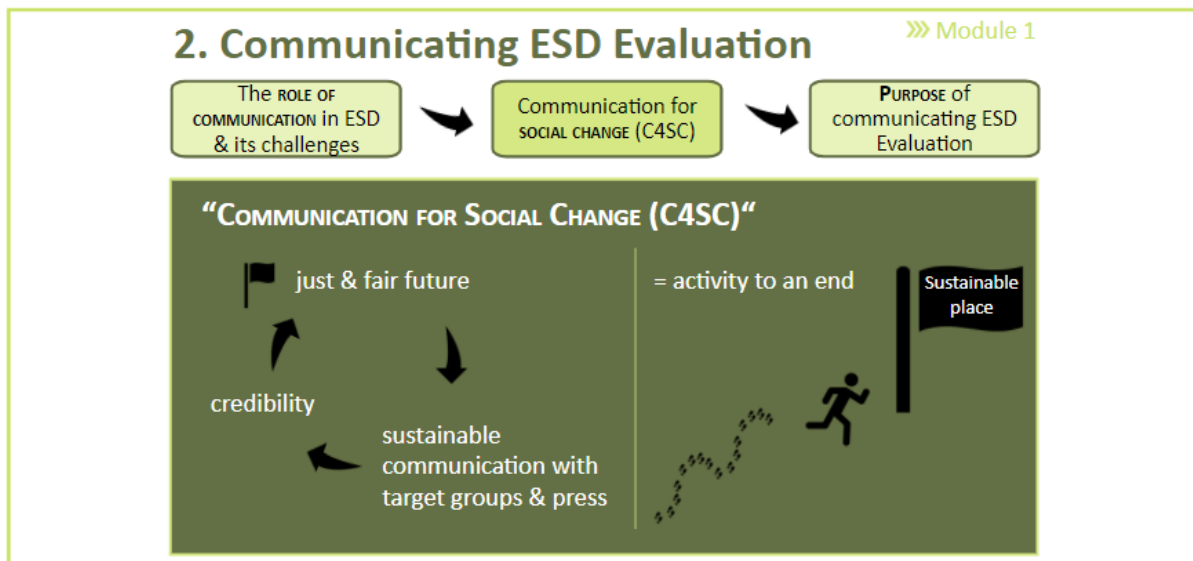
► [Link to Module 1](#)

3. Strategies for communicating ESD Evaluation to relevant stakeholders

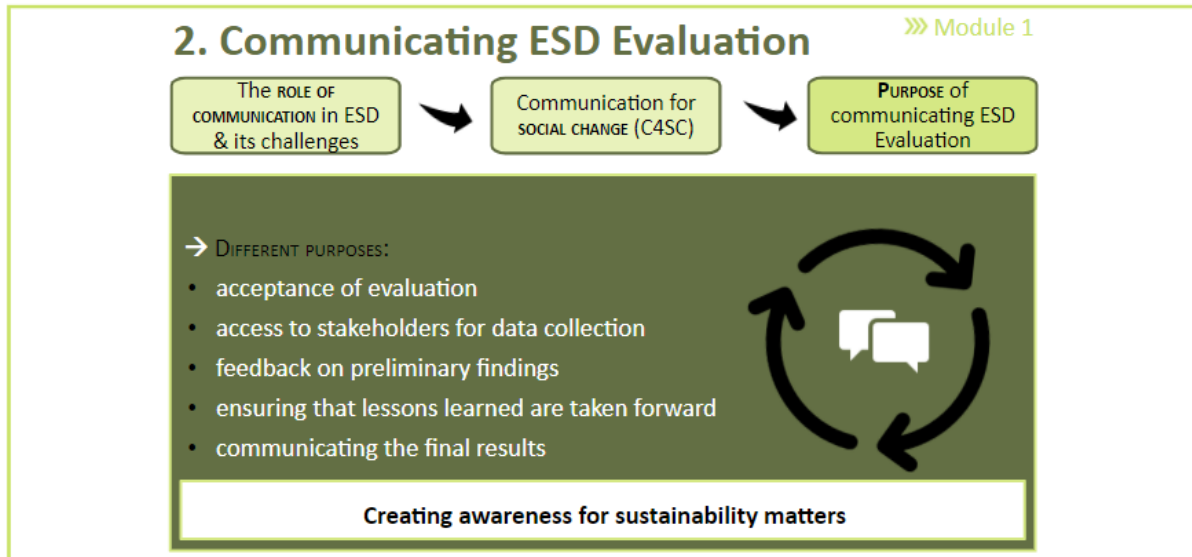
► [Link to Module 2](#)



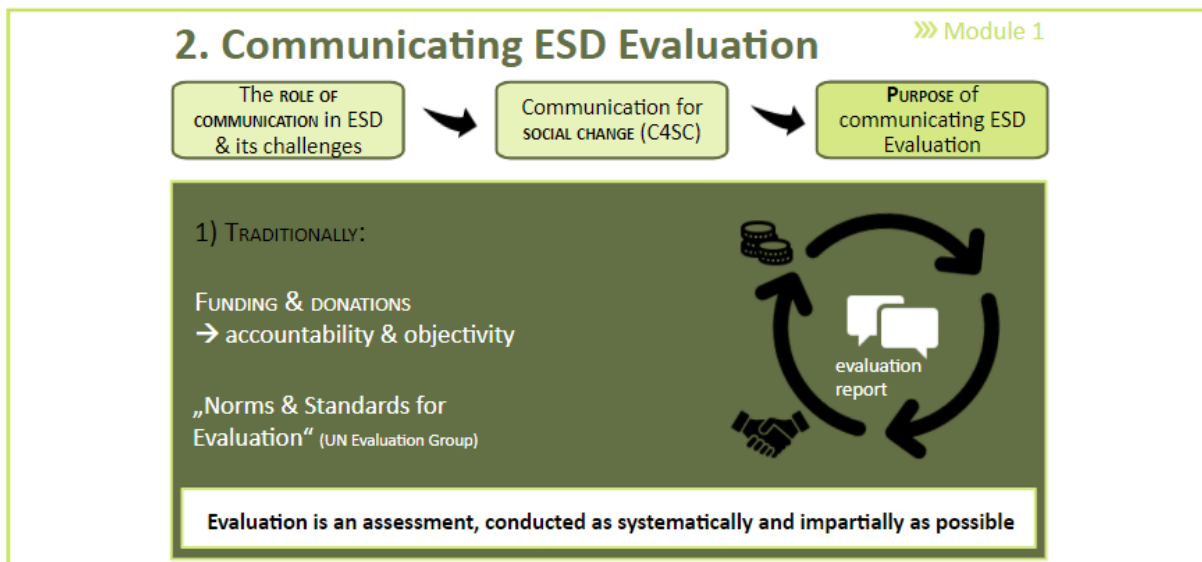
Communicating ESD Evaluation



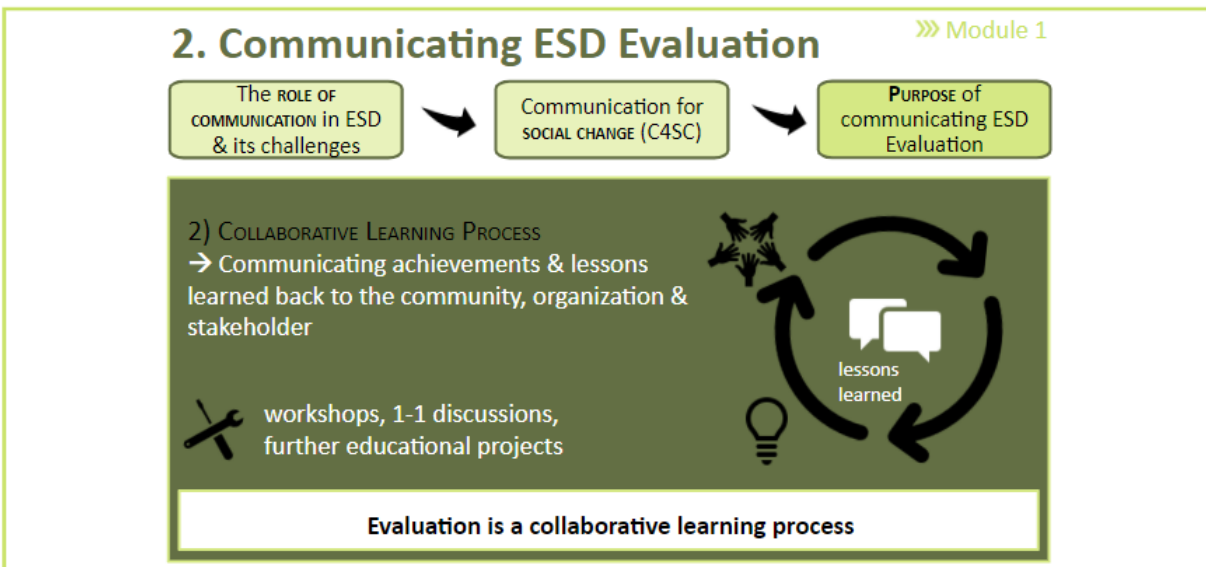
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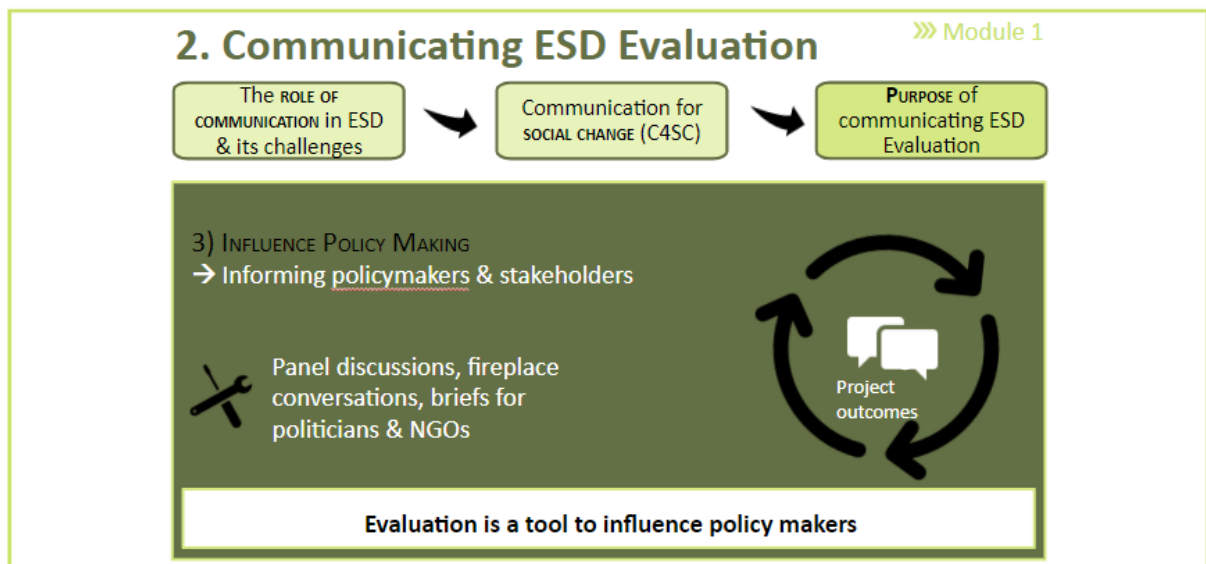
Communicating ESD Evaluation



Communicating ESD Evaluation



Communicating ESD Evaluation



Communicating ESD Evaluation



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esd_evaluation@leuphana.de



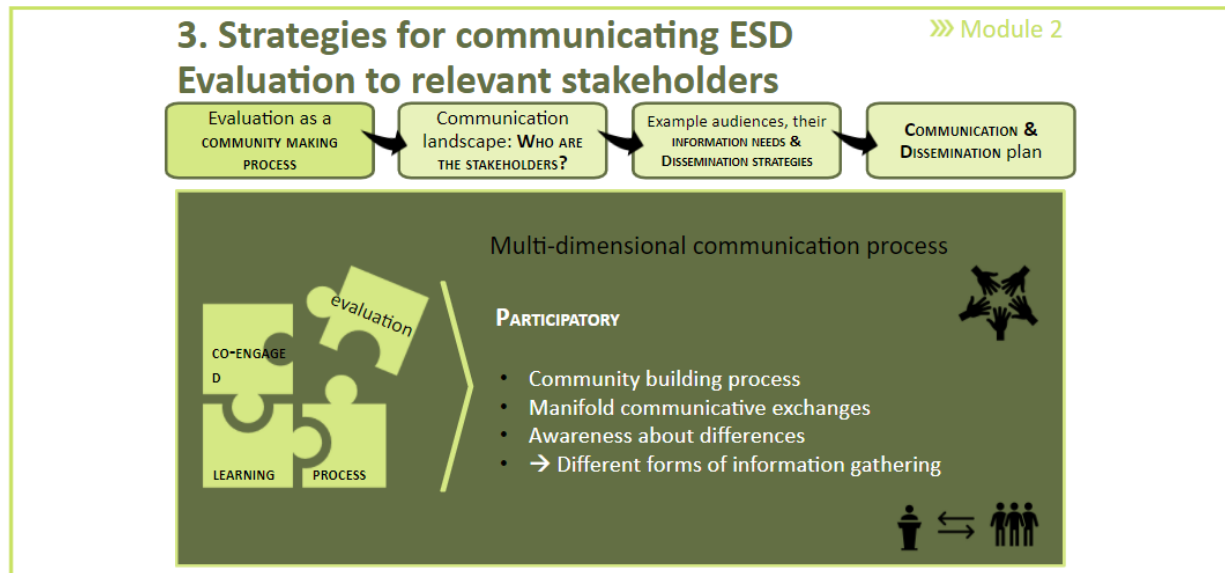
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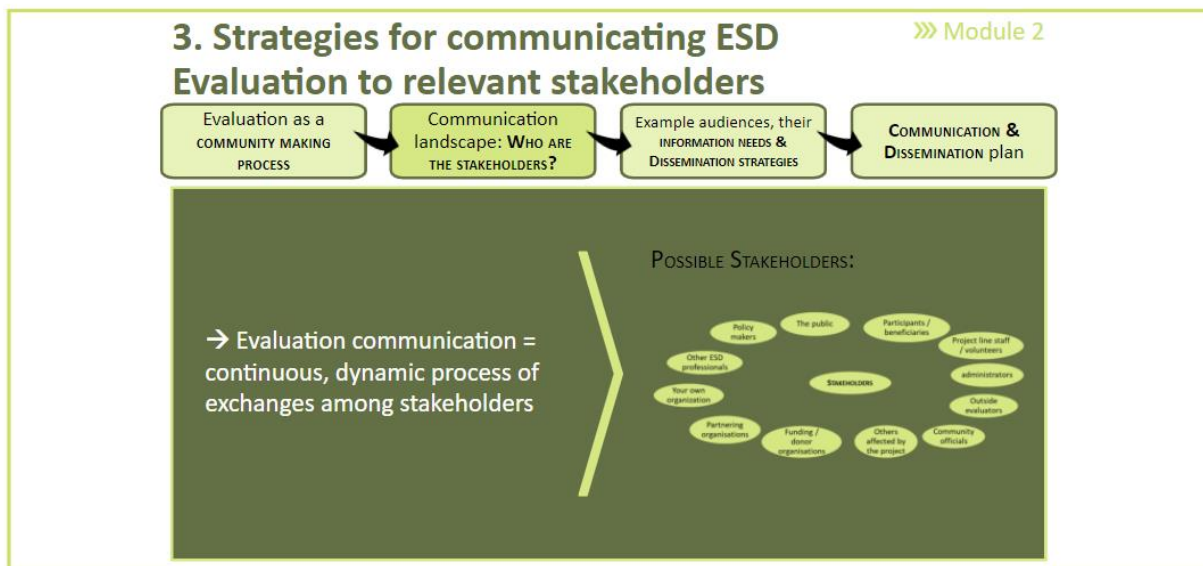
Communicating ESD Evaluation

Module 4 / Chapter 3: **Strategies for communicating ESD Evaluation to relevant stakeholders**

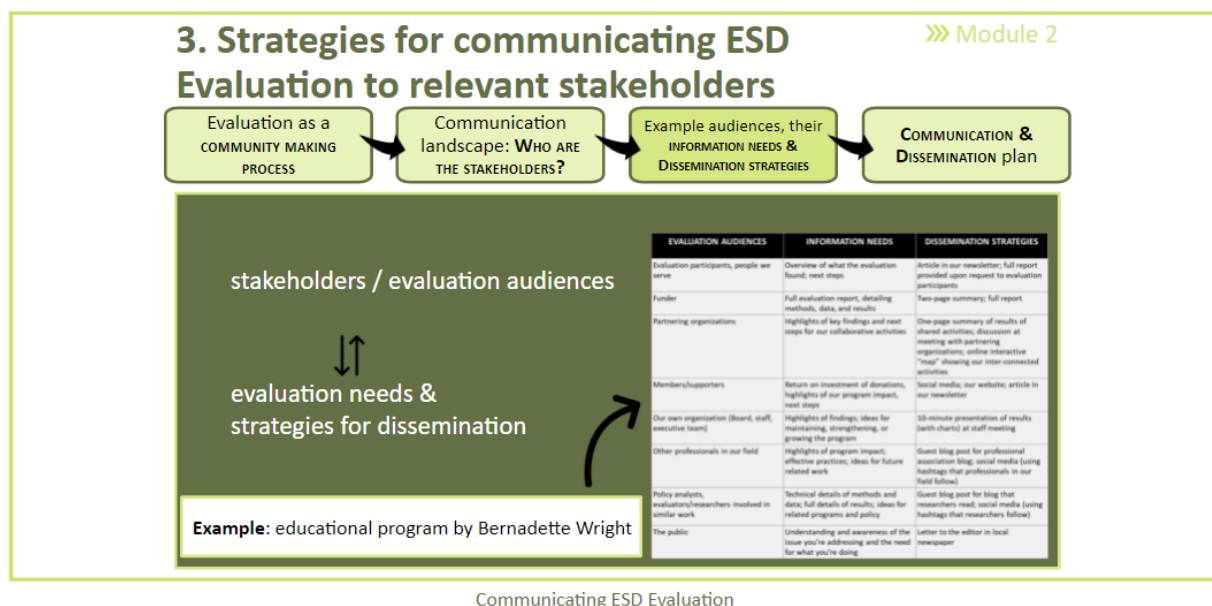
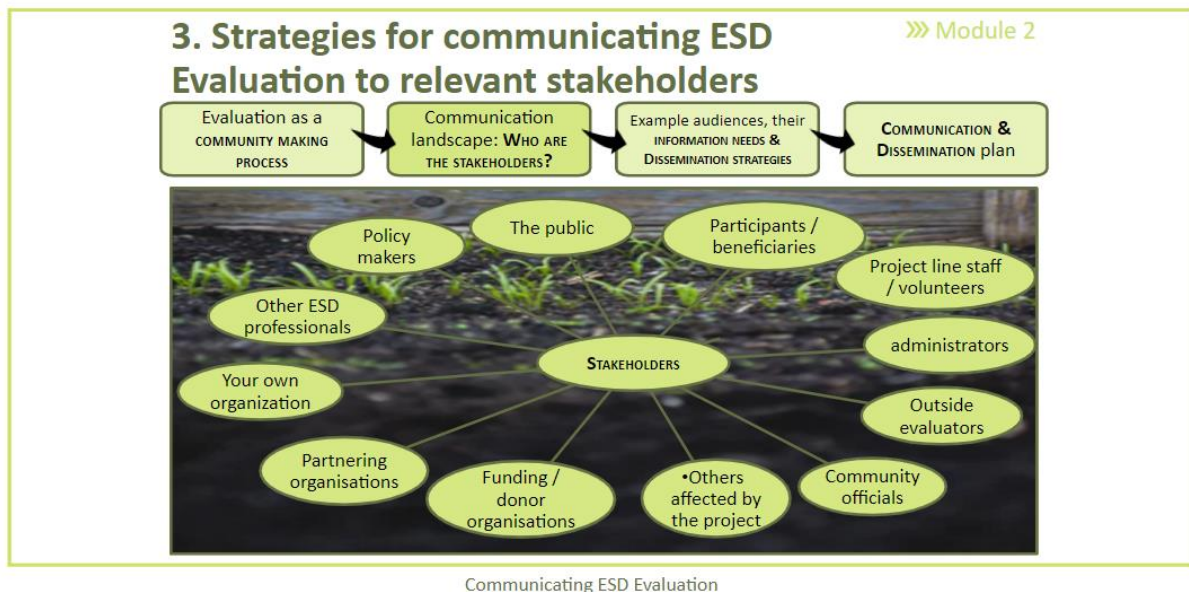




Communicating ESD Evaluation



Communicating ESD Evaluation



3. Strategies for communicating ESD Evaluation to relevant stakeholders

» Module 2



TARGETED APPROACH

- ✓ Who will be the key staff doing the communicating?
- ✓ What are the communications goals and objects?
- ✓ Who is the target audience(s)?
- ✓ When and how frequently to plan to communicate?
- ✓ How to communicate the results?
- ✓ What resources are available for communicating?

Example by V. Stetson:

| W-QUESTIONS | PROGRAM DONOR |
|--|--|
| Who is the audience / stakeholder group: summary of their needs & purpose? | Program donor, located in Berlin, needs to review final report for decision making on future funding. |
| What information do they need? | Findings and recommendations |
| Which format is best for them? | Final evaluation report including an executive summary. |
| When do they need it? | Policy brief, linking the findings to their policy. Debriefing meeting for donors held at the donor offices to present the findings. |
| Who will participate and deliver the information? | June 15 th evaluation report & policy brief June 30 th debriefing meeting Evaluation team will prepare the report and policy brief PVO headquarters staff to prepare debriefing meeting agenda and presentation |
| What are the costs? | Cost to print materials Travel cost to Berlin Whouse cost to prepare the meeting |

Communicate the results to the right people

Communicating ESD Evaluation



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esd_evaluation@leuphana.de



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Communicating ESD Evaluation

Module 4 / Chapter 4: Tools for communicating ESD Evaluation


1. Overview – Introduction to the content & structure of Module 4

5. How to communicate findings/results of my ESD Evaluation project

► [Link to your project](#)

4. Tools for communicating ESD Evaluation

► [Link to Module 3](#)



“The single biggest problem in communication is the illusion that it has taken place.”

George Bernard Shaw

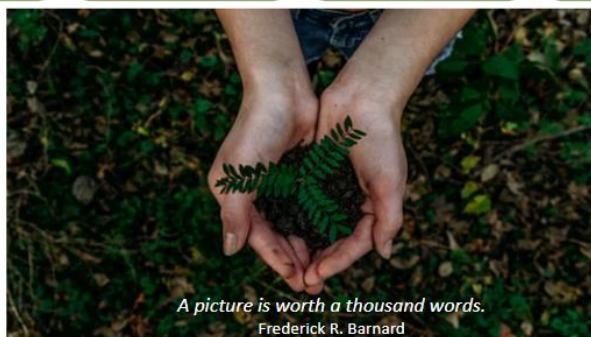
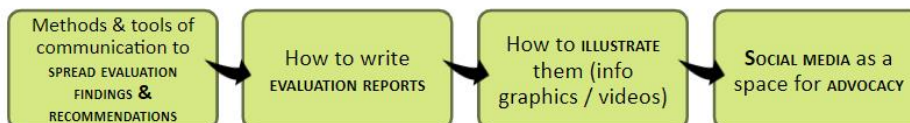
2. Communicating ESD Evaluation

► [Link to Module 1](#)

3. Strategies for communicating ESD Evaluation to relevant stakeholders

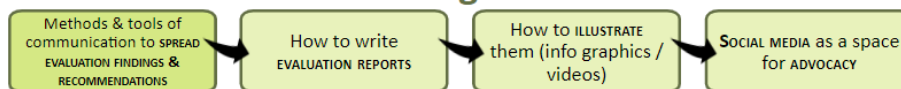
► [Link to Module 2](#)

4. Tools for communicating ESD Evaluation »» Module 3



Communicating ESD Evaluation

4. Tools for communicating ESD Evaluation »» Module 3



PRESENTATION FORMAT

→ 5 categories
by Valerie Statson

Before: do some self-inspection

Table 6. Evaluation Reporting Menu

| Written Reporting | Verbal Presentations | Creative Reporting | Critical Reflection Events | Reporting Using Electronic Formats |
|--|---|--|--|---|
| <ul style="list-style-type: none"> Final evaluation report Executive summary Interim or progress reports Human interest, success and learning stories Short communications such as newsletters, brochures, memos, e-mails, postcards News media communications (print media) | <ul style="list-style-type: none"> Debriefing meetings Panel presentations Broadcast media (radio or television) Informal communication | <ul style="list-style-type: none"> Video presentation Dramas or role-plays Poster sessions Write-Shops | <ul style="list-style-type: none"> After Action Reviews Working sessions | <ul style="list-style-type: none"> Web site communications Synchronous electronic communications such as chat rooms, teleconferencing, video and Web conferencing |

Sources: Patton 1997; Torres et al. 2005.

Communicating ESD Evaluation

4. Tools for communicating ESD Evaluation » Module 3

Methods & tools of communication to SPREAD EVALUATION FINDINGS & RECOMMENDATIONS

How to write EVALUATION REPORTS

How to ILLUSTRATE them (info graphics / videos)

SOCIAL MEDIA as a space for ADVOCACY

✓ Who has which skills?

✓ What is most effective for the target group?

(by O'Neil 2017)

↑

Before: do some self-inspection

Least interactive

Most interactive

Personal

Mass

Press release

Executive summary

Final report

web-based text

Photostory

E-newsletters

Video report

Interactive presentations

Blog

webinar

workshop

1-1 discussion

Communicating ESD Evaluation

4. Tools for communicating ESD Evaluation » Module 3

Methods & tools of communication to SPREAD EVALUATION FINDINGS & RECOMMENDATIONS

How to write EVALUATION REPORTS

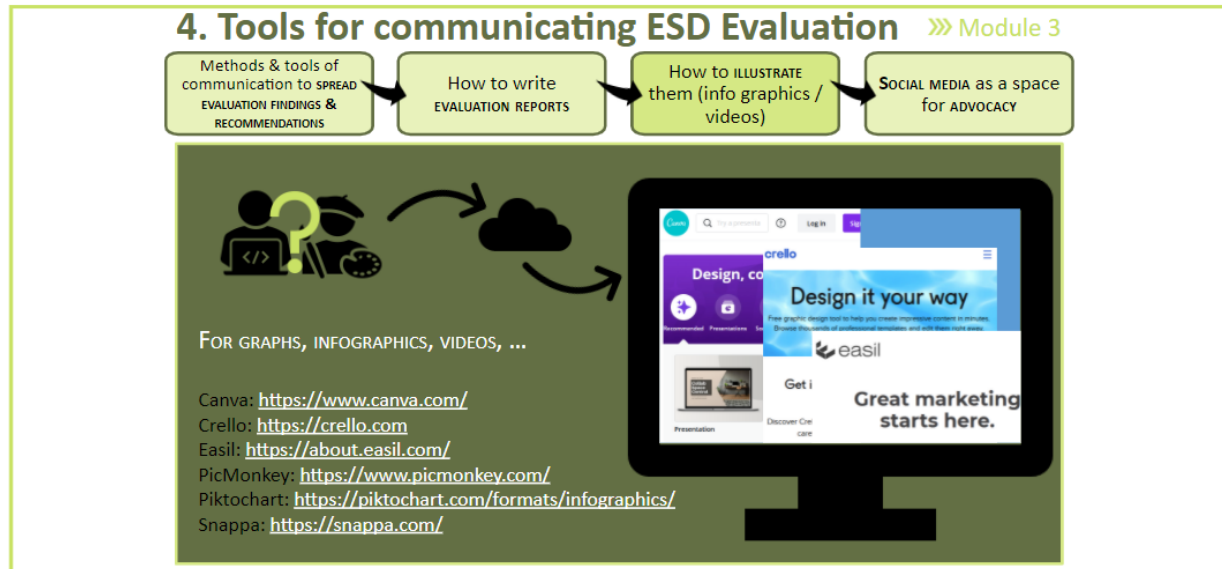
How to ILLUSTRATE them (info graphics / videos)

SOCIAL MEDIA as a space for ADVOCACY

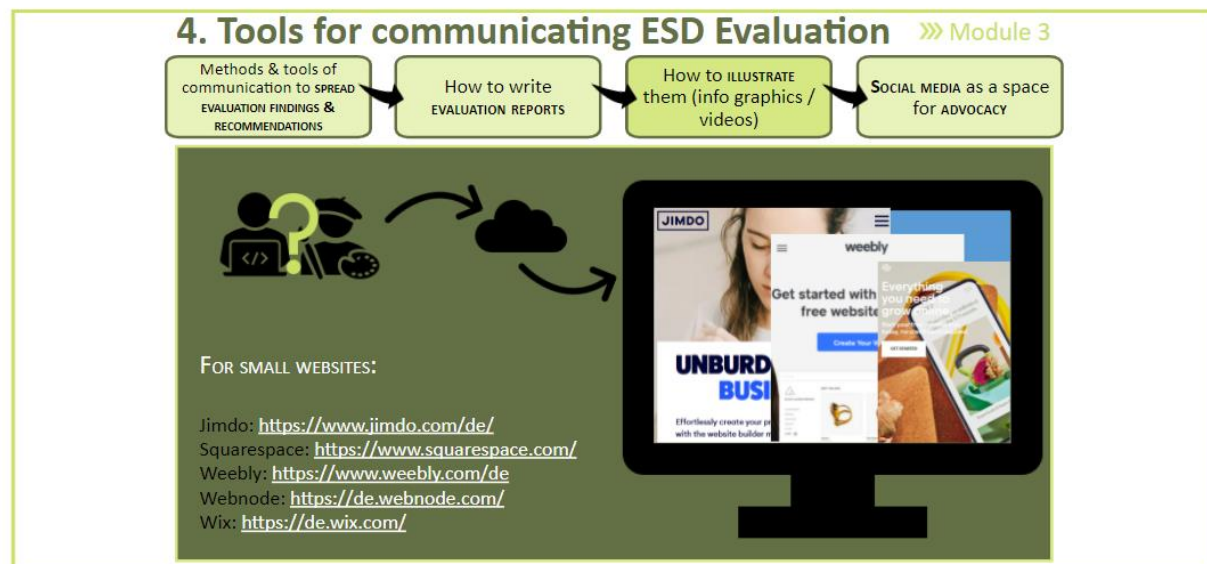
FURTHER TIPS:

- Use formal language
- Be conscious of your audience
- Use different parts of the report to show impact for different stakeholder groups

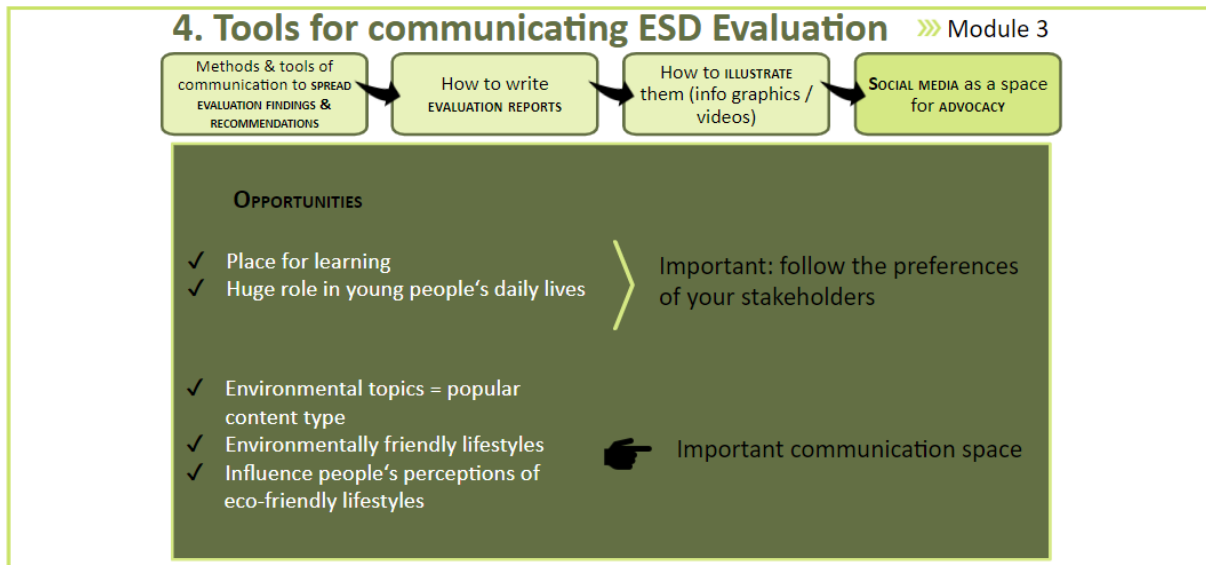
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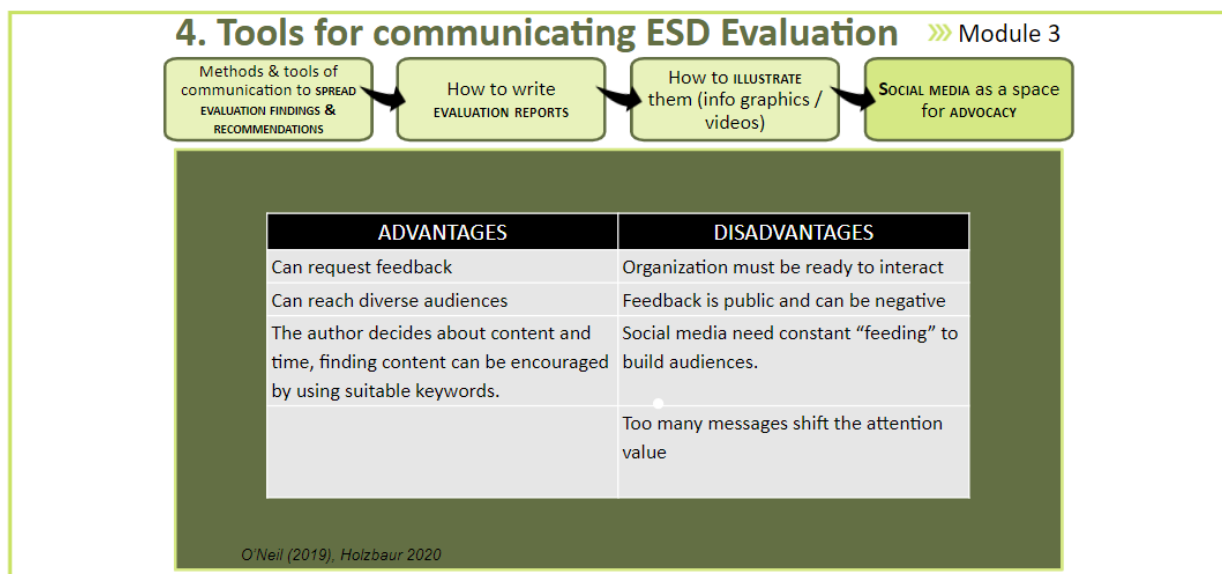
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ESD Evaluation Course



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esd_evaluation@leuphana.de



Communicating ESD Evaluation

TRANSCRIPTIONS

Introductory Video Please click [here](#) for the video

Guten Tag und hallo! Mein Name is Nadine Shovakar. I work for the University of Potsdam, as an advisor for structural development. I've also been a member of the ESD Expert Net since 2014. Today, I am going to speak about the module "Communicating ESD Evaluation".

This module will show you how to best communicate your findings of your ESD evaluation project.

This module is called "Communicating ESD Evaluation". It has four sections, the first section deals with the question "Why do we communicate?" So why do we communicate in the context of ESD? Actually, there's even a branch called communication for sustainable development. So communication is crucial and key when it comes to making sure that we're all heading for a better future.

Section 2 deals with the question, who do we communicate to? It will look at your stakeholders from a strategic perspective. So we look at who are your founders, who are the stakeholders, who are the people involved in your project and who is the wider audience, with the wider public also interested in the findings of your ESD evaluation project. Bear in mind that any ESD evaluation project is also a community making process. That means that with your ESD project you are building a new community.

Section 3 deals with the question. How do we communicate it? It looks at different tools and websites and different channels, how to get your message across. So you will look at infographs, you will look at reports you might have to fill, you will look at a blog and you will see all these different channels and tools for communication and, at the end, be able to select which one is best for your evaluation project.

The fourth section of this module is when we have a call for action. It is called "Let's communicate" because we are going to look into your ESD evaluation project, and apply the knowledge that we've previously gained. We'll strategically look at the stakeholders, we'll make a communications plan and this way you can start communicating right then and there.

You might ask yourself, why is this module relevant? To me this module is highly relevant. Why is it relevant? Because we communicate all day in our private lives. But, many times, we are not aware of who we are communicating to, what tools we use and how do we use them at the right time? So this module will help you with that. It'll help you pick the right tools at the right time for the right audience and, also I hope, it will be a lot of fun.

Communicating ESD Evaluation: Chapter 2 – Purpose

Please click [here](#) for the video

Welcome to Module 4 of your ESD evaluation course. My name is Nadine and I'm going to guide you through chapter 2: communicating ESD Evaluation. Just a reminder: these videos are there to help you have a better experience when learning on Moodle. However, it is good to read on the reader and the further reading materials in order to get the full picture.

The chapter to communicating ESD evaluation is one out of 5 chapters in module 4. You've already, probably, helpfully, already seen the overview video which gives an introduction to the content. Then there is another video on the strategies, one on the tools and in the summer school, we are going to talk about how to communicate the findings of your own ESD project. Coming back to communicating ESD evaluation, the content of our current video, this is linked to module 1.

When talking about communicating ESD evaluation, we have 3 subjects. One is, we are going to speak about the role of communication in ESD and its challenges. Then we are going to talk about communication for social change and lastly, but almost most importantly, we are going to talk about the purpose of communicating ESD evaluation.

When talking about the role of communication in ESD, we often come across a concept called communicating for action. This was coined by UNESCO and its ESDfor2030 roadmap and it says that there will have to be more concentrated communication and advocacy efforts on the role of education in supporting the achievement of the SDGs. So, it's important to learn and be aware of unsustainable developments, but also to act on them.

This is when communication for social change comes into play. Communication for social change focuses on the use of communication and media in order to help initiate progressive social change. As a back drop, it always has a normative base in the SDGs, the sustainable development goals. Core elements of communication for social change are dialog communication, means always be in dialog with the people you talk to, participatory communication and the goal of the communication is to empower people.

One has to keep in mind two things when we are talking about communication for social change. One: It's an activity to an end. It is not neutral communication that is just trying to say something. We are trying to make this world a better place, so always be conscious with that. As a consequence, I'm talking about this just in fair future, we also have to walk the talk, you have to be credible, we cannot lead unsustainable lives and preach about being fair and just. In the same way, even when communication, we also have to be sustainable, just and fair, when we are dealing with the press, when we deal with stakeholders, we have to be honest and always open and clear about what our goals are.

Now we are coming to a third field. the purpose of communicating ESD Evaluation. Generally, there is an overall purpose since it is, as you remember, communication with a goal and the goal is to create awareness for sustainability matters. However, each ESD evaluation will also have different purposes or goals within it. One is, to increase the acceptance of evaluation. This means, that your evaluation which is done on a course, on a programme, on a project that you are running, should be accepted after by the people who have partaken in the course. Also, you will gain access for data collection and a very important point is that your stakeholders will also give you feedback in general, but also preliminary findings. This way, it will be ensured, that lessons learned and taken forwards within the community.

And also, it will give you a chance to communicate the final results.

We are going to see 3 layers of purposes starting out with the most traditional one. Traditionally, funding and donation organizations, governments, private funders would always want accountability for the money they spend basically, to see that what they had set as goals, had ultimately been achieved. This way and for this end to this end, the UN evaluation group has issued norms and standards for evaluation. A lot of time it will be about evaluation reports and these reports have to be conducted very systematically and impartially. So,

the goal of this kind of evaluation is to paint a picture which is as true as possible or as objective and impartial as possible. When we are talking about ESD evaluation it will look more into a collaborative learning process. That means, that the evaluation itself becomes a learning process. The lessons learned during the evaluation, during the project, will be there for the community, for the organization, for the stakeholders so that they can take something home. You will for this matter not write a report, but rather have workshops, one-on-one discussions or further other educational projects, which will ensure that the evaluation is a collaborative learning process. Now, the third layer of purposes is , that you are going to influence policy making or at least you are aiming to do that. So you are going to conduct panel discussions, fireplace conversations, or write

briefings for political and NGOs which inform about the results of your evaluation. In that case, evaluation is a tool to influence policy makers.

This was the short introduction into chapter 2 of module 4, thank you very much for listening, if you have any questions, please contact myself or the ESD evaluation team of Leuphana. Thank you!

Communicating ESD Evaluation: Chapter 3 - Strategies

Please click [here](#) for the video

Welcome to Module 4 of the ESD evaluation course. My name is Nadine and I'm going to speak about chapter 3 right now. And that are strategies for communicating ESD evaluation to relevant stakeholders. Just to bring you back. to the overall picture of our module 4, it has 5 parts, the first one is an overview where you have also had an introductory video on. You have already seen the video on communicating ESD evaluation, you are now going to see the video on the strategies and there is one more on the tools. And the last part when we speak about how to communicate your findings and the results of your own ESD evaluation project will be dealt during the summer course.

So, coming to strategies for communicating ESD evaluation to the relevant stakeholders. We are going to look into four parts. The first one is to just remind you and make clear again the evaluation is always a community making process. The next part is, we are going to very systematically first look at the stakeholders, then look at their information needs and dissemination strategies to at the end come up with communication and dissemination plan.

As Valerie Stetson said it: understanding and learning occur when evaluation processes and findings are effectively communicated and reported. So never forget paying enough attention to your communication. Now, we are looking, so what is that community making process. It is a multi-dimensional compunction process. Well, this sound complicated. It means basically, that when conducting the evaluation of the ESD project, it'll be a community building process in itself. Because it a co-engaged way, you are going to have many forms of communicative exchanges. That means that all the different stakeholders are going to talk to each other in a multi-layered way which is going to be a community building exercise. You have to be, however, aware, that there are also differences among stakeholders and the people involved in the process and these lead to differences in information gathering.

As we were saying, the evaluation communication is a continuous dynamic process with changes among the stakeholders. it starts with the beginning of your evolution and even before, when you think about who to contact, carries on through the evaluation and even when you communicate your results.

Let's now look into the different stakeholders. Starting from the core of your project, first of all, you always think of your participants and beneficiaries of your project. There will be the project line staff involved and also don't forget into the volunteers. The administrators, outside evaluations, community officials and others you are also affected by the project. A very important group is the funding or donor organization, other partner organizations. Your own organization, also don't forget, you have to inform your peers as peers in the sense of other ESD professionals, but also very importantly, don't forget information your boss at your own organization and your co-workers. And then as a wider layer, you have the policy makers and the wider public.

These stakeholders or also called evaluation audiences have different evaluation needs and hence you need different strategies for dissemination. So right now, we are looking into example audiences who have been put together by Bernadette Wright. We are not going to read through all of them, because you can find them in the material provided in your Moodle course, but I'm just giving you an example of one or two. First of all, as we said we start with the evaluation participants, the people you serve. They need an overview of what the evaluation found out, because they will be curious, you know, how did it end, what was the event, because they will all be adding bits and pieces, but they want to know what is the eventual outcome of the evaluation and also what is the follow up, the next step. So you could write an article in the newsletter, but you should

also provide the full report to your participants in case they ask for it. Similarly, the funders are also very much at core of your evaluation project. They will need a full evaluation report for sure and that report has to detail the methods, the data and the results. However, it's a good idea to also have a 2 page summary, which you have additionally to the full report. As I aid you can read more of this material provided in the reader.

Now we are coming to the communication and dissemination plan. Basically, it ties together all the information that you've gathered on your stick, all the information needs and the information strategies and just looks at the same information from a different angle. It is asking all the questions, how to actually put these information needs and stakeholders together and how to make a place with deadlines and things, that follow one to the other. So it's basically a project management tools. So you'll be asking yourself, who will be the key staff doing the communication in your ESD project. Who is the target audiences, what are the communication goals and objectives and when and how frequently you're planning to communicate. How you are going to communicate the results and what resources do you have available, so do you have money to roping a

booklet, to host a conference or whatever else you're thinking. The overall goal of this exercise is to communicate the results to the right people.

You can find all these three main chapters here, together: who are your stakeholders, to strategically look at their need and dissemination strategies as well as the example of communication and dissemination plan in the online material. And you also have worksheets which you can fill in for your own ESD evaluation project.

And that's it for now, thank you very much for listening, don't forget to read. If you have any questions, please contact myself of the ESD evaluation team at Leuphana.

Communicating ESD Evaluation: Chapter 4D - Tools

Please click [here](#) for the video

Welcome back to Module 4 of the ESD Evaluation Course. We are now going to talk about chapter 4 of it and that is tools for communicating ESD and evaluation.

I keep here, just to remind you, an overview of module 4. First of all, you've seen the introductory video and probably also read the introduction reader to the module4, then you had a video on communicating ESD evaluation, you had one on strategies for communicating ESD and now we are going to talk about the tools for communicating ESD evaluation.

This part is linked to module 3. The last part: how to communicate the findings will be dealt with in a live session.

So, a picture is worth more than a thousand words. Isn't it? So, this picture is saying more than I can ever tell you. When speaking about tools for communicating ESD evaluation, we are going to look into four fields. One is, we are going to give an overview of different methods and tools to communicate and look at it from different angles to help you chose what tools to use. Then we are going to look into three categories specifically, because we consider them very important. One is: how to write evaluation reports, the second is how to illustrate them, with info graphs, with videos. The third is to use social media as a space for advocacy.

Coming to the different methods and tools. You have a whole evaluation reporting module. So basically, there is a lot of different tools available. Valerie Statson has nicely put them into 5 different categories. She said: written reporting, verbal presentation, creative reporting, critical reflection events and reporting using electronic formats This all should help you sort your thoughts and just get an idea. Before you decide on which tool to use or which tool to use for what, always do some self-inspection and be aware of what is useful or comes natural to yourself.

Dr Neil has basically looked at the same thing, but from a different angle. He has categorized the different formats and tools into more interactive and less interactive parts and into more personal and more directed towards the masses. So, within you team, find out who has which skills and what is most effective for you target group or for the different target groups of stakeholders that you have. Some people will enjoy being in

a webinar, although it's not very interactive, but other people would like to read a press release because they don't have time and they do it in the morning during their breakfast. It's not interactive, it's not personal, but it's very informative and puts it together in a very specific way for specific target groups. When doing a workshop and a one-in-one discussion, you can probably reach one person at a time. When you do a video discussion, you might reach more people. So, again, do some self-inspection, realize what you like, what goals also with your ESD evaluation, what feeds into your stakeholder, your target groups, what have you already used during your ESD project. So there are many things to consider before choosing what tool and what method of communication to use.

Now we are going to look into how to write evaluation reports. We have already learned that UNESCO and other UN agencies, they are all very keen on reports, obviously, because they are financing a lot. They have published guidelines on how to write evaluation reports. So read those guidelines, they have 8 overarching questions that are mentioned in our little reader but there are also the links so you can just see the guidelines, they are very useful and they will help you write a very professional report on your evaluation.

Few tips are also there, use always formal language when you write a report, be conscious of your audience, who are you writing it to, what might they be interested in. And then do a little trick, now your report might have 30 pages, 40 pages but just look into what is interesting for different stakeholder groups and then you can just make quick summaries, one or two pages which go out to local schools, or another one that goes out to your funders. They might want the whole report but I'm sure they will also very much appreciate an executive summary.

Now we are coming to the illustrating. How do you use video graphics and info. Videos and info graphics. So for graphs, info graphics and videos, there is a lot of websites and tools out there. There is pictochart, they make fantastic info graphs, there is Canva, there is Crello or Easil. I have collected a few links. Just look and see what feels natural because all of the little programmes and online sites have their own logics. Just follow it to see what works for you and then you can go ahead and create your own graphs and nice illustrations of what you did in the ESD evaluation. When it comes to websites, there is also, you don't really need a programme, I mean you go to an agency, they probably do a better job than you self. But if you don't have the means or time, used go into Jimdo, Squarespace, it's really simple to create your own website. For all these online tools, be aware that they are obviously all business. They are going to ask you for some money at some point. The same thing when it comes to the internet, it's always very important, is copyright issues. Be sure if you use a graph or you use a picture that you mention the copyright. This is very important.

Then, looking to social media where you can then nicely use all your nice info graphs and good stuff you created. When it comes to social media, its important to follow the preferences of you stakeholders. When you work with young people, it's going to play a huge role in their daily life. There is no way in getting around social media with those people. It is in general a very important communication space and especially important for environmental topic, because it is a popular content type. Also, environmentally friendly lifestyles really goes well on social media like that. And you have change people's perceptions of eco-friendly lifestyles if you have the right blog, for example.

However, there are of course also some disadvantages. On part of the advantages of using social media. These disadvantages are that the organization must be ready to interact. That means people can give you feedback at any time. Which is also an advantage. You can request and get feedback very easily which is nice. but you must also be ready to interact. Because feedback is public, and it can be negative of course. Another point to mention is that social media needs constant feeding to build audiences. So you need to always put on more content. On the other hand, too many messages shift the attention value. So you have to know how much to put on at what time.

So finish up with some advantages, as I said, you can request feedback, you can reach diverse audiences. And the author, at least in the beginning, it is s a one-way communication, so you decide what content to put on and when and the finding content can be encouraged by using suitable keywords.

So there are certain tricks to use social media, but it is for sure an important space for advocacy and for environmental topics.

This is already bringing us to the end of this little video, please read more up in the reader provided and the exercises that are therein Moodle. If you have any questions, please contact me or the ESD evaluation team at Leuphana university. Bye bye!

About the Authors

Nadine Shovakar is from Austria, where she has completed her studies at the University of Graz. She has an M.A. in Business Administration and an M.A. in Spanish Language & Literature; her Master thesis was on the use of creative problem-solving tools for sustainable, regional development. For eleven years, Nadine has worked as an international relations officer for Universities Austria, an umbrella organization for the Austrian public universities. Since 2020, she coordinates the European University EDUC, responsible for setting up a functioning governance structure and a quality assurance system. In 2011-12, Nadine took part in an international leadership training on Education for Sustainable Development (ESD). During the course of the programme, she conducted an innovation project on teaching methods for ESD, which was embedded in a university cooperation project called “Sustainicum.” Ever since, Nadine has been conducting workshops and trainings on the implementation of ESD at universities.

Lena Hoffmann has finished her *Regional Development, and Nature Protection* (M.Sc.) studies at the University for Sustainable Development Eberswalde. She focused on environmental education and education for sustainable development (ESD). In her Master’s thesis, she researched extracurricular education for sustainable development at “*learning locations for tomorrow*”. Beyond her studies, she works on various projects and institutions conducting environmental and political education with different target groups, including school children, environmental groups of different NGOs, refugees with interest for climate change, nature protection, and transformation processes. She likes to create places for mutual empowerment. Her interest in ESD and Evaluation lay in the different methods and tools of communication, aiming to make evaluation findings better known for the respective target group and stakeholders. Contrary to the assumption that (ESD) evaluation is a lengthy bureaucratic, rational and professional process (of accountability), the diverse possibilities of a dynamic co-engaged learning process impress her.

For any further information, write to nadine.shovakar@uni-potsdam.de or esd_evaluation@leuphana.de

This module has been designed by team of student assistants Anwesa Goswami, Annika Bucher, Carolin Ellerkamp, Charline Rieffel, Edali Beltran, Johanna Philipps, Maxi Baumert with support from Deepika Joon, Ludwig Chanyau and Jennifer Krah.

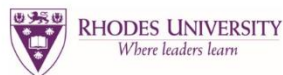
The members of ESD Evaluation Working Group of ESD Expert Network contributed with their ideas towards the development of the module.

For any further query, please write to esd_evaluation@leuphana.de or Nadine.shovakar@uni-potsdam.de

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The Future We Want





ESD EVALUATION