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Focusing on the region’s educators to implement changes towards sustainable development, the programme will have the catalytic effect of enabling the next generation of teachers to integrate sustainable development into their teaching and community practice, contributing to the achievement of educational quality and relevance in Southern Africa.

The programme is a partnership programme.
UNESCO Education Sector

Education is UNESCO’s top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations’ specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.

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Learning Action 5: Monitoring, Evaluation and Scaling for Impact
These Sustainability Starts with Teachers materials were first developed for a Japanese Funds in Trust partnership project between UNESCO, the Southern African Regional Universities Association (SARUA), Rhodes University and the Swedish International Centre of Education for Sustainable Development (SWEDESD). Initially the materials were developed for Secondary Education teacher educators, and were produced in 2017 as VERSION 1, with the following reference:


In 2019, the Sustainability Starts with Teachers materials were substantively revised into a Version 2. The focus of Version 2 materials is Teacher Education for Early Childhood Development (ECD), Primary Education, Secondary Education and Technical and Vocational Education and Training (TVET). The VERSION 2 reference is:


The Sustainability Starts with Teachers Capacity Development for Teacher Education programme is implemented as a partnership between the UNESCO Regional Office for Southern Africa, Rhodes University's Environmental Learning Research Centre, the Southern African Regional Universities Association (SARUA) and the Swedish International Centre of Education for Sustainable Development (SWEDESD). The project is supported by the Swedish International Development Cooperation Agency.

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The line drawings in this volume were originally produced for the Learning for Sustainability Project, DANIDA Department of Education, South Africa.
Building on the first four Learning Actions (1, 2, 3 and 4), the final step in the Action Learning Programme is to work through Learning Action 5. This focuses on monitoring and evaluation of the Change Project, to establish value in the project, and to plan for scaling it further for impact.

**LEARNING OUTCOMES:**

At the end of this Learning Action you will be able to:

- Undertake an evaluation of the Change Project work, in order to identify what needs to be done next.

- Identify the value being created by the Change Project.

- Plan how to scale for impact of the Change Project.
Learning Action 5:
A case story
In this last Learning Action, we still follow the work of the five teacher educators as they make decisions about monitoring their ESD Change Project, and finding the value created by the project. Also using the work of the teacher educators, this Learning Action will help you understand how to scale impact of your ESD Change Project.

FROM OUR CASE STORY:

After working through the first four Learning Actions, Mrs Chenjerai, Mr Pula, Mrs Tujaliwe, Ms Sibongile and Mr Pirira discussed how to monitor and evaluate the ESD Change Project that they were working on in their institution. As a result, the teacher educators, who by now were meeting regularly in their community of practice, decided to undertake an evaluation of their Change Project. They realised that undertaking such an exercise would enable them to identify what to do next in their Change Project work, and help them to think about how they could scale their project for further impact.

This Learning Action thus introduces you to the process that Mrs Chenjerai and her colleagues undertook to evaluate the ESD work they have learnt on the Sustainability Starts with Teachers course. As introduced in the Introduction and Overview document, and as unfolded across the Learning Actions of this programme, the ESD Change Project that you will lead in your institution will be developed in five phases over a period of time. It would be important for you to monitor the progress of the Change Project as it unfolds. It is often helpful to do this in a community of practice, where you and your colleagues can collectively reflect on the progress being made with the Change Project, the focus of which is to integrate ESD into Secondary teacher education and TVET programmes and colleges in SADC countries.

As the UNESCO/SARUA Sustainability Starts with Teachers Programme is a UNESCO ESD Agenda 2030 linked programme, we hope that, as representative of your organisation, you will develop a carefully constituted, creative, and collaboratively grounded monitoring process for the Change Project so that you will be able to report on it in a final regional workshop, as well as share plans for scaling with your colleagues and others in your institution and network.
It will be important for you to report regularly on the progress being made with the Change Project, and to stay in communication with the course coordinators and the ESD Regional Reference Group for ongoing support. You may also work closely with the Ministry of Education and with the leadership of your institution, who are aware of your participation in the **Sustainability Starts with Teachers** programme.

To help you monitor and evaluate your Change Project, consider the following steps:

- **Step 1:** Consolidate the community of practice that you will work with in your Teacher Education institution on the Change Project.

- **Step 2:** Develop a clear understanding of the Change Project that you will be working on with your colleagues from the starting date of the course for a period of six to eight months, after which the final workshop of the programme will be held.

- **Step 3:** Use the Change Project and the reflections at the end of each of the Learning Action texts to develop a clear Plan of Action for your Change Project.

- **Step 4:** Now consider the time allocation recommendations that were made for each of the phases of the Change Project, and develop a ‘projected progress map’ with each step of the Change Project marked out clearly.

- **Step 5:** Set a reflective monitoring meeting schedule for two weeks before each deliverable (phase) of the Change Project, and for two weeks after each deliverable. In this way, you will be able to (a) prepare together for the next deliverable, and (b) reflect on the previous deliverable.
As you monitor and track the progress on your Change Project, you can use the following checklist to track the development and completion of the project. Keep the checklist updated as you progress with your Change Project, and keep careful records of participation and research in Step 2 and Step 3.
**Step 1:**
Change Project tracking

**Members involved in the community of practice**
(name, department, and contact details)

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**Step 2**
Comment on the achievement of outcomes related to each aspect of the Change Project. Include discussion on issues/difficulties and how you Re-Solved them.

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<table>
<thead>
<tr>
<th>Change Project development</th>
<th>Expected output</th>
<th>Progress level (just started, nearly complete, complete)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>PART 1 (a) Pre-course identification of Change Project focus</td>
<td>Identification of team to work with Identification of potential ESD Change Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PART 1 (b) Post-course (month 1-2) ESD Review</td>
<td>Conduct context, policy and competences review and revise/improve focus of ESD Change Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PART 2 Post-course (month 3-4)</td>
<td>Identify ESD content and concerns for inclusion in programme/s</td>
<td></td>
<td></td>
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<tr>
<td>PART 3 Post-course (month 5-6)</td>
<td>Develop ESD ‘T-learning for Teachers’ Pedagogical Plan and implement some aspects of it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARTS 4 &amp; 5 Post-course (month 7-8)</td>
<td>Develop ESD ‘Significant Learning’ assessments, and evaluate value created by ESD Change Project so far, with initial plans for scaling for impact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of the Change Project</td>
<td>Presentation of ESD Change Project at Final Workshop (you will be invited to submit all parts of the change project for consideration at the final the workshop in a portfolio folder, and to prepare a presentation)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• **Step 3**

Keep records of who else is involved in the Change Project, and of processes associated with their participation (e.g. numbers of other colleagues, leadership involvement and support, student engagement, community engagement, etc.). You can list the different people and documents in the space to help you keep record.

**People participating in the ESD Change Project and their roles:**

(Add further information in the Change Project portfolio.)

**Documents and other sources used in the Change Project:**

(Add further information in the Change Project portfolio.)

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**Learning Action 5, Activity 1**

Undertake a collaborative monitoring process as outlined above within your ESD community of practice at your teacher education institution.

To aid the monitoring process, build a Portfolio of Evidence with all the work that has gone into the Change Project, to share at the final workshop.

Take photographs of you and your team, as well as leadership, students, student activities, the issues you are dealing with, and any community engagement, to put in your Portfolio of Evidence.
Evaluating the Change Project for value creation
BACK TO OUR CASE STORY:

As soon as Ms Chenjerai and the other teacher educators finished monitoring their Change Projects, they were contacted by Ms Chipwanye from Malawi (who was also on the Sustainability Starts with Teachers course). She wanted to know from Mrs Chenjerai and her team what value they found in the Change Project process. The teacher educators acknowledged the question and noted that they were just about to undertake a value creation analysis of their Change Project. They said that they would share their experience back with Ms Chipwanye and her team (who also wanted to do this). They proceeded to evaluate their Change Project, using a value creation framework.

The Sustainability Starts with Teachers programme supports you to undertake an evaluation in such a way that you can monitor the development of the Change Project for its value creation benefits in your teacher education institutions. Evaluation means to ‘find value’. To guide the evaluation, we will use the framework provided by Wenger, Trayner and Laat (2011). We will ask you to tell us your ‘value creation stories’ in your ESD community of practice, and in the wider ESD network that you are working in.

- The network aspect refers to the set of relationships, personal interactions, and connections among participants who have personal reasons to connect. It is viewed as a set of nodes and links with affordances for learning, such as information flows, helpful linkages, joint problem solving, and knowledge creation.
- The community aspect refers to the development of a shared identity around a topic or set of challenges. It represents a collective intention in the College and College community – however tacit and distributed – to steward a domain of knowledge (ESD) and to sustain learning about it.

The emphasis in the evaluation will be on what you have been learning about ESD and what you have been learning from each other on ESD and educational change while you have been planning and implementing the ESD Change Project in your teacher education institution. Drawing on Wenger, Trayner and De Laat, the following questions will guide the development of your value creation story:

1. Which of the activities associated with the Sustainability Starts with Teachers programme were most meaningful to you? Why?

2. What new insights did you gain from the Change Project and the Sustainability Starts with Teachers programme?
3. What information or materials were you able to access and use via the programme? Which were most useful and why? How did you make use of the networks?

4. What were you able to apply from the programme to your TE/TVET practice? E.g. was ESD applied to practices in the college, to your lectures, to improved campus management, community and youth engagement? Did the application of new knowledge of ESD lead to innovations in actions, practice, tools, approaches or institutional systems? Please elaborate.

5. What difference did the programme and Change Project work make to your performance? How did this contribute to your personal/professional development?

6. How did this contribute to the goal of the institution? Qualitatively? Quantitatively?
7. Has this changed your or some other stakeholders’ understanding of what matters in Teacher Education and TVET more broadly?

Use your answers above to compile a ‘Value Creation Story’ of your experience on the programme. **NOTE: The emphasis of the value creation exercise is to tell your teacher education institution ESD story of learning and change as a value creation story.** From the value creation stories, you can identify different **types of value that have been created**. These can be described in five ‘cycles’:

**Cycle 1: Immediate value:** The focus here is on any immediate value that has been gained by engaging in the ESD Change Project (this might be gaining new knowledge, forming new partnerships or working relationships in the college, sharing insights, building new networks, etc.).

**Cycle 2: Potential value:** Not all of the value produced by a community of practice or a network is immediately realised. Activities and interactions can produce “knowledge capital” whose value lies in its potential to be realised later. Such potential can be useful even if it is never realised. Such knowledge can take the form of:

- **personal assets** – for example, a new perspective, insight or skill;
- **relationships and connections** – for example, building of new partnerships or networks in the teacher education institution with staff, leadership, students or community members;
- **resources** – for example, new materials to use in teaching, or financial resources to support an ESD campus greening project;
- **collective intangible assets** – for example, improved reputational status for the teacher education institution from being part of the UNESCO ESD Agenda 2030 and the international ESD Teacher Education network; and
- **transformed ability to learn** – for example, greater capacity to work together in an ESD community of practice in the college to support ESD curriculum innovation.

**Cycle 3: Applied value:** The emphasis here is on changes in practice. Examples could be applying what is being learned about ESD to actual practices in the college, to your lectures, to improved campus management, or to community and youth engagement. Applying new knowledge of ESD can lead to innovations in actions, practice, tools, approaches or institutional systems. Looking at applied value means identifying the ways practice has changed in the process of leveraging knowledge capital.
Cycle 4: Realised value: The emphasis here is on improved performance which results from the changed practice.

Cycle 5: Reframing value: This last cycle of value creation is achieved when social learning causes a reconsideration of the learning imperatives and the criteria by which success is defined. This includes reframing strategies, goals, and values. It can also include proposing new metrics for performance that reflect the new definition of success. This redefinition of success can happen at individual, collective, and organisational levels.

Note that a value creation story does not necessarily have to cover all cycles.

Learning Action 5, Activity 2

Using the value creation cycles explained above, and the questions you answered in the questionnaire, develop a value creation story that captures your learning in the ESD Change Project. Explain what value you have been able to create and how you have been able to do this using the categories of value creation:

- Immediate value
- Potential value
- Applied value
- Realised value
- Reframing value

Note: There is no need to have all types of value created. Focus on those that are real and that have been achieved to date. Further value can be created from the ESD Change Project in future.
Scaling the Change Project for impact
BACK TO OUR CASE STORY:

After the activity on value creation of the Change Project, the teacher educators noted that they have learnt a lot in the course, particularly through their ESD policy, context and competencies review; and via the process of identifying locally relevant sustainable development concerns, which allowed them to identify critical issues relevant to their Teacher Education programme. They also enjoyed the development of the T-learning for Teachers pedagogical plan focusing on transformative learning and ESD pedagogies and learning environments, as well as the how to design and try out alternative methods for assessing significant ESD learning.

In their preparations for the final workshop, where they would present the work done on their Change Project, Mr Pula remembered that in the UNESCO roadmap document (http://unesdoc.unesco.org/images/0023/002305/230514e.pdf) that they discussed in Learning Action 1, one of the objectives of the Global Action Programme (GAP) and its follow-on programme, ESD Agenda 2030, is “to generate and scale-up concrete actions in ESD”, so as to make a significant contribution to the Education 2030 agenda, especially Target 4.7 of SDG 4. However, he was not sure what ‘scaling of ESD’ means. Mr Pula therefore did research on the concept of scaling, and shared his research with Mrs Chenjerai, Mrs Tujaliwe, Mr Pirira and Ms Sibongile. In discussion, they realised that it is important to revisit their monitoring and value creation activities to help them identify aspects of ESD and their Change Projects that they could scale (expand or extend) for impact. The section below shows you how the teacher educators thought of scaling ESD actions related to their Change Projects.

In order to recognise and qualify the substantial contributions made by your Change Project to the Education 2030 agenda, we shall make use of a further monitoring and evaluation tool, called the Re-Solve scaling model, which will help you to further reflect on your project in order to consider how you can scale the project for further impact. It will also help you to manage the overall project processes as they unfold, and to highlight both unintended and intended project outcomes, following the value creation stories that you have created already.

**Scaling dimensions**

Scaling processes often occur simultaneously along several dimensions. These processes may be enabling of each other, or can also be in contradiction. Three common dimensions of scaling that you might want to consider to scale impact of your Change Project are:

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**Scaling** describes the progress and strength of your Change Project, and its potential to be replicated or expanded within and across your institution(s) or beyond – i.e. its potential for being extended.
1. **Vertical scaling:** This dimension of scaling requires institutionalising of ESD through government or institutional decisions (policy changes, legal actions). For example, your Change Project could lead to an ESD policy for your department or institution.

2. **Horizontal scaling:** This dimension of scaling involves replicating impacts more laterally to cover wider geographical or institutional areas, such as scaling to cover different departments, faculties, and/or institutions. For example, your ESD Change Project can be spread or expanded across a number of faculties or TVET colleges.

3. **Functional scaling:** This dimension of scaling requires the scaling process extending the programme via a range of additional activities or functions. Functional scaling also involves increasing the scope/types of activities within a programme, and finding solutions to new problems. For example, you could add a range of new activities to an originally smaller scale ESD Change Project over time.

However, it is important to note that scaling can also emerge spontaneously – without being planned, and on its own accord.

### Using the Re-Solve model to think through scaling for impact

The Re-Solve scaling model (SWEDESD, 2018) is a reflective and iterative process tool for assessing the impact, scaling potential and pathways for your Change Project. It is comprised of a series of workshops, which are designed to enable Change Project stakeholders to reflect and self-evaluate existing activities, and to define visions, strategies and actions to accomplish desired scales. The Re-Solve model is intended to enable scaling as a collaborative and proactive adaptation for transformative/transgressive teaching and learning processes in response to locally relevant sustainable development issues. Figure 3 below shows a series of five workshop sessions that the Re-Solve scaling model will take you through as you conduct your project monitoring and evaluation.
Re-Solve scaling workshops

These are one-day workshops that can be accomplished over a period of one or two days, or can be spread across a number of reflective sessions during the last two months of the Change Project process, when you are preparing for the final workshop. The workshops can also be run at different times during the course of the Change Project. The overall aim is to come up with a detailed action plan of how you are going to grow/scale the Change Project with your faculty/institution or across to other faculties/institutions – i.e. how you can ‘scale for impact’.

**Workshop Session 1: Conceptual framework**

*What does scaling ESD activities mean?*

The goal of this workshop is to identify what is being scaled or what can be further scaled out of the work done so far on the ESD Change Project (methods, approaches, processes and activities).

**Workshop Session 2: Identification of scalability**

*Who should be involved in the scaling process?*

*What are the justified reasons for scaling ESD?*

The goal of this workshop is to decide on the scalability of what is being scaled, and on who should be involved in scaling the ESD Change Project for impact. Participants can develop or make their own indicative descriptions of what makes a project scalable in their context.

**Workshop Session 3: Self-assessment**

*How do we know we are on the right track?*

The goal of this workshop is to put in place mechanisms that keep you on the track of success. Utilising the indicative descriptions of scaling from the previous session, which can be reformulated as criteria for scaling for impact, this workshop provides opportunities for participants to make a self-assessment of their existing projects in terms of scaling.

Figure 3: The five workshops in the Re-Solve scaling model (SWEDESD, 2018)
Workshop Session 4: Visioning and resources

Who should be involved in the scaling process?
Where, and through which levels and areas, should the Change Project be scaled?
The goal of this workshop session is to map all the resources required for scaling. The workshop facilitates the creation of a concrete scaling vision for participant’s projects, which includes mapping out the resources required to achieve the scaling vision.

Workshop Session 5: Action plan and evaluation

How should we scale the Change Project activities?
Where should the Change Project activities be scaled?
The goal of this workshop is to come up with an action plan of how you are going to scale the project. The final workshop enables participants to develop a concrete action plan to scale their projects – including details on what to scale, where to scale, and who is to be involved, and including timelines and monitoring and evaluation.

Using the framework for the Re-Solve workshops on scaling, develop a Plan of Action for scaling your ESD Change Project that covers these questions:

1. What do you plan to scale for impact in your Change Project?

2. Where, and through which levels and areas of scaling, should ESD be scaled?

3. When should ESD activities be scaled?

4. Why should we scale ESD impacts?
5. Who should be involved in the scaling process and impacts of your Change Project and how?

6. How should we scale the impacts of your Change Project?

7. What resources will be needed to scale the impact of your Change Project (human, financial, material, etc.), and how can you build these into the teacher education/TVET institution’s annual budgeting process?

8. What are the anticipated impacts in terms of the dimensions (vertical, horizontal and functional) scaling?

9. What are the anticipated time frames for guiding the scaling-for-impact phase of your Change Project?
As you know, **Sustainability Starts with Teachers** is an international UNESCO capacity building for Teacher Education programme aligned with **Education 2030**.

We are therefore looking forward to the way you and your team at the teacher education institution will produce best practice examples for guiding and showing others, on the African continent and elsewhere in the world, how ESD can be integrated into teacher education and TVET education!

We look forward to the outcomes of your efforts!


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Learning Action 5:
Monitoring, Evaluation and Scaling for Impact