

Education for Sustainable Development
and Development Education

A Reflection and Self-assessment Handbook for Practitioners



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What is Development Education?

Development Education is the education and learning in schools and communities that aims to raise awareness and understanding of developmental issues and to promote development for a just and better future. It also seeks to change attitudes and morale to facilitate participation in solving developmental issues.

The aims of Development Education

To help people to understand the diversity of the cultures in the world and respect all people

To help people to raise the awareness of unequal situations and understand the core cause of inequalities and developmental issues

To help people to understand the interrelatedness between the challenges that we are facing in the world and within ourselves

To help people to develop capacities and skills that are necessary for participating in the process of solving the challenges

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CONTENTS

The Aim of this Handbook—————2

How to Use this Handbook—————5

The Five approaches

Perspective Approach—————8

Comprehensive Approach————21

Descriptive Approach—————31

Learner Approach—————40

Feelings Approach—————49

The Aim of this Handbook

Towards the cultivation of “learning for transformation”

This handbook has been created to assist those facilitating Education for Sustainable Development (ESD) and Development Education to improve their practices through reflection and self-assessment of their own activities according to objectives outlined by ESD and Development Education.

In order to realize a more sustainable society, we must fundamentally change structures that are making our society “unsustainable” . To this end, it is essential that we become aware of the core issues and their root causes that contribute to making our society unsustainable. We must also think of what an ideal society might be like, and become leaders, actively participating in an effort to foster a just and sustainable global community.

It is the aim of ESD and Development Education to nurture such future leaders.

Why are reflection and self-assessment so important?

Are ESD and Development Education programs actually nurturing future leaders who will create a more sustainable society? Is there a way to verify this?

The learning process emphasized by ESD and Development Education is based on participatory learning that focuses on communication and hands-on experiences. Such characteristics and “achievements” , however, are generally thought to be difficult to measure. Below are some reasons why.

- “Nurturing leaders who will create a more just and sustainable society” is an achievement that will not become apparent for several decades. It can therefore not be assessed.
- As long as we emphasize a learner-centered approach, there will be as many learning processes and methods as there are people. Uniform approaches to evaluation are, therefore, inappropriate.
- There is no way to evaluate whether the activities are encouraging more “just and sustainable social participation” .

The aim of this handbook is not to provide a framework for reflection for what has or has not been achieved, or to provide a third-party assessment quantifying what was good or bad in an ESD/ Development Education program.

Rather, what we believe to be most important is for practitioners to be able to move forward, taking into account various realities incorporating the voices and reactions of learners, to be able to critically review “their current situation” , “why things are the way they are” , and “what it is that they value the most in the process” from an ESD and Development Education perspective. This handbook suggests methods and processes through which reflection and self-assessment can be practiced.

The incorporation of the reflection and self-assessment process in ESD and Development Education practices enable practitioners to become more aware, to self adjust, and to gain the strength and support necessary to be able to continue with the activities to “realize a more just and sustainable society” .

We hope that this handbook can contribute in some small way to processes that lead towards realizing a more just and sustainable society, further enriching each ESD and Development Education experience.

About the terms “assessment,” “reflection” and “evaluation”

Assessment and evaluation

Much research has been done regarding the difference between “assessment” and “evaluation.” While evaluation aims to understand and come to a conclusion about achievements in learning, assessment is a more multi-dimensional activity that involves collecting and observing “evidence” related to the achievements and processes of learning.

“Assessment places its focus on learning and implicates the collection of wide ranging sources of information related to the learning process. It includes the process wherein students improve their own results. Opportunities are provided to deepen their understanding and to observe the learning process. It can be understood as an extensive evaluation and a learning activity through which students are guided towards their next step.” (Hiromi Ishimori (2013) The Design and Assessment of Global Education. Page 94. Gakuji Shuppan Co. Ltd. Japan.)

Reflection and assessment

In this handbook, “reflection” refers to an activity similar to that of assessment. However, emphasis is placed on reflection undertaken not by the learners, but by the person who is actually implementing the learning program/project. “Reflection by the practitioner” is our main objective.

Importance is placed on a process of self-assessment that takes into account the practitioner's personality and his or her ability to interact with others.

The main characteristics of the handbook

This handbook provides five different methods and processes of reflection and self-assessment to help practitioners to improve their practices. Practitioners can select the most appropriate method depending on their program, as well as the specific conditions and circumstances they are working with (refer to Table 1 on page 6).

Characteristics

- It suggests methods and processes that take into account both the project itself as well as the learning process in ESD and Development Education.
- It suggests a reflection and self-assessment process that emphasizes a diverse, rather than formulaic, approach to ESD and Development Education practice.
- The reflection process is designed to take into account what the practitioner did, as well as what they did not do.
- It is designed to challenge practitioners to look at what they do from a new angle, guided by the multi-perspective reflection processes aligned with the goals of ESD and Development Education.

The handbook can be used by practitioners who want to

- Assess the “quality” of their learning program or project from various perspectives, guided by the ESD and Development Education outlook.
- Constantly reassess what is most important in the activities being practiced.

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- Identify what may have been lacking or missing.
 - Critically and objectively reflect on their own practice.
 - Identify the direction they want to work towards with collaboration partners.
 - Re-evaluate their current evaluation standards from an ESD and Development Education perspective.
 - Reflect on their organization's guidelines and policies supporting their practice.

On the other hand, the handbook may not be suitable for those who

- Do not want to reflect on their own methods of facilitation, but are looking for guidelines to evaluate learners.
- Are looking for a third-party evaluation process rather than to become involved in the reflection process themselves.
- Want to assess a project that is related to ESD and Development Education but that does not have an educational aim.
- Already have set evaluation guidelines that they do not plan to alter.

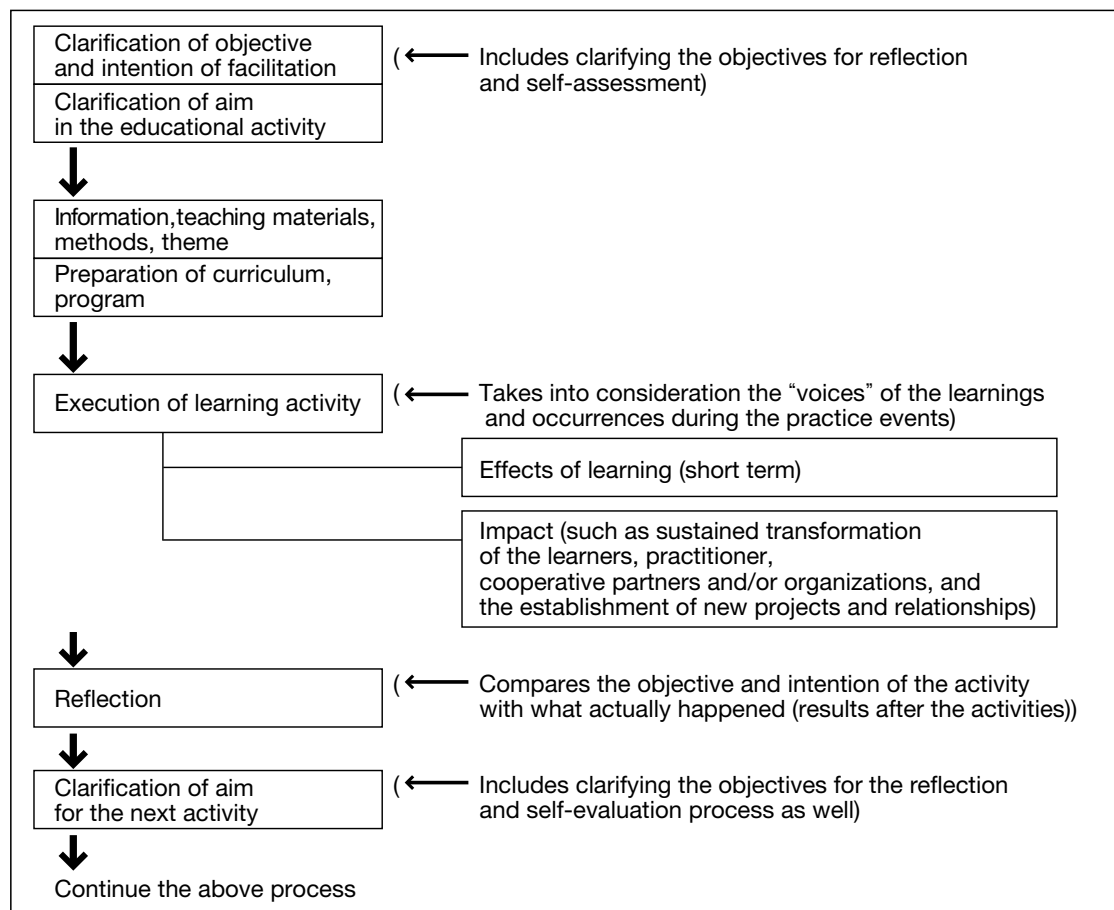
How To Use This Handbook

Include reflection and self-assessment in the entire process of the learning program or project

As previously mentioned, the objective of reflection and self-assessment for ESD and Development Education is for practitioners to improve their own programs or projects.

With the aim of realizing a more just and sustainable society, the entire process of reflection and self-assessment looks at the learners' circumstances, surrounding environment and the role as a facilitator from various angles and methods and incorporates these into the implementation process. This will lead practitioners to establish their own perspectives for reflection and deepen their learning as well. Rather than reflecting on and assessing what has already been done, it is important to incorporate self-assessment into the practice itself, right from the start.

Image 1: Incorporating reflection and self-assessment into the practice



The five approaches: their objectives and targets

This handbook outlines five different approaches to reflection and self-assessment of ESD and Development Education practices. The appropriate approach should be selected based on the various objectives and circumstances unique to each program. Our objective is not to establish a framework for "evaluation" . We believe that there is an appropriate method and process through

which reflection and self-assessment should take place based on the different objectives and circumstances of each program. Practitioners should look at the graph below and decide which approach would be most appropriate to guide their process of reflection.

Table 1: The five approaches

Perspective Approach:	Comprehensive Approach:	Descriptive Approach:	Learner's Approach:	Feelings Approach:
Reflection based on the values and perspectives of ESD and Development Education. (page 8)	Reflection on the overall practice of the program or project. (page 26)	Reflection of self as a facilitator. (page 41)	Reflection based on the learners' comments, progress and transformation. (page 52)	Reflection based on the practitioner's feeling. (page 61)
Objective				
For practitioner to reconsider his or her own practice from an ESD and Development Education perspective and to gain a wider perspective and sense of value for hands-on learning.	For the practitioner to assess the whole process of his or her practice in order to develop his or her own perspective and skills and to enhance sensitivity to the transformation experienced by the learners and others involved.	For the practitioner to identify his or her own perspectives and values regarding facilitation and to understand how he or she interpret the reactions of the learners.	For the practitioner to reflect on his or her own perspectives and approaches through evaluation provided by the learners.	For the practitioner to reconsider his or her own practice from multiple perspectives through an assessment of emotions and feelings experienced.
Recommended for practitioners who want to				
(for example) <ul style="list-style-type: none"> See if the material, method and theme used are appropriate. Assess the degree of participation of a program. Reconsider the plan and approach of an organization. 	(for example) <ul style="list-style-type: none"> Take the time to assess the whole process of a program. Create an original evaluation guideline. Evaluate a learning program or project, after it is completed. 	(for example) <ul style="list-style-type: none"> Improve facilitation skills. Assess the approach and actions taken as a facilitator. Deepen an understanding of the learners' perspectives and activities undertaken. 	(for example) <ul style="list-style-type: none"> Consider subconscious perceptions. Involve the learners in the reflection process of the facilitator. 	(for example) <ul style="list-style-type: none"> Have a simple way to reflect on the learning program or project. Reflect from different perspectives, starting with feelings.
Advantages				
<ul style="list-style-type: none"> Comprehensive evaluation of the whole program or project. Focus placed on values important to the practitioner. Objectives held by the group or associated organization can be taken into consideration for a more complete evaluation. 	<ul style="list-style-type: none"> Practitioners can deepen their own perspectives and approaches to hands on learning. Provide a multi-dimensional assessment of the effects of hands-on learning based on perspectives of the practitioner, the learners, and others involved. 	<ul style="list-style-type: none"> Worksheets provided here can be used for preparation, implementation, and evaluation. 	<ul style="list-style-type: none"> Value placed on learners' feelings and experiences in the reflection process. Reflection on the role and function of the facilitator as it relates to the learners' experience—a very important factor in ESD and Development Education. 	<ul style="list-style-type: none"> Easy to evaluate because it is based on feelings. Does not take a long time.
Disadvantages				
<ul style="list-style-type: none"> Takes a long time. Requires repeated questioning of oneself. 	<ul style="list-style-type: none"> Takes a long time. 	<ul style="list-style-type: none"> Notes must be taken while practicing the activities. Emphasis is placed on self-reflection through writing down progress while facilitating. 	<ul style="list-style-type: none"> Focus is placed on impressions of particular aspects, making it difficult to make a comprehensive assessment. Must create and build on questions. 	<ul style="list-style-type: none"> Not appropriate as a process to evaluate the project as a whole as it is based on subjective emotions.



The Perspective Approach

The Perspective Approach

Reflection based on the values and perspectives of ESD and Development Education

Choose an issue you want to reflect on

- Fill in a worksheet about the issue
- Write down what you can make use of in your next program

- Reflection method: Filling out a worksheet
- Time required: approximately two hours (30 minutes for the simplified worksheet)

The perspective approach provides a tool for practitioners to reflect on their own practices by checking what they have done against the foundational values of ESD and Development Education, such as "participation", "justice" and "diversity".

Reflection is undertaken from the perspective of how this activity is contributing to the creation of a "just and sustainable society." The objective is for practitioners to receive hints that will help them plan their future activities.

< Features of this approach >

The perspective approach will guide the reflection process based on the ESD and Development Education values; however, the objective is not to check whether the activities are "in accordance with the basic values". This is because ESD and Development Education practices are diverse given the various sites, learners and background environments, as well as the social and historical contexts practitioners work with, and it is a form of education that puts value on diversity itself. Furthermore, forcing everything to fit within one framework may lead to the loss of the best aspects of the practice.

With the acceptance that practices are diverse, it then becomes necessary for the practitioners to progress forward by critically examining why certain methods are used, and what meaning is attributed to them, observing from the perspective of the values and objectives of ESD and Development Education.

The perspective approach is more than a simple "checklist" , and emphasizes the practitioner's self questioning and re-questioning process based on the values to make sure that they are not self-satisfying, prejudiced, or subjective about their own goals, processes and perspective in their practices. It is through such processes of re-questioning, that we aim to have the practitioners realize how their practices really are.

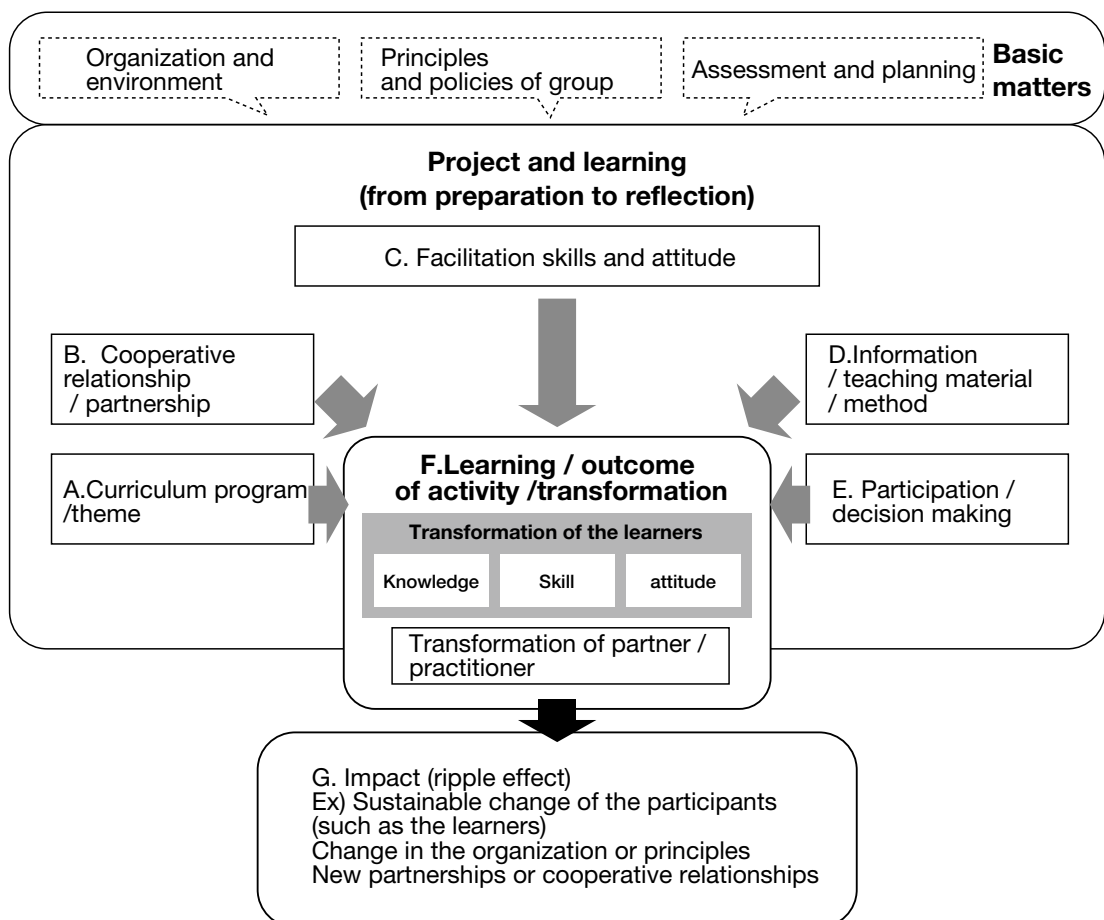
< Targeted Activities >

- This approach can be applied to lessons, workshops, events, field studies, participatory meetings, community based activities or campaign type activities in various locations, such as schools or regions. As long as the objective of the activity is learning, the approach can be utilized under a

wide range of circumstances regardless of location or format. However, it must be emphasized that it is not simply a project assessment, but a reflection of both “how the learning is taking place” and “how the activities are taking place” .

- The entire process that encompasses a learning activity or program, from planning, preparation and reflection, is understood as a “practice” and is included in the reflection process.
- This approach is appropriate when comprehensive reflection on a practice is needed.
- In the reflection process, the “place of learning” should not be narrowly understood, but should take into consideration basic matters (such as the principles of a group or organization, its environment, as well as its structure and method of planning and assessment) (refer to the graph below).

Graph: Targeted range of reflection based on the Perspective Approach



< Procedures and important points >

- Who participates in the reflection process can be decided quite flexibly depending on the overall objective of the practice. The subject of reflection can be several practitioners from the group, a single practitioner and learners, etc.
- It is better to reflect through conversation among several people, rather than individually. This way, diverse perspectives can be provided and more realizations will be achieved.

- It is best if reflection points can be decided upon from the planning stages, based on the objective of the activity. If collaborating in a team, make sure to discuss the reflection process when first planning the activities.

◀ Procedure to fill in the worksheet ▶

Items on the reflection worksheet are listed below. A~G in the graph corresponds to the “Targeted range of reflection, based on the Perspective Approach (Graph)” .

1 Theme and contents: -with regards to the chosen issue, theme, and perspective.		3 Process, method, and facilitation - Process and method of learning and practice, and desirable form of facilitation and attitude	
① Holistic perspective	A	① Learner-centered process of learning and practice	CE
② The pathway of globalization and development	A	② Appropriate method / learning material / information	CD
③ Background, cause, and structure of the issue	A	③ Empowerment	C
④ Respect for cultural diversity	A	④ Respect for human rights and democracy	C
⑤ Review of the relationship	A	⑤ Consideration of gender equality	C
⑥ Diverse opinions	A	⑥ Transformation and active citizenship	C
⑦ Subject of development, empowerment	A	⑦ Cooperation and partnership	BC
2 Preparations and creation of the learning environment - with regards to understanding the learners and partners those working together and comprehension of their relationships, and creating an environment for participation		4 Transformation and impact -Who will identify transformation and impacts, what kind and how they are undertaken?	
① Understanding of the learners, partners and aim setting	BC	① Identification of transformation	F
② Creating of the learning environment	CE	② Sharing of change	F
③ Timing of participation	BE	③ Impacts	G
④ Consideration of inclusion	CE		

(1) Overview of the practice

Make a record of the overall aim of the practice (and its relation to the whole program), the main target groups, the theme and practices, what has been considered and what were the most valuable points. This is to identify the points needed for reflection, so there is no need to record in great detail.

(2) Reflection

All points are indicative of important values in ESD and Development Education, or perspectives based on these values.

Not all sections on individual practices needs to be filled in. Choose particularly important points on which to center your reflection. In addition, if there are points that were not considered important during the practice, by reflecting on why this was so, the practitioner can realize other perspectives.

1. Choose a point that you want to reflect on.

Based on the aim you have for the practice, decide what you want to reflect on. It is good if this can be decided during the planning stage.

2. Fill in the worksheet.

Write about the chosen focus points in the three columns on the right-hand side.

What was practiced/how was it practiced/what happened during the practice (in detail)?

The aim is to better understand what happened during the practice.

For example, record details about the activities and what actually happened: the content and process of the activity, the questions raised, comments and actions made by learners, the reaction and actions of the other learners, as well as of yourself, to comments made. Record what actually happened, or what did not happen, “who” , “when” , “where” , “what was done (said)” . Focus on the unplanned things that happened and the planned things that did not (could not) happen.

Why did you carry out the practice in that way and why do you think the result occurred?

The aim is to better understand the reasons and causes behind why things happened the way they did, as they are reflected in the learners’ reactions and comments.

When thinking about the reasons, do not just consider when and where the incidents occurred, but take into consideration the “basic matters” that were introduced earlier including the organization or group, their principals and policies, environment and plan.

Findings / things considered

The aim is to reflect on the reasons why the practice was carried out in that way and the particular results occurred in order to come up with points that can be improved upon in future practices. Through deeper contemplation by the practitioner of the causes and the background behind results, improvements and requirements for new initiatives can be identified.

(3) Points that should be improved upon for the next plan, or considered in the future

Comprehensively think about and write down what was realized and considered after filling in (2), then consider what you would like to do for your next practice, and what is needed for that to happen.

< Reference >

The below resources were referenced in order to put together these suggestions:

“Quality and Impact-A Journey to Quality Development Education: starting points that help you to be clear about what you do and why you do it.”(DEEEP, 2012)

“...are we nearly there? – a self evaluation framework for global citizenship” (risk, 2010)

Reflection form

(1) Outline of the practice

(2) Reflection

(2)-1 Theme and contents – with regards to the chosen issue, theme, and perspective

Item	What was practiced/how was it practiced/what happened during the practice (in detail)?	Why did you carry out the practice in that way and why do you think the result occurred?	Findings/things considered
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① Holistic perspective

To what extent was the theme dealt with from a holistic perspective, such as society/history, economics, nature or participation in politics and decision making?

② The pathway of globalization and development

- To what extent was the theme discussed in relation to globalization, global poverty, desirable forms of development and their positive and negative phases? Did the participants express (diverse) opinions, or not, regarding the way development ought to take place?
- To what extent were critical viewpoints on development covered?

③ Background, cause and structure of the issue

- To what extent did you not only discuss the facts related directly to the issue, but undertake activities and discussions that explored the background and cause of the issue?
- To what extent were complex relationships among the issues covered?
- To what extent did the discussion cover the relationship between the world and the learners themselves including critical perspectives?

Item	What was practiced/how was it practiced/what happened during the practice (in detail)?	Why did you carry out the practice in that way and why do you think the result occurred?	Findings/things considered
<p>④ Respect for cultural diversity</p> <p>Was the cultural diversity of all the people in the world respected in the contents and process of the discussion? To what extent did the learners recognize their own cultural prejudices and fixed opinions?</p>			
<p>⑤ Review of the relationship</p> <p>How deeply did the activity review existing relationships in the field of politics, economics, and society (e.g. producer–consumer / developing countries–developed countries / politicians–citizens) and the existing decision makers and their processes?</p>			
<p>⑥ Diverse opinions</p> <ul style="list-style-type: none"> • To what extent were diverse opinions including pros and cons about the theme covered? • To what extent were critical viewpoints covered? • To what extent did the learners think about where, on what, and on whom the theme has an impact? • To what extent was consideration to minorities' opinions given? 			
<p>⑦ Subject of development, empowerment</p> <p>To what extent was the meaning of proactive social participation in society as a global citizen recognized in the contents of the practice and learning program?</p>			

(2)-2 Preparations and creation of the learning environment
 - with regards to understanding the learners and partners, those working together and comprehension of their relationships, and creating an environment for participation

Item	What was practiced/how was it practiced/what happened during the practice (in detail)?	Why did you carry out the practice in that way and why do you think the result occurred?	Findings/things considered
<p>① Understanding of the learners, partners and aim setting</p> <ul style="list-style-type: none"> · Did you set proper goals based on your understanding of the learners and partners? · To what extent did you consider the learner's reality and interest in the issue? 			
<p>② Creation of the learning environment</p> <ul style="list-style-type: none"> · To what extent was the learning environment safe, cooperative, inclusive and empathetic so that everyone was free to express their opinions? · To what extent did you have an understanding of relationships among learners and among partners, and between them and facilitators, and give consideration based on this understanding? 			
<p>③ Timing of participation</p> <p>What did you consider in advance of the practice – who should participate and how in the timing of setting aims, preparation, learning processes, and assessment in a suite of practices/activities?</p>			
<p>④ Consideration of inclusion</p> <p>In a series of practices and learning activities, to what extent did you consider those who had difficulty in participating due to time, language, the learning environment, methods or community situation? Was there anyone who could not participate because of these obstacles?</p>			

(2)-3 Process, method and facilitation

Process and method of learning and practice, and desirable form of facilitation and attitude

Item	What was practiced/how was it practiced/what happened during the practice (in detail)?	Why did you carry out the practice in that way and why do you think the result occurred?	Findings/things considered
<p>① Learner-centered process of learning and practice</p> <ul style="list-style-type: none"> • Did you consider that processes of learning and practice should be learner-centered? • Did you respect the "quiet person's voice"? • To what extent did you consider not to manipulate learners? 			
<p>② Appropriate method / learning material / information</p> <p>To what extent did you take into account whether the choice and timing of delivery methods, learning materials, and information were appropriate for the process of the practice and the reality of the learners?</p>			
<p>③ Empowerment</p> <p>To what extent did you consider the empowerment of the learners and partners in the whole process?</p>			
<p>④ Respect for human rights and democracy</p> <p>Did you try to consider a respect for human rights and democratic fairness for all involved when creating the process and learning environment?</p>			
<p>⑤ Consideration of gender equality</p> <p>To what extent did you consider gender equality in the whole process and learning environment?</p>			

Item	What was practiced/how was it practiced/what happened during the practice (in detail)?	Why did you carry out the practice in that way and why do you think the result occurred?	Findings/things considered
<p>⑥ Transformation and active citizenship</p> <ul style="list-style-type: none"> • To what extent did you facilitate/encourage transformation in the learners, partners and practitioners? • To what extent did you encourage the learners, partners and practitioners to proactively participate in global and local society? 			
<p>⑦ Cooperation and partnership</p> <ul style="list-style-type: none"> • What kind of people participated and what kind of practice did they participate in? Did they participate in the whole process of the practice? • To what extent did you share the aim and concept of values with partners in the process of the practice? • To what extent did you consider the expansion of cooperative relationships and partnerships? 			
<p>(2)-4 Transformation and impact Who will identify transformation and impacts, what kind and how they are undertaken?</p>			
<p>① Identification of transformation</p> <ul style="list-style-type: none"> • How did you measure and identify the transformation of the learners, partners, and practitioners? • Did you assess the learning in a formative way? 			
<p>② Sharing of change How and with whom did you share the transformation and learning outcomes of the learners, partners, and practitioners?</p>			
<p>③ Impacts* In what ways did you see the impacts that you expected before the practice? What were the reasons that you could see the impacts or not? Were there any unexpected impacts? Did you understand the reasons for those effects emerging?</p>			
<p>(3) Points to be improved or considered for the next project</p>			

*In this worksheet, "impact" means new incidental practices and spreading effects, etc., after the original practice.

Perspective Approach (brief version of worksheet)

1) Provide an outline of the practice

2) Tick the boxes of the items being reflected upon

3) Rate the item 1 to 4 in the self-assessment column

4 excellent 3 good 2 satisfactory 1 poor

4) Write down why you gave that rating in the note section

5) After completing the self-assessment, write down any findings, things you did in the practice, things you could not do in the practice, and goals for next time, as well as any comments from colleagues and participants.

*This assessment can be completed with colleagues or members of the group.

*When the practice is carried out with partners, you should choose the categories you will assess beforehand and complete together after the practice.

Theme and contents

With regards to the chosen issue, theme and perspective

*Reflect on whether you provided the participants an opportunity to think about the issue structurally, multilaterally and critically.

Item	Self-assessment	Note
① Holistic perspective To what extent was the theme dealt with from a holistic perspective, such as society/history, economics, nature or participation in politics and decision making?	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
② The pathway of globalization and development <ul style="list-style-type: none"> • To what extent was the theme discussed in relation to globalization, global poverty, desirable forms of development and their positive and negative phases? Did the participants express (diverse) opinions, or not, regarding the way development ought to take place? • To what extent were critical viewpoints on development covered? 	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
③ Background, cause and structure of the issue <ul style="list-style-type: none"> • To what extent did you not only discuss the facts related directly to the issue, but undertake activities and discussions that explored the background and cause of the issue? • To what extent were complex relationships among the issues covered? • To what extent did the discussion cover the relationship between the world and the learners themselves including critical perspectives? 	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	

④ Respect for cultural diversity

Was the cultural diversity of all the people in the world respected in the contents and process of the discussion? To what extent did the learners recognize their own cultural prejudices and fixed opinions?

4 3
 2 1

⑤ Review of the relationship

How deeply did the activity review the existing relationships in the field of politics, economics, and society (e.g. producer –consumer/developing countries–developed countries/politicians–citizens) and the existing decision makers and their processes?

4 3
 2 1

⑥ Diverse opinions

- To what extent were diverse opinions including pros and cons about the theme covered?
- To what extent were critical viewpoints covered?
- To what extent did the learners think about where, on what, and on whom the theme has an impact?
- To what extent was consideration to minorities' opinions given?

4 3
 2 1

⑦ Subject of development, empowerment

To what extent was the meaning of proactive social participation in society as a global citizen recognized in the contents of the practice and learning program?

4 3
 2 1

Preparations and creation of the learning environment

With regards to understanding the learners and partners, those working together and comprehension of their relationships, and creating an environment for participation

*Reflect on whether the preparation and environment were appropriate

① Understanding of the learners, partners and aim setting

- Did you set proper goals based on your understanding of the learners and partners?
- To what extent did you consider the learners' reality and interest in the issue?

4 3
 2 1

② Creation of the learning environment

- To what extent was the learning environment safe, cooperative, inclusive and empathetic so that everyone was free to express their opinions?
- To what extent did you have an understanding of relationships among learners and among partners, and between them and facilitators, and give consideration based on this understanding?

4 3
 2 1

③ Timing of participation

- What did you consider in advance of the practice – who should participate and how in the timing of setting aims, preparation, learning processes and assessment in a suite of practices/activities?

4 3
 2 1

④ Consideration of inclusion

In a series of practices and learning activities, to what extent did you consider those who had difficulty in participating due to time, language, the learning environment, methods or community situation? Was there anyone who could not participate because of these obstacles?

4 3
 2 1

Process, method and facilitation

Process and method of learning and practice, and desirable form of facilitation and attitude

*Reflect on whether the learning process and facilitation were appropriate

- ① **Learner-centered process of learning and practice** 4 3
- Did you consider that processes of learning and practice should be learner centered? 2 1
 - Did you respect the “quiet person's voice”?
 - To what extent did you consider not to manipulate participants?

- ② **Appropriate method / learning material / information** 4 3
- To what extent did you take into account whether the choice and timing of delivery methods, learning materials and information were appropriate for the process of the practice and the reality of the learners? 2 1

- ③ **Empowerment** 4 3
- To what extent did you consider the empowerment of the learners and partners in the whole process? 2 1

- ④ **Respect for human rights and democracy** 4 3
- Did you try to consider a respect for human rights and democratic fairness for all involved when creating the process and learning environment? 2 1

- ⑤ **Consideration of gender equality** 4 3
- To what extent did you consider gender equality in the whole process and learning environment? 2 1

- ⑥ **Transformation and active citizenship** 4 3
- To what extent did you facilitate/encourage transformation in the learners, partners, and practitioners? 2 1
 - To what extent did you encourage the learners, partners and practitioners to proactively participate in global and local society?

- ⑦ **Cooperation and partnership** 4 3
- What kind of people participated and what kind of practice did they participate in? Did they participate in the whole process of the practice? 2 1
 - To what extent did you share the aim and concept of values with partners in the process of the practice?
 - To what extent did you consider the expansion of cooperative relationships and partnerships?

(2)-4 Transformation and impact

Who will identify transformation and impacts, what kind and how they are undertaken?

*Reflect on how to capture and share the various transformation and impacts.

- ① **Identification of transformation** 4 3
- How did you measure and identify the transformation of the learners, partners, and practitioners? 2 1
 - Did you assess the learning in a formative way?

- ② **Sharing of change** 4 3
- How and with whom did you share the transformation and learning outcomes of the learners, partners, and practitioners? 2 1

- ③ **Impacts*** 4 3
- In what ways did you see the impacts that you expected before the practice? What were the reasons that you could see the impacts or not? Were there any unexpected impacts? Did you understand the reasons for those effects emerging? 2 1

*In this worksheet, “impact” means new incidental practices and spreading effects, etc., after the original practice.

Write down any findings, what you achieved in the practice and what you could not achieve, and goals for next time.

Write down any comments from colleagues and participants.

Comprehensive Approach

Reflection on the overall practice of the program or project

**Reflect on a particular process of the practice → Make a checklist
→ Review the process from the ESD and Development Education
viewpoint → Write down things to incorporate the next time**

- Reflection method: fill in the worksheet
- Time required: two hours
(it is possible to fill out the entire sheet at once, or sections at different times)

The comprehensive approach intends to reflect on the whole practice in a general sense.
It aims to make the findings apparent from reflecting through the “flow” of Plan → Do → Check → Act.

〈 Features of this approach 〉

ESD and Development Education practices can be carried out as a one-time workshop, class or event, or over several years. Moreover, practices can vary from case to case—practitioners sometimes plan and design the project or program, or are asked to be the lecturer after the planning is complete. Whatever the case of the practice, there are many commonalities in terms of the flow Plan → Do → Check → Act (check here refers to assessment focusing on the learners' learning, the organizer's purpose, and so on), and identifying improvements for the next time.

This approach aims to make findings apparent from looking back on the entire flow of the practice of Plan → Do → Check → Act.

Findings may include:

- ① What kind of social impact does the practice have?
 - ② What kind of viewpoints do the practitioners themselves have?
 - ③ What kind of skills are the practitioners good at using and which skills are underdeveloped?
 - ④ What is revealed by the learners' reflection?
-
- ① The social impact of the practice relates to examining whether the result was adjusted to the aim or whether the aim itself was appropriate. It intends to confirm whether the aim has relevant social meaning or identify the meaning the practice was given, rather than verify whether it was effective or not.
 - ② By focusing reflection on what impressed the practitioner, it is possible to uncover the “tendencies” of his or her viewpoint. This follows a method of practice research called “episode description” , which combines practice and research. The practitioner describes an episode, such as a scene,

phrase or situation, in the order he or she remembers it and studies what can be seen. As practitioners describe the episode using impressions absorbed through their eyes, ears and senses, they are able to uncover their unconscious viewpoints.

③ The skills of practitioners vary from intensive thinking and practice skills to preparation, identifying problems, foresight, judgment, awareness of the feelings and intentions of those involved, collecting information, building networks, and so on.

④ Learners' reflections shape the practitioners' viewpoints through the practitioners grasping what kind of needs the learners have in advance of the practice, paying attention to their behavior and comments during the practice, and reflecting on the learners' reactions and comments after the practice.

In each case, it is important for practitioners to deepen the meaning of the practice by asking themselves why they felt or thought a particular way.

< Structure of worksheet >

Step 1: Describe the reflection process of the practice

Step 2: Make a checklist

Step 3: Describe the points you identified by reviewing the checklist from Step 2 from the perspective of ESD and Development Education

Step 4: Describe what you will incorporate to improve to next practice

< Procedure to fill in the worksheet >

Step 1. Look back on the practical process as a whole and describe it

The aim of Step 1 is to freely emphasize things that emerge from the reflection without concern for the time sequence and the items listed in the worksheet below.

The worksheet consists of the time sequence across the horizontal axis and the points of description down the vertical axis.

	Preparation ① : Set an aim (draft)	Preparation ② : Embodiment (plan)	Reaction of the learners and those involved (during and after the practice)	Impression of the practitioners (during and after the practice)
Understanding of the target				
Aims				
Theme				
Contents, methods, learning materials, etc.				
Others				

How to fill

■ Preparation ①: Set an aim

- Describe why you set the aim by focusing on the needs of the learners and the social significance of the theme and aim. In cases where the practitioners were asked to be a lecturer or take part in a practice organized by others, describe how the practitioners discussed the aim with the planners organizers and whether they were able to effectively share it with the organizers or not.
- Describe why you set the particular aim and theme.
- For the contents, methods and materials, you should include some important discussion points that you especially want the learners to think about in terms of your theme and materials based on the materials research in particular.

Example: Encourage the learners to think about “wealth” as not only an economic concept by examining the idea contained in the teaching material, *If the world were a village of 100 people* (DEAR, 2003).

■ Preparation ② Embodiment (plan)

- Note how and why the practitioners embodied the aim and theme in the way they did, confirming with preparation ① of the plan.

■ Reaction of learners and those involved

- Describe the reactions during the practice from the learners. If there were any organizers or other lecturers, describe what was impressive, troubling, good, etc.
- It is preferable to also note at the same time how practitioners themselves corresponded with each other in each stage and whether there was a stage for rethinking the flow of the program.
- Highlight the impressive points based on comments and a questionnaire of the learners.

■ Impression of practitioners

- Describe what was impressive, troubling and good, and what the practitioners thought during the practice rather than the reactions of those involved.

Note

- * The practitioners may fill in the preparation field prior to the practice, or after.
- * The practitioners do not need to be concerned about the order of their descriptions. The worksheet should be filled out as the practitioners remember.
- * As mentioned above, describe one after another what the learners and those involved said, highlighting impressive episodes. Describe also what the practitioners thought and said.

Step 2. Make a checklist

Formulate your original checklist by picking up again the various perspectives of the practitioners highlighted in Step 1. Because the practitioners' points of view derive from their own values and experiences, they include their unyielding beliefs. The meaning of the practice can be confirmed by recognizing what the practitioners esteemed in the practice.

How to fill

Make a list while referring to the Step 1 worksheet. The number of points is not fixed. It is also possible to group points to create a larger point, or form a simple list.

Step 3. Describe the findings by taking another look at the ESD and Development Education viewpoints

This step aims to improve your practice by reviewing any lacking skills and viewpoints in your original checklist.

How to fill

Refer to the learning objectives of Development Education (see inside front cover) and the perspective approach (page. 8).

Step 4. Write down what you would like to take advantage of for the next practice

The purpose of reflection is to improve the practices. The next project and plan will be improved by clarifying what you want to take advantage of for the next time.

How to fill

You may specifically note improvements for the implemented practice or foundations of the practice, such as needs research and building relationships. In addition, you may also note what kind of skills you want to develop.

< Findings and lessons learned from reflection >

The following describes a reflection by a visiting lecturer that participated in a practice organized and planned by others. The lecturer committed to exchanging opinions from the planning stage, which enabled maintenance of a high degree of commitment to the project.

Reflection showed how important setting an aim is. Frequently, the aim of the program tends to be described in general words, but the lecturer thought the dialogue process between the planners and herself was important to understand their background thoughts, wishes and hidden intentions. With a deep understanding of the aim of the practice, discomfort and unexpected outcomes after the practice can be avoided. It is also possible to identify specifically what was good or what needs to be improved. In addition, if practitioners have room to adjust the program to the reactions of the participants, the practitioners can stay calm and adapt to whatever happens.

Title of the program (classes, seminars etc.) / Outline

Written by:

Theme:

Title of the seminar:

Date:

Organizer:

Targets:

Participants:

Facilitator(s):

Learning materials used etc.:

Specific notes:

Step 1: Look back on the practical process as a whole

	Preparation ① <ul style="list-style-type: none"> How did you set the aim and with whom? For what reason? Are there any points of view of importance? 	Preparation ② <ul style="list-style-type: none"> How did you embody the plan in practice compared to what you thought about at Preparation ①? (E.g. procedure and learning materials, etc.) 	③ Reaction of the learners and those involved (during and after the practice) <ul style="list-style-type: none"> What did you find out from the responses of the learners and organizers? Were there any impressive words noted on the worksheets and reflection papers, etc.? 	④ Impressions of the practitioners (during and after the practice) <ul style="list-style-type: none"> What did you learn and want to take advantage of for the next practices, etc.?
Set on aim (draft)				
Embodiment (plan)				
Understanding of the target				
Aim				
Theme				
Contents, methods, learning materials, etc.				
Other				

Step 2: Make a checklist

*Write down remarkable points of your own from looking back to Step 1.

< Preparations >

< During the practice >

< After the practice >

Step 3: Describe findings by taking another look at the ESD /Development Education viewpoints

Items to look back at	
Aim as a practitioner	
Notes on the aim	
Treatment of the theme	Theme:
Holistic perspective	
Background of any problems	
Controversial issues (issues that are debatable and can be seen from various viewpoints)	
Multifaceted viewpoints	
Relevance to learners' situation and program contents	

	<p>Harmony between aims and methods (was the appropriate learning process planned?)</p>
	<p>Facilitation of active participation of learners</p>
	<p>Preliminary process (setting the aim), designing the learning process, the learning process itself, participation in each step of assessment</p>
	<p>Comparison of the expected and actual participation</p>
	<p>Factors that influenced the learners' participation</p>
	<p>Creations of the learning environment</p>
	<p>Cooperation, receptiveness, sympathy</p>
	<p>Self-affirmativeness</p>
	<p>Democracy</p>

	Fairness		
	Future-oriented mindset		
	Collaboration and partnership		
	Change (impact)		
	Comments		

Step4: Write down what you would like to take advantage of for the next practice

Descriptive Approach

Reflection of self as a facilitator

Write down the plan and situation of the learners before the learning practice → Write down the contents and responses during or shortly after the practice → Write down the reflection afterward

- Reflection method: complete a worksheet
- Time required: over 30 minutes

This approach aims to help practitioners recognize their viewpoints and attitude in the whole process, and to reflect on themselves by recording the activities. It also aims for the practitioner to acquire the ability to understand learners, handle various situations, collect information and reflect opportunities where the learners and practitioner create a dialogical practice as a result.

< Targeted Activities >

This approach can be used for each one-time learning program and workshop. The practice worksheet can be used from the preparation to reflection stage.

< Structure of worksheet >

This worksheet is organized along the time sequence of the practice process.

- ① Prepare the learning practice: complement lacking information by organizing your ideas in the preparation stage and information you already have.
- ② Take notes during the practice: accurately record the contents of the practice and the learners' responses.
- ③ Reflect after the practice: consider the practice while reviewing the notes above.

① Prepare the learning practice (preparation stage/planning stage)

During this process, practitioners understand the situation in which they and the learners find themselves. They should confirm that they are serious about communicating with the learners. An education process carried out during a finite period of time tends to be just 'transmission' of information; it is necessary for the practitioners to plan the practice consciously in order to create an interactive learning process. They sometimes include too many contents due to a strong passion or their desire to share many facts with the learners, which may not adequately allow the learners' voices to be heard or provide enough discussion time. Accordingly, practitioners should begin by carefully evaluating the situation of the learners or practitioners, rather than starting from what the practitioners would like to tell to the learners. The aim of planning educational contents according to

the learners is to create better learning through communication rather than by suggesting problems in a methodical manner. Recording the situation the practitioners planned based on the learners' situation and reflecting on it after the practice can be useful for the following considerations:

- How did the practitioners understand or interpret the learner?
- Did they construct the contents of the practice accordingly?

② Take notes about the practice (during the practice and shortly after)

It is useful to record what happened and was said in the practice to capture what the learners taught the practitioners. Practitioners can refer to their impression when reviewing the learning space, with their notes acting as a learning record. However, in reality practitioners have to stand in front of the learners and carry out their planned practice, paying attention to the learners' group. It is therefore also important for practitioners to prepare the worksheet in advance to be able to effectively take notes during the practice.

③ Reflect after the practice

Based on the practitioners' and learners' remarks and their comment sheet and records, the practitioners should consider how to interpret the practice as a facilitator. The method for considering the practice should be a dialogue as an education practitioner. It is preferable to consider the practice with multiple people to access diverse interpretations. In cases where this opportunity is not available, creating a written record can help to clarify the practitioner's interpretation, which may improve his or her skills.

< Procedure to fill in the worksheet >

Items to fill in in advance:

1. Write down the title of the practice and the time and place you open
2. Choose the theme

No matter how vague, choose a main theme.

The theme barometer on the worksheet refers to the theme classification in the *Development Education Material Catalog 2003* and *Citizens Learning Practice Handbook* (both books were published by the Development Education Association and Resource Center/DEAR). Knowledge related to ESD and Development Education has been accumulating since DEAR was founded in 1982. Although views on the themes of the practice of ESD and Development Education vary, it is meaningful to discuss which theme was chosen. When practitioners create their own assessment frame for ESD and Development Education, it is helpful for them to realize their own values incorporated into the practice, by choosing a theme from the existing categories.

3. Write down what the practitioners know about the learners' situation

If the practitioners are invited as visiting lecturers, ask the organizer for information prior to the lecture. Identify the relationships between their gender, work position or age, and those of the learners.

For example:

- If the learners know nothing about non-profit organization at all, are they generally skeptical or do they have particular expectations regarding the activity?

-
- What kind of impression do the learners likely have about young or senior, and female or male practitioners?
 - What kind of group are they associated with: school, local female group or company organization?

4. Assessment of the learners' motivations and reason for joining the practice prior to commencing

Write down the learners' motivation, reason for joining and their expectations. Practitioners should ask the organizer if they are invited from outside. Through this process, the practitioner can make necessary considerations including using appropriate methods and adapting the contents of handouts. Practitioners can build countermeasures through this assessment, such as considering body touching because of gender ratios, or using techniques to encourage interest if motivation appears weak.

5. Prior assessment of the learners' learning, knowledge and experience of the contents of the practice

Practitioners can consider the contents of their learning to incorporate the learners' experiences visiting overseas countries, participating in ESD and Development Education studies, educational majors, or experience attending a class relevant to the subject.

6. Think about the aim of the learning exercise

Write down the aim of the learning exercise, with the view to sparking learners' interest in advance. Write about not only the contents, but also the aims related to the learning method.

7. Write down the planned flow

Make a plan following three points: time, practitioners' activities and learners' activities. The expected flow of the practice is to be written in the 'Activities of learners' space on the worksheet. If the practitioners feel that some activities will be controversial or difficult to lead, it is recommended that they write down their coping method.

8. Reasons

Practitioners can confirm their expectations by considering the reasons why they have selected this flow and method. By constructing the practice based on the learners' situations, the practitioners may discover some reasons that differ from the aim they thought about at the beginning. It is not necessary to match the original aim here.

Items to take note of during the learning activities:

1. Write down the actual content of the learning activity

Write down what the practitioners heard, saw and felt.

What kind of action did the practitioners actually take compared to those in the plan focusing especially on the activities and responses of the learners?

2. Write down feedback from the learners

Record the comments you heard in the practice.

Items to be written down after the practice:

1. The practitioners' impressions and feelings towards the learners' responses in the practice

Write down what the practitioners felt during the practice, their feelings towards the learners' responses and what they noticed through the learners' feedback and comment sheets.

2. Practitioners' feedback/consideration/review

Write down the practitioners' considerations, feedback and review while looking back at the whole worksheet they recorded and compare it to the original plan.

Confirm differences from the plan by reviewing inductively and writing them down.

In addition, write down what the practitioners thought was important for the practice (e.g., content, method, what was said by the learners, or their feedback). Using this sheet multiple times, the practitioner's focus, tendency, or change in practice may gradually become clear.

◀ Examples of a practitioner's feedback on their reflection ▶

- *Although I had held the same workshop many times before, in the participants' feedback sheets, I didn't find any feedback which shows participants powerlessness for the first time ever. Reconsidering the workshop, I found that it was happened because I had them write concretely about what they can do after the activity.*
- *Having found that I tend to focus on the "bigger voice" in practices. I will try to hear smaller voices in the discussion from next time.*
- *I couldn't focus on the children's situation because I was paying attention to what we were doing.*

Name of the practice/event

st/ nd time/ times in a series

Place

Time

Theme (circle two items maximum from the selection below)

Environment Education Consumers Children North-south issue
 War and peace Fair trade Human rights Self-esteem
 Poverty and economic disparity Media literacy
 Cross-cultural understanding Social participation and community development
 Multicultural co-existence Dietary Others ()

Learners' profile

Number of learners

Male-to-female ratio

Age-group

Prior assessment of the learners'/participants' reasons and motivation for participating in the practice/event

Prior assessment of the learners'/participants' recognition and experience in the theme/event

Aim

Planned flow

Time	Activities of the practitioner	Activities of the learners

Reason for this flow

Contents of the actual learning activity

Time	Activities of the practitioner	Activities of the learners

Record of the learners' impressions and remarks

Your impressions/feelings regarding the learners' reactions during the practice

Your impressions/reflection/review

Learner Approach

Reflection based on the learners' comments, progress and transformation

Write down what was impressive about the learners' attitudes, changes and comments → Write down the reasons for your comments → Arrange your comments in chronological order → Study your comments → Grasp the tendencies and characteristics of your viewpoints → Analyze your viewpoints from the angle of ESD and Development Education

- **Reflection method: carrying out programs (or the brief version of the worksheet shown on page 48 can be used)**
- **Time required: 20 minutes to two hours**

The learner approach aims to give opportunities to practitioners of ESD and Development Education to reflect on the characteristics of their viewpoints and attitudes and on their work through studying learners' attitudes and changes rather than what the practitioner him/herself thought. Because learners offer the source of study, the quality of reflection improves as learner participation and autonomy increases. Therefore, as an advanced program, "Learners' Cooperation Program" was created, which connects learners' reflections to those of practitioners.

< Features of this approach >

This approach aims to give opportunities to practitioners who respect learners' active participation to reconsider the learning process, learning environment and viewpoints as practitioners. It also aims to improve practitioners' abilities through reflection.

Study learners' attitudes and changes

When practitioners reflect on themselves, their sources and targets of reflection are the learners' learning, findings and feelings during the learning processes, and changes that have occurred in the learners themselves. The learners' feelings, confusion and questions will also shape reflection, as well as the knowledge that they gain.

As learners offer the sources and targets of reflection, the quality of reflection improves as we use methods that enhance learners' autonomy. Therefore, we have created a "Learners' Cooperation Program" (cf. page 46). In this program, practitioners are able to reflect on their viewpoints and work through studying learners' "voices" and feedback, and by going through assessment and reflection with the learners.

Give opportunities to practitioners to reflect on the characteristics and tendencies of their viewpoints and values

This approach gives opportunities to practitioners to find out their characteristics and tendencies through studying their impression of the learners and to reflect on the viewpoints* that they hold consciously and unconsciously. For example, it aims to improve practitioners' viewpoints by giving them opportunities to reflect on the premises of their work and on learners' reactions that practitioners favor unconsciously.

*In different contexts, "viewpoints" can be expressed in different words such as "frames", "values", "premises" and (practitioners) "subjects".

Standpoints of reflection should not be set in advance

As practitioners should reflect on themselves through the study of learners, this approach should be different from assessment or reflection method that use barometers set in advance, or that are based on intentions, points of view and orders of practice set in advance by practitioners.

It is especially unpredictable in the practice of ESD and Development Education, which is characterized by its methodology, content, and themes, which of those aspects influences learners' attitudes and changes. It is also unpredictable which of those aspects will be impressive to the learners. Therefore, practitioners should reflect on themselves through the study of learners' reactions, not through frameworks set in advance.

Practitioners should reflect on the results of learning achieved during the process of practice through the framework and viewpoint of ESD and Development Education only after considering the learners' learning and findings.

< Targeted Activities >

Whether used at school or in a local community, this approach can be used in one-time learning program/workshops that are carried out within a certain period of time and also in programs of up to several days or set periods of time.

< Time required >

Depending on the purpose, time limit and situation, the reflection process can be done quickly in 20 minutes or more comprehensively in two hours.

- "Learners' Cooperation Program" : more than 30 minutes. It depends on how the practitioners gather learners' voices in a learning program.
- Brief version of worksheets: 10 to 20 minutes.

< Note >

- With this approach it is impossible to reflect on the whole process of one's practice. Practitioners are able to reflect on themselves through finding out and gathering what is impressive about the learners' changes and learning.
- It is difficult to gather all of the learners' findings and learning, either conscious or unconscious, and to use them as the sources of reflection.
- Practitioners' and learners' critical viewpoints, experiences, and speaking and writing abilities can have an influence on reflection in this approach.

< Structure of the program >

Step 1: Reconsider the practice through attitudes and changes of the learners

Step 2: Reconsider features and tendencies of the practitioners' perspectives

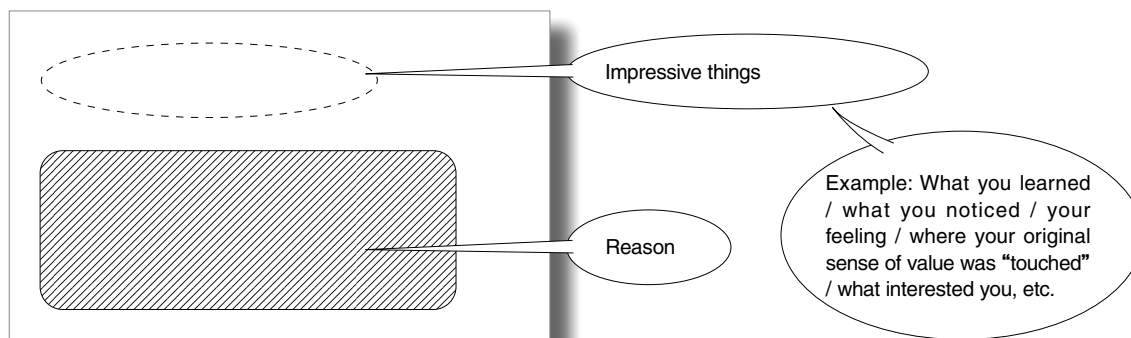
- Step 3: Question the practitioners' perspectives from a different point of view
 Step 4: Take advantage of the practitioners' reflection for the next practice

< Procedure >

Step 1. Reconsider the practice through attitudes and changes of the learners

1. Write down one thing that impressed you about the learners and why
 Write down one thing among the impressive attitudes, changes and comments of the learners on a sticky note or card. Practitioners can do this either during or after the learning program/workshop. Then, write down the reasons why the practitioners listed them as "things that impressed them", why they were interesting and why they thought they were important.

How to write on a sticky notes or cards



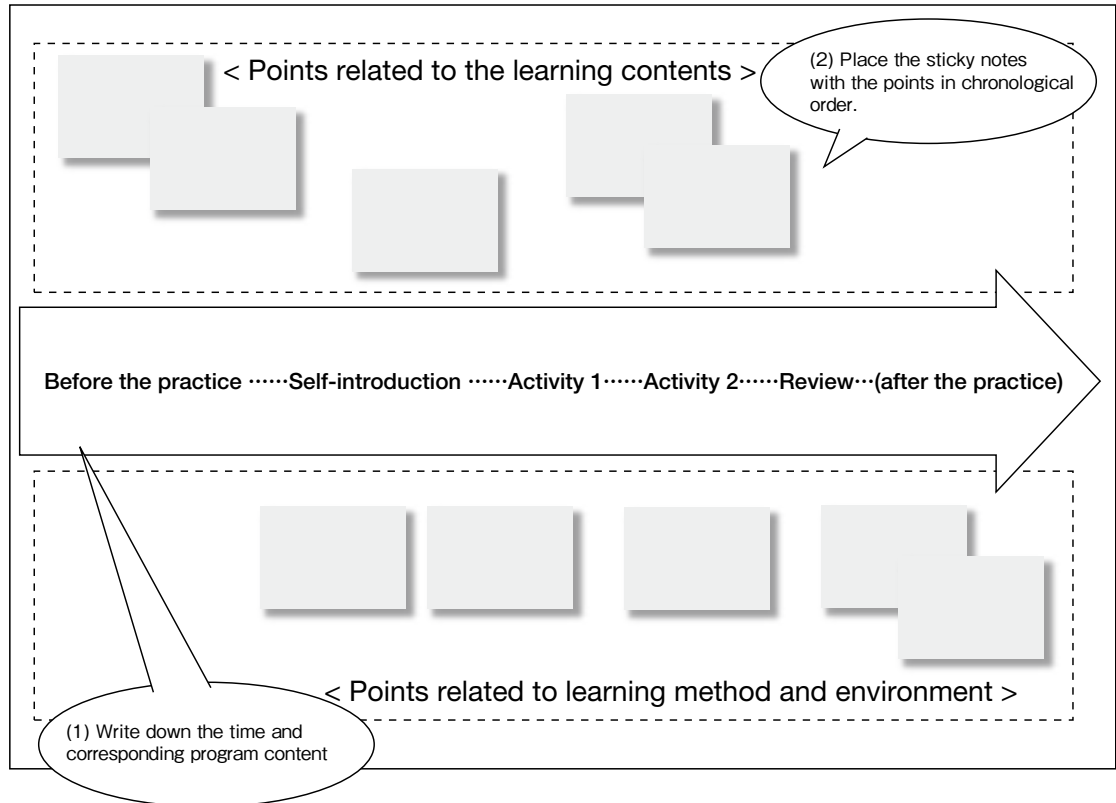
There may be various reasons why the listed points were considered impressive, important and meaningful. For instance, it may be because they are personally important for the practitioner. Or, the practitioner might have picked them up because he or she thought they were important and impressive for the practice process and learning environment. The purpose of carrying out this step is to create an opportunity for the practitioners to recapture what their "premise" is, depending on the reason they picked out the point.

2. Re-sequence sticky notes or cards according to the order of the practice process

Place the notes or cards written by the practitioners in the order of the timing in which they noticed the points. At this time, the cards can also be arranged in relation to the learning contents, learning method, environment and field (see example on the next page).

In terms of sequencing, there are two possible options: one is the order of the planned learning program (timeline), and the other is what actually occurred during the practice. Depending on the intention of the reflection, the categories above can be mixed and then cards can be placed in order. As what comes to mind will change from time to time, practitioners should choose the way that best suits the purpose of reflection.

(Example 1) Place the cards in chronological order (using a large sheet of paper or board)



(Example 2) Place in the order of the program

(1) Make frames in the order of the program.

① Check-in Self-introduction	② Developing the ground rules, etc.	③ Activity 1
④ Activity 2	⑤ Group discussion	⑥ Reflection and sharing
⑦ Check-out Feedback in a single word per learner	Attitudes of learners after the practice	(2) Place sticky notes or cards in the frames.

3. Reflect on the practice based on sticky notes and cards

Describe what you noticed and felt through conducting the process in 1 and 2 mentioned above. Then, reflect on what the points written down mean in the process of the practice.

During this process, the practitioners may find something new points written on the cards. Or, by arranging the sticky notes in order, they may look back at the flow of various points or make connections among those points that were impressive, important and surprising for them. In addition, arranging the cards allows them to reconsider the whole practice through the behaviors and changes of the learners.

Step 2 Reconsider features and tendencies of the practitioners' perspectives

1. Reflect on "features" and "tendencies"

The practitioners consider their own interests and concerns written on the sticky notes. In doing so, they try to create an opportunity to recapture (critically) the features and tendencies of their own perspectives (frames, values, etc.). It is also important to question the features and tendencies held consciously and unconsciously by the practitioners.

Examples to consider:

- Whether or not there is any bias in the "features" and "tendencies" in the points written as "impressive" things.
- What premise encouraged the practitioners' approach to the learners?
- What reaction of the learners caught the practitioners' eye?

2. Reflect on the relationship between the facilitation process, the learning environment and "what impressed the practitioners"

According to the chronological order of the learning program/workshop, the practitioners reflect on the interrelationship (effectiveness) between their approaches and the learners' reactions and changes.

The practitioners examine what kind of flow, approach or environmental factors produced the points written on the cards. In doing so, they reflect on their own way of interacting with the learners and learning environment. The following things can be considered:

- What kind of findings and learning do the practitioners encourage the learners to gain?
- What kind of learning environment and relationships do the practitioners develop and what effect do these produce?
- What kinds of changes were made in the practice process by doing so?

However, because of the nature of this approach, it is necessary to note that this is not intended to comprehensively reflect on the overall practice .

* Tips for conducting Step 2

Questioning the practitioners themselves is important to identify their own "premise" and "background." Even if the "correct" understanding is difficult, they should try to take the attitude of asking what is hidden behind the words.

For example:

- In regards to the keywords (e.g., participation, diversity) that the practitioners have used because they "naturally" thought they were good to use, rethink the concrete meaning of the words and the reason why the practitioners used them and thought they were good.
- When the practitioners express reasons for the impressive points in Step 1, they should try not to

use abstract words but use their own words or those with specific meanings by adopting them to the context of the practice.

- In regards to the points that the practitioners remembered as impressive and the reasons for choosing them, values that those choices were based on should also be questioned.

*Notes for Step 2

- The purpose of this approach is to improve the practitioners' skills. The practitioners should not use reflection to blame or deny the practitioners themselves, but instead should carry out their own reflection to emphasize improvement, such as making their perspective and attitude more flexible, or aiming to take a multifaceted approach.
- Practitioners should make sure that not only the contents of the learning program but also the reflection (questioning) on visions, attitudes, and learning frameworks lead to improvement of their skills.
- Practitioners should recognize that questioning their own perspectives and attitudes sometimes may link to their identity or personal history, and lead to looking back on those things. This reflection may lead to critical questioning of the practitioners themselves.

Step 3. Question the practitioners' perspectives from a different point of view

The purpose here is to create an opportunity to reconsider the learning activity and practice from an ESD and Development Education point of view regarding how to set the learning objective, how to handle the learning contents and theme, how to set the learning method and environment and so on.

By considering the shape of the practice illustrated through the learners in the previous steps, this step presents an opportunity to question how it is included in or related to ESD and Development Education.

Here are some examples of how to do this:

- In the light of the "learning objectives of Development Education" of DEAR (see inside front cover), the practitioners examine what meaning the practice as a learning activity has in connection with the learning objectives.
- The practitioners reflect on the relationships between "activities, approach, and creation of the learning environment in the process of the practice" and "the points of learning and findings that impressed the learners and the practitioner", and consider how such relationships lead to the objectives of ESD and Development Education.
- The practitioners can carry out further reflection if doubt, conflict and confusion, as well as any interest, concern, and motivation felt by the learners have a significant relation with the values of ESD and Development Education.
- The practitioners examine their own perspectives and attitudes as a practitioner from an ESD and Development Education point of view to ascertain if their viewpoint is narrow, if they have any prejudice, and if there are any unfair relationships with and between the learners.

Step 4. Take advantage of the reflection process for the next practice

The practitioners write and record what they noticed and learned through the previous three steps regarding their viewpoint as a practitioner of ESD and Development Education and method for engaging with the learners.

Advanced edition “Learners' Cooperation Program”

When you study the attitudes and changes of learners, you can improve the quality of “information” required for reflection by directly receiving the voices of the learners and by connecting their reflections to those of the practitioners. This is the aim of this program.

In the above-mentioned “Learners' Approach” , the practitioners study the learners' attitudes and changes that left an impression on them, and use this “information” for reflection. In contrast, in the “Learners' Cooperation Program” , the practitioners reflect through receiving the learners' reflections and comparing them with their own.

In this program, “cooperation” is not intended to be unilateral, by which the learners reflect for the practitioners. Learners reflect on their learning and findings, express them in their own words, then share and interact with the practitioners. Based on this information, the practitioners reflect on their own work.

< Structure of the program >

1. Learners carry out the reflection process of Step 1 during the learning program/workshop.
2. Practitioners carry out Step 1.
3. Explore the tendencies of and the differences between the learners and practitioners.

< Procedure >

1. Learners carry out the reflection process of Step 1 during the learning program/workshop

Reserve a time for reflection during the learning program/workshop. Here, the learners reflect on their learning and activities.

Ask the learners to write down, individually, points that left an impression on them on sticky notes or cards. They then share them with the other learners by placing them along a timeline on a large sheet of paper.

Create an environment to identify and share each other's differences in terms of their impressions and reasons through conversations such as “I feel so too,” and, “Yes, you're right. That is also important.”

However, depending on the place of practice, available time, the traits of learners, and the relationship between the learners and practitioners, it will be necessary to decide in what way and how far to go through stages 1 to 3 of Step 1. Even if it didn't take an program style mentioned above, the practitioners can reflect on themselves by gathering the findings and feelings that the learners wrote in their reflections and the questionnaires that they filled in.

2. Practitioners carry out Step 1

After the learning program/workshop, looking at the sticky notes or cards placed on the large sheet of paper, the practitioners carry out Step 1 by placing their impressive points and reasons on the same sheet of large paper. Or, the practitioners can carry out Step 1 separately, and compare their results with the learners' Step 1.

3. Explore the tendencies of and the differences between the learners and practitioners

Consider the above-mentioned point 2 and compare the impressions and viewpoints of the learners with those of the practitioners. For example:

- Which comments in the reflections of the learners were impressive? In particular, what kind of attitudes and changes of the learners were overlooked?
- Were there any differences between the practitioners' intentions and points that the learners thought were impressive? Why did this occur?
- Was there any premise that unconsciously encouraged the practitioners' work? If so, what was it?
- What kind of reactions of the learners' did the practitioners unconsciously notice?
- Through what kind of relationship between the situation, environment and process were the learners' specific reactions and learning brought about? As a practitioner, how did you intentionally create the learning environment and approach, and how did these affect the reactions and learning of the learners? On the other hand, how did the practitioners' unconscious perspectives and actions affect the learners?

*Note

- With regards to the opinions and points made by the learners, the reasons why they were deemed important or meaningful depends on the particular learners. Therefore, it is difficult to judge how much the practitioners value the learners' comments as the "right" comments in their self-assessment. However, it is important to examine the "meaning" behind the learners' opinions and points they made in regards to improving the practitioners' competency.
- The relationship between the practitioners and learners as well as facilitation during the practice can have an influence on the comments that the learners make. Keep in mind that these would also affect the practitioners' reflection.

For further reflection

It is possible to go beyond the "Learners' Cooperation Program" and consider a program which carries out Steps 2 and 3 as a learner/practitioner partnership interaction. In this program, there is almost no difference between "the practitioner as a provider and the learner as a receiver". This program can be carried out if the learners exercise strong initiatives in setting targets or planning when creating the learning program/workshop and a partnership between the practitioners and learners exists. More productive and multifaceted reflection could be expected through this program.

Brief version of worksheet

1. Regarding ① to ③ shown below, briefly note down three examples of the changes and attitudes of learners that left an impression on you as a practitioner (for example, their expressions, attitudes, comments, actions, etc.).

- ① Points that were pleasing/satisfying
- ② Points that were disappointing/confusing
- ③ Points that were unexpected, surprising, brought about findings

2. Give concrete reasons for points in 1 above

1. Changes and attitudes →	①	①	①
2. Reasons →			
	②	②	②
	③	③	③

3. After reading the reasons above, consider why the points mentioned in question number 1 arose.

- On what premises (based on what values) did you judge them as “pleasing” or “unpleasing”, etc.? Consider what you value.
- In regards to ③, what were the points that were expected? Consider this while feeling the joy of discovering surprises and unexpected findings.

Feelings Approach

Reflection based on practitioner's feelings

Identify how the practitioners felt → Write down what made them feel that way → Analyze the situation and reactions that caused that feeling → Summarize the practitioner's findings and areas for improvement

- Reflection of method: fill in the worksheet
- Time required: 10 minutes or more for individual work, 30 minutes or more for group work

The objective of this approach is to reflect on the practice from multiple perspectives through reviewing emotions and feelings experienced by practitioners. Firstly, practitioners think back on their practice and acknowledge how they felt. Secondly, they recall the details of the situation and reactions that caused those feelings. Finally, they examine what led to the situation from different perspectives. This process is not appropriate for reflecting on the project as a whole, as it is based on subjective emotions.

< Targeted Activities >

This approach can be applied to various activities, from one-off learning programs/workshops to programs that are carried out within a certain period of time. In programs that are carried out within a certain period of time, practitioners should fill out a worksheet after each practice or at pre-decided intervals and review all the written worksheets at the end of the period. The worksheets will show how their practice and perspective for reflection changed. To prevent practitioners from forgetting how they felt, they must write down their feelings immediately after the practice as their memories are still fresh.

< Procedure >

- Decide whether to fill out the worksheet individually or as a group
- When working in a group, make groups of three and share each other's reflections
- In these groups of three, some rules could help the practitioners share their reflections in a comfortable environment

Examples of rules are as follows:

- ① Each practitioner takes turns to speak
- ② Withhold criticism
- ③ All discussions are private and confidential

< Note >

Reflection based on emotion is too personal and subjective to be used to comprehensively

review a whole project/program. In order to have a complete overview of a project/program, it is recommended that other approaches are used in addition to this one.

◀ How to fill in the worksheet and examples of descriptions ▶

1. Identify the feelings

Thinking back on the practice of a leaning program and workshop, practitioners experience various feelings, such as relief or disappointment. Reflection immediately after the practice is preferable as these emotions fade over time. In this section, practitioners reflect on the practice based on their emotions and feelings.

It is vital that they accept whatever feelings arose. Acknowledging how they feel helps them view their emotions objectively. Having negative feelings, such as frustration and anger, provides a good opportunity for reflection. It is better not to ignore that irritation and confusion, but to instead accept these negative feelings. After calming down, it is possible to review what caused the negative feelings from various perspectives.

2. Write down what caused the feeling

Remember the situations in detail—why such feelings arose and what made the practitioners feel that way. Write down specific triggers: what happened and in what situation, and whose reaction triggered that emotion.

For example, the practitioners felt irritated because the learners did not listen to them, or frustrated because they were ill-prepared. Practitioners must write down all possible reasons. Note that emotions are influenced by various factors, so they need to fully examine their feelings and focus on causes related to the practice.

This procedure helps practitioners realize how they accept and interpret each situation and reaction. Everyone has their own point of view, so how they assess the situation varies from person to person. Practitioners can also perceive their own way of thinking and what they value.

Example 1: why I feel irritated → because some learners did not listen to me during group work.

Example 2: why I feel happy → because the learners' comments indicated that they understood my intention.

3. Analyze the situation and reactions that caused particular feelings

Examine from a different perspective why the situation and reactions the practitioners wrote down in Step 2 occurred. It is important that practitioners separate the situation and reaction from their own feelings and accept it as a fact, and analyze it from an outsider's perspective.

“Reflection items” listed in the worksheet are important items when conducting ESD and Development Education (for details, see “Perspective Approach” on page 8). Consider which situations and reactions fall into which categories and why the practitioners thought so. When they cannot find the appropriate category, imagine how the learners felt when the situation arose and how they were affected by the practitioners' remarks and attitude.

Example 1: “irritated.” → some learners did not listen to me.

related category in the list of reflection items (on page 53) i. Participation and speaking environment

→ why it falls into the category The group was too large and that might have prevented learners from making remarks

related category in the list of reflection items (on page 53) c. The learners' own interest and situation

→ why it falls into the category The learners' interests may not have effectively matched the theme

Even if the practitioners chose positive feelings, such as “happy” and “enjoyed,” practitioners should critically and introspectively analyze the situation and reaction that caused such feelings from the learners' standpoints and the practitioners' unconscious perspectives. This is so that they can reflect on not only the objectives of the practice and the framework of the learning program, but also reflect from the viewpoint of self-assessment.

Example 2: “happy” → the learners understood my intention

related category in the list of reflection items (on page 53) n. The learners' empowerment

→ why it falls into the category Didn't I lead the learners? /Didn't I discourage the learners' autonomy?

related category in the list of reflection items (on page 53) h. Understanding of the learners and setting of the aim

→ why it falls into the category I might have set the understanding of the theme as a target.

4. Summarize findings and areas for improvement

Through completing the above procedure, practitioners summarize what they noticed. In cases where they have some things to improve or perspectives to pay attention to in the next practice, these can be noted.

Reflection based on how you are feeling

Name of the practice:

Date:

Target:

Participants:

Contents of the program:

1. How do you feel when reflecting on your practice? Select three words from below that best describe your feelings (or if necessary, please write a suitable word in the blank space).

impressed	happy	relieved	frustrated
enjoyed	embarrassed	anxious	disappointed
irritated	helpless	excited	complicated
tired	angry	nervous	

2. What makes you feel that way? Write down a concrete situation and reactions causing your feelings, remembering the participants' reactions or attitudes and your words or attitude.

3. What is the reason for the above situation? Select a related item (category) from below and explain how this relates to the situation.

● Reflection Items

■ Theme and content [a. The pathway of globalization and development b. Background / cause of the issue and structural understanding c. Learners' own interest and situation d. Respect for cultural diversity e. Multifaceted perspectives and various opinions f. Learners' autonomy and empowerment g. Holistic perspective including political, economic, social and environmental perspectives]

■ Preparation and creation of learning environment [h. Understanding of the learners and setting of the aim i. Participation and speaking environment j. Relationship among learners, and between learners and facilitators k. Barrier-free environment and other considerations for all the participants]

■ Learning process and facilitation [l. Learner-centered process of learning m. Appropriate method/information/learning material n. Learners' empowerment o. Respect for human rights and democratic attitude p. Gender equality]

4. Through this reflection, write down what you noticed and points to be improved for the next program.



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