

### **Book chapter forthcoming**

As part of Routledge Series: Research in Critical Global Citizenship Education: Globalization and the Politics of Equity and Inclusion

Daly, A. and Brown, J. (2019) Results, Results, Results: Seeking Spaces for Learning in a European Global Learning and STEM Project. In P.Bamber (ed.) *Teacher education for sustainable development and global citizenship: critical approaches to curriculum, values and assessment*, 2019. Routledge: London

### **Abstract**

There is a growing interest in the monitoring and evaluation of Education for Sustainable Development and Global Citizenship (ESD/GC). Development practitioners highlight tensions between the demands of monitoring and evaluation for reporting purposes and opportunities for learning about practice within funded global learning education projects (Bond, 2012; Fricke, Gathercole with Skinner, 2015). This paper presents a post-project reflection on the monitoring, evaluation and learning (MEL) processes of a three year European Commission (EC) funded project involving non-State actors in formal education systems on development education and global learning in secondary Science Technology Engineering and Maths (STEM) curricula. The Make the Link project focused on development of engaging materials and teacher training. The authors provide an overview of what was involved in developing a monitoring and evaluation framework that aimed to capture progress against results as defined by the project's EC logical framework, as well as learning about experiences of global learning and STEM from partners across four country contexts. A reflection on the challenges and benefits of what we did, plus our views on what we would like to do in the future, points to a more central role for participatory learning spaces as integral element of future global learning projects. This reflection contributes to discussion on the theme: How can ESD/GC monitoring, evaluation and research engage meaningfully with practice and vice-versa?

Keywords: global learning and STEM; monitoring, evaluation; project learning

Dr Angela Daly\* is a senior lecturer and researcher in Education Studies and Early Childhood Studies at Liverpool John Moores University. Angela works alongside partners in education and development combining participatory learning in action and collaborative research approaches to create formative learning spaces with practitioners from education, international and community development.

Julie Brown is head of Practical Action's education unit. Her team produces STEM (Science, Technology, Engineering and Maths) teaching resources and delivers training to UK teachers, demonstrating how they can embed global learning into their STEM teaching. Julie developed the successful European Commission funding bid for the Technology Challenging Poverty: Make the Link Project 2013-2016, and as Practical Action was lead partner Julie was responsible for overall implementation and reporting on the project.

\*corresponding author Dr Angela Daly: [A.Daly@ljmu.ac.uk](mailto:A.Daly@ljmu.ac.uk)