

## Participatory Evaluation Toolkit: Evidencing Impact of Teaching and Learning on Climate and Sustainability Issues



### A research collaboration by:

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## Participatory Evaluation Toolkit: Evidencing Impact of Teaching and Learning on Sustainability

### **A collaboration between schools, a civil society organisation and a university**

This Participatory Evaluation Toolkit has been developed through collaboration between Dr Angela Daly ([Reader Education and Global Learning](#)), Liverpool John Moores University's School of Education), Dr Andrea Bullivant ([Co-Director](#) Liverpool World Centre), with inputs from teachers from schools across the Liverpool City Region and West Lancashire. The research project '*Evidencing Impact of Teaching and Learning on Climate and Sustainability Issues in Schools*' (funded by LJMU 2023-2025) aimed to research the impact of a series of educational sustainability and climate change projects (funded by Merseyside Waste and Recycling Authority (MWRA), People's Postcode Lottery and Liverpool Catholic Archdiocese secondary schools).

Projects included Global Learning school-based workshops on zero-waste and sustainability, UN-Style CoP Conferences and Citizen Assemblies with young people from schools and youth groups coming together to present their projects and explore opportunities and challenges in addressing climate and sustainability issues. Liverpool World Centre facilitated the workshops leading to events including:

- UN-Style COP conferences held at All Saints Catholic Primary school, Liverpool City Region Combined Authority Head Office, Southport Eco Centre, Gillmoss Discovery Recycling Centre, Rainford High School, West Lancashire County Council, Birkenhead Town Hall, and Liverpool Town Hall.
- A celebratory event 'ReThink: The Waste Revolution' workshop held at The Florrie community arts and heritage venue, Liverpool
- Citizens' Assembly pilot held at St Georges Hall, Liverpool

For more information on the UN-Style COP Conference, Re-Think project and Citizens' Assembly work of Liverpool World Centre (<https://liverpoolworldcentre.org/empowering-young-people-climate-action/>)

### **Evaluation in Global Learning and Sustainability and Climate Change Education**

The collaborative research element of the funded project included the design and adaptation of innovative participatory evaluation and research tools. This aimed to build an evidence base for projects designed to empower young people as agents of change in response to the climate crisis and environmental, economic and social implications. Interest in evaluating the impact of Global Learning and related educations has a long tradition and has been a key practice for educators working in multiple contexts including civil society organisations, schools, higher education, youth groups, charity and campaign groups.

The partnership research draws on our long-standing experience and collaboration with educators in Development Education, Global Learning and participatory research, and school, community and university education, including with colleagues in the Teacher Education Equity Sustainability Network, a national network of educators, researchers and

organisations based in civil society organisations, universities and development education centres co-ordinated by the Liverpool World Centre ([TEESNet](#)).

This collaborative research contributes to the growing body of Global Learning pedagogies, practice and research, including *The Case for Global Learning: Transforming our Educational Approaches in a Complex Global World* more broadly ([The Case for Global Learning - The Global Learning Network](#)). As a research partnership this research knowledge has also informed evidence shared via TEESNet and the Global Learning Network for the Department for Education's (England) review of their Sustainability and Climate Change Strategy. Collectively as educators and researchers we are part of generating interest in capturing impact in relation to quality education defined through the United Nations Sustainable Development Goals [THE 17 GOALS | Sustainable Development](#) and SDG Goal 4 Quality Education, and the specific target related to transformative education, SDG 4.7:

*SDG 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.* [Goal 4 | Department of Economic and Social Affairs](#)

### **The purpose and uses of the toolkit**

This Participatory Evaluation Toolkit contains co-produced materials curated and adapted for the research project. These draw on the legacy of practice, collaboration and collective knowledge of activities we and others have used in Global Learning over many years. We highlight in particular resources by Reading International Solidarity Centre (RISC) '*How do we know it is working? Books 1 and 2*' and Oxfam GB '*Oxfam Global Citizenship Guides*'. The ideas and tools shared here are not necessarily new, but are newly applied and adapted in this project.

Our intent in developing the toolkit is to combine and curate the research activities and reflections from researchers, teachers, and young people engaged through the research process, into a set of resources that educators could use to evaluate and reflect on the impact of their teaching and practice. By bringing together the tools, and examples of how they were used, we hope this work supports the spaces, places and people we engage with in our collective commitments to promoting a more just and sustainable world through education. We hope the participatory evaluation methods can be used by educators to build their own evidence base of the value and impacts of Global Learning and sustainability and climate change education, to inform curriculum and wider planning, for example DfE for England information on school planning for climate action ([Climate action plans](#)).

### **Ethical considerations**

It is important to think ethically about evaluation and research. This research project gained ethical approval by Liverpool John Moores University's Research Ethics Committee and

adheres to British Educational Research Association (BERA) *Ethical Guidelines for Educational Research* (<https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024>)

School and/or community-based research and evaluation should also adhere to principles of ethical research practice in gathering data from others, with particular reference to young people's views. Points for consideration include being clear about the purpose of research and its uses, and ensuring participants understand this, ensuring informed consent or assent if under 16, giving options to withdraw from the research, or to participate in activities without data being used. Approaches to research relations in participatory research are informed by reflexive questions (Daly, A. 2025, [Spaces and relations in critical education research: lessons from community research-in-action](#)).

The research base for this work is developed by teachers and researchers.

Daly, A. and Bullivant, A. (2026). *Global Learning and Participatory Research with Teachers and Young People on Climate and Sustainability Education*.

Holt, A., Anderson, R., Bryant, A., Callaghan, L., McDonnell, W., Greenwood, L. Daly, A., Bullivant, A. (2024). *Researchers Together: Insights from Impact and Participatory Research on Sustainability and Climate Education in Schools*.

### Acknowledgements

We acknowledge the work of organisations in foregrounding the role of evaluation in development education, global learning and sustainability and climate change education, and developing tools for practitioners including Oxfam GB, RISC, Centre for Global Education, Global Learning Programme. Specifically, the Evaluation Toolkit provides links to useful resources from these organisations, and we note resources that have informed activities in our toolkit. Most importantly we acknowledge our learning from all of the teachers and young people who have engaged in projects informing this research.

We appreciated the funding that enabled this practice – research collaboration to take place. The practice element was funded from Merseyside Waste and Recycling Authority (MRWA, People's Postcode Lottery and Liverpool Catholic Archdiocese secondary school. The research element was funded by Liverpool John Moores University (LJMU) QR Policy Research Fund (Participatory Research Strand) 2023-2025.

We would also like to acknowledge the positive context of Liverpool City Region including MRWA's commitment to a Climate Action Plan, Zero Waste by 2040, LJMU's Research Institute for Climate and Sustainability ([LiRICS](#)), and Teachers Equity and Sustainability in Education Network ([TEESNet](#)).

We hope you find this toolkit useful in your work.

Dr Angela Daly [A.Daly@ljmu.ac.uk](mailto:A.Daly@ljmu.ac.uk) Dr Andrea Bullivant [andrea@liverpoolworldcentre.org](mailto:andrea@liverpoolworldcentre.org)

## Participatory Evaluation Tools for Evaluating Impact of Sustainability Education

We have listed 14 tools by themes here but can be adapted to suit any phase of your evaluation. The materials for each can be found on pages 6-32.

### Self-evaluation.

- Self-evaluation: Mapping influence and power in curriculum, research and policy (p.6)
- Self-evaluation: Knew, New, Do (p.7)
- Self-evaluation: Ripples of Impact: People, Community and Society (p.8)
- Self-evaluation: Mapping sustainability actions (p. 9)

### Exploring what is important.

- Diamond 9 Ranking (p.10)

### What has changed?

- Before - After Evaluation Wheels (p.11)
- Before - After Reflections Using a Continuum/ Timeline. (p.13)
- Before - After Survey – young people (p.14)
- Before - After Survey – educators / youth leaders (p.16)

### Deeper exploration

- Event in situ data collection: Vox Pops (p.22)
- Semi-structured Interviews: Indicative questions – stakeholders (p.23)
- Focus Group Discussions: educators / youth leaders (p.25)

### Making a difference

- Talk, Draw, Write, Share - focus group discussion activities (p.29)
- Pledges: Voice, Technology, Textiles, Food (p.31)

### Keep in touch with us!

- Contact details (p.33)

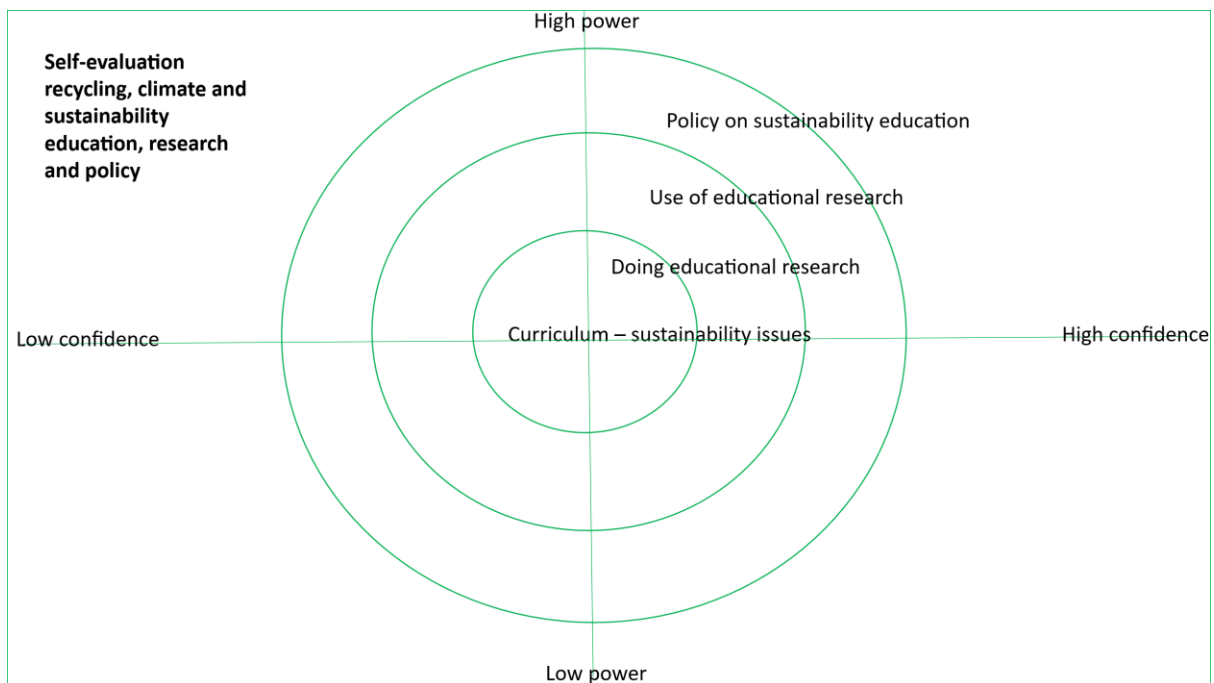
## Self-evaluation: Mapping influence and power in curriculum, research, and policy

**Who:** Educators, Researchers, Youth Leaders

**Evidencing change:** An opportunity to reflect on current position or potential for change by examining your influence and/ or power regarding aspects of your intervention, local research or change you wish to bring about. This is useful for planning activities or evaluating activities at the end of interventions/change action.

**Prompt questions** could include:

- How does our curriculum reflect sustainability and climate action?
- What evidence do we need to show the value of critical thinking on local and global issues and benefits for our students?
- What kind of local educational research can we undertake? Is this in our own space or in partnership?
- How do we make use of current policy and / or research in our planning?
- What type of power do we have (or not) at practice / policy level?
- Where does our confidence lie in bringing about change?



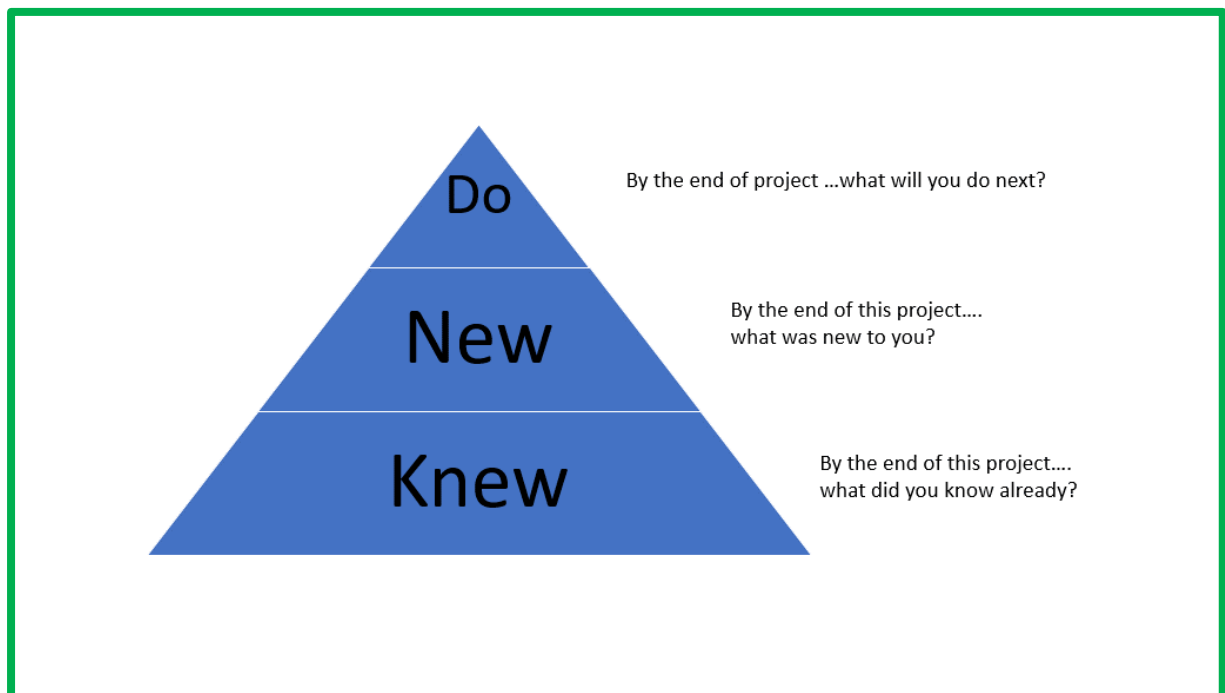
## Self-evaluation: Knew, New, Do

**Who:** Educators, Researchers, Youth Leaders, Young People

**Evidencing change:** An opportunity to acknowledge and reflect on existing knowledge, expertise and growth as a baseline or mid-point to build on. Can be used by educators and young people, individually or as part of a group.

**Prompt Questions** could include:

- What knowledge, skills, attitudes did I bring to this project?
- What was new to me in this project and how did I discover / learn this?
- Based on the combination of existing and new learning/ experience what will I do next?



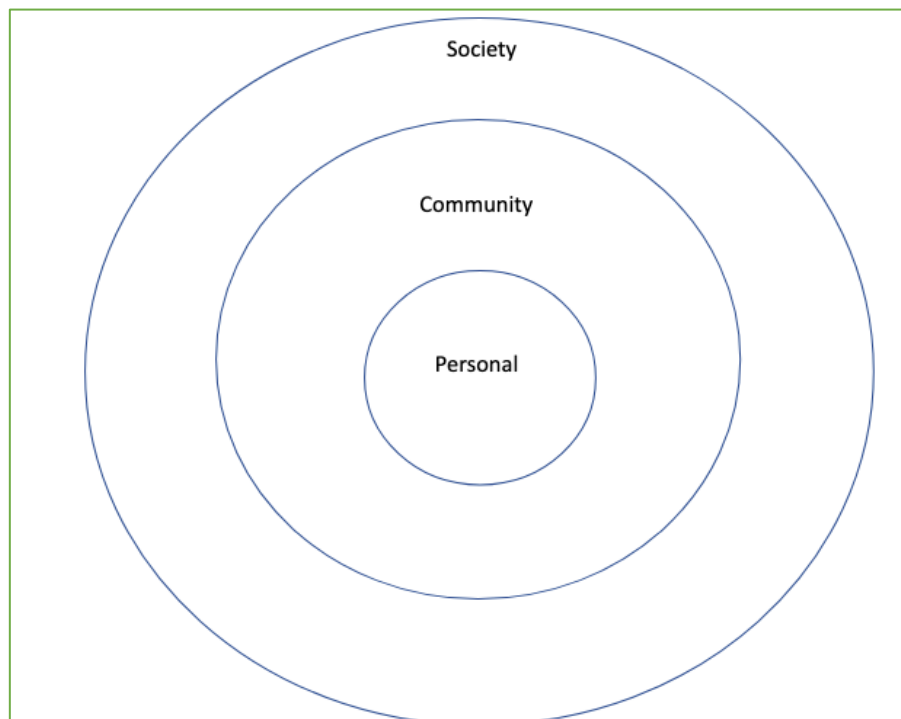
## Self-evaluation: Ripples of Impact - Personal, Community, Society

**Who:** Educators, Researchers, Teachers, Youth Leaders, Young People

**Evidencing change:** An opportunity to plan and evaluate activities and consider their potential impacts or to identify opportunities for participation at different levels. A related and alternative tool for schools is the Curriculum, Campus, Community mapping tool developed as part of the [Sustainable Schools](#) initiative (DFCSF, 2008). The tool encourages (eco) systems thinking and possibilities for scaling up activities and collaborating with wider groups

**Prompt Questions** could include:

- Where do our activities take place and impact currently, at person, community or society level?
- What if any connections exist between activities at different levels?
- What kind of power do we have to effect change at different levels?
- What opportunities exist for moving beyond individual to collective activities and collaborating with others? Who do we need to speak to?



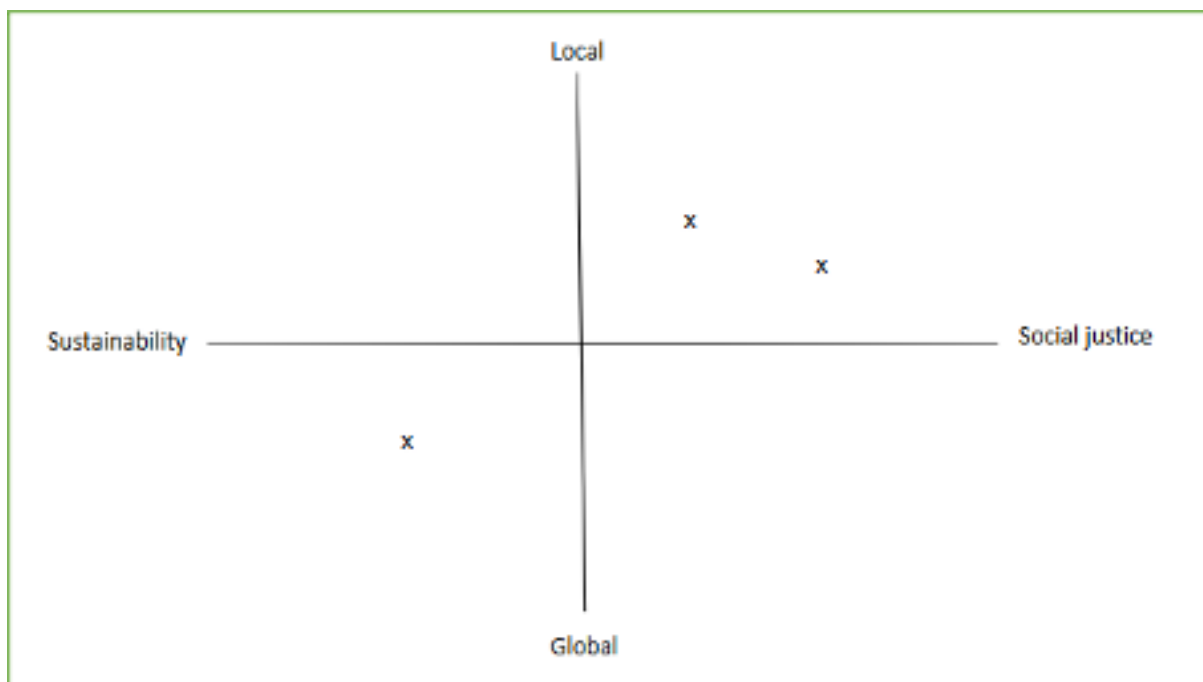
## Self-evaluation: Mapping Sustainability Actions

**Who:** Educators, Teachers, Youth Leaders, Young People

**Evidencing change:** An opportunity to explore and map activities and their impact, and what young people think and know about action they can take. It promotes making connections between sustainability and social justice issues, and local and global interconnections. It can also support similar self-evaluation tools by encouraging young people to think about working together or with others to achieve change.

**Prompt Questions** could include:

- What kind of activities can we think of to promote a more just and sustainable world?
- Where would activities be located on the mapping tool?
- What makes an activity local or global? How might they be connected?
- Where do we need to focus or shift our activities?



Activity from: Allum, L., Lowe, B., and Robinson, L. 2008. How do we know it's working: a toolkit for measuring attitudinal change. Reading International Solidarity Centre.

**Find out more about this tool in [RISC's resources and case studies](#)**

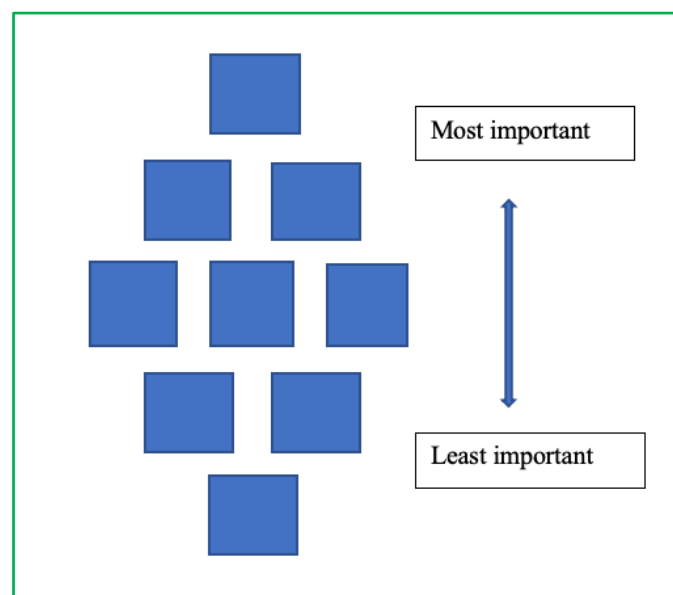
## Exploring what is important: Diamond Nine ranking

**Who:** Educators, Researchers, Teachers, Youth Leaders / Young People

**Evidencing change:** An opportunity to consider and rank issues (statements or images) in order of priority, importance, significance or value. Can be used for planning and reflection, or for making changes visible over time as part of ongoing evaluation. Supports young people to think through options, make their thinking explicit and negotiate differences in opinion and consensus.

**Prompt Questions** could include:

- Why have you decided that x is most/least important?
- How easy was it to make choices and prioritise?
- How does this inform next steps or any actions to take?
- How well did you work together? How did you manage disagreements?



Find out more about similar diamond 9s in Oxfam GB's [Global Citizenship Education: A guide for teachers](#) and West of Scotland Development Education Centre's [Guide to Diamond Nines](#)

## What has changed: Before-After Evaluation Wheels

**Who:** Educators, Researchers, Youth Leaders, Young People

**Evidencing change:** An opportunity to explore agency to make a difference or act, and measure changes in knowledge, skills, values, attitudes and feelings. Young people can use this tool to reflect on their role as potential agents of change. It helps articulate confidence levels before and after a project, to identify what supports young people, and for taking stock, and planning future projects.

**Prompt Questions** could include:

- How much did I make a difference?
- What / who helped me make a difference or take action?
- What barriers may be present?
- Where do I feel most confident?
- Who influences me?
- Who do I influence?

Worked examples from our project are illustrated below. Young people were asked to map where they were in relation to the statements on flip chart with concentric circles. Towards the centre indicates less confidence about the statements, with moving towards the edges indicates more confidence. Young people did this before, then again after (the event, next session, or a few weeks later) and considered how much change had happened as a result of the input (teaching, activity, action).

Statements from our project

I know how to make a difference in the world

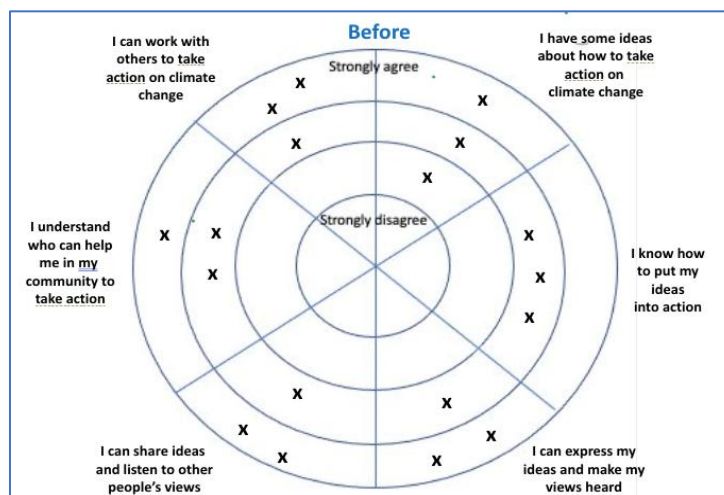
I am confident that I can make a difference in the world

I can express my views and make my voice heard

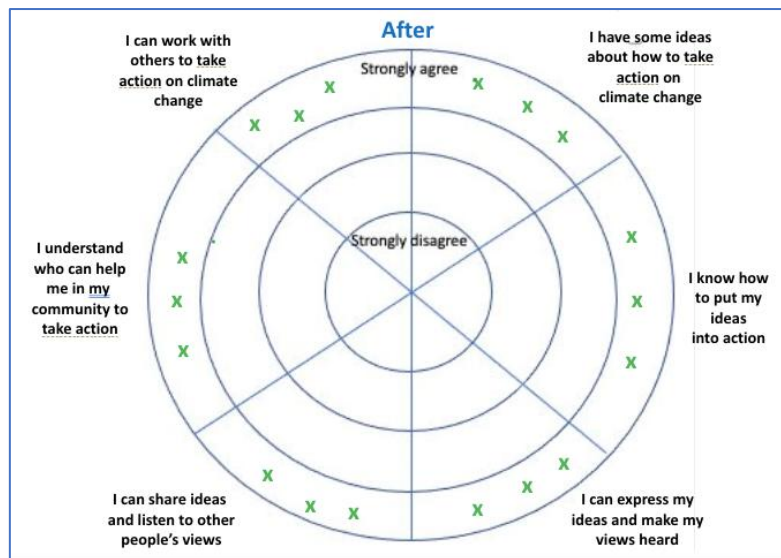
I can share examples of things I have done to make a difference

I understand who can help me in my community to make a difference in the world

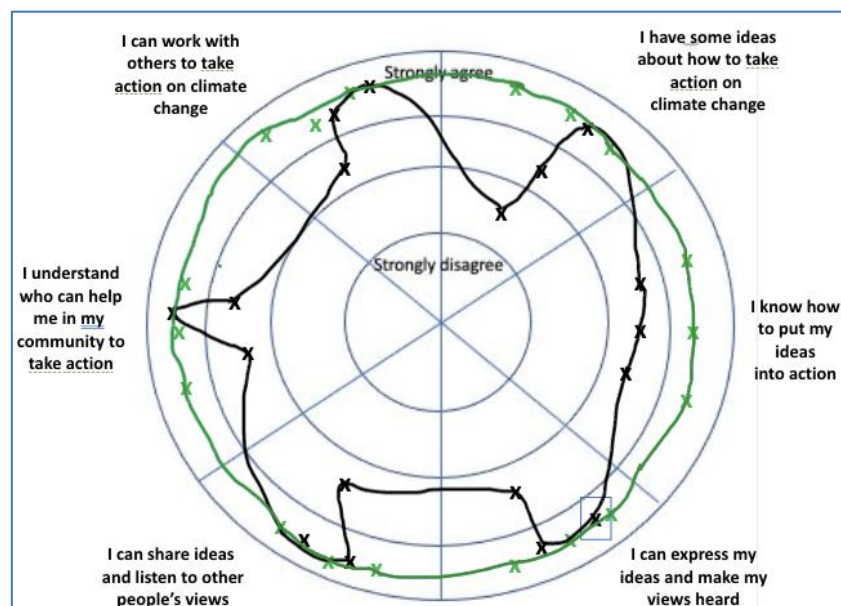
I can work with others to make a difference



## What has changed: Before-After Evaluation Wheels (continued)



Connecting the points shows that it is possible to change mind and develop ideas as part of the process. This generated much discussion about achievements, challenges, working together, next steps for teachers and young people.



Find out more about this type of tool on page 21 in Oxfam GB's [Global Citizenship Education: A guide for teachers](#)

## What has changed: Before - After reflections using a continuum /timeline.

**Who:** Researchers, Educators, Teachers, Youth Leaders, Young People

**Evidencing change:** An opportunity to measure changes in knowledge, skills, values, attitudes and feelings. Agree-disagree stimuli can be statements, words or images, and the activity can be adapted as an alternative to a survey.

Also, an opportunity for young people to think about where they stand or would position themselves, to listen to different perspectives and change their view or position on the continuum line.

**Prompt Questions** could include:

- Where do you stand when considering these points?
- Why do you agree/disagree/or in between? Do you have any examples or evidence to share?
- If I introduce x y z or listening to others' views, does your opinion change?
- Where were you at the start of the project? Where are you now?
- What is important to us now?

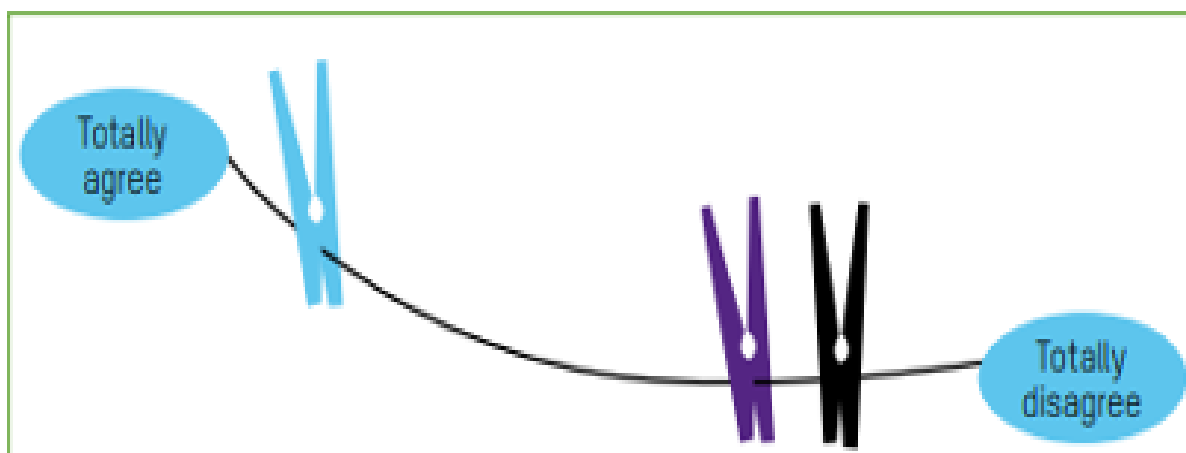


Image © from: page 16 Oxfam GB, 2015. [Global Citizenship Education: A guide for teachers](#)

## What has changed: Before - After Survey – young people

**Who:** Young People, facilitated by data collector (educator, youth leader, researcher)

**Evidencing change:** To provide a baseline and endline perspective before and after an event/series of lessons/ conference/ workshop. An opportunity to measure changes in knowledge, skills, values, attitudes and feelings at an individual level. After findings are collated (anonymised) these can be used to generate group discussion. Also, an opportunity for young people to think about perspectives and what influences them in educational activities. Our example below has both sets of questions, but we gave them out separately.

**Prompt Questions** could include:

- What is your perspective before / in anticipation of the activity (lesson, event, project)?
- What is your perspective after / reflecting on the activity (lesson, event, project)?
- What is important to you or us collectively now after engaging in this activity?

| Baseline survey questions   | Endline survey questions   |
|---|--|
| <p><b>Before you take part in.....</b><br/> <a href="#">event/lessons/ conference/ /workshop</a><br/>           we would like to know what your thoughts are about this before you go.</p>  | <p><b>Now that you have taken part.....</b><br/> <a href="#">Event/lessons/ conference/workshop</a> we would like to know what your thoughts are now.</p>  |
| <p>Q1. What are you looking forward to most at this ..... <a href="#">event/lessons/ conference/ /workshop</a>?<br/>           (tick all that apply)</p> <ul style="list-style-type: none"> <li>● learning new skills</li> <li>● being in a debate</li> <li>● having a voice</li> <li>● listening to other schools</li> <li>● being in a workshop with other people</li> <li>● learning about sustainability</li> <li>● learning about United Nations</li> <li>● Other (please tell us here)</li> </ul> | <p>A1. What did you enjoy most about this..... <a href="#">event/lessons/ conference/ /workshop</a>?<br/>           (tick all that apply)</p> <ul style="list-style-type: none"> <li>● learning new skills</li> <li>● being in a debate</li> <li>● having a voice</li> <li>● listening to other schools</li> <li>● being in a workshop with other people</li> <li>● learning about sustainability</li> <li>● learning about United Nations</li> <li>● Other (please tell us here)</li> </ul> |
| <p>Q2. Tell us one thing you know about sustainability /what does sustainability mean to you?</p>   | <p>A2. Tell us one thing you learned from the .... <a href="#">event/lessons/ conference/ /workshop</a> about sustainability?</p>  |

|  |  |
|--|--|
| <p>Q3. Do you think it is important to learn about sustainability issues in school? (e.g. recycling, climate change, other sustainability issues?)</p> <p>Please tick one.</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Don't know</li> </ul> <p>Q3a) If you ticked yes, please tell us more about why you think it is important?</p> <p>Q3b) Which sustainability issues are important to learn about?</p> | <p>A3. Do you think it is important to learn about sustainability issues in school? (e.g. recycling, climate change, other sustainability issues?)</p> <p>Please tick one.</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Don't know</li> </ul> <p>A3a) If you ticked yes, please tell us more about why you think it is important?</p> <p>A3b) Which sustainability issues are important to learn about?</p> |
| <p>Q4. How important is it for young people to have a say/have an opinion on sustainability issues?</p> <p>Please tick one.</p> <ul style="list-style-type: none"> <li>• Very important</li> <li>• A little important</li> <li>• Not important</li> <li>• Don't know</li> </ul> <p>Q4a) Tell us in a few words why?</p> <p>Q4b) How do young people express an opinion on sustainability issues?</p>                                     | <p>A4. How important is it for young people to have a say/have an opinion on sustainability issues?</p> <p>Please tick one.</p> <ul style="list-style-type: none"> <li>• Very important</li> <li>• A little important</li> <li>• Not important</li> <li>• Don't know</li> </ul> <p>A4a) Tell us in a few words why?</p> <p>A4b) How do young people express an opinion on sustainability issues?</p>                                     |
| <p>Q5. Do you have any examples of young people doing something positive on sustainability issues?</p> <p>Please tick one.</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Don't know</li> </ul> <p>Q4a) If you ticked yes, please tell us in a few about positive actions?</p>  | <p>A5. Do you have any examples of young people doing something positive on sustainability issues?</p> <p>Please tick one.</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Don't know</li> </ul> <p>A5a)If you ticked yes, please tell us in a few about positive actions?</p>   |
| <p><b>Thank you!</b></p>   | <p><b>Thank you!</b></p>   |

## What has changed: Before – After Survey – educators / youth leaders

**Who:** Educators / Youth Leaders

**Evidencing change:** To provide a baseline and endline perspectives of educators/ youth leaders before and after an event/series of lessons/ conference/ workshop. An opportunity to measure changes in knowledge, skills, values, attitudes and feelings at an individual level.

**Prompt Questions could include:**

- After findings are collated (anonymised) these can be used to generate group discussion.
- Also, an opportunity for educators / youth leaders to think about perspectives and what is important in climate change education and global learning pedagogies.

Our example below used the following questions in our project. You may wish to use or adapt questions to suit the aims of your project evaluation. This baseline / endline surveys with teachers can be easy to complete online

### Indicative Baseline Survey Questions

|    |   |
|----|---|
| Q1 | What is your organisation?<br>Primary School / Secondary School/ Youth Club/ Other  |
| Q2 | What is your role?  |
| Q3 | Please tell us something here about your motivation for participating in this project.  |
| Q4 | <p>The Rethink project aims to empower young people to respond to and take actions on climate change. What kind of knowledge, skills or values do you think might empower young people?</p> <p>Please tick any of the options you agree with below or tell us about other ideas in 'other'</p> <ul style="list-style-type: none"> <li>- critical thinking</li> <li>- questioning</li> <li>- data literacy</li> <li>- research</li> <li>- innovation</li> <li>- creativity</li> <li>- communication</li> <li>- cooperation</li> <li>- networking</li> <li>- respect and compassion for others and the planet</li> <li>- connection with nature</li> <li>- humility</li> <li>- sense of social justice</li> <li>- wisdom</li> </ul> |

|              |  |              |   |               |   |               |
|--------------|--|--------------|---|---------------|---|---------------|
|              | <ul style="list-style-type: none"> <li>- positivity</li> <li>- adaptability</li> <li>- practicality/pragmatism</li> </ul>  |              |   |               |   |               |
|              | Other (or please comment briefly on any of the options ticked/not ticked above):   |              |   |               |   |               |
| Q5           | The following questions ask you about your knowledge/skills, experience and confidence to empower young people to take action on climate change.   |              |   |               |   |               |
|              | 5a) How would you rate your own knowledge and skills to empower young people to take action on climate change?   |              |   |               |   |               |
|              | <table border="1"> <tr> <td>1 = very low</td> <td>2</td> <td>3</td> <td>4</td> <td>5 = very high</td> </tr> </table>   | 1 = very low | 2 | 3             | 4 | 5 = very high |
| 1 = very low | 2  | 3            | 4 | 5 = very high |   |               |
|              | Please comment briefly on your response to the question above.   |              |   |               |   |               |
|              | 5b) How would you rate your experience of empowering young people to take action on climate change?  |              |   |               |   |               |
|              | <table border="1"> <tr> <td>1 = very low</td> <td>2</td> <td>3</td> <td>4</td> <td>5 = very high</td> </tr> </table>   | 1 = very low | 2 | 3             | 4 | 5 = very high |
| 1 = very low | 2  | 3            | 4 | 5 = very high |   |               |
|              | Please comment briefly on your response to the question above. Please include examples.  |              |   |               |   |               |
|              | 5c) How would you rate your confidence/sense of power to empower young people to take action on climate change?  |              |   |               |   |               |
|              | <table border="1"> <tr> <td>1 = very low</td> <td>2</td> <td>3</td> <td>4</td> <td>5 = very high</td> </tr> </table>   | 1 = very low | 2 | 3             | 4 | 5 = very high |
| 1 = very low | 2  | 3            | 4 | 5 = very high |   |               |
|              | Please comment briefly on your response to the question above.   |              |   |               |   |               |
| Q6           | The following questions ask you about your confidence in relation to use of Global Learning methods, evaluating the impact of your practice on young people and research.  |              |   |               |   |               |
|              | LWC's Zero-Waste projects use participatory methods drawn from the field of Global Learning. These emphasise questioning, critical thinking, reflection on different perspectives and making decisions about how to act. Examples include debate, ranking, causes and consequences activities, and communities of inquiry (Oxfam, 2015). |              |   |               |   |               |
|              | 6a) How would you rate your confidence to use Global Learning participatory methods?   |              |   |               |   |               |
|              | <table border="1"> <tr> <td>1 = very low</td> <td>2</td> <td>3</td> <td>4</td> <td>5 = very high</td> </tr> </table>   | 1 = very low | 2 | 3             | 4 | 5 = very high |
| 1 = very low | 2  | 3            | 4 | 5 = very high |   |               |
|              | Please comment briefly on your response to the question above  |              |   |               |   |               |
|              | 6b) How would you rate your confidence in evaluating the impact of your practice on young people's knowledge, skills or values?  |              |   |               |   |               |

|    |   |   |   |   |               |
|----|---|---|---|---|---------------|
|    | 1 = very low  | 2 | 3 | 4 | 5 = very high |
|    | Please comment briefly on your response to the question above   |   |   |   |               |
|    | 6c) How would you rate your confidence to use research <i>about recycling education, sustainability education or climate change education</i> ?   |   |   |   |               |
|    | 1 = very low  | 2 | 3 | 4 | 5 = very high |
|    | Please comment briefly on your response to the question above   |   |   |   |               |
|    | 6d) How would you rate your confidence to do research into <i>about recycling education, sustainability education or climate change education</i> ?   |   |   |   |               |
|    | 1 = very low  | 2 | 3 | 4 | 5 = very high |
|    | Please comment briefly on your response to the question above   |   |   |   |               |
| Q7 | The following questions ask you about the benefits, opportunities and challenges of participating in projects like this, and how you access support more widely.  |   |   |   |               |
|    | 7a) Please tell us something about how participation in this project will benefit your future practice and young people you work with.  |   |   |   |               |
|    | 7b) Please tell us something about the opportunities or challenges in empowering young people to take action on climate change.   |   |   |   |               |
|    | 7c) Please tell us the ways in which you gain and share knowledge and support for empowering young people to take action on climate change. Please tick any of the options below or tell us about other ways in the 'other' comment box   |   |   |   |               |
|    | <ul style="list-style-type: none"> <li>- school/ organisation colleagues</li> <li>- school/ organisation leaders</li> <li>- teacher/ youth leader networks</li> <li>- community networks</li> <li>- local authority</li> <li>- local/regional policy</li> <li>- national policy/ government guidance</li> <li>- online networks or resources</li> </ul> |   |   |   |               |
|    | Other (...or please comment briefly on any of the options ticked/not ticked above):   |   |   |   |               |
| Q8 | Is there anything else not covered that you would like to add?  |   |   |   |               |
|    | <b>Thank you!</b>   |   |   |   |               |

## Indicative Endline Survey Questions

|     |   |   |   |   |               |
|-----|---|---|---|---|---------------|
| EQ1 | What is your organisation?<br>Primary School / Secondary School/ Youth Club/ Other  |   |   |   |               |
| EQ2 | What is your role?  |   |   |   |               |
| EQ3 | Please tell us how you participated in the Zero Waste projects e.g. workshops, UN-style CoP conference. Citizens' Assembly  |   |   |   |               |
| EQ4 | Please tell us something here about your experience of the project.   |   |   |   |               |
| EQ5 | <p>The Rethink project aimed to empower young people to respond to and act on climate change, by promoting some of the knowledge/skills/values below.</p> <p>5a) What kind of knowledge, skills or values do you think your young people gained as part of the project? Please tick any of the options you agree with below or tell us about other ideas in 'other'</p> <ul style="list-style-type: none"> <li>- critical thinking</li> <li>- questioning</li> <li>- data literacy</li> <li>- research</li> <li>- innovation</li> <li>- creativity</li> <li>- communication</li> <li>- cooperation</li> <li>- networking</li> <li>- respect and compassion for others and the planet</li> <li>- connection with nature</li> <li>- humility</li> <li>- sense of social justice</li> <li>- wisdom</li> <li>- positivity</li> <li>- adaptability</li> <li>- practicality/pragmatism</li> <li>- Other (please state)</li> </ul> |   |   |   |               |
|     | 5b) How would you rate your own knowledge and skills to empower young people to take action on climate change?  |   |   |   |               |
|     | 1 = very low  | 2 | 3 | 4 | 5 = very high |
|     | Please comment briefly on your response to the question above   |   |   |   |               |
|     | 5c) How would you rate your experience of empowering young people to take action on climate change?   |   |   |   |               |
|     | 1 = very low  | 2 | 3 | 4 | 5 = very high |

|     |  |   |   |   |               |
|-----|--|---|---|---|---------------|
|     | Please comment briefly on your response to the question above. Please include examples.  |   |   |   |               |
|     | 5d) How would you rate your confidence/sense of power to empower young people to take action on climate change?  |   |   |   |               |
|     | 1 = very low   | 2 | 3 | 4 | 5 = very high |
|     | Please comment briefly on your response to the question above  |   |   |   |               |
| EQ6 | LWC's Zero-Waste projects use participatory methods drawn from the field of Global Learning. These emphasise questioning, critical thinking, reflection on different perspectives and making decisions about how to act. |   |   |   |               |
|     | 6a) How would you rate the impact of Global Learning participatory methods used in this project on young people's learning and knowledge/skills to take action?  |   |   |   |               |
|     | 1 = very low   | 2 | 3 | 4 | 5 = very high |
|     | Please comment briefly on your response to the question above  |   |   |   |               |
|     | The Rethink research project also drew on these methods to develop a model for participatory evaluation and research.  |   |   |   |               |
|     | 6b) How would you rate your confidence in evaluating the impact of your practice on young people's knowledge, skills or values? And using Global Learning methods to do this?  |   |   |   |               |
|     | 1 = very low   | 2 | 3 | 4 | 5 = very high |
|     | Please comment briefly on your response to the question above  |   |   |   |               |
|     | 6c) How would you rate your confidence to use participatory research <i>with young people</i> ?  |   |   |   |               |
|     | 1 = very low   | 2 | 3 | 4 | 5 = very high |
|     | Please comment briefly on your response to the question above  |   |   |   |               |
|     | 6d) How would you rate your confidence to do participatory research yourself?  |   |   |   |               |
|     | 1 = very low   | 2 | 3 | 4 | 5 = very high |
|     | Please comment briefly on your response to the question above  |   |   |   |               |

|     |  |
|-----|--|
| EQ7 | <p>7a) Please tell us about any particular impacts or evidence of impact on young people you have observed or experienced as a result of participatory research. Or any other benefits for your practice.</p> <p>Please share examples.</p>  |
|     | <p>7b) Please tell us about any impacts on the ways in which you gain and share knowledge and support for, or influence on, empowering young people to take action on climate change.</p> <p>Please tick any of the options below or tell us about other ways in the 'other' comment box</p> <ul style="list-style-type: none"> <li>- school/ organisation colleagues</li> <li>- school/ organisation leaders</li> <li>- teacher/ youth leader networks</li> <li>- wider community</li> <li>- local authority</li> <li>- local/regional policy</li> <li>- national policy/ government guidance</li> <li>- online networks or resources</li> <li>- Other (or please comment briefly on any of the options ticked/not ticked above)</li> </ul> |
| EQ8 | Is there anything else you would like to add?  |
|     | <b>Thank you!</b>  |

## Deeper exploration: Vox Pops in situ interviews at events

**Who:** Participants at any events involving larger groups and varying groups, for example young people, educators, wider stakeholders

**Evidencing change:** To quickly gather responses from those who are important stakeholders who may not have time for a semi-structured interview. Three questions in three-minute conversations can enable rich responses and quotes that can be used as stimuli for later discussions with young people and other groups. In the case of this research, these included elected members of local Councils, MPs, Community Interest Company directors, Climate Action advisors at Local Authorities and Universities, Development Education Leads in National Charities and specific organisations with interests in education for Climate and Sustainability.

Please note, for use as data, participants were invited to read and keep the participant information sheet and give verbal consent. Consent was recorded/ noted by the data collector.

### Vox Pops: Three questions in three minutes:

What are your views on today's Waste Revolution Roundtable/ UN CoP Conference?

What have you learned today about recycling education, climate education or sustainability education?

What do you think are important messages for those concerned with recycling education, climate education, and sustainability education?

## Deeper exploration: Semi-structured interviews- indicative questions with stakeholders

**Who:** Educators, Researchers, Youth Leaders, Young People as researchers

**Evidencing change:** To gather responses from important stakeholders who have a perspective on the project aims and objectives, implementation, or findings. Semi-structured interviews give time for a more conversational discussion on your questions and responses may open up new lines of thinking you may not have considered.

Be mindful of time for your respondent and we recommend 15-13 mins. Ensure the respondent is happy for notes/ and or recording as per your ethical research protocols and conduct the interview in a public place. When young people are acting as researchers ensure another person is in the room. We found a good place is the school library in a quieter corner but where the young person is in sight of a responsible person. You may decide on just a few questions to use. Our examples are below.

### Indicative Questions for semi-structured interviews.

- Can you tell us a bit about your role and interest in recycling, climate and sustainability issues?
- Can you tell us your specific knowledge or experiences of education for recycling, climate change and sustainability?
- What is your view on sustainability education across the Liverpool City Region?
- What do you think is the role of local/regional/national governments in sustainability education?
- Are there any key policies in this area that would be useful to this project?
- What do you think is the role of schools, youth organisations or other youth focussed organisations on sustainability education?
- What do you think is the particular role of universities on sustainability education?
- What do you think is the particular role of civil society organisations on sustainability education?
- Do these organisations have a role in supporting young people's advocacy? In what ways?

- Do these organisations have a role in supporting evidence/impact studies/ research on the effectiveness and value or otherwise of sustainability education? In what ways?
- Do you think it is important for teachers and youth leaders to be confident in teaching/talking about sustainability issues with young people? What do you think might support them? (e.g. training, research, resources/doing research themselves.)
- Global learning pedagogies enable learners (adults and young people) to learn in very participatory and creative ways. This is often an approach taken in sustainability education. How do you think sustainability education best be taught/talked about? What might support Global Learning pedagogical approaches to sustainability education?

Would you like to hear more about the Project? If so we can invite you /or someone from your organisation a future event?

Is there anything else you would like to add?

**Thank you for taking the time to do this interview.**

## Deeper exploration: Focus group discussion on participatory approaches- with educators / youth leaders

**Who:** Researchers, Young People as researchers

**Evidencing change:** To gather responses from educators / youth leaders who have a perspective on using participatory learning and research approaches including participatory and critical global learning pedagogies. Also useful for planning by to bring people together who may be considering developing and taking a participatory research approach to their work.

Having a collective conversation can be daunting but can also be a space for rich and developmental discussion on global learning pedagogies, climate and sustainability education policy and practice, and the nature of evidencing impact of teaching and learning sustainability issues.

Be mindful of time for your focus group and we recommend 30 – 45 mins. It can be online or face to face. It must be voluntary and taking time to establish ground rules of trust, ensuring space for all to speak, respecting perspectives and that data will be collated in a way that does not identify individuals.

Ensure the group is happy for notes/ and or recording as per your ethical research protocols and conduct the interview in a public place. When young people are acting as researchers ensure another person from the research team acts as co-facilitator. Our example schedule for a focus group discussion is below.

### Focus group schedule – indicative discussion points for teachers/ youth leaders

| Theme of questions  | Indicative script and questions  | Resources and follow up, prompts and probes | Establishing outcomes / information  |
|---|--|---|--|
| 1.<br>Introductions and clarification of focus group aims and process | <ul style="list-style-type: none"> <li>• Thank you for agreeing to participate.</li> <li>• Overview of research aims and process.</li> <li>• Consent and confidentiality</li> <li>• Agreeing ground rules and recording.</li> <li>• Clarification of terms e.g., participatory research, Global Learning methods</li> <li>• Any questions</li> </ul> |   | Group understand the aims, terminology and process to be used, and feel comfortable to begin |

|   |   |   |   |
|---|---|---|---|
| <p><b>2. Introducing the group, using the theme of participation as a 'gentle opener'</b></p> | <p>We would like to begin by inviting you to select an image which says one thing about what participation means to you:</p> <ol style="list-style-type: none"> <li>Please introduce yourself to the group by name, school/organisation, role and how you became involved in recycling, climate education, UN Style CoP conference projects</li> <li>Please share your image and one thing it reveals about what participation means to you.</li> </ol>   | <p><i>Photo images on slide</i></p> <p>Can you tell us a bit more about...</p>  | <p>We all understand who is in the group, participants start to focus on the topic and feel comfortable to share viewpoints.</p> <p>Provides initial ideas about participants' understanding</p>  |
| <p><b>3. Introducing Global Learning and participatory methods</b></p>                        | <p>This research is aiming to develop a participatory model to evaluate the impact of recycling, climate education, UN Style CoP conference on young people's skills to act and influence policy on climate change. To develop this model we are drawing on Global Learning methods, including....</p> <p>Please take a few moments to pass around and look at the selection of activities/methods used in recycling, climate education, UN Style CoP conference projects.</p> <ol style="list-style-type: none"> <li>How familiar are you with these activities/methods?</li> <li>When and how do you use these activities/methods (if you do)?</li> <li>How useful do you find these activities/methods?</li> <li>How familiar are you with using these activities/methods to evaluate changes in young people's knowledge and skills to take action on climate change</li> </ol> | <p><i>Selection of activities/methods used in Zero-waste projects on slide</i></p> <p><i>We share example of research process from BERA research or from RISC, or this toolkit.</i></p> | <p>Provides information about understanding and experience of Global Learning/ participatory methods <b>and</b> their role in evaluation/ research (and extent to which they are familiar as a result of zero-waste projects)</p> <p>Provides a baseline for building on the participatory model – see 4.</p> <p>Depending on responses</p> |

|  |   |   |  |
|--|---|---|--|
| <p><b>4. Introducing a framework for participatory models</b></p>  | <p>The Global Learning activities/ methods shared may become part of the participatory research model, but we have also explored other frameworks to think about where and how participation and influence takes place.</p> <p>We have found the Ecological Systems model useful and have adapted it to share with you here on a flip chart.</p> <p>Where does global learning fit into to<br/>micro level (teacher/young people)<br/>meso level (school/community)<br/>macro level (curriculum/pedagogy/ policy)</p> | <p><i>Share and explain Ecological Systems model - micro, meso, macro levels relating to teacher/young people, school/community and curriculum/pedagogy/ policy.</i></p> <p><i>Present flip chart as concentric circles but note influence is bi-directional (not necessarily hierarchical)</i></p> | <p>Highlighting the models and methods shared</p> <p>Map these onto a flip chart</p> |
| <p><b>5. Introducing other research and models that might become part of the participatory model for this research</b></p> | <p>We have also looked at other research and models we think might be useful.</p> <p>In your breakout groups please take a look at the research/model shared and prepare responses for the following:</p> <ol style="list-style-type: none"> <li>What does the research/model shared with you seem to be about?</li> <li>Are you familiar with research/model shared?</li> <li>How useful do you find the research/model shared?</li> <li>How might these research/models inform our participatory model?</li> </ol>  | <p><i>Each breakout group is allocated one research/model used so far. Examples might include - '5 Ways to Wellbeing' - Model for Whole School Sustainability - Theory of change</i></p>  | <p>What are their existing knowledge and new responses to models</p>                 |
| <p><b>6. Reflecting on positionality in relation to using</b></p>  | <p><i>Thinking about where you are now, what are your 'points of entry for a) teaching recycling, climate, sustainability education?</i></p>  | <p><i>Make notes in terms of</i></p>  | <p>What are their existing knowledge and new responses to participatory research</p> |

|   |  |   |  |
|---|--|---|--|
| <p><b>participatory research as part of teaching and learning</b></p> | <p><i>b) using research on teaching recycling, climate, sustainability education?</i></p> <p><i>c) doing your own research on teaching recycling, climate, sustainability education?</i></p> <p><i>What might be your next steps</i></p> | <p><i>-Participatory teaching and learning</i></p> <p><i>-Using research</i></p> <p><i>-Doing research</i></p> <p><i>'Knew, New, Do' model is helpful</i></p> |  |
| <p><b>7 Identifying further interests</b></p>                         | <p><i>Thank you for your participation in this focus group. Does anyone have anything else to add or any questions?</i></p> <p><b>Thank you for your participation!</b></p>  |   |  |

## Making a difference: Talk, draw, write, share focus group discussion activities

**Who:** Young people

**Evidencing change:** An opportunity to evaluate young people's engagement with sustainability action projects (in this project recycling). This set of activities were held with pupils in follow up visits to schools. Presenting a collective image of the data collected from the Evaluation Wheels and People, Community and Society mapping led to much discussion.

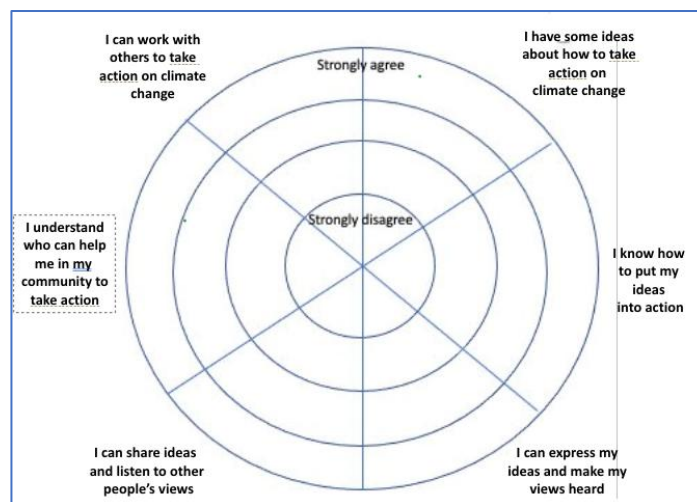
### Raising Awareness

- What have you learned from this project that you would like to share with others? (add your thoughts to the items and add to our washing line!)



**Agency: Making a difference** – Share and discuss evaluation wheel ranking before and after project

- How do you feel you can individually make a difference?
- What influences you making a difference?



I know how to make a difference in the world  
 I am confident that I can make a difference in the world  
 I can express my views and make my voice heard  
 I can share examples of things I have done to make a difference  
 I understand who can help me in my community to make a difference in the world  
 I can work with others to make a difference

### Taking Action- People Planet and Positive Me!

- What have you done that is successful?
- What ideas have you got for yourself, with friends, in school, in your community or with others?
- Let's talk through some ideas, examples – a facilitator will use the following table on a flip chart to make notes.

| Young People's ideas for taking action towards sustainability, from their past or for the future actions | Young People's ideas for taking action towards social justice e.g. 'fairness', from their past or for the future | Young people's confidence in taking action that has a positive impact on people and planet |
|--|--|--|
| Local Actions  |  | Examples of confidence that young people can make an impact                                |
|  |  |  |
| Global actions   |  | Examples of not feeling confident young people can make an impact                          |

Is there anything else you would like to add?

**Thank you for participating in our Focus Group Discussions!**

## Making a difference: Pledges

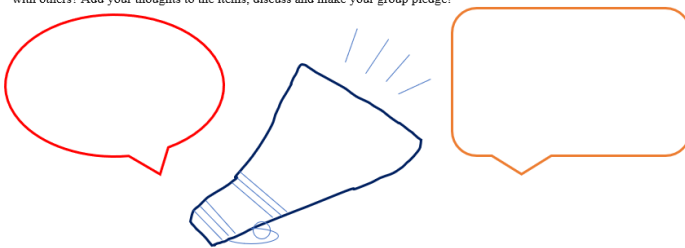
**Who:** Young people, educators, youth leaders, stakeholders

**Evidencing change:** An opportunity to evaluate young people's engagement and commitment to taking action. This set of activities was used after young people shared their reduce, recycle and reuse ideas as part of the *Waste Revolution* workshops and celebration day. The day including panel discussion from key stakeholders who were also asked to make pledges. Young people drew their own posters and made sustainability pledges on 'using their voice', 'technology', 'textiles' and 'food'. Pledges can be related to any climate and sustainability topic you are working on.

Example pledges from our project:

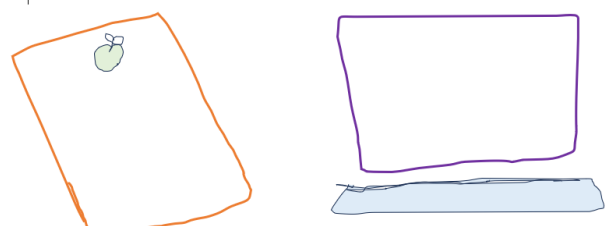
- What have you learned from this project that you would like to share with others? Add your thoughts to the items, discuss and make your group pledge!

**Young People Raising Awareness – using your voice**  
 What have you learned from this project about youth voice and any action that you have taken that you would like to share with others? Add your thoughts to the items, discuss and make your group pledge!



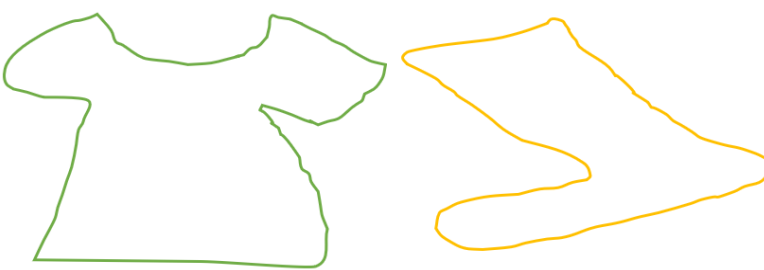
**Our Pledge on Having a Voice!**

**TECHNOLOGY PLEDGE**  
**Young People Raising Awareness**  
 What have you learned from this project about using/re-using/recycling technology that you would like to share with others? Add your thoughts to the items, discuss and make your group pledge!



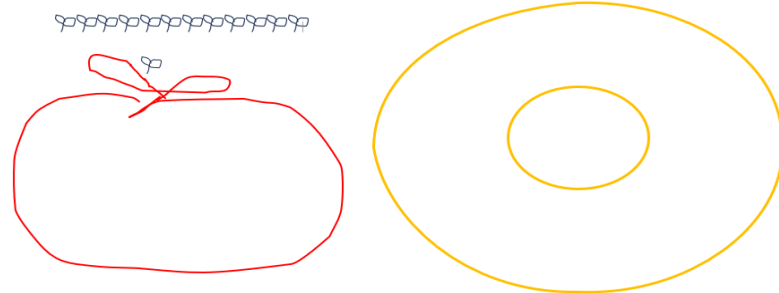
**Our Pledge on Technology**

**TEXTILES PLEDGE**  
**Young People Raising Awareness**  
What have you learned from this project that you would like to share with others? Add your thoughts to the items, discuss and make your group pledge!



**Our Pledge on Textiles / Fashion**

**FOOD PLEDGE**  
**Young People Raising Awareness**  
What have you learned from this project that you would like to share with others? Add your thoughts to the items, discuss and make your group pledge!



**Our Pledge on Food**

**Thank you!**

**Get in touch!**

We hope you have found the Participatory Evaluation Toolkit for Sustainability Education useful to reflect on the impact of your own educational projects on climate and sustainability issues. Please let us know how you use the materials.

Many thanks to the schools and pupils engaged in this work over the last two years:

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Kirsty Houghton, St Peter's Catholic High School

Neil Sledge, Liverpool World Centre

Jacque Ayre LJMU/Liverpool World Centre



Teachers presenting at TEESNet International Conference December 2025  
(l-r Andrew, Liz, Angie, Renee, Laura and Wendy)

For information, feedback or to join the conversation about research collaborations between Civil Society Organisations and Universities please contact us.

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