

## Evaluation of Education for Sustainable Development in Scottish Schools: a stakeholder analysis, by Kandemiri, Myra

Myra Kandemiri is an Evaluation Lecturer at the University of Edinburgh, Moray House School of Education. She is a serving member of the United Kingdom Evaluation Society (UKES) Council and represents this Council on the Steering Group of the Scottish Evaluation Network. She has many years of experience of doing academic research, consultancy and teaching in the field of Evaluation.

### ABSTRACT

#### Evaluation of Education for Sustainable Development in Scottish Schools: a stakeholder analysis

Education for Sustainable Development (ESD) in Scotland's schools is characterised by collaborative relationships between Government environmental agencies, voluntary organisations (VOs), local education authorities (LEAs) and schools. The purpose of this paper is to examine the reasons behind the pervasive existence of these partnerships in order to inform academic evaluators of ESD provision in the formal school education sector – academic because the data was collected for an evaluation of the field for academic research purposes. The paper further presents a stakeholder analysis, examining and classifying these stakeholders according to their interests, power and relations during the pursuit of the provision of ESD. Stakeholder analysis will be based on the sequence of steps suggested by Dalal-Clayton and Bass. Data collected from a national survey of ESD practice in the formal school curriculum in all 32 Scottish LEAs will be used with evidence from postal-questionnaires to Directors of all LEAs, one-to-one interviews with key informants from selected LEAs, VOs and academics, and from documentary analysis. Despite the fact that these partnerships have been viewed by some as a cope-out mechanism by the government, the paper commends this way of working as going a long way in closing the theory-practice gap that plagues ESD in schools, bringing stakeholders in touch with the concerns of teachers and teaching practice. The paper ends by taking cognisance of the recent devolution of power from the centre to Local Authorities and examines how this has shifted the power-relations between major stakeholders and affected this collaborative way of working.