

Evaluating our work on Sustainable Development Goals: the Human Capability Approach

John Sandars
Professor of Medical Education
john.sandars@edgehill.ac.uk



- The importance of evaluation for Sustainable Development and Education for Sustainability
- The philosophy of the Human Capability Approach
- A practical conceptual model
- Using the model for evaluation
- The challenges – and how to overcome!

What is evaluation?

Evaluation – the need for ‘useful knowledge’

Kilmann RH (1994) Producing useful knowledge for organizations.

- For practical decision making
- To influence future policy and/or practice

Evaluation has to produce ‘useful knowledge’ !

What is evaluation?

‘the **making of a judgment about** the amount, number, or **value of something**’

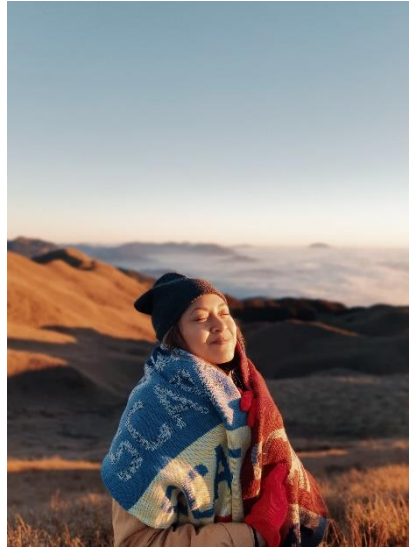
Judgment about Value

#1 What is the focus?

The Focus Sustainable Development – UN 17 SDGs



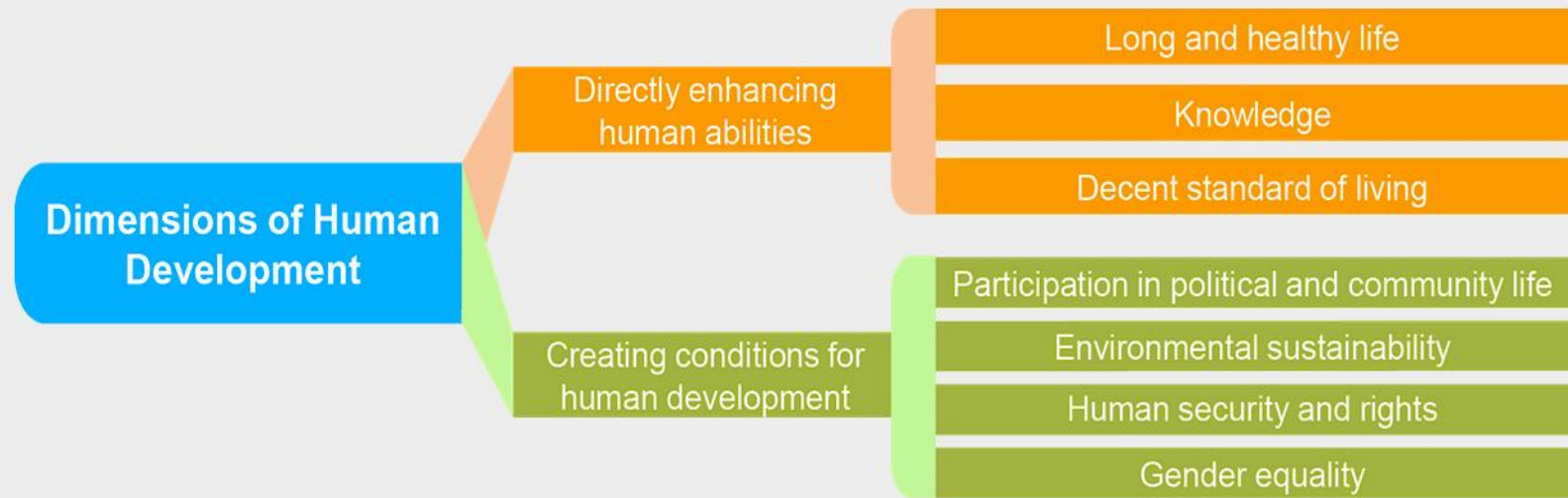
The Focus - Human Development



Wellbeing and flourishing

The Focus Human Development

What is Human Development?



Wellbeing and flourishing



UNITED NATIONS DEVELOPMENT PROGRAMME

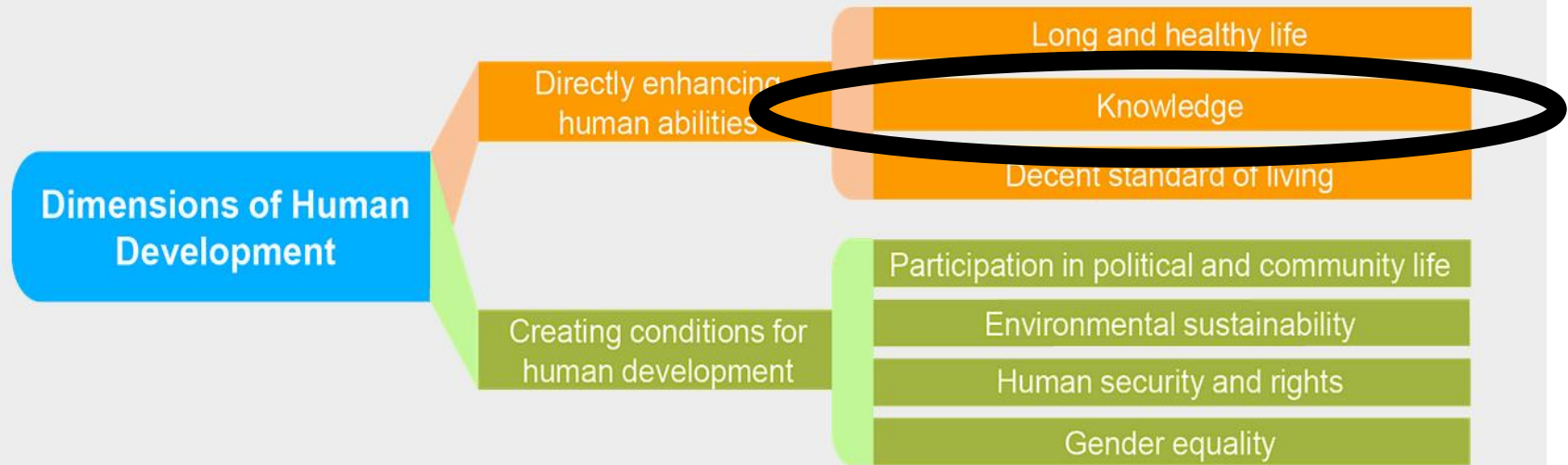
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Human Development Reports

<http://hdr.undp.org/en/file/what-human-development>

The Focus Human Development - Education

What is Human Development?



EDUCATION - Wellbeing and flourishing



UNITED NATIONS DEVELOPMENT PROGRAMME



Human Development Reports

<http://hdr.undp.org/en/file/what-human-development>

Judgment about Value

#2 Who decides?

- The provider perspective

Judgment about Value

#2 Who decides?

- The provider perspective
- **The user perspective**

The Human Capability Approach



Amartya Sen

1998 Nobel Prize in Economics

<https://www.nobelprize.org/>

The Human Capability Approach

The well-being and quality of life of a person is related to the extent to which he/she has the opportunity to lead the kind of life that they value.

The capability approach regards the empowerment of the person, and also the wider community, as key in allowing his/her to take control over their own life.

Sen, A. (1999). Development as freedom. Oxford, UK: Oxford University Press

The Human Capability Approach

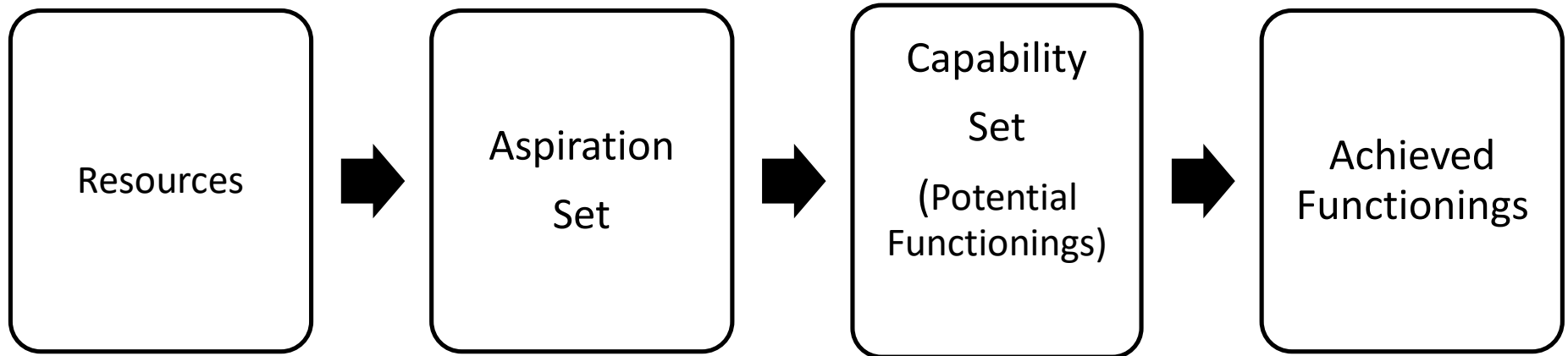
Capability

The opportunity, or freedom, of a person to convert their available resources into aspirations and into valued doings and beings (**functionings**).

The focus is on the **agency** of the person to have the freedom to make choices about what is of value to his/her life.

Sen (1992) makes a useful distinction between **agency freedom (to make a choice)** and **agency achievement (to convert)**

The Human Capability Approach

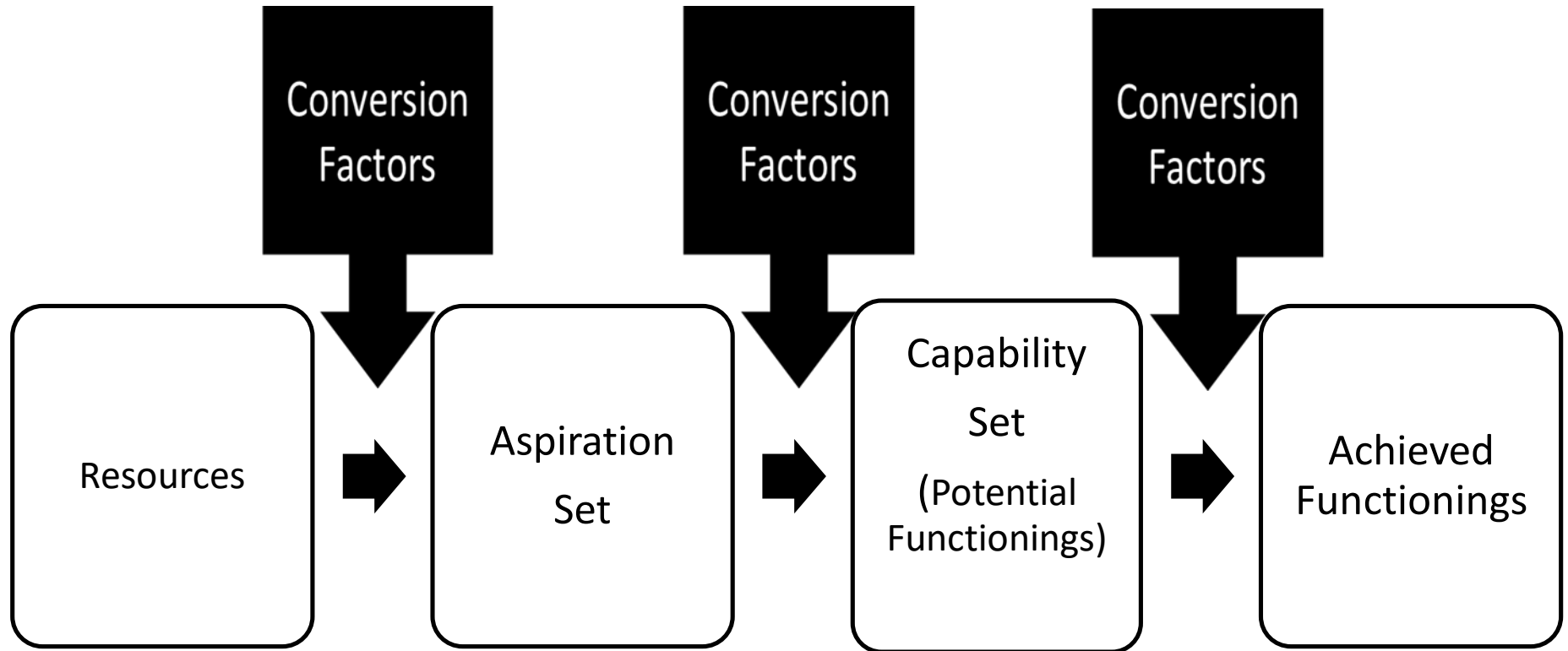


Hart, C. S. (2012). Aspirations, education and social justice: applying Sen and Bourdieu. London, UK: Bloomsbury Publishing.

The Human Capability Approach

CONVERSION
FACTORS

The Human Capability Approach



Conversion Factors



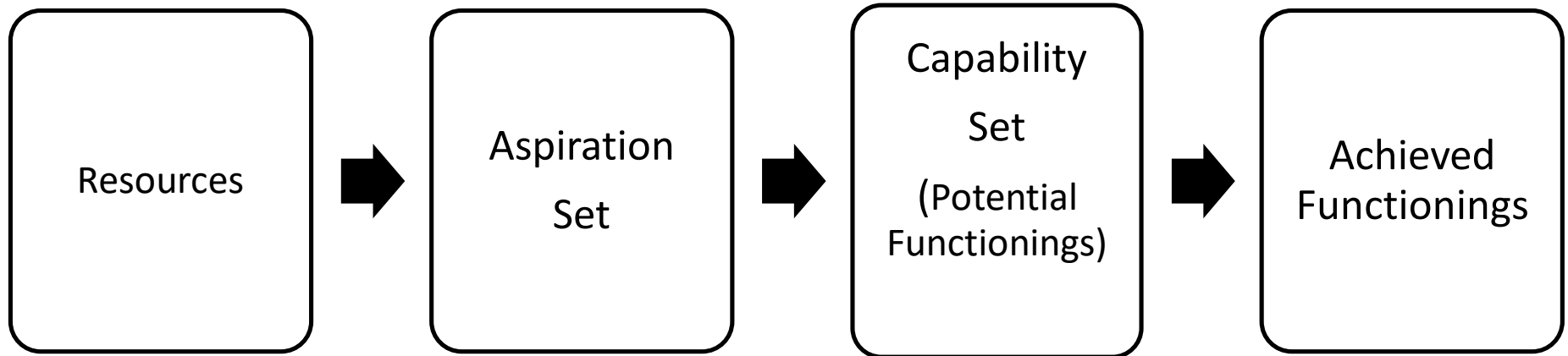
- **Personal attributes** (such as aptitude and talents and educational background)
- **Social structures** within which individuals are living
 - access and availability of resources in institutions and organisations
 - policies and programmes that direct institutions and organisations
 - various formal and informal laws that operate, including cultural patterns of behaviours.

A practical model

1. Identify each component

2. Identify the extent to which each component has been achieved

The Human Capability Approach

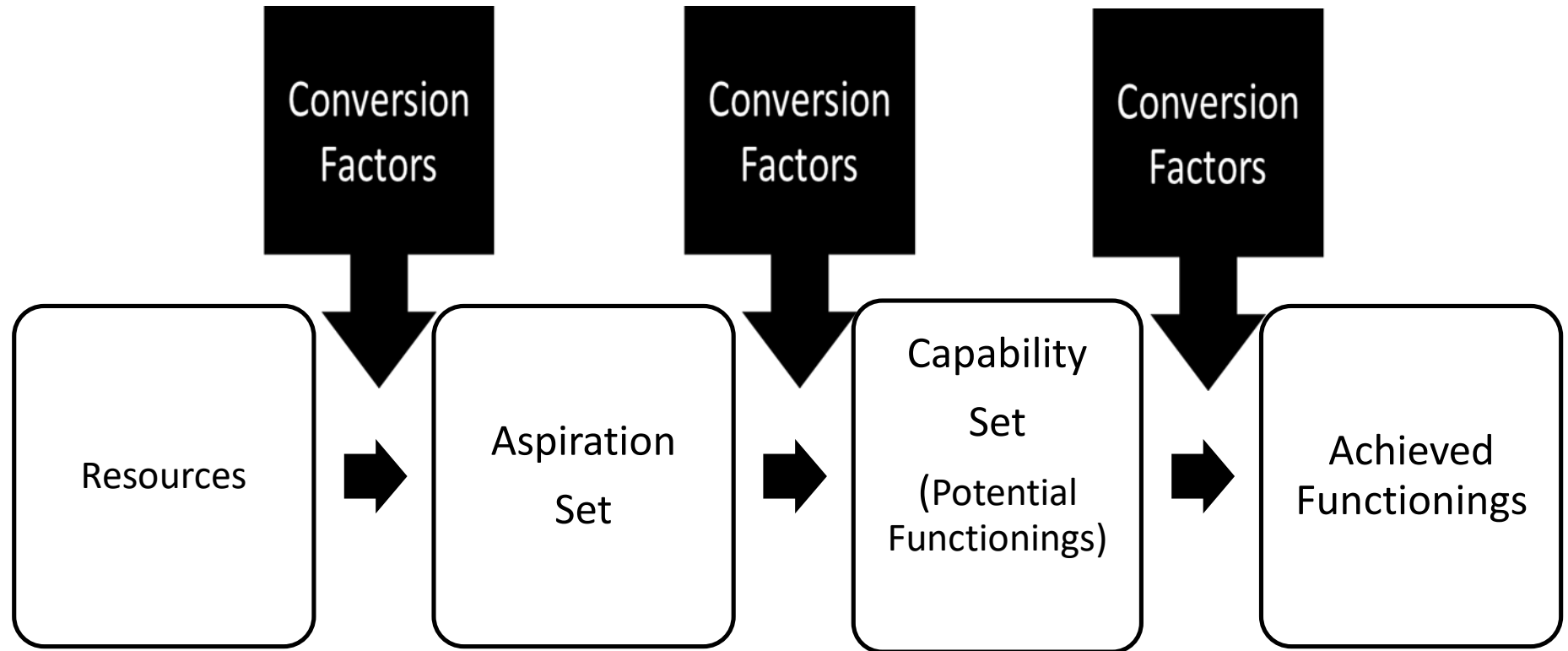


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3. Identify the extent to which the individual can **make a choice** and can **achieve their choice**

4. Identify what limits the individual's agency to choose and achieve – the conversion factors

The Human Capability Approach



Focus on change

5. Understand the impact of the conversion factors

6. Action to change the impact of the conversion factors

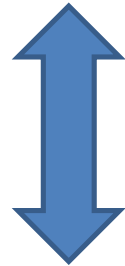
The Challenges

#1 Selection of capability set



The Challenges

- Individual “free selection”
- Group democratic deliberation



- “Essential” pre-selected list



Martha Nussbaum

The Focus Sustainable Development – UN 17 SDGs



Priority SDGs

- Core Goals
 - SDG 12: Responsible Production and Consumption
 - SDG 13: Climate Action
 - SDG 15: Life on Land
- Catalytic Goals - exponential impact on surrounding communities:
 - SDG 3: Good Health and Wellbeing
 - SDG 4: Quality Education
 - SDG 6: Clean Water and Sanitation
 - SDG 17: Partnerships for the Goals

The Challenges

2 Methods of evaluation

Quantitative/Qualitative/Mixed methods

Artistic inquiry

Participatory eg Photovoice

The Challenges

#3 Making changes



The Challenges

“Adapted preferences”

Raising awareness of potential to change

Conscientização

Individual becomes aware of her own social context, political context, economic context, gender, social class, sexuality, and race and how these play an important role in the shaping of their reality.

‘The process of conscientização also entails becoming aware of our agency to choose and create our reality.’

Paulo Freire

The Challenges

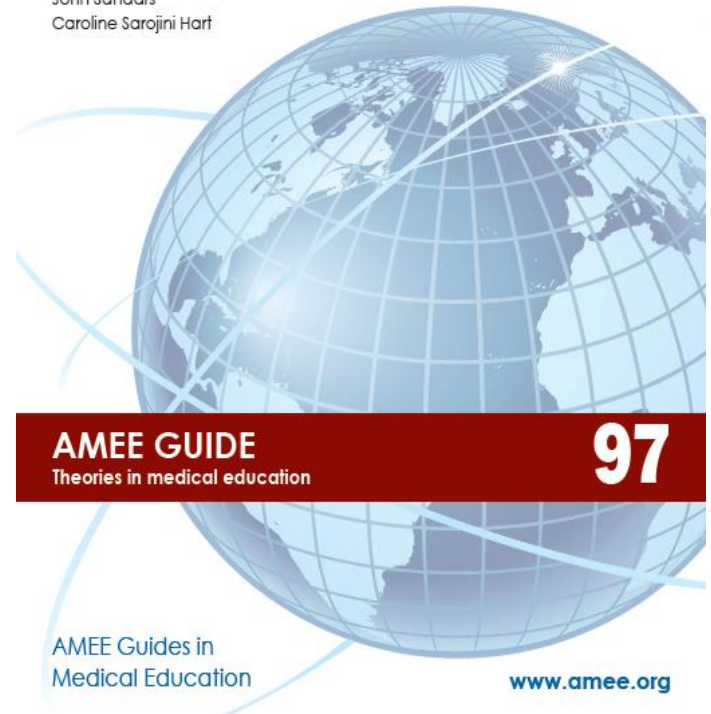
- Individual v Groups – choice and reflection
- Participatory
 - Action research
 - Focus on cycles for change
 - and sustainable development

**THANK
YOU**



The capability approach for medical education

John Sandars
Caroline Sarojini Hart



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