Education for Sustainable Development

Different Indicators for Different Contexts
Developing Indicators for ESD in Germany

Reasons & functions

Basic Aspects of ESD-Indicators

The German educational system and ESD

Different indicators for different contexts?

Indicators for informal settings

Starting points

a. references (BLK, UNECE, UNESCO)

b. Existing sets of indicators (UNECE, UN-Decade, transferable operationalisations from education programmes like BLK-21)

c. Research results (PISA, TIMSS, …)

d. Best-practice-examples

e. The views of experts (→ Delphi-study?)

Reasons & Functions 1

- UN-Decade on ESD

  „A key aspect of monitoring and evaluation will be the identification of suitable, relevant and measurable indicators at every level – local, national, regional and international […].“ (Draft international implementation scheme – UNESCO 2004: 40)

- National educational standards

- Indicators as support for self-evaluation

- Indicators as instrument for further dissemination and implementation

- Indicators as means to stabilise ESD

- Improve understanding of the SD concept

- …

Reasons & Functions 2

Indicators for ESD should

- be widely accepted by the people and institutions active in the field of ESD
- be easy to handle – without in-depth empirical skills,
- Reflect the variety of ESD-approaches,
- fit in the dabate about educational reform (in Germany)

Basic Aspects of a set of ESD-Indicators

a. **Input and context qualities** encompass educational offerings, educational institutions, available personnel, expenditures, the social and political framework – the environment in which educational systems work and educational processes run.

b. **Process qualities** are instruments that control and enhance educational processes. Examples are steering groups in schools for the implementation of innovations or support structures like teacher training and research facilities for evaluation.

c. **Outcome qualities** are defined as results and effects of educational processes, e. g. improved competencies of young people, behavioural changes etc.

Levels of indicatorisation

Macro-level: responsibilities of the German states for education and the relationships among them and to the federal level (e. g. progress in implementation efforts, ESD in central curricula and federal programmes).

Meso-level: educational institutions (e. g. schools, universities). Examples: measures taken to establish and stabilize ESD within the institutions.

Micro-level: classroom practice (e. g. time allocated for ESD issues, forms and methods of teaching, perceived learning successes).

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Bringing together basic aspects and functions

	Input/con-text	Pro-cess	Out-comes
support for an improved understanding of the basic concepts of SD and ESD			
Transfer (implementation and dissemination of ESD)			
self evaluation (with reference to SD competencies of pupils, social, economical and ecological aspaects and innovative methods (e. g. situated learning, participation)			

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... adding the different contexts/levels (macro)

Macro level	Input/context text	Proce sess	Out-comes
support for an improved understanding of the basic concepts of SD and ESD	X I	X I	
Transfer (implementation and dissemination of ESD)	X I	X I	
self evaluation (with reference to SD competencies of pupils, social, economical and ecological aspaects and innovative methods (e. g. situated learning, participation)		(X)	

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... adding the different contexts/levels (meso)

Meso level	Input/con-text	Pro-cess	Out-come
support for an improved understanding of the basic concepts of SD and ESD		X	
Transfer (implementation and dissemination of ESD)		X I	
self evaluation (with reference to SD competencies of pupils, social, econo_mical and ecological aspaects and innovative methods (e. g. situated learning, participation)		X I	(X)

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... adding the different contexts/levels (micro)

Micro level	Input/con-text	Pro-cess	Out-comes
support for an improved understanding of the basic concepts of SD and ESD			X I
Transfer (implementation and dissemination of ESD)		(X) I	
self evaluation (with reference to SD competencies of pupils, social, econo_mical and ecological aspaects and innovative methods (e. g. situated learning, participation)		X I	X I

... a brief SWOT analysis for the German situation

• *Strengths*: Informations and preliminary instruments available for many indicator areas on the different levels, ESD still a part of political consideration.

• *Weaknesses*: Fragmentation of the educational system, lack of performance monitor_ing instruments.

• *Opportunities*: Continuation of national ESD programmes, UN-Decade on ESD, international collaboration, national working group with experts.

• *Threats*: Lack of funding, heterogenious interests in indicatorisation, complexity of the issue.

just a perspective: Indicators for informal settings

• Basic data (number of members, groups involved),

• goals and targets,

• internal structures,

• internal conditions for achieving goals,

• reacting to obstacles,

• reacting to a changing social and political framework,

• reaching target groups,

• public relations,

• successes,

• degree of continuity of the initiatives' activities.