

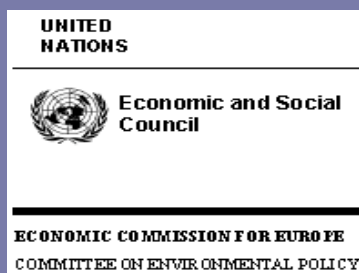
From Region of Nations to Nation of Regions:

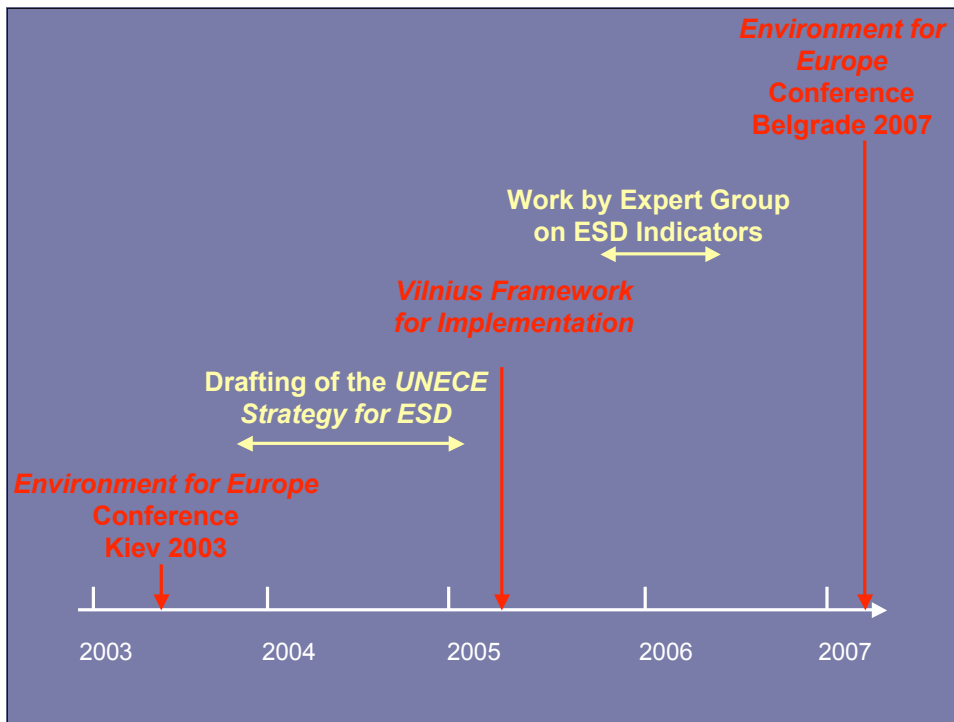
The practicalities of setting ESD Indicators

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Learning South West
17 March 2006

UNECE:

**United Nations Economic Commission
for Europe**





CEP/AC.13/2005/8
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Annex III

Issues for reporting

<p>Issue 1: Policy, regulatory and operational measures that support ESD</p> <p>(a) General description (b) Indicators (include some baseline data)</p>
<p>Issue 2: Measures taken to promote SD through formal, non-formal and informal learning</p> <p>(a) General description (b) Indicators (include some baseline data)</p>
<p>Issue 3: Measures taken to equip educators with the competence to include SD in their teaching</p> <p>(a) General description (b) Indicators (include some baseline data)</p>
<p>Issue 4: Measures taken to promote research on and development of ESD</p> <p>(a) General description (b) Indicators (include some baseline data)</p>
<p>Issue 5: Measures taken to conserve, use and promote knowledge of indigenous people with respect to ESD</p> <p>(a) General description (b) Indicators (include some baseline data)</p>
<p>Issue 6: Measures taken to strengthen regional and international cooperation on ESD (e.g. participation in regional and subregional alliances and networks working on ESD)</p> <p>(a) General description (b) Indicators (include some baseline data)</p>
<p>Issue 7: Describe any challenges and obstacles encountered in the implementation of the Strategy</p> <p>Not more than 1 page</p>
<p>Issue 8: Describe any assistance needed to improve implementation. Please be as specific as possible</p>

Issues for reporting

Issue 1: Policy, regulatory and operational measures that support ESD

- (a) *General description*
- (b) *Indicators (include some baseline data)*

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- (a) *General description*
- (b) *Indicators (include some baseline data)*

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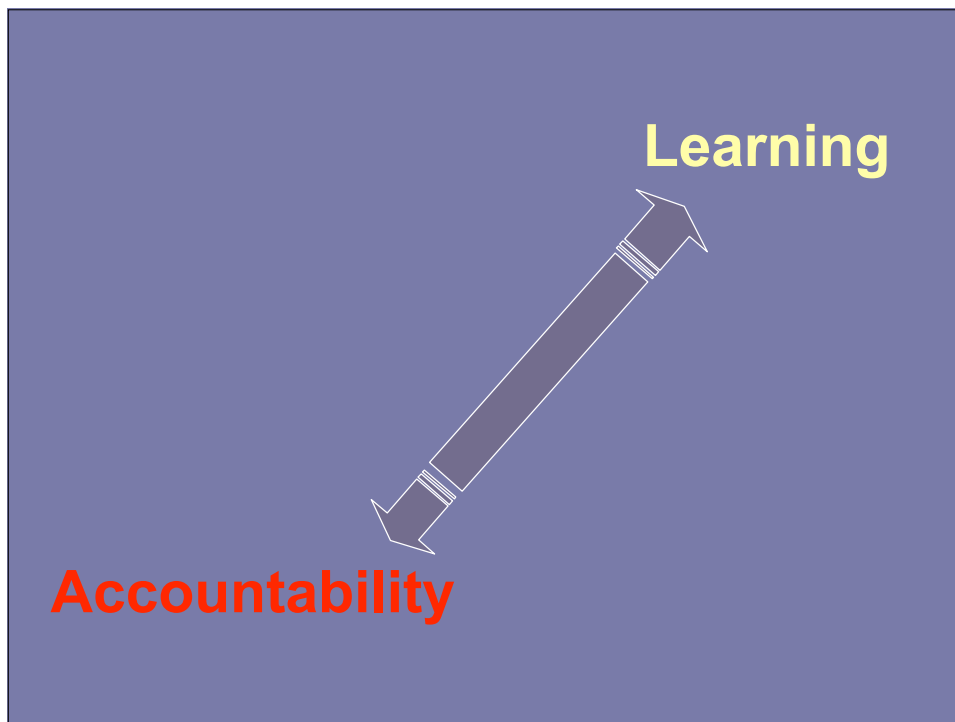
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Issue 7: Describe any challenges and obstacles encountered in the implementation of the Strategy

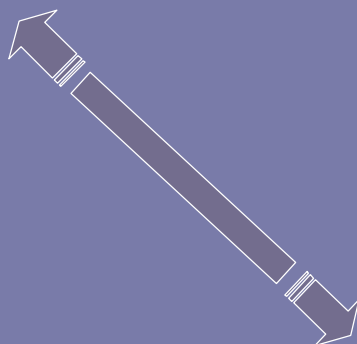
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Issue 8: Describe any assistance needed to improve implementation.

Please be as specific as possible



Professional judgement



Political Acceptance

<i>Objective 1 Ensure that policy, regulatory and operational frameworks support the promotion of ESD</i>	
Indicators	Underlying questions
1.1 Organisation of the institutional arrangements	<p>(a) Is the Strategy available in your national[4] language(s): Yes/No;</p> <p>(b) Do you have a coordinating body for implementation of the Strategy? Yes/No. Pls. describe its mandate and coordinating mechanism;</p> <p>(c) Do stakeholders participate in the coordinating structure? Yes/No;</p> <p>(d) Does a formal structure for interdepartmental[5] co-operation relevant to ESD exist in your government? Yes/No;</p> <p>(e) Does a multi-stakeholder cooperation on ESD exist in your government Yes/No (please describe)[6];</p> <p>(f) Have you appointed a national focal point? Yes/No.</p>
1.2 Implementation of the policy, regulatory and operational frameworks to support the Strategy.	<p>(a) Do you have a national Strategy on SD? Yes/No;</p> <p>(b) If yes, is ESD a part of this Strategy?</p> <p>(c) If not, is ESD addressed in any other national policy document? Yes/No. Explain how it is included;</p> <p>(d) Do you have any national policy documents <i>specifically dedicated</i> to ESD? Yes/No;</p> <p>(e) Do you have a national plan for implementation of the Strategy for ESD? Yes/No;</p> <p>(f) Are informal and non-formal learning[1] addressed in your national implementation plan on ESD? Yes/No;</p> <p>(g) Are there any operational frameworks for non-formal education at national/local level that address ESD? Yes/No. Please specify;</p> <p>(h) Is there a 'public awareness component in relevant national documents that address ESD? Yes/No;</p> <p>(i) Are public budget and economic incentives to support ESD available? Yes/No. Please describe and, if feasible, provide figures/ratio;</p> <p>To which extent ESD supports policy, regulatory and operational frameworks to achieve SD? Describe the synergies at the national level between UNECE ESD process, the UNESCO process of the UN Decade on ESD, and other national and international policy processes for SD</p>

Objective 2. Promote SD through formal, non-formal and informal learning	
Indicators	Underlying questions
2.1 The extent to which SD key themes are addressed in formal education?	(1) Which key themes of SD [1] are addressed explicitly in the curriculum [2]/programme of study at various levels of formal education. Please specify for each level in accordance with ISCED (see annex ...a table template)
2.2 Strategies to implement ESD are clearly identified	(1) To what extent is ESD addressed through: (a) existing subjects [3] only? (e.g. geography, biology, etc.) <i>not at all/ seldom/ mostly/ throughout/ not applicable</i> (b) a cross-curriculum approach? <i>not at all/ seldom/ mostly/ throughout/ not applicable</i> (c) the provision of specific subject programmes and courses? <i>not at all/ seldom/ mostly/ throughout/ not applicable</i> (d) a stand alone project [4]? <i>not at all/ seldom/ mostly/ throughout/ not applicable</i> Pls. specify for different levels of education system in accordance with ISCED. (2) Does your curriculum identify learning targets for ESD at its various levels (see ISCED)? (See table in annex)
2.3 The extent to which ESD is addressed by quality assessment/enhancement systems	(1) a) Do you have general quality assessment/enhancement systems for education [5] where ESD is integrated? <i>Yes/No</i> ; b) Do you have a separate assessment/enhancement system for ESD? <i>Yes/No</i> ; Pls. specify for various levels of your education system in accordance with ISCED, as well as for non-formal and informal education. (2) (a) Is ESD a part of the formal system of teacher performance criteria? (<i>Scale</i>) (b) Are quality criteria for evaluating teacher performance in relation to ESD defined in your country? (<i>Scale</i>)

13. There is a need to consider ***the evolving meaning*** of SD. The development of a sustainable society should, therefore, be seen as a continuous learning process... ***where appropriate answers and solutions may change*** as our experience increases...

14. ***ESD is still developing as a broad and comprehensive concept***, encompassing interrelated environmental, economic and social issues...

The UNECE Strategy for ESD
(www.unece.org)

“complex concepts are best learned when they are challenged, reconstructed and implemented in practice.”

Yrjö Engeström, 2005

Building in learning:

- Spaces to complete tables rather than exhaustive lists
- Respondents state what they think their achievements will be over the next reporting period
- Respondents give their opinion of these indicators and suggest modifications

Key SD Themes	ISCED Level			
	1	2	3	4, etc.
Climate change				
Natural resource management				
Poverty alleviation				
Production and consumption patterns				
Citizenship/Democracy				
Corporate social responsibility				

<p>2.4 The extent to which “a whole institution approach to ESD/SD” is supported</p>	<p>(1) Are there any incentives (guidelines, award scheme, funding, technical support) that support “a whole institution approach to SD/ESD”^[1]? Yes/No.</p> <p>a) Provide the ratio of educational institutions (for various levels of your education system in accordance with ISCED) adopting a “whole institution approach” to SD/ESD</p> <p>b) What is the proportion of educational institutions that have received or applied to receive recognition or an award for SD?</p> <p>c) To what extent do institutions develop their own SD indicators? (scale)</p> <p>d) To what extent do groups of learners develop their own SD indicators? (scale)</p>
<p>2.5 The extent to which ESD implementation is a multi-stakeholder process</p>	<p>(1) develop a table template (a matrix) based on types of stakeholders and the kind of services they provide (NGOs, local government, organised labour, private -sector, community-based (e.g. Agenda 21), faith-based versus public awareness and understanding, quality education, reorienting education, training, social learning^[2])</p> <p>(2) Provide evidence to support the table template, e.g. extract from NIPs, awareness material, training curricula, network websites, company policies, provisions for co-ordination and exchange of good practices among sectors, etc.</p> <p>(3) Pls. describe how informal and public awareness raising activities address SD issues (e.g. in press articles, TV and radio programs promoting environmentally friendly goods and services, sustainable lifestyles, public lectures). If feasible, provide indication of volume.</p>
<p>2.6 Strategies and instruments are in place to assess changes in knowledge, attitude and practice as a result of non-formal and informal learning among citizens in relation to ESD</p>	



- *Have you included ESD in your national education policy?*

- ***To what extent does ESD contribute to your national educational objectives?***

“There is a pressing need to coordinate efforts at the regional level and to work in partnership with learners, providers and strategic influencers to embed ESD in formal, community and work-based education in the private, voluntary and public sectors.”

The Way Ahead?

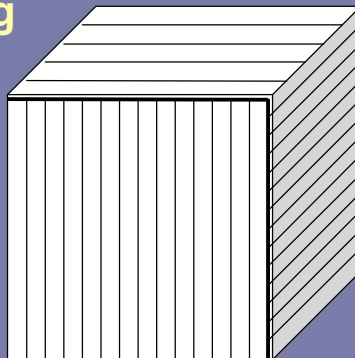
Learning South West /

Sustainability South West

2005

Learning Sectors

e.g. HE, FE, early years



Themes

e.g. biodiversity, citizenship

Places e.g. districts, counties, neighbourhoods

**If ESD is to emerge - through practice -
throughout the education system...**

**...can we build an approach to
'indicators' that promotes *reflection on
practice* rather than simply *hitting
targets*?**



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