Submission of National Implementation Reports 2014. Indicators to measure ESD progress in UNECE Region

Expert group on Indicators for ESD

Geneva, April 3th 2014
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What will be the same:

- Evaluation of the IMPLEMENTATION of the STRATEGY
- 6 objectives to focus, 9 issues to report
- the same format for reporting
- you can use ‘descriptors’ and ‘good-practices’ from the book
- the same Questionaire (but ....)
What will be different

- New division in ISCED scheme (as adopted in 2011) (this will help you to find information in ministry of education and international reports)

- Where appropriate: reference to Educator Competences (as developed over last years: see Learning for the Future)

- Where appropriate: reference to Priority Actions over last years (ESD School Plans, Teacher Education, TVET, …)

- Question about successes, obstacles, challenges and implication for **FURTHER IMPLEMENTATION of ESD beyond 2015**
UNECE Strategy for ESD:

2002: Ministerial Meeting KIEV, Environment + Education
→ UNECE Strategy for ESD
2005: Vilnius, Implementation Schema
+ Regional Start for DESD in UNECE Region

In every country:
- National Action Plan
- National platform for ESD + Focal Point
- translate strategy, start platform, ...

→ Expert Group on Indicators for ESD
Report Learning from Each Other.

Info: www.unece.org/env/esd
Recall the Strategy for ESD in UNECE Region:

**Strategy for ESD (Vilnius, March 2005):**
To facilitate the introduction and promotion of education for sustainable development (ESD) in the UNECE region to the realization of our common vision.

-> this Strategy is the Regional answer to the Decade for ESD

**The Aim of the Strategy:**
To encourage UNECE member States to develop and incorporate ESD into their formal education systems, in all relevant subjects, and in non-formal and informal education.

→ policy driven process, focus on member states
<table>
<thead>
<tr>
<th>Subindicator Nr.</th>
<th>QUESTION: ……………</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of indicator</td>
<td>Source of information</td>
</tr>
<tr>
<td>Description</td>
<td>…………………………………………………</td>
</tr>
<tr>
<td>Relevant passage in Strategy</td>
<td>Para x of strategy</td>
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</table>
| Example(s) | Illustration ……  
| | Good Practice: ……  
| | Information …… |
Recall objectives (to report):

1) Ensure that policy, regulatory and operational frameworks support ESD

2) Promotion SD through formal, non-formal and informal learning

3) Equip educators with the competences to include SD in their teaching

4) Ensure that adequate tools and materials for ESD are available and accessible

5) Promote research on and development of ESD

6) Strengthen cooperation on ESD at all levels within the UNECE region.

7) The issue of indigenous people

8) The challenges to overcome
Establishment of Expert group on Indicators following Vilnius

**Mandate:** “to develop indicators to measure the effectiveness of the implementation of the strategy”

**What to do?**

- Setting up a “framework”
- Translating objectives into questions: what do we need to know, what do we want to know, which data are available, what methodology is available
- Than: constructing indicators out of these questions, as far as aggregation is possible and qualitative/quantitative data / methods are available
- Recognise that ESD =/= the same as SD!
Background for our work: Evaluation model

Policy Framework

Check List

Y/n

Y/n

TYPE 1

Type 0

Current Situation (baseline)

TYPE 2

Input

Throughput
activities

TYPE 3

Output

Direct / Indirect
Effects, Impact On SD

Outcome

TYPE 4

outcome

T=0

2015
We look for an evaluation model that covers:

a) the **process** of implementation

b) The **effectiveness** of the implementation (as a qualitative feature of both the process and long-term effects of ESD).

There are several considerations given:
- Operate within the mandate of expert group and the Strategy
- stick to the text / objectives of the Strategy as such
- our work has to be understood in different countries, cultures, educational systems (e.g. ISCED), political systems, languages (!)
- Mostly based on existing data and methodology (Vilnius)
- not too much questions, keep it simple, look for aggregation
- Qualitative indicators $\leftrightarrow$ Quantitative indicators
- UNECE is a political and policy-oriented process (international), so this is the main audience
## Example of Questionnaire

### TEMPLATES FOR REPORTING

#### ISSUE 1: ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD

*If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)*

<table>
<thead>
<tr>
<th>Sub-indicator 1.1.1</th>
<th>Is the UNECE Strategy for ESD available in your national language(s)?</th>
</tr>
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<tbody>
<tr>
<td>Yes □ No □</td>
<td>Please specify languages.</td>
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</table>

<table>
<thead>
<tr>
<th>Sub-indicator 1.1.2</th>
<th>Have you appointed a national focal point to deal with the UNECE Strategy for ESD?</th>
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<tbody>
<tr>
<td>Yes □ No □</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Sub-indicator 1.1.3</th>
<th>Do you have a coordinating body for implementation of ESD?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes □ No □</td>
<td>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Sub-indicator 1.1.4</th>
<th>Do you have a national implementation plan for ESD?</th>
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<tbody>
<tr>
<td>Yes □ No □</td>
<td>Please specify whether this plan includes implementation of the UNECE Strategy for ESD.</td>
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<tr>
<th>Sub-indicator 1.1.5</th>
<th>Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the UN Decade of ESD, and other policy processes relevant to ESD?</th>
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<tbody>
<tr>
<td>Yes □ No □</td>
<td>Please specify.</td>
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#### Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD.

<table>
<thead>
<tr>
<th>Sub-indicator 1.2.1</th>
<th>Is ESD reflected in any national policy document(s)?</th>
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<tbody>
<tr>
<td>Yes □ No □</td>
<td>Please specify and list major document(s)</td>
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<tr>
<th>Sub-indicator 1.2.2</th>
<th>Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards/ordinances/requirements; at all levels of formal education, as understood by your education system in accordance with ISCED?</th>
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</table>
Working with indicators; Questions, Questions, Questions

- Who Want to Know? Who is the audience?
- WHY do they want to know?
- WHAT do we measure/asses? Input, throughput, output, outcome, effect, impact?
- Quantitative $\leftrightarrow$ Qualitative?
- What is progress? (starting point? Thresholds? Standards?)
- What CAN be measures (methodology, data, effort, budget, time, …)
- NICE to know – NEED to know?
- If quantitative how to express? (+/-; traffic light, %, scales, ….)
- What do we understand by ESD? (ESD 1 – ESD 2)
- How do we judge (or not?) Glass half empty, glass half full?
- Indicators to measure, to asses, to LEARN?
- Einstein: not everything that counts can be counted!
Other Matters:

Visions on Education:
ESD 1 ↔ ESD 2

Expert group discussed the tension that can be seen in different approaches on education.

1) ESD is seen as a ‘tool’ for policy, used instrumentally, information and skills to achieve ‘predetermined’ behavioural change

2) ESD is seen as building capacity for critical reflection, the capacity to ‘learn’, enhance more participatory approach

3) Balance between ESD 1 and ESD 2: have concrete goals but do not forget to use critical reflection!
Development in reporting

- 2x Questionnaire, 36 countries response, website ‘Good Practices’
- What happened after that:
  - Regional workshops and expert meetings for Indicators
  - “Guideline for Reporting” + regional workshops
  → **A book is published with all relevant document and reflections (indicators, descriptors, good practices.**
  
- Phase I; (2005 –2007) setting the scene, National Implementation on Plans
- Phase II: building actions, networks, projects and experiments
- Phase III: Implementation, legislation, further development
Recommendations for evaluation and monitoring:

- cooperation between environmental and educational sectors (and others)

- Multi-stakeholder approach (in preparing NIR, and in general)

- Self assessment to be seen as “learning process” in it selves

- Support of NIR with ‘good-examples for motivation and communication, make ‘progress’ visible by examples, Use of ICT/Website/communication tools

- Organise training for National Focal Points in monitoring and evaluation in general and the use of Reporting Format specific

- Capacity building in monitoring and assessment at all levels
Thank you for your attention,

Lots of success to us all!