



# Indicators

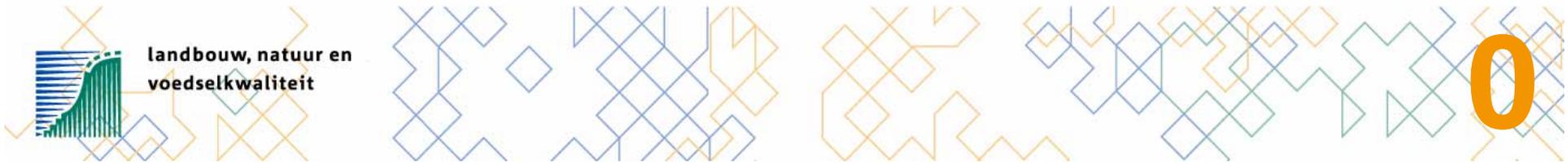
## to measure the effectiveness of the implementation of the UNECE Strategy for ESD

### Expert group on Indicators for ESD: Update after 5<sup>th</sup> and 6<sup>th</sup> meeting

Geneva 31 – 3 - 2008  
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## Outline :

- *the context, mandate for the 5<sup>th</sup> and 6<sup>th</sup> meeting*
- *experiences from first reporting exercise and Belgrade report*
- *report on progress :*
  - *product 1: quality criteria -> thresholds/standards and/or descriptors*
  - *product 2: revisions for the reporting format*
  - *product 3: working paper: Descriptors and Guideline document*
- *UNECE reporting ↔ UNESCO Reporting on DESD*
- *recommendations from expert group*
- *further mandate for work*





## Recall the Strategy :

### 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.*

### 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*



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## Recall objectives :

- 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.





## Recall establishment of Expert group following Vilnius

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

- 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
- Then: constructing indicators out of these questions, as far as aggregation is possible and qualitative/quantitative data / methods are available





**Recall establishment of Expert group:**

**Representatives from Sweden, Lithuania, Germany, United Kingdom of Great Britain and Northern Ireland, Austria, Armenia, Greece, Italy, Russian Federation, France, intergovernmental Central Asia working group on EE and ESD, European ECO-forum, UNESCO, Slovenia, Canada (mail), Netherlands, Environment and School Initiative Network (ENSI) + guests: IUCN-CEC, UNICEF, supported by UNECE: *thank you Angela and Ella***

**Six meetings of 3 days work :**

**Sept. 2005 Ede, Oct. 2005 Geneva, March 2006 Vienna, May 2006 Den Haag**

- **June 2007 Vienna**
- **December 2007 Amsterdam**





**We look for an evaluation model that covers :**

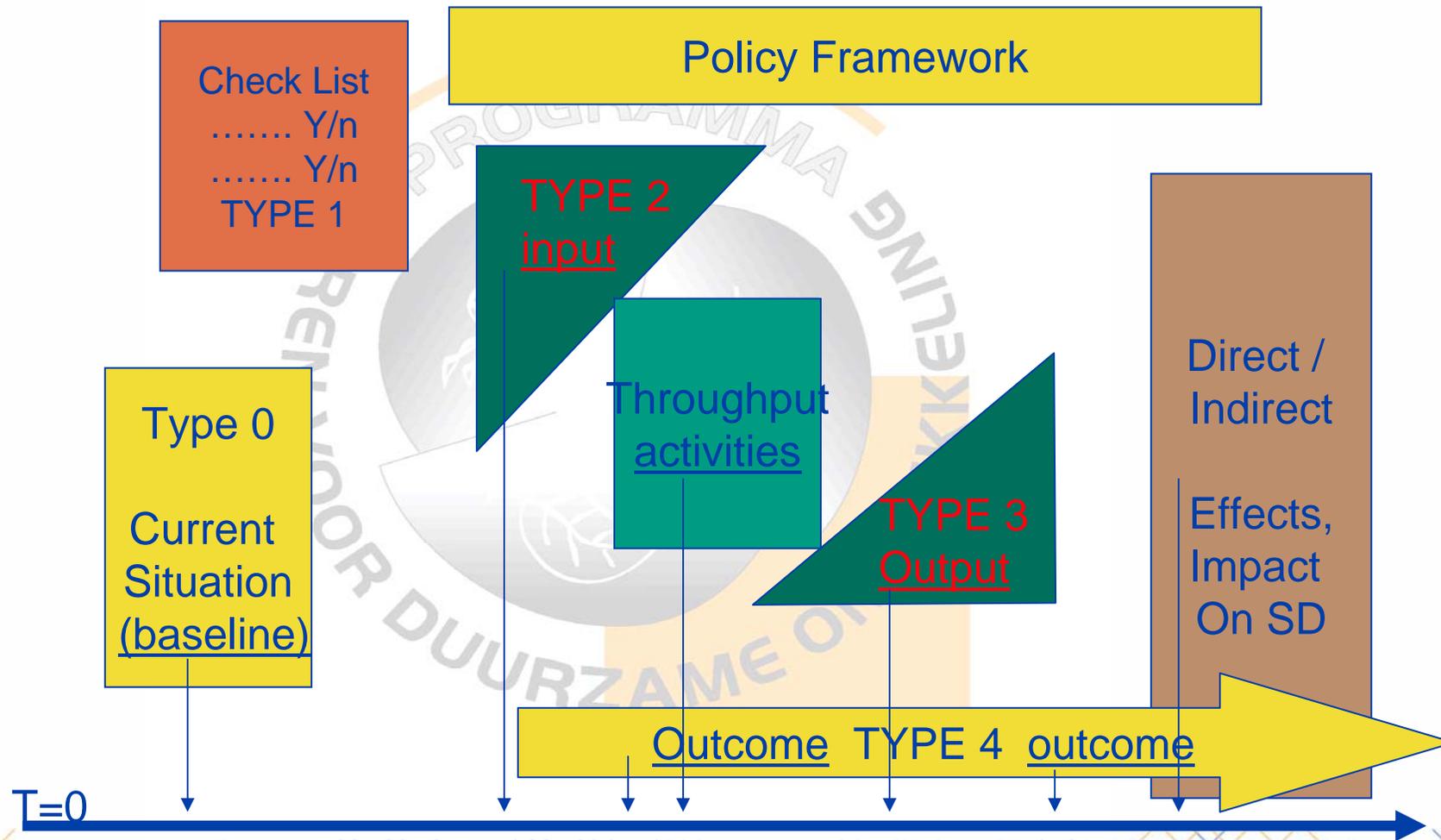
**a) the process of implementation**

**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, political systems, languages (!)*
- Mostly based on existing data and methodology (Vilnius)*
- not too much questions, keep it simple, look for aggregation*
- UNECE is a political and policy-oriented process (international), so this is the main audience*

## Background for our work : Evaluation model





## Specific Mandate for the 5<sup>th</sup> and 6<sup>th</sup> meeting:

- .... To revise the set of indicators as appropriate following the pilot reporting phase and feedback from countries on the workability and feasibility of the indicators and the requested information for reporting .....
- .... To discuss the possibility to formulate quality criteria for the implementation of ESD (From EECCA workshop) .....

### Vienna meeting :

- also invited consultants who made report;
- ask experiences from practicing officers from different countries;
- look into experiences other processes (ENSI, UNESCO, Australia, ...)
- Experts from EECCA countries (question on 'quality')

→ Focus on “Quality Criteria





## Result of Vienna Meeting:

The question on ‘quality criteria’ can be understood in different ways.

a) a quantitative approach : what standard is too meet, is there a objective ‘threshold’?

Group debated on “the expected minimum level of achievement for Phase I” of the strategy (see annex 1)

*e.g. ESD is explicitly mentioned in national legislation; or, themes of ESD are addressed in at least 4 ISCED levels; or, at least one example of ESD in non-formal and informal education*

b) A qualitative approach : How can this question be understood ? Is there a ‘Good Practice’ available ?

Group debated on experiences how NIR where made, how questions where understood and answered, and started a document of ‘descriptors’.



## Result of Amsterdam Meeting:

- invited again consultant from Belgrade Report
  - Invited chair of UNESO Monitoring and Evaluation Expert Group
  - Highlighted results from Belgrade Conference : the report “Learning from each other” was received well.
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- a) Quality Criteria, are good as they are for Phase I
  - b) Set of indicators need slightly redrafting: to present in a more explicit way or with more transparency (*see draft revised reporting format*)
  - c) To limit the number of questions only ONE new question was added : the issue on “teaching and learning methods (*sub indicator 2.1.3*)
  - d) Expert Group decided that the “Descriptors” from Vienna Meeting should be combined with ‘good practices’ available for each question in the set of indicators and references to text of Strategy and/or Implementation Scheme and/or the “Informal Guidelines” and combine this information in a new working document (*List of descriptors*) to help better understanding .





## UNECE set of indicators ↔ UNESCO Questionnaire MEEG similarity and differences

### UNECE

- same reporting format
- Questions to Strategy
- Policy driven, focus on national / governmental
- **reporting in 2007/2010/2015**
- Reporting for Ministerial meeting
- questions + annexes,
- Use of ISCED system
- Send to National Focal Points

### UNESCO

- same 6 'objectives' / chapters
- Questions to IIS / Thrusts
- less politics, more stakeholder, more focus on cultural aspect
- **reporting in 2008/2011/2015**
- reporting For General Assemble, and for mid-term conference (Germany)
- more 'multiple choice' and box in Q
- description education levels (± same)
- send to NatCom's Unesco

How to deal ?



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## UNECE ↔ UNESCO

How to deal :

- 1) In the Vilnius Framework and Belgrade Statement already agreed that each countries should report only once and that the NIR's and UNECE regional progress report can be seen as input for UN DESD Reporting.
- 2) How to answer to the UNESCO request for Questionnaire
  - a) deliver the NIRs of UNECE Strategy for ESD and other information as available
  - b) Use UNESCO questions for ADDITIONAL information/data collection (please share also with UNECE)
  - c) for those countries that did not report so far: join in and submit your NIRs of UNECE Strategy for ESD and other information to UNECE and to UNESCO
- 3) For both processes : additional research and data collection is advised for practice level to see more in detail the output and outcome of ESD implementation !! This can be organised on national and international level.





## Other Matters :

### Visions on Education: ESD 1 $\leftrightarrow$ 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 !





## Recommendations:

- 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

## Further Mandate ?

- expert group see need to finalise “set of descriptors’, as an integrated tool for assistance to the Reporting format.
- Expert group can be used for training of NFP’s , probably in cooperation with UNESCO MEEG.
- There is a request for EG for competences. Different or same expert group (see information paper 1.)





## Words of thanks

- To members of the expert group. A real hard working group of people, make long productive days !
- To secretariat of UNECE, as already mentioned
- To host countries who organised perfect accommodations for this group.
- To consultants (Wageningen University) and UNESCO MEEG for joining in the meetings





**Thank you for your attention,  
Lots of success to us all !**

