

NEW INDICATORS FOR A BETTER WORLD

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How to measure the progress in education on sustainability



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Outline presentation

1. Introduction
2. **DESD_** *Decade of Education for Sustainable Development*
3. **UNECE Strategy**
4. **UNECE Indicators**
5. **Final Remarks**

1. Introduction

■ Sustainable Development _ evolving concept

“ meeting the needs of the present generation without compromising the ability of future generations to meet their own needs” (WECD, 1987)

- ✓ Encompasses three dimensions of welfare — *economic (E)*, *environmental (EN)* and *social (S)*
- ✓ Involves complex synergies and trade-offs among them

“ The sustainable development agenda is a broad one, covering virtually all aspects of life at national and international levels and of government policies.” (OECD, 2005)

Indicators are need _ to make visible the linkages and trade-off between E,EN;S;
to evaluate long-term decisions and to monitor progress

■ Linking Education with Sustainable Development_ESD

“ESD helps the citizens of the world to learn their way to a more sustainable future.” (www.unesco.org)

2. DESD _ Decade of Education for Sustainable Development

“The UN Decade of Education for Sustainable Development (2005-2014) ... seeks to integrate the principles, values and practices of sustainable development into all aspects of education and learning, in order to address the social, economic, cultural and environmental issues we face in the 21st century.” (www.unesco.org)

■ The Challenges

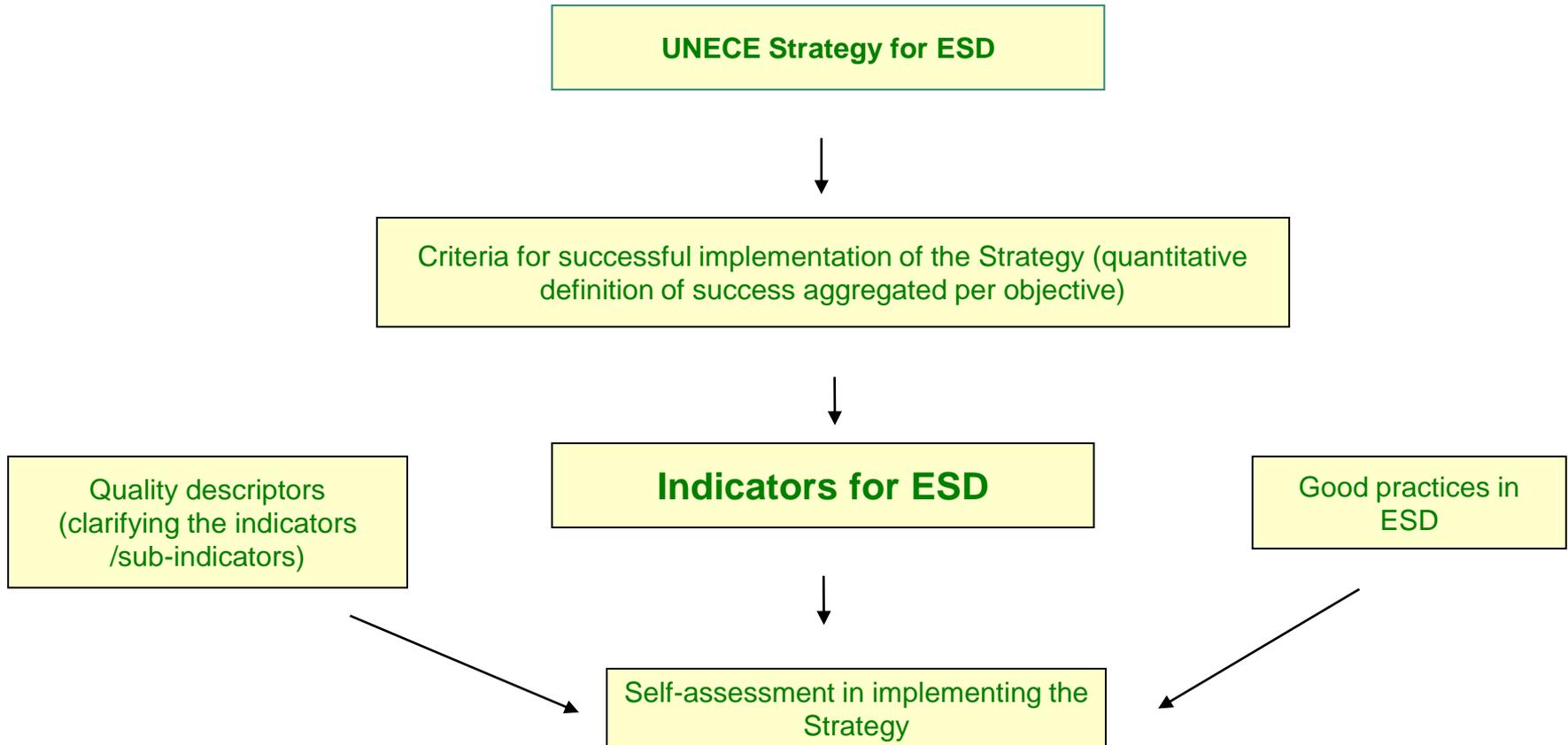
- Facing the Complexity of Sustainable Development Concept
- Increasing Awareness
- Engaging Traditional Disciplines in a Transdisciplinary Framework
- Sharing the Responsibility
- Involving Community in ESD Program Development
- Building Human Capacity
- Policy Development
- Development of Financial and Material Resources

3. UNECE Strategy

- **GOAL |** to develop and incorporate ESD into **formal** education systems, in all relevant subjects, as well as in **non-formal** and **informal** education and to serve as a flexible framework in order to be adapted to each country's priorities, specific needs and circumstances

- **OBJECTIVES |**
 - (1) Ensure that policy, regulatory and operational frameworks support ESD;
 - (2) Promote sustainable development (SD) through formal, non-formal and informal learning;
 - (3) Equip educators with the competence to include SD in their teaching;
 - (4) Ensure that adequate tools and materials for ESD are accessible;
 - (5) Promote research on and development of ESD;
 - (6) Strengthen cooperation on ESD at all levels within the UNECE region.

3. UNECE Strategy



Source: ENECE, EG on ESD Indicators, 8th meeting (2008)

4. UNECE Strategy_Indicators

“Pursuant to the adoption of the Strategy on Education for Sustainable Development, the High-level Meeting established the ad hoc group of experts to develop indicators to measure the effectiveness of the implementation of the Strategy.” (www.unece.org)

- **1st meeting (2005)** _ scope and format of indicators
 - “Checklist indicators”,
 - “Input indicators” and
 - “Output/effects indicators”

- **Obj.1** (1.1,1.2,1.3); **Obj.2** (2.1, 2.2, 2.3, 2.4, 2.5, 2.6); **Obj.3** (3.1, 3.2, 3.3) ;
Obj.4 (4.1, 4.2, 4.3); **Obj.5** (5.1, 5.2, 5.3); **Obj.6** (6.1);

4. UNECE Strategy_Indicators e.g.

Source: ENECE, EG on ESD Indicators, 8th meeting (2008)

Indicators / sub-indicators		Type	Source of verification
OBJECTIVE 1. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD			
Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD		
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national language(s)?	Qualitative; "Checklist"	Government reports
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?	Qualitative; "Checklist"	Government reports
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?	Qualitative; "Checklist"	Government reports
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?	Qualitative; "Checklist"	Government reports
Sub-indicator 1.1.5	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the United Nations Decade of ESD, and other policy processes relevant to ESD?	Qualitative; "Checklist"	Government reports; Reports of relevant Ministries
Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD		
Sub-indicator 1.2.1	Is ESD reflected in any national policy document(s)?	Qualitative; "Checklist"	Government reports
Sub-indicator 1.2.2	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?	Qualitative; "Input"	Reports of relevant Ministries
Sub-indicator 1.2.3	Is non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?	Qualitative; "Checklist"	Government reports
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?	Qualitative; "Checklist"	Government reports
Sub-indicator 1.2.5	Does a formal structure for interdepartmental cooperation relevant to ESD exist in your Government?	Qualitative; "Checklist"	Government reports
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government?	Qualitative; "Checklist"	Government reports
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?	Qualitative; "Input"	Government reports
Indicator 1.3	National policies support synergies between processes related to SD and ESD		
Sub-indicator 1.3.1	Is ESD part of SD policy(s) if such exist in your country?	Qualitative; "Checklist"	Government reports; Reports of relevant Ministries

5. Final Remarks

- Sustainable development is a complex and evolving concept. Because of that is hard to define, implement and it is also difficult to teach
- The ESD decade goals pretend the integration of Sustainable Development (SD) values at all levels of education, in order to promote the necessary behaviour changes need to reach a more sustainable society for all
- Due to the combination of complexity and cost it is important the development of indicators to monitor and measure the progress of the ESD programs and their real effectiveness
- UNECE Expert Group developed indicators to measure the effectiveness of Strategy implementation
- It has not been possible to find a simple way of measuring progress on education for sustainable development. That could be inferred from changes in three areas: *Policy, Programme and Practice, Personal and Social.*

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