

# How to describe the indicators

## Indicator ##

### Objective defining the desired end state

The objective defining the desired end state (DES objective) indicates the state the indicator refers to; that is, it defines which objective shall be evaluated with the help of the indicator with regard to its achievement.

### Underlying assumptions and considerations for the operationalization

The underlying assumptions and considerations for the operationalization link the DES objective and the criterion; that is, in this section it is explained on which assumptions has been decided on the criterion (or criteria) being relevant for evaluating whether the desired end state has been achieved or whether a development is approaching the desired end state (reasons for relevance). In these explanations the relationship between the facts being measured and the immeasurable construct, gained from theoretical deliberations about sustainability, about education for sustainable development and about the factors steering the education system, is presented.

### Country specific rationale behind the selection of criteria and the data basis

The country-specific rationale behind the selection of criteria and the data basis explains, first of all, why a criterion has been chosen (or not chosen) for the country and how the chosen criterion (criteria) is (are) further concretized in this country. This encompasses considerations on the relationship between what is being measured and the immeasurable construct that are not theoretically founded, but are due to pragmatic reasons and due to the state of implementation of education for sustainable development in the country. Secondly, reasons are given as to why a particular data basis is recommended for use in this country. In this section, the state of implementation of education for sustainable development in the country is addressed as far as necessary.

### Criterion

The criterion sets out which aspect of the desired end state is to be measured by the indicator, i.e. how the DES objective is simplified with a view to the measurement or the qualitative analysis (reduction of complexity). For a number of indicators it was possible to recommend criteria allowing an evaluation of the DES objective from an input as well as an output perspective. Due to different operationalization procedures, it is possible that an indicator has more than one criterion; these criteria have either a cumulative or alternative relationship to each other, depending on the data basis and the national situation.

### Measurement / elements of description

The measurement or elements of description indicate what should be measured in the quantitative collection of data or what should be analysed and described in the qualitative collection of data.

### Data basis

The data basis shows what data basis can currently be accessed in a country for quantitative or qualitative analysis.

### Procedure

The procedure lists the individual steps in data generation.

### Informative value, advantages / disadvantages, prospects

This part of the description contains comments on the informative value of the indicator as it is applied in a country, on the advantages and disadvantages of its application with the recommended data basis as well as an outlook to its further modification or complementation. It also gives information on data needed for a robust valuation, whether collected through specific documentation (e.g. using relevant keywords for project descriptions by research funding organisations) or through the integration of relevant questions in existing and reoccurring surveys (e.g. surveys of teaching staff). All of these comments are to be made for each criterion.

### Function of ESD

Function shows which of the five functions of education for sustainable development the indicator refers to.

### Level

Level shows which level(s) of formal education the indicator refers to in the evaluation of the implementation of education for sustainable development.

### Location

Location shows which 'location' the indicator relates to in the causal model of 'input-process-output'. If an indicator is located as relating to 'input' then the exercise of influence (e.g. expenditure, requirements and guidelines) will be measured or described. If an indicator is located as relating to 'process', then the actions of actors in the education system will be represented. If an indicator is located as relating to 'output', then the results and effects (e.g. educational attainment levels) will be captured. If there is more than one criterion for an indicator then there will be a location for each one.

### Characteristic

Characteristic shows whether the indicator is quantitative or qualitative. If a qualitative indicator has the potential to become a quantitative one, then there will be a comment to that effect. If there is more than one criterion for an indicator, then the characteristic will be indicated for each criterion.