

Poster Feedback

“Which of the assumptions and (causal) relationships the proposed ESD indicators are based upon do you think are the least ascertained and therefore should be investigated in a first priority in order to improve their empirical basis?”

Indicator 09 “Political will to implement education for sustainable development”
Too many words you can't rely on.

Least ascertained indicators - publications and schoolbooks:
Is it about measurements and indicators or really about ESD in the sense of concrete lessons and actions?

Related to indicator 07 “Reporting on the orientation of educational institutions to sustainability”
Be very clear in the distinction between ESD and SD.

(Outcome) criteria:
Are the opportunities offered by the measured inputs taken up at all?
Are the stakeholders actually putting the acquired skills, knowledge, abilities to use in order to further SD?
Is the ESD research effective (transformation research) or merely enhancing the academic standing of researchers?

Indicator 07 “Reporting on the orientation of educational institutions to sustainability”
“Papier ist geduldig” Does reporting enhance implementation of ESD (or any policy?)
Peer Review Processes may prove a better instrument.

Indicator 02: “Teaching materials for education for sustainable development”
How is it possible “without additional time or money”? Is it realistic?

The indicators focus on ESD as the acquisition of SD-competence (which is primarily ability and knowledge). However SD strongly depends on values and motivation. How can the indicators grasp this dimension?

Indicator 02 “Teaching materials for education for sustainable development”
How is output/outcome defined and measured?

Do indicators have to be quantifiable? Qualitative indicators often reflect change much better. Why the fixation with data and numbers – it is not how many but how well.

Indicator 08 “Research and development in ESD”
New output criterion on transdisciplinary research and education.

Indicator 05 “Education of future teachers in ESD”
Please include in-service training of teachers. E.g. in a whole school approach might be much more valuable than the pre-service training.

Indicator 01 “Competencies in the field of sustainable development”
PISA? How green are our kids?

How can you be sure that this understanding is applied if people just have to count the prevalence of the concept SD?
How can any general competencies (e.g. foreign language competence) be differentiated from SD-competencies (or vice versa)?