

Poster Feedback

“The proposed ESD indicators are mainly operationalized through input criteria only: which output criteria do you consider could be realistically expected for the years to come?”

Qualitative output criteria concerning networking benefits & challenges of networking (considering social learning approach)

Output-criteria:

ESD-schools
ESD-textbooks
ESD-task-culture
Change of school realities
Change of consumption patterns
Change of advertisement structures

Indicator 06 “Networks for actors in the field of education for sustainable development”/output indicators

Activities, initiated by networking / new initiatives, including

- 1) publications
- 2) joint study programs, related with SD / ESD
- 3) projects
- 4) research themes

(Diversity of initiatives should be considered as well.)

Focussing on quantitative input-indicators leads to unwanted indicator speak: People find ways to sell what they do in the language indicators require without changing anything in the real world.

Focussing on successful examples of social learning producing tangible changes towards sustainability (i.e. outcomes) would go beyond these bureaucratic marketing tricks.

Teaching materials

To provide change & challenge at classroom & lecture room level
To promote attitudinal change at grass-root level to lead to practical & life changes

Indicator 05

Education of future teachers must be sustaining.

Indicator 9

Politischer Wille, BNE zu implementieren.
Ist dieser Wille nicht auch daran erkennbar, ob dieses (oder ein anderes) Indikatorenset in der Berichterstattung verwendet wird?

Competencies in higher education:
Conceptualization and implementation (policy)

The criteria statements are more important than the indicator statements - and should be emphasised.

Micro level

teaching materials developed by defining ESD understanding and competencies

Fundamental problem:

Self-limitation to compatibility with existing monitoring systems leads to (Bill Scott) empty qualitative indicators which do not allow any assessment of real (-world) process towards sustainability (alternative path would have been: develop really meaningful indicators measuring real-world outcomes from SD / ESD perspective → enter into dialog to develop existing education indicators into this direction)