

PRISE

- Tool for Assessment and Evaluation in ESD

In September 2014 The Learning Teacher Network advised Unesco how to move on in the field of educational reform heading towards ESD. One of the advices was: 'schools should build ESD on evidence at assessment and evaluation'. In the Netherlands an organisation called 'Duurzame Pabo' (www.duurzamepabo.nl) in 2011 developed an assessment- and evaluation instrument for ESD in primary education, called PRISE (primary sustainable education).

The instrument is based on the original version of AISHE, auditing instrument for sustainability in higher education (DHO 2001) and the EFQM (European federation for quality management) model for quality check in education. The PRISE instrument is a system based, holistic instrument. It covers policy, environmental care, human resource management, curriculum, assessments, external contacts etc.

After six pilots in and around the city of Utrecht, PRISE was used to analyse twenty-three primary schools in the Northwestern part of The Netherlands. The results of

this research were quite similar to those of the pilots. All together these results gave some insight in what's going on and what's going wrong when it comes to ESD in Dutch primary schools.

The results of the analyses were used for school improvement in the twenty-three schools. Advices, for innovation, mostly based on Lozano (2006), Chenoweth/Everhart (2001) and De Vries (2010), were given and -if possible- worked out:

- The schools nowadays work together with stakeholders like Ecomare (<http://www.ecomare.nl>), institute for protection of sea life, local and national authorities.
- A curriculum and a website on ESD were developed that all schools use. Every year there is a meeting day for all teachers. The day is used for evaluation of ESD and looking forward.
- Communication with the local community was improves, using internet, excursions etc.
- PRISE criteria were used for further development.



- A general ESD coordinator was appointed for all schools. She acts as coach, trainer, contact person, source of inspiration for the schools.

- Schools split up in communities of practice. Some started working with Guus Geisen on Autopoiesis, a holistic approach towards ESD. Others started working on a solar panel project, using solar panels for energy, checking the electricity supply and cost reduction for all kinds of lessons.

Over all, the PRISE instrument did meet the demands of the schools. And, looking at the advice from the Learning Teacher Network to Unesco, might be a good starting point for discussions on assessment and evaluation strategies for primary schools all over the world.

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Literature mentioned above:

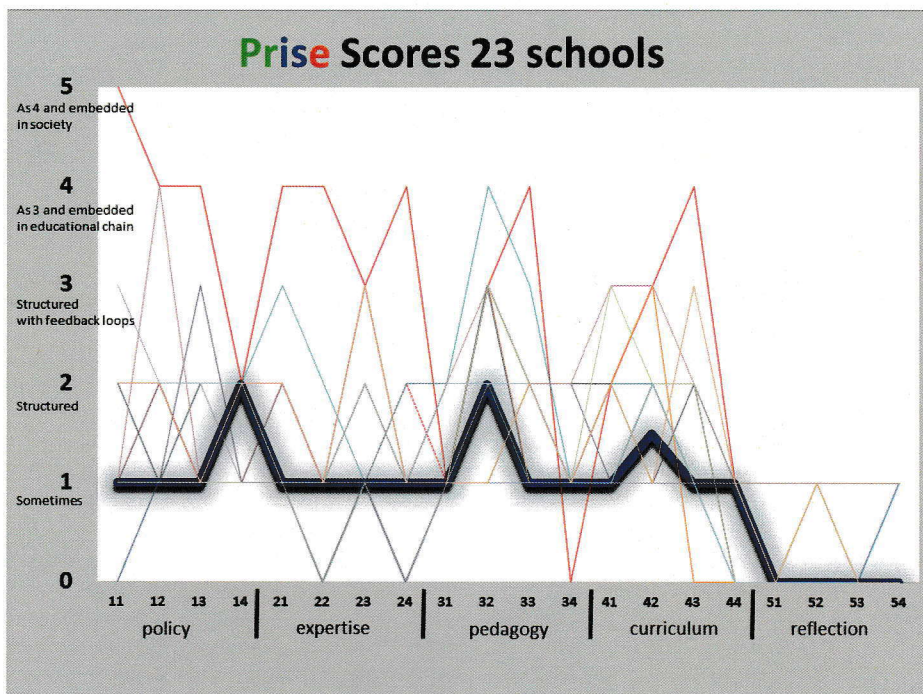
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The diagram shows higher scoring schools (f.i. the red line with the open blue squares), low scoring schools and a median (the fat blue line) that gives an impression of the general situation in The Netherlands: in most schools 'something, but not structural' happens; the higher scores of the median are criteria where external factors (governmental policy, a textbook) are decisive; scores 34, 51-54 are about tests and evaluation, which is rarely done. The most likely explanation for this is the lack of governmental steering: schools don't have to do anything. High scores mean voluntarily, individual policy of schools and/or teachers inside these schools.