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## Newsletter No 2 – February 2020

### To project leaders in the OMEP ESD rating scale project

**The overall purpose of the project** is to re-orient and transform education in early childhood settings towards a culture of sustainability. The aim is to introduce and implement the OMEP ESD Rating scale.

The project will bring teams of early childhood professionals together and provide a common language for discussion and development of the quality of the education and may also serve as a tool for monitoring change.

**The result of the project** is about empowering children and adults to take action towards cultures of sustainability in early childhood. We will also collect examples from the projects in the different countries. OMEP – and all project leaders – will then together be able to tell about important steps towards sustainability and of experiences from using the OMEP ESD Rating scale.

We are very proud to work together on this important topic. Please, contact anyone of us project leaders with your questions and if you need help in any way any time during the project.

#### *Participating countries*

Here are the countries that so far participate in the OMEP ESD Rating scale project: Australia, Bosnia-Herzegovina, Bulgaria, Cameroon, Chile, Croatia, Czech Republic, El Salvador, Japan, New Zealand, Nigeria, Pakistan, Peru, Russia, Sweden, Thailand, Turkey, United Kingdom and Uruguay. At this moment, there are 19 participating countries.

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## *Timetable for the project*

### **2020**

- Jan-May** Establishing the project, translating the scale, providing information on implementation of the scale, recruiting participants  
If possible, a first round of using the OMEP ESD rating scale with participants
- May 31** Sending in report to World leadership team
- July** Discussions during World Assembly in Athens  
Open Seminar during World Conference in Athens
- Sep-Dec** Implementing the project, using the scale,  
Doing ESD projects with children, teachers and/or ECE teacher students

### **2021**

- Jan-May** ESD projects with children, teachers and/or teacher students continues  
Second round of using the OMEP ESD rating scale with participants
- May 31** Sending in report to World leadership team
- July** Discussions during World Assembly, decision on how to continue  
Open Seminar during World Conference

The timetable gives you an overview of what is about to happen over the coming two years. In many countries, we need to translate the scale. In all countries, we need to organise seminars or meetings to inform and educate participants about ESD in the early years, about the OMEP ESD Rating scale and how to use it.

Then there will be a round of first assessments by using the scale, followed by projects with children, teachers and/or teacher students.

Each step in the process will be highlighted and guided by our newsletters. We invite you to send input to these newsletters.

## *Translating the scale*

There are three official languages in OMEP: English, French and Spanish. *The OMEP ESD Rating scale* (2 edition), the Introduction PM *The OMEP ESD rating scale and tool kit* about the scale and *The OMEP ESD Rating scale Rubrics* are distributed in these three languages. However, to be able to use it as a tool for in-service or pre-service training or evaluation, you need to translate the scale to the languages used by teachers in your country.

It is difficult to develop a scale that is usable universally in all regions and countries over the world. In this project, we turn to preschools and schools, early childhood settings, and to training programmes for early childhood teachers. When translating the OMEP ESD Rating scale, make sure that you use concepts and language that is appropriate for the ECE institutions in your country. E.g. the English version of the scale uses the word *preschool*. However, there might be another word (corresponding to Kindergarten, Centre, Setting, School or Institution) that would be easier understood and accepted in your country. Of course, you shall use that concept when you translate the scale. And we are sure, there are more concepts or examples in the scale, that you might need to change slightly, to make the scale more user-friendly. We need the translation of the scale to be

related to culture and context, so that the participants find the scale to be a helpful tool for developing a sustainable culture of high quality in the institutions.

At the same time, this is a world project, and it is important not to make so large changes in the translation to your language that we can't collect, analyse and present the results from your experiences of using the scale as an OMEP project in a comprehensive way.

If you have any questions around the translation process, please contact us.

When you have made your translation, **send your version of the OMEP ESD Rating scale to Ingrid Engdahl** ([vpeurope\(at\)worldomep.org](mailto:vpeurope(at)worldomep.org)). We will make all translations available on the OMEP Website.

### *Recruiting local participants*

Think about a strategy to find participants and invite preschools/childcare settings to join the project.

The scale has also been used during pre-service training of ECE teacher students at universities/colleges. Do you think the OMEP ESD Rating scale could be of interest at some higher institutions in your country? Try to recruit participants among the professors and teachers at university or college.

The participants (institutions) will get diplomas from OMEP, signed by the project leaders and coordinators. This would mark the importance of the project and give some thankful credit to the participating teachers. We will prepare digital diplomas and the national leaders will distribute them.

For instance, in the Czech Republic, they will launch a national ESD competition linked to the ESD rating scale project, which may attract more interested participants.

### *Information and introduction of the scale*

Start planning for how to organise introductions about the scale. We think it is necessary to get to know the scale and the process of implementation to be able to discuss how to use it with OMEP project leaders before the teachers start using it in their preschools/schools.

Here are some examples: In both Czech Republic and Japan, OMEP plan to do this in connection with the annual member meeting. There will be workshops showing how the Rating Scale can be used.

Another example comes from Nigeria, where the project leaders plan to invite the participating early years settings to a training session for: Introduction/ implementation, observation, monitoring and record keeping process, in the following way:

- Short training on observation, record keeping, planning based on observation and teamwork.
- Introduction to: The OMEP ESD rating scale, The OMEP ESD Rating scale (2019, 2nd edition) and The OMEP ESD Rating scale Rubrics.
- Practise Exercise: Participants are invited to use the rating scale to assess one of the nursery classes at one of school.

Russia is, in addition to workshops and seminars also planning to conduct webinars, as the country is so large. And they hope to present the project at two conferences and organize a special session on ESD at the annual international ECCE conference in May, 2020.

Another way, practised in Sweden, is to visit the preschools who want to participate, thus being able to introduce the scale for all staff at the same time.

You decide if you want to organise workshops, seminars, and/or meetings at the participating preschools/universities, depending on the conditions and participants you have.

We suggest you make a timeline for the process in your country.

### *First round of using the scale*

How to do this, and how to use the Rubric, is described in the PM *The OMEP ESD rating scale and tool kit*. Again, we suggest you make a timeline for this part of the process.

Participating preschool settings will then evaluate themselves to recognize their gaps in ESD and to prepare projects with the children towards more sustainable education.

### *Reporting to the project leadership team*

By May 31, 2020 we expect reports from country leaders about the following:

- Have you translated the scale and rubrics? Other documents?
- How did you organise the introduction and training around the project and the scale?
- What kind of participants do you have and how many?
- What is your national timeline for your project?
- Comments about the first round of using the scale (if you have done this by May 31)
- Overall comments and suggestions about the project, what is good? what can be better? What to do next?
- Information if you or someone else from your project will be participating in the seminar in Athens.

**We will send you guidelines and a form for this report in the next Newsletter.**

### *Seminar at OMEP Conference in Athens in July 2020*

During the World Assembly in Athens (July 13-14) we will report about what is going on in the projects around the world. During the OMEP world conference (July 15-17), there will be a seminar where we all can meet and share our experiences from the first part of the project. This seminar will also be open for all interested delegates at the conference.

*If ANY questions, please don't hesitate to contact us in the ESD project leadership team.*

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