

EDUS

METHODOLOGY

TOOL 3

Self Assessment grid for **teachers**



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SELF-ASSESSMENT GRID

The purpose of this grid is to help students become more aware of their skills in the field of sustainable development, through a simple self-assessment activity to be carried out before and after completing an educational experience in this area.

The grid covers the three main areas of sustainability: environmental (Planet), social (People), and economic (Prosperity), and is organized into two main sub-skills and three levels of competence for each area.



















The evaluation is given by students with an emoji:



















- **Sad means “No” (0)**
- **Neutral means “So and so” or “I’m not sure” (1)**
- **Smile means “Yes” (2)**



















The teacher may give a numerical value to any emoji (the numbers in brackets), in order to measure rapidly the improvement or weak areas.

The grid serves as a starting point to support students in self-evaluating their skills following activities aimed at strengthening or developing competencies in sustainable development. It can be adapted to the specific needs of the teacher, who may choose to remove or modify some of the listed competencies.

Moreover, teachers may modify or adapt the provided examples, or invite students to create new ones inspired by the topics covered in the course.

COMPETENCE		How confident do you feel about the following competences? Please indicate your answer for each competence below, by making an X on the emoji: · Sad means "No" · Neutral means "So and so" or "I'm not sure" · Smile means "Yes" Assessing numbers to emoji could help teachers to measure rapidly the improvement areas.		
PLANET				
EARTH PRECONDITIONS				
BASIC LEVEL	I have knowledge about and understand what ecosystems are. Example: Distinguishing between living (plants, animals, microbes) and non-living (soil, water, climate) elements of an ecosystem and giving examples of their interactions.			
INTERMEDIATE LEVEL	I understand which ecosystems are impacted by my specific field of study/work, and how it is possible to limit the negative impact. Example: Knowing ways to reduce or mitigate harm (e.g., through alternative materials, sustainable practices, or regulations).			
ADVANCED LEVEL	I can design and implement actions in my field of study/work that have a positive impact on ecosystems. Example: Achieving a net-positive effect on ecosystems (e.g., increasing biodiversity, restoring degraded land, or improving water quality).			
RESOURCE FLOWS				
BASIC LEVEL	I know the flows of resources (like energy and materials) used in my area of study/work. Example: Knowing that plastic products are made from fossil fuels and go through several stages (extraction, production, use, disposal).			
INTERMEDIATE LEVEL	I understand how resources (like energy and materials) are used in my area of study/work, and the impacts of human activities on them. Example: Understanding that making new products from raw materials often uses more energy and causes more emissions than reusing or recycling materials.			
ADVANCED LEVEL	I can evaluate and suggest circular strategies to improve how resources are managed in my field, with a positive impact on the environment. Example: Reducing, reusing, recycling: practicing circular economy, i.e. reducing waste by sharing, designing, buying or swapping products that can be reused or recycled instead of thrown away.			

PEOPLE				
HUMAN NEEDS				
BASIC LEVEL	<p>I know the concepts of good health and wellbeing – both physically and mentally.</p> <p>Example: Differentiating between “mental health”, “well-being”, and “quality of life” when asked for definitions, knowing that “good health” is more than the absence of disease; it includes fitness, adequate nutrition, stable emotions and the ability to cope with daily stressors.</p>			
INTERMEDIATE LEVEL	<p>I understand what impacts my area of study/work can have on the health and wellbeing of people.</p> <p>Example: Tracing a logical pathway from activities or decisions to potential effects on people’s physical or mental health (e.g., exposure to stressors, ergonomic strain, information overload).</p>			
ADVANCED LEVEL	<p>I can take actions to make a positive impact on health and wellbeing within my field of study/work.</p> <p>Example: Formulating clear success indicators – such as reduced stress scores, fewer injuries, or higher life-satisfaction ratings – to judge whether an action truly helps. Recognizing that improving well-being often requires coordinated changes (e.g., combining policy, environment, and culture) and articulating how these elements interact.</p>			
EQUALITY				
BASIC LEVEL	<p>I know what diversity, equality, and inclusion mean, and I know some of the challenges people face in society related to these ideas.</p> <p>Examples: Knowing that some groups have historically faced unfair treatment or exclusion in schools, jobs, or media.</p>			
INTERMEDIATE LEVEL	<p>I can identify where diversity, equality, or inclusion are lacking or challenged in my area of study or work.</p> <p>Examples: Recognizing that certain voices or perspectives are underrepresented in textbooks, guidelines, board or professional teams.</p>			
ADVANCED LEVEL	<p>I can support or suggest changes that make my field more inclusive, equal, and welcoming for everyone.</p> <p>Example: Knowing how to evaluate whether a space, group, or system includes and supports people from different backgrounds fairly.</p>			

PROSPERITY				
SOCIAL AND ECONOMIC DEVELOPMENT				
BASIC LEVEL	<p>I understand the basic mechanisms of economic flows.</p> <p>Example: Understanding why and how a good or service gains value, and how the chain of production/trade/use/re-use works.</p>			
INTERMEDIATE LEVEL	<p>I recognize the mechanism and the impacts of economic flows related to my field of study/work.</p> <p>Example: Understanding that fast fashion creates economic profit but also leads to low wages and environmental damage in the supply chain.</p>			
ADVANCED LEVEL	<p>I can think critically about traditional economic systems and practise fairer or more sustainable alternatives.</p> <p>Example: Challenging the idea that success only means profit, by considering social equity or ecological balance in economic decision-making.</p>			
COMMUNITIES AND GOVERNANCE				
BASIC LEVEL	<p>I am aware of the political agenda and the role of local communities.</p> <p>Example: Understanding that government decisions on issues like transport, schools, or the environment affect local communities.</p>			
INTERMEDIATE LEVEL	<p>I understand how government decisions related to my field of study/work affect different communities, and that some may be more affected than others.</p> <p>Example: Knowing that a new environmental policy may affect farmers, small businesses, or low-income neighborhoods differently.</p>			
ADVANCED LEVEL	<p>I can promote and support local communities to have more agency in the political agenda within my field of study/work.</p> <p>Example: Asking for, promoting and participating in non-profit organizations' activities, or participatory budgeting, public consultations, or citizen assemblies which can give communities more influence in local decisions.</p>			



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