The OMEP ESD rating scale (2019, 2 ed.)

The dimension of social and cultural sustainability – Global Social Justice **Striving towards a sustainable culture where the preschool initiates and participates in projects and group activities exploring and challenging social and cultural traditions and prejudices in order to build a daily sustainable common practice for children and adults.**						
1. Representations in books, toys, pictures etc.						
1. Limited resources challenging stereotypes or depicting cultural diversity (books, posters, puzzles, costumes, equipment in the play areas)	2.	3. There are some displays and resources that challenge stereotypes and depict diversity in positive ways (Books, puzzles, posters, costumes, equipment)	4.	5. Books, pictures, media and other material are used together with children in order to discuss and reflect upon cultural and social stereotypes.	6.	7. The preschool* applies a critical approach in all education to counteract prejudices and discriminating power patterns.
2. Social and cultural diversity						
1. The value of social and cultural heterogeneity are not mentioned in the local preschool curriculum and planning. Multilingual children are not allowed to use their mother tongue.	2.	3. Brief policy statements exist regarding the importance and value of cultural diversity in the preschool. Children can use their mother tongue and have confidence that their first language is valued.	4.	5. Curriculum policies, plans and reviews explicitly show awareness that different living conditions and cultures can help to develop an ability to understand and empathise with other people's conditions and values, and the children have rich opportunities in play, group activities and discussions to bring up their own ideas and experiences.	6.	7. The children's own experiences, knowledge and ideas are starting points for the preschool education. The preschool interacts with the local community regularly in order to ensure that the preschool is a social and cultural meeting place that supports the value of diversity.

*The word Preschool is used in the rating scale, and it is to be read as an inclusive concept embracing the children, educators and other staff, parents and their premises.

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3. Equity and equality						
1. There are limited resources in the preschool about the equal value of all human beings and against discrimination on the grounds of the gender, transgender identity or expression, ethnic origin, religion or other belief, disability, sexual orientation or age, and the UN Convention on the Rights of the Child is not acknowledged.	2.	3. There are resources, books and toys that show openness and respect for differences in people's perceptions and ways of life and for the inviolability of human life. Children are involved in discussions about social and cultural inequalities. The universal rights of all are discussed openly and regularly with in the preschool.	4.	5. Children have the opportunity to identify inequality and discuss issues associated with social justice Children are regularly involved in activities and discussions about the equal value of all people. Children's own ideas to address social and cultural inequality and to promote social justice are valued,	6.	7. The preschool initiate and engage in activities and projects that support social justice for all people, locally and globally, empowering the children's action competence.
4. Collaboration beyond the ECE setting						
1. The children have limited understanding of or contact with the community to which the children belong	2.	3. The preschool pays attention to different cultures and traditions in life and in the local community and involves children in discussions.	4.	5. The preschool invites families and the community to participate and children regularly engage with the local environment.	6.	7. The preschool and the children take full advantage in opportunities to explore the local environment and engage with community to learn more about the place to which they belong and of the multiple local and global social and cultural sustainable traditions.
5. Additional topic						
1.	2.	3.	4.	5.	6.	7.

The dimension of economic sustainability - Equity

Striving towards a sustainable culture where the preschool initiates and participates in projects and group activities exploring and problematizing the ways humans use resources and their consumption patterns in order to approach an economically sustainable approach in the daily practice for children and adults.

1. Consumerism

1. There is limited awareness of responsible consumption of water, electricity and paper.	2.	3. Children are encouraged to suggest ways in which material and resources, such as water, electricity and paper can be conserved.	4.	5. Children participate in whole centre action to conserve water, paper and electricity and understand the importance of responsible action.	6.	7. The preschool is involved and participating in local projects for more sustainable consumption patterns and lifestyles.

2. Budgeting and money

1. Children are seldom involved in talking about money, saving and economic sustainability.	2.	3. Children are sometimes involved in purchase decisions in the preschool. Play materials related to economy are available and money and its worth are discussed.	4.	5. Children are regularly involved in purchasing decisions in the preschool. Economic issues related to being a responsible consumer. Choice of toys, food and media are discussed.	6.	7. The preschool initiates and supports local projects that focus on economic sustainability, such as recycling, second-hand markets, swap-days for children and their families and local markets.

3. Waste sorting and recycling

1. There are few possibilities to sort waste and recycle in the preschool.	2.	3. Children are sometimes involved in recycling and reusing activities in the preschool.	4.	5. Children participate regularly in waste reduction and sorting and recycling, as well as in maintenance and reuse of material in the preschool and local society, and the preschool is open for the children's ideas.	6.	7. The preschool is involved and participates in the local community in projects with conserving and redistributing resources to reduce waste. Collaborative decision making around purchases that assess need, waste, ethical production, consumption and impact on the environment.

4. Sharing resources (redistribution)

1. There are few possibilities to share material and resources in the preschool units.	2.	3. Children are involved in discussions about policy and practice that encourages sharing and economic sustainability initiatives.	4.	5. Wherever relevant, support for children and their families to be able to share their material and skills, and jointly use common resources as libraries, playgrounds and parks.	6.	7. The preschool curriculum, policies and plans systematically include consideration of responsible consumption and production and the principle of sharing.

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5. Additional topic						
1.	2.	3.	4.	5.	6.	7.

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The dimension of environmental sustainability

Striving towards a sustainable culture where the preschool initiates and participates in projects and group activities exploring and problematizing fundamental rights regarding the survival of humanity, how humans are dependent of nature, of all living and of the non-human world, in order to develop an ecological and sustainable approach in the daily practice for children and adults.

1. The natural world

1. In the preschool, children have little or no access to the natural world.	2.	3. The preschool offers material, resources and have occasional visits to wild areas and local natural areas.	4.	5. The preschool offers and uses regularly different materials and activities exploring the natural world, including animals and plants.	6.	7. The children are regularly involved in excursions in nature across the seasons and in the care of the natural world, plants and animals, in the preschool and local society.

2. Guardianship

1.In the preschool, children have few opportunities to care for the natural world,and have limited discussions on how to make a better greener world.	2.	3. The preschool directs the children's attention to the need to care for the environment in the preschool, in nature and in the local society. The preschool has begun sanitation of poison and chemicals in toys, equipment and the environment.	4.	5. Children are encouraged to identify issues and problems in the environment in the preschool, and in the society, and to suggest actions and solutions. The preschool is sanitized of poison and chemicals in toys, equipment and the environment.	6.	7. Children routinely plan and participate in projects to explore, investigate and understand environmental issues and the relationship in nature and different cycles in nature, and how people, nature and society affect each other. .

3. Place-based education

1 The preschool stays on the premises.	2.	3. Children have opportunities to visit and explore nature and natural environments.	4.	5. Children explore regularly the surrounding environment, nature and forests and discuss the conditions for biological diversity.	6.	7. The preschool is involved and participating in local projects for the environment, thus also communicating the important role of early childhood education for a sustainable society.

4. Healthy environment

1. There is limited awareness of creating a healthy environment, e.g. by using organic cleaning products and stopping the overuse of plastic, and how hygiene and health are related.	2.	3. The preschool is working towards creating a healthy environment for the children and are addressing important issues like the right to clean water, healthy food, fresh air and a poison-free environment, as well as handwashing and responsible use of penicillin.	4.	5. The preschool addresses issues for a healthy environment, e.g. the of lack of clean water and overuse of plastic and communicates with other preschools nationally or internationally about the importance of clean water, healthy food, handwashing and health.	6.	7. The preschool is involved and participating in local projects to actively discourage single use plastics and encourage joint solutions for a healthy environment locally and globally.

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