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Committee on Environmental Policy

United Nations Economic Commission for Europe Steering Committee on Education for Sustainable Development**Twelfth meeting**

Geneva, 20 and 21 April 2017

Item 4 (a) of the provisional agenda

Implementation of the UNECE Strategy for Education for Sustainable Development: progress in implementing the Strategy**Proposed topics for reporting on progress in the implementation of the UNECE Strategy for Education for Sustainable Development****Note by the secretariat***Summary*

By its terms of reference, the United Nations Economic Commission for Europe (ECE) Steering Committee for Education for Sustainable Development is charged with monitoring progress in the implementation of the UNECE Strategy for Education for Sustainable Development (CEP/AC.13/2005/4/Rev.1, annex I, para. 4 (b)). The mandate of the Steering Committee as the principal decision-making body for the activities on the Strategy in the ECE region, responsible for giving guidance and strategic directions to the implementation of the Strategy and monitoring progress in its implementation, was extended until 2030 by ministers and heads of delegation at the High-level Meeting of Education and Environment Ministries held on 8 June 2016 in Batumi, Georgia, in the framework of the Eighth Environment for Europe Ministerial Conference (ECE/BATUMI.CONF/2016/2/Add.2, para 10).

In line with its renewed mandate, and according to the established practice, in addition to the mandatory national progress reporting carried out at the end of each implementation phase, countries are asked to submit informal reports to the Steering Committee on the progress achieved and the challenges encountered in implementing the Strategy. The secretariat will

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subsequently review all the reports submitted and prepare a presentation, which will identify the major themes and interesting developments with regard to the implementation of education for sustainable development in the ECE region.

To facilitate this process, the secretariat, together with the Chair of the Committee and in coordination with the Bureau, has prepared the present document — a brief questionnaire on progress made and challenges encountered in the implementation of the Strategy since the last reporting exercise undertaken in 2014. Countries are kindly requested to fill in the questionnaire and submit it to the secretariat before 20 March 2017.

1. National reporting on the progress achieved in the implementation of the United Nations Economic Commission for Europe (ECE) Strategy for Education for Sustainable Development offers a valuable opportunity for countries to learn from each other and to share newly produced resources and materials within and beyond the ECE region.
2. In preparation for the twelfth meeting of the ECE Steering Committee on Education for Sustainable Development, countries are requested to fill in the questionnaire below, reporting on progress made and challenges encountered in implementing the selected three priority action areas since the tenth Steering Committee meeting (Geneva, 8-9 June 2015).
3. Countries are kindly requested to submit this information in writing to the secretariat via e-mail (esd@unece.org) by **20 March 2017**.
4. The secretariat will review all the information submitted and deliver a synthesis presentation at the Steering Committee's twelfth meeting. The presentation will be followed by an interactive discussion.
5. Recognizing the importance of celebrating champions of education for sustainable development, Steering Committee members are in particular invited to indicate if there are any outstanding initiatives on the implementation of the priority action areas in their countries that they wish to share and/or present.

Questionnaire for 2017 informal country¹ reporting on the implementation of the three “vertical” priority action areas²

Advances made and challenges encountered since the tenth Steering Committee meeting in June 2015

I. Priority action area (a)

Encouraging whole-institution approaches by establishing education for sustainable development school plans, or embedding education for sustainable development in existing school plans, for every school by 2019

1. Has the number of schools adopting a “whole-institution approach” to sustainable development or education for sustainable development (ESD) increased?

Yes No

As from 2017 the existing network of health promoting schools will be opened for ESD. The "whole-institution approach" in the sense of ESD will be promoted by this network. See www.schulnetz21.ch (from 21st of March). *éducation21* leads the project of environmental schools in the Canton of Zurich. The "whole institution approach" is promoted within this network. More schools joined the network since 2014. (www.umweltschulen.ch).

2. Have any (additional) incentives and assistance measures (guidelines, award scheme, funding, training, technical support) been made available that support ESD school plans?

¹ Countries with a federal structure are free to provide several inputs or questionnaires from different states or entities, if appropriate.

² See framework for the future implementation of the UNECE Strategy for Education for Sustainable Development (ECE/BATUMI.CONF/2016/11), subparas. 20 (a)-(c). Available from <http://www.unece.org/environmental-policy/environment-for-europe/efe-conferences/batumi-conference/documents-and-materials.html>.

Encouraging whole-institution approaches by establishing education for sustainable development school plans, or embedding education for sustainable development in existing school plans, for every school by 2019

Yes No Such services shall be made available to some extent within www.schulnetz21.ch. See also www.umweltschulen.ch (the project comes to its ends, schools are invited to join www.schulnetz21.ch until 2018).

3. Are staff and students in schools with ESD plans more environmentally and ecologically aware than staff and students in schools without ESD plans?

Yes No An evaluation of www.umweltschulen.ch showed more awareness.

4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?

Yes No See examples of good practice <http://umweltschulen.ch/praxisbeispiele/>
See examples of good practice:
http://www.education21.ch/de/schulpraxis/praxisbeispiele_bne#edu21-tab2

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes No A general evaluation of *éducation21*, national competence center for ESD, will be accomplished in the 1st half of 2017.

6. Additional comments on implementing the UNECE Strategy for ESD in your country (*please specify, if any*):

II. Priority action area (b)

Promoting the extension of education for sustainable development in teacher education and in the training of all educators

1. Has there been any significant advancement made with regard introducing or extending ESD as a part of educators' initial training?

Yes No A working group on ESD mandated by the teacher education branch of Swiss universities is exchanging on how to implement ESD in initial teachers training. See also <http://www.education21.ch/de/lehrerbildung/netzwerke/arbeitsgruppe-bne>

2. Have there been any significant advances made with regard to introducing or extending ESD as a part of educators' in-service training?

Promoting the extension of education for sustainable development in teacher education and in the training of all educators

Yes No

To some extent in-service training is offered in the context of the introduction of the new three curricula for primary and lower sec. schools of the language regions.

3. Are beginning teachers who have been in teacher education that has introduced ESD more likely to teach from a sustainability perspective?

Yes No

No information available.

4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?

Yes No

See www.education21.ch section "Lernmedien". See BNE-Kit:<http://www.education21.ch/de/bne-kit>
see: www.querblicke.ch

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes No

A general evaluation of *éducation21*, national competence centre for ESD, is taking place in the 1st half of 2017.

6. Additional comments on implementing UNECE Strategy for ESD in your country (*please specify, if any*):

III. Priority action area (c)

Strengthening technical and vocational education and training in support of sustainable development and the transition to a green economy

1. Has there been advancement towards a structural reorientation of technical and vocational education and training (TVET) towards ESD?

Yes No

Since 2014, competencies in Resource Management have been advanced also in professional education and training; in vocational education and training this process already had been started before.

2. Have any incentives and assistance measures been made available that support the reorientation of TVET towards sustainable development?

Yes No

SD strategy of the Swiss government 2016-2019 foresees measures for ESD in vocational training. Accents are given on the sustainable use of natural resources and energy.https://www.are.admin.ch/dam/are/de/dokumente/nachhaltige_entwicklung/publikationen/strategie_nachhaltige_entwicklung2016-2019.pdf.download.pdf/strategie_nachhaltigeentwicklung2016-2019.pdf

Strengthening technical and vocational education and training in support of sustainable development and the transition to a green economy

éducation21 led a 1st project in order to enhance networking of ESD actors.

Education and training programmes are being developed in certain sectors of the environmental legislation to implement competencies in Resource Management (e.g. climate programme training and communication).

3. Are students who have been in TVET oriented to sustainable development finding jobs related to sustainable development?

Yes No

In certain industrial sectors – like e.g. construction, energy or environment engineering – the number of employees with competencies in Resource Management is increasing (reference: Fachkräftebericht Umweltberufe 2014, OöA Umwelt).

4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?

Yes No

see <http://www.education21.ch/de/berufsbildung/home>

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes No

- *Please specify*
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

6. Additional comments on implementing UNECE Strategy for ESD in your country (*please specify, if any*):
