



Informal country reporting

13th Steering Committee meeting
3-4 May 2018

Geneva, Palais des Nations



2018 Informal country reporting

ENVIRONMENT



- Informal, annual sharing of activities
- Not part of the formal reporting cycle (2007, 2010, 2015, 2018)
- 15 reports submitted (1 from NGO)
- Reports online at <http://www.unece.org/index.php?id=48053>

Issues for reporting 2018

ENVIRONMENT



- (a) To ensure that there is an ESD school plan in every school by 2019
- (b) Promote the extension of ESD into teacher education
- (c) To strengthen TVET in support of SD and the transition to a green economy
- **Monitoring SDG 4 (Targets 4.7 and 4.a)**

2018 Informal country reporting

15 Countries participated+1 NGO

ENVIRONMENT



- Austria
- Belgium/Flanders
- Cyprus
- Estonia
- Georgia
- Germany
- Greece
- Hungary
- Latvia
- Malta
- Moldova, Republic of
- Montenegro
- Slovakia
- Slovenia
- Switzerland
- CAREC (NGO)



Priority area (a) – ESD school plans

ENVIRONMENT

1. Increase in schools adopting whole-institution approach to ESD
 - 12 – Yes, 1 – no data available (2017)
 - 14 – Yes, 1 – No, NGO – not relevant (2018)
2. Incentives and measures available
 - 10 – Yes, 2 – No, 1 – in process of establishing (2017)
 - 14 – Yes (incl NGO), 2 – No (2018)
3. Higher awareness of staff and students with ESD school plans
 - 11 – Yes (2 – no compare as all have sch. plans), 1 – No, other no data (2017)
 - 12 – Yes, 1 – No, 1 – comments, NGO – not relevant (2018)
4. Materials or resources available
 - 12 – Yes, 1 – No (2017)
 - 13 – Yes, 3 – No inf (2018)
5. Assessments or evaluations measuring impact
 - 9 - Yes, 4 – No (2017)
 - 12 – Yes, 2 – No, 1 – No inf., NGO – not relevant (2018)



Priority area (a) – ESD school plans

ENVIRONMENT

1. Increase in the number of schools adopting a whole-institution approach

14 of 15 countries answered with YES

- Some countries - data on quantity of schools
- Several indicate scope of implementation by levels of education
- New legislative changes (1)
- More funds (1)
- Others indicate the increased scope by various programs, projects and special structures established



Priority area (a) – ESD school plans

ENVIRONMENT

2. Incentives and assistance measures available

14 of 15 countries answered with YES; + NGO

- Legal frameworks (concepts & national programs) & policy level support
- Guidelines
- Award & certification schemes through special projects, networks and programs
- Funding of training courses for teachers
- Funding mechanisms (various incentives on different levels)



Priority area (a) – ESD school plans

ENVIRONMENT

3. Higher awareness of staff and students with ESD school plans
 - 12 of 15 countries Yes, 1 – No, 1 - comments and other no data

4. Recently produced materials or resources available
 - 13 – Yes (incl. NGO), 1 – No, 2 – no inf.

5. Assessments or evaluations measuring impact implemented or planned
 - 12 - Yes, 2 – No, 1 – no inf., NGO not relevant

Priority area (a) – ESD school plans

Concluding remarks



ENVIRONMENT

(similar conclusions to the last year)

- Whole school approaches increasingly adopted and supported by assistance measures
- Not implemented in majority of schools and not in all countries – Steering Committee unlikely to reach 2019 objective globally in the region
- Some countries introduced new measures since the last years, but not globally
- Important to continue sharing good practices, raising awareness of the government and providing capacity building assistance

Priority action area (b) – extension of ESD into teacher education



ENVIRONMENT

1. Advancements in initial training
 - 10 – Yes, 2 – No (2017)
 - 12 – Yes, 2 – No (2018)
2. Advancements in in-service training
 - 10 – Yes, 1 – No, others no clear answer (2017)
 - ALL – Yes (2018)
3. Beginning teachers with ESD training better?
 - 6 – Yes, 5 – No reliable data, 2 – no answer (2017)
 - 7 – Yes, 4 – No, others no reliable data, NGO – not relevant (2018)
4. Materials and resources available
 - 9 – Yes, 1 – No, 3 – no clear answer (2017)
 - 14 – Yes, 1 – No (2018)
5. Assessments or evaluations measuring impact
 - 7 – Yes, 6 - No (2017)
 - 11 – Yes, 2 – No (2018)

Priority action area (b) – extension of ESD into teacher education



ENVIRONMENT

1. Advancements in initial training

12 – Yes, 2 – No

- Legislation framework and political leadership reported by a large part of countries
- New policy measures developed on introducing ESD to teacher education
- SD introduced as cross-cutting theme in teacher education
- SD increasingly addressed in the curriculum for teacher education as a compulsory course in HEIs
- New structural units established for SD issues

Priority action area (b) – extension of ESD into teacher education



ENVIRONMENT

2. Advancements in in-service training (ALL – Yes)

- Progress in scaling up training on ESD in several countries
- Different training programs and courses, obligatory and optional, seminars, conferences, etc.
- Training provided through workshops and seminars by various stakeholders
- Networks and resource centres for ESD in teacher education

Priority action area (b) – extension of ESD into teacher education



ENVIRONMENT

3. Beginning teachers with ESD training better?

(7–Yes, 4–No)

- Not enough criteria to affirm (only 2 countries have evidence)

4. Recently produced materials and resources available

(14 – Yes, 1 – No)

- Mostly yes, but of different nature and few recent

5. Assessments or evaluations measuring impact

(11 – Yes, 2 – No)

- A set of criteria
- Analytical and research surveys
- Course and project evaluations
- Questionnaires, etc..

Priority action area (b) – extension of ESD into teacher education

Concluding remarks

ENVIRONMENT



- Resources and materials produced for initial and/or in-service teacher training in many countries
- Most resources available online, but not all countries
- Assessments or evaluations measuring impact – not systematic approach and some do not have yet
- In-service teacher training receives most attention
- Not always clear how many teachers are reached
- Networks and new structures have a major role to play

Priority action area (c) – to strengthen TVET in support of SD and transition to a green economy



ENVIRONMENT

1. Advancements in the reorientation of TVET
 - 8 – Yes, 2 – No, other no clear answer (2017)
 - 14 – Yes (incl. NGO), 1 – No, 1 – No data (2018)
2. Incentives and assistance measures available
 - 7 – Yes, 3 – No, 3 - No or no clear answer (2017)
 - 11 – Yes, 1 – No (2018)
3. TVET-oriented students better finding SD-related jobs?
 - 5 – Yes, 3 – No, 5 – No or no clear answer (2017)
 - 8 – Yes, 1 – No (2018)
4. Materials and resources available
 - 5 – Yes, 3 – No, 5 – No or no clear answer (2017)
 - 11 – Yes, 2 – No (2018)
5. Assessments or evaluations measuring impact
 - 3 – Yes, 6 – No, 4 – No or no clear answer (2017)
 - 7 – Yes, 6 – No (2018)

Priority action area (c) – to strengthen TVET in support of SD and transition to a green economy



ENVIRONMENT

1. Advancements in the reorientation of TVET
 - New legislation and reform of VET; specific projects & programs; revised curricula; courses with training standards; ESD in profile colleges; reference frameworks with relevant competences; expanding school networks, etc.. (not all countries)
2. Incentives and assistance measures available
 - Policy level support, improved funding, support of special school networks, donor funded programs & projects, etc.
3. TVET-oriented students better finding SD-related jobs?
 - Increase in employment rates of VET graduates recorded in several countries
4. Materials and resources available
 - Available tools and outcomes online, but not many specifically on TVET
5. Assessments or evaluations measuring impact
 - Few countries undertook (often not explicit on ESD, but just on sub-topics), others plan soon

Priority action area (c) – to strengthen TVET in support of SD and transition to a green economy

ENVIRONMENT



Concluding remarks

- Certain advancements in the reorientation of TVET in some countries reported
- Most countries still in process of planning TVET transformation
- Some improvement in assistance measures provided by government
- Assessments or evaluations measuring impact mostly in process or planning

Monitoring SDG 4 (Targets 4.7 and 4.a)

Questions 1-4



ENVIRONMENT

1. Stand-alone policy/plan/law, using “SD” language
 - 13 – Yes (incl. NGO), 2 – No
2. ESD in current education policy/ies and frameworks
 - 15 – Yes, NGO – not relevant
3. ESD in current school curricula
 - 15 – Yes, NGO – not relevant
4. ESD in the curriculum of pre-service &/or in-service teacher training
 - 13 – Yes, 2 – No, NGO – not relevant

ENVIRONMENT

5. Which dimensions of learning to reinforce in student assessment in the next 5 years, in relation to ESD

- Knowledge
 - 10 – Yes (incl. NGO), 1 – No, other no data or comments
- Skills and competencies
 - 9 – Yes (incl. NGO), 2 – No, other no data or comments
- Values and attitudes
 - 6 – Yes, 2 – No, other no data or comments
- Behaviours
 - 4 – Yes, 3 – No, other no data or comments
- None and/or no info



ENVIRONMENT

6. Are the other core elements of the Target 4.7 part of education in your country?

- Sustainable lifestyles
 - 13 – Yes, 1 – No, other no answer or no data
- Human rights
 - 14 – Yes, 1 – No
- Gender equality
 - 16 – Yes (incl. NGO), 1 – No
- Promotion of a culture of peace and non-violence
 - 14 – Yes, 1 – No
- Global citizenship
 - 15 – Yes (incl. NGO), 1 – No
- Appreciation of cultural diversity & of culture's contribution to SD
 - 14 – Yes (incl. NGO), 2 – No

Monitoring SDG 4 (Targets 4.7 and 4.a) Questions 7-9

ENVIRONMENT



- 8. Is Target 4.a (on education facilities) part of education policy in your country?
 - 11 –Yes, 3 – No
- 9. Is climate change education/environmental awareness mandatory at any level of education in your country?
 - 12 –Yes, 3 – No

Monitoring SDG 4 (Targets 4.7 and 4.a)

Questions 1-4: Concluding remarks

ENVIRONMENT

1. Most have stand-alone policy/plan/law/framework, using “SD” language
2. All countries: ESD reflected in current education policy/ies and frameworks, but to a very different extent
 - Specific regulations, action plans, lifelong strategies, guidelines, nation-wide or regional curriculum frameworks, and other
3. All countries: ESD reflected in current school curricula to the different extent
 - As mandatory or optional on different education levels, as cross-curricular topic, in extra-curricular activities, in various subject programs,
4. Most claim to have ESD in the curriculum of pre-service &/or in-service teacher training or plan to develop
 - Not systemic approach, not nation-wide, through specific modules/training courses, accredited programs, mostly in developing process



5. Which dimensions of learning to reinforce in student assessment in the next 5 years, in relation to ESD

- Dimensions of “Knowledge” and “Skills and competencies” are more frequently reflected in student assessment
- “Values and attitudes” reflected in less than half of the countries
- “Behaviours” – very rarely (4)
- Others - None and/or no info



ENVIRONMENT

6. Are the other core elements of the Target 4.7 part of education in your country?

- Sustainable lifestyles
- Human rights
- Gender equality
- Promotion of a culture of peace and non-violence
- Global citizenship
- Appreciation of cultural diversity & of culture's contribution to SD

Most countries report that all these core elements of Target 4.7 are included in educational content

Monitoring SDG 4 (Targets 4.7 and 4.a) Questions 7-9: Concluding remarks



ENVIRONMENT

- 8. Is Target 4.a (on education facilities) part of education policy in your country?
 - Most said YES, but in different ways: some assuming theoretically, reports on upgraded buildings, through targeted projects or specific funding schemes
- 9. Is climate change education/environmental awareness mandatory at any level of education in your country?
 - Most said YES, but to different extent: diverse school subjects in all or some school levels, as cross – curricular topics, mandatory or optional, etc.



Informal reporting 2018

Concluding remark

ENVIRONMENT

Countries work hard on the implementation of the national Strategies for ESD

and

Many achievements had been recorded and demonstrated

but

still more work has to be done to address all priorities on the nation-wide level in efforts to apply a whole-institution approach



Thank you!

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