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

Fourteenth meeting

Geneva, 2 and 3 May 2019

Item 6 of the provisional agenda

Outline of the draft workplan for the post-2019 implementation framework

Outline of the draft workplan for the post-2019 implementation framework for the UNECE Strategy for Education for Sustainable Development

Note by the secretariat

1. At its thirteenth meeting (Geneva, 3-4 May 2018), the United Nations Economic Commission for Europe (ECE) Steering Committee on Education for Sustainable Development held discussions on priority action areas and concrete issues beyond the completion of the fourth national mandatory reporting cycle (2017–2019). It proposed to select the future issues from the six priority action areas set out in the Batumi Ministerial Statement on Education for Sustainable Development (ECE/BATUMI.CONF/2016/2/Add.2) and included in the framework for the future implementation of the Strategy. These priority action areas should align with the Global Action Programme on Education for Sustainable Development (GAP) of the United Nations Educational, Scientific and Cultural Organization (UNESCO), bearing in mind that the first phase of the GAP ends in 2019 and that UNESCO was in process of preparing a framework for subsequent action with certain thematic priorities.
2. The Committee highlighted that other topics for discussion should focus on practical ways to promote education for sustainable development (ESD) across all levels and types of education at the national level, scaling up the ESD process at the international level and stressing the Strategy's importance as a core instrument for implementation of the 2030 Agenda, the Sustainable Development Goals and other international environment-related processes and instruments.
3. The Committee had set up an ad hoc advisory group for discussing current challenges and future priorities for the Committee's work and formulating strategic proposals for the further promotion of ESD in the region until 2030.



4. The first meeting of the ad hoc group was held in the Hague, the Netherlands on 27-28 November 2018 with the support of the Government of the Netherlands. The ad hoc group developed practical proposals for consideration and adoption at the fourteenth meeting of the Steering Committee to be held on 2-3 May 2019.
5. The outline of the draft workplan for implementation of the UNECE Strategy for Education for Sustainable Development after 2019 was prepared by the ad hoc group in consultation with the Bureau. The outline is based on the draft concept note for the post-2019 implementation framework, also elaborated by the ad hoc group during its first meeting. It is aimed to establish a road map of activities to be undertaken during the post-2019 implementation phase to further the implementation of the Strategy at the national and international levels in accordance with the mandate, articulated by education and environment ministries at the Batumi High-level Meeting.
6. The Steering Committee will be invited to consider the proposed outline of the draft workplan for implementation of the UNECE Strategy for Education for Sustainable Development after 2019 (Annex I). The outcomes of the discussion and comments will be incorporated in the draft to elaborate the final document for its official submission to the next meeting of the Committee in 2020.
7. At its thirteenth meeting, the Steering Committee adopted the draft workplan for 2017–2019 for the UNECE Strategy for Education for Sustainable Development (ECE/CEP/AC.13/2018/3) with minor changes proposed by members. The secretariat incorporated those changes into the document and the final text was approved through the silence procedure. Annex II contains the amendments as proposed at the thirteenth meeting of the Steering Committee and incorporated into the final document.
8. The Steering Committee will be invited to take note of the final text of the draft workplan for 2017-2019 for the UNECE Strategy for Education for Sustainable Development (ECE/CEP/AC.13/2018/3).

Annex I

Outline of the draft workplan for the post-2019 implementation framework for the UNECE Strategy for Education for Sustainable Development

Strand 1: Whole institution approach to education for sustainable development – institutions as communities of transformational learning

Activities	Description	Funding Resources	Time-line for implementation	Partners for implementation
Practical guide for implementing whole institution approach to ESD	This guide will include specific questions and a set of quality criteria that will facilitate a tailored reorientation of organizations and institutions to whole institution approach to ESD at the institutional, governmental, and organizational levels	Explore the possibilities of funding by a member State or jointly with other organizations	2020-2022	Establish an expert group that will work exclusively on the practical guide
On-line tool for whole institution approach to ESD	The guide will outline what is needed to establish a strategy on ESD whole institution approach in each organization; how the long-term implementation of the strategy can be ensured; how to achieve a consensus; and what are the key points of the whole institution approach at various levels. It will include examples of training activities and workshops that will support stakeholders in devising their institutional strategies on whole institution approach to ESD.	Explore the funding mechanisms through various projects	2022-2026	Establish a consortium of partners (from the Steering Committee members) that will prepare, submit and implement the proposal
Collection of good practices of whole institution approach to ESD	Publication with whole institution approach examples from various sectors (schools, universities, governments, private sector, local communities, NGOs, etc.)	Explore the possibility of funding by a member State	2027-2030	Open call to the Steering Committee member States for contributing and providing of good practice examples based on specific criteria

Strand 2: Quality education and education for sustainable development

Activities	Description	Funding	Time-line for implementation	Partners for implementation
The engagement of quality education professionals, organizations and authorities in ESD and SDG dialogues	<p>Every member State has authorities and professionals responsible for education quality and standards. These stakeholders are new to ESD or SDGs in education. Activities are proposed to engage with this specific group.</p> <p>Examples of activities include creating an international e-network in ESD for quality education professionals and organizing side events at national and international conferences of quality assurance agencies (INQAAHE; ENQA; etc.)</p>	Possibly – submitting proposals for Erasmus+ grants, over 2020-2030	<p>By 2020-Establish a consortium of partners from government agencies as well as education establishments.</p> <p>2020-2022: Programme focus on higher education</p> <p>2022-2024: focus on early childhood education</p> <p>2024-2026: focus on VET education</p> <p>2026-2028: focus on primary and secondary education.</p> <p>2028-2030: Consolidation</p>	European Union, UNEP and UNESCO
The development of quality criteria frameworks for embedding ESD into each educational level - early childhood, primary and secondary schools, colleges (TVET) and universities	<p>International sectoral working groups would be established, and Quality criteria developed for each educational level.</p> <p>Guidebooks and guidance material can be published.</p>	Same as above	Same as above	Establish an Expert Group to work together with the group working on activity 1

The development of a benchmarking tool for assessing the practice of embedding ESD into education quality system	The quality criteria would be accompanied by a benchmarking tool providing brief case studies and/or examples of embedding ESD into various levels of system	Same as above	Same as above	The above Expert Group
The development and delivery of an ESD/SDG professional development programme for education quality professionals, authorities and agencies as well as education managers and leaders	Development of series of national workshops across the UNECE region to support stakeholders in embedding ESD into their quality education polices and institutions	Erasmus funding could support the development and testing of this programme. More funding would be needed for rolling out the programme later.	2025-2030	Member states and partners supporting the Erasmus+ project identified above

Strand 3: Digital education, information and communications technology and education for sustainable development

Activities	Description	Funding	Time-line for implementation	Partners for implementation
Develop digital resources and tools	Develop digital resources and tools to strengthen the actual potential for ICT to combine formal, non-formal and informal learning and to highlight the impact of ICT into the current educational scenario	Erasmus + funding could support this programme	2020-2023	Establish a consortium of partners: UNESCO, teacher training Centers on ESD, research Institutes and NGOs
Review of blended learning	Blended learning combines face-to-face training, conducive to interactions between learners and trainers, and e-learning, creating an effective way to train through models of immersive learning.	Ministries of Education and Employment, UNEVOC/TVE T	2021-2025	Establish a group of partners from the Steering Committee members to identify a common strategy and then to generalize it.
Apply Learning Analytics to ESD	Apply Learning Analytics to ESD - to measure, collect, analyze, and process data related to learners and their environments to understand and optimize learning and	Erasmus +, Ministries of education and environment, UNEVOC	2021-2024	Group of experts from the Steering Committee members, educational research institutes, PhD students

	the conditions under which it occurs			
Develop social networks as a key tool for ESD	Develop social networks as a key tool; consider bringing an educational purpose to these social networks through their functional integration in a framework, strategy or itinerary	Foundations, NGOs, ministries,	2020-2025	Partners from various fields concerned by this activity (sociologists, networks specialists, philosophers, etc.)

Strand 4: Entrepreneurship, employment, innovation and education for sustainable development

Activities	Description	Funding	Time-line for implementation	Partners for implementation
To provide a guiding framework for 21st century competences	There's the need for operational definition of 21st century competences for improved planning and assessing across age levels and subjects. To connect core subjects and 21st century competences, it is necessary to compile the information on publicly accessible tools in support of entrepreneurship, employment and innovation, and ESD (DigComp, EntreComp, sharing of reports like the GEM report, etc.). (Links to these documents/tools can be published on the ECE website)	Explore the possibilities of funding by a member State or jointly with other organizations	2020-2021	Establishment of an expert group that will work exclusively on practical guide
	To support sustainable youth entrepreneurship, recommendations should be developed: for educational personnel (managers, teachers, support staff); and for government decision-makers.	Explore funding mechanisms through various projects	2022-2024	Establishment of an UNECE expert group that will work exclusively on practical guide
	Prepare guidelines for educational personnel - managers, teachers, support staff	Explore funding mechanisms of UN agencies	2021	UNECE staff with another UN agency

Representation at the meetings of the ECE Steering Committee on ESD	<p>Prepare official recommendation letter for governments</p> <p>To become agents of change, youth should have a greater say in decision-making on issues that directly affect them. Steering Committee could become a pioneer in opening up the discussion to youth representatives. This could take various forms - youth delegates taking part in the Steering Committee meetings; national focal points consulting with youth representatives; etc.</p>	To form an ECE youth network	2020-2021	UNECE in coordination with UN agencies
Share the good practice initiatives	<ul style="list-style-type: none"> • Different tools can be considered for sharing good experience and practical examples, such as: • Creating digital platforms with role models; • Improving and regularly updating ECE website; • Sharing educational guidelines for the students, teachers, schools, universities, etc; • Bringing the good practice initiative to a higher level; • Organizing conferences, competitions, exchange programs, etc. for youth; • Exploring the potential of the scorecard to be used as quality framework for training providers; • Organizing webinars to support dialogue on project outcomes and to 	Investigating the possibility to be funded from a member country from the Steering Committee or published jointly with other organizations	2025-2030	<p>UN agencies,</p> <p>ESD Major Programs in Ethiopia¹</p> <p>Regional Centers of Expertise (RCEs) on ESD²</p>

¹ ESD MAJOR PROGRAMS: Education/Vocational Skills Training & Entrepreneurship/livelihood and Community Development <https://esdethio.org/vocational-skills-training-and-entrepreneurship/>

² RCE Vienna: ESD and Sustainability Entrepreneurs – The potential of RCE for greening the economy Authors: Christian Rammel and Joshua von Gabain The RCE Vienna – working in the cross-border region

	share positive experiences			
VET and Green Economy	<p>Teachers of vocational education system to be trained to assist graduates in developing new skills and competences for SD, based on the market challenges;</p> <p>More emphasis to be put on upgrading teachers' qualification (policy recommendations for capacity building);</p> <p>To establish support structures for youth from vulnerable groups³, for skills development and counselling</p>	<p>Explore the possibilities of funding by a member State or jointly with other organizations</p>	2023-2025	<p>Establishment of an expert group that will work exclusively on the role of the VET and Green Economy on the Youth Entrepreneurship, Employment, Innovation and ESD.</p> <p>UNECE in coordination with other UN agencies.</p>

³ ESD MAJOR PROGRAMS: Education/Vocational Skills Training & Entrepreneurship/livelihood and Community Development <https://esdethio.org/vocational-skills-training-and-entrepreneurship/>

Annex II

Amendments as proposed at the thirteenth meeting of the Steering Committee and incorporated into the final document “Draft workplan for 2017-2019 for the UNECE Strategy for Education for Sustainable Development” (ECE/CEP/AC.13/2018/3)

1. At the thirteenth meeting of the Steering Committee, the following changes were adopted to the final document “Draft workplan for 2017-2019 for the UNECE Strategy for Education for Sustainable Development” (ECE/CEP/AC.13/2018/3).

2. After the para 51 (Section D), a new paragraph 52 was introduced as follows:

“52. To follow up on the above consideration, the Committee, at its thirteenth meeting, held on 3-4 May 2018, agreed to establish an Ad hoc Group for brainstorming on concrete proposals for the elaboration of the framework of activities for the implementation of the Strategy in the region after 2019, that would help to develop the work plan for the post-2019 implementation phase. The Committee agreed to hold a meeting of the newly created Ad hoc Group before the next Steering Committee meeting in 2019.”

3. After the insertion of paragraph 52, the following paragraphs had to be re-numbered accordingly.

4. In Annex II of the document (ECE/CEP/AC.13/2018/3) “Proposed timeline for reporting” of the draft workplan, the text and the table have been revised as follows:

“The proposed timeline for the preparation and submission of national implementation reports set out below aims to facilitate the reporting exercise at the national level. Member States are asked to respect the deadline of 1 November 2018 to ensure sufficient time for the preparation of the report on progress in implementation during the first post-2015 phase of implementation of the Strategy at the regional level, and the reflection of any review of implementation in the discussions on education for sustainable development within the framework of the Steering Committee.”

<i>Process in a country</i>	<i>Time required</i>	<i>Tentative timing</i>
First draft of the report	1 month	June 2018
Multi-stakeholder consultation on the draft	1–3 months	July-September 2018
Final report preparation (including translation, where required)	1 month	October 2018
Deadline for submission of national implementation reports to ECE		1 November 2018