



Informal country reporting

8th Steering Committee meeting
21 March 2013





Informal country reporting

- Informal, annual sharing of activities
- Not part of the formal reporting cycle (2007, 2010, 2015)
- 19 reports submitted
- Reports online at <http://www.unece.org/env/esd.html>





Issues for reporting 2013

1. To ensure that there is an ESD school plan in every school by 2015

2. Promote the introduction of ESD into teacher education

3. To reorient TVET in support of sustainable development and the transition to a green economy





Issue 1 – ESD school planning

Half of the reports state that incentives in support of ESD school planning are in place:

- Policy frameworks in support of ESD school planning
 - E.g. Austria, Canada, Cyprus, Estonia, Finland, Switzerland, Germany, Romania
- Certification schemes
 - E.g. Sweden, Netherlands





Issue 1 – ESD school planning

Observations

- Unclarity about ESD school planning/ whole school approach
- The whole school approaches advances – and potential remains to be tapped
- How to address “whole school development” in teacher education / training of principals?





2. Promote the introduction of ESD into teacher education





Issue 2 – teacher education

In-service education

- Continuous in-service training programmes on ESD developed and supported by the government
 - E.g. Croatia, Cyprus, Estonia, Finland, Romania
- Multi-stakeholder cooperation on offering in-service training on ESD
 - E.g. Kyrgyzstan, Armenia, Poland, Romania





Issue 2 – teacher education

In-service education:

- University level post graduate studies on ESD for teachers
 - E.g. Canada, Georgia, Montenegro

Teacher educators:

- Graduate level university course
 - E.g. Austria

Networks for ESD in teacher education:

- E.g. Austria, Cyprus, Netherlands





Issue 2 – Teacher education

Initial teacher education

- Policy recommendations developed on introducing ESD to teacher education
 - Canada, Sweden
- SD introduced as cross-cutting theme in teacher education
 - Sweden
- SD addressed in a set of subjects that are found to be relevant for SD in teacher education
 - Monaco, Denmark, Romania
- Compulsory course on principles of SD for educators
 - Ukraine





Issue 2 – Teacher education

Observations

- In-service teacher training receives most attention
- Diversity of actors contributes to training of educators
- Unclear how many teachers are reached
- Networks have a major role to play
- A number of activities have limited timeframes





3. To reorient TVET in support of sustainable development and the transition to a green economy





Issue 3 – ESD in TVET

- Research on green skills
 - E.g. Kyrgyzstan, Switzerland
- Specific courses on SD/Green economy introduced in TVET
 - E.g. Czech Republic, Cyprus, Georgia, Monaco





Issue 3 – ESD in TVET

- Special focus on entrepreneurship as an educative tool to advance ESD
 - E.g. Sweden
- Closely cooperating with business to address SD related themes
 - E.g. Croatia, Denmark, Finland, Romania





Issue 3 – ESD in TVET

- Countries have provided considerably less information on this topic than on the other issues
- Rarely a structural integration of ESD is reported, however a number of projects, programmes and courses are available that address SD relevant themes
- The necessity to cooperate with businesses is underscored in a range of reports





Thank you for your attention

