



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

16th meeting, 10 and 11 May 2021

Information Paper 1

Proposed topics for reporting on progress in the implementation of the UNECE Strategy for Education for Sustainable Development

Item 2 (b) of the provisional agenda:
Implementation of the UNECE Strategy for Education
for Sustainable Development: Progress in implementing the Strategy

Prepared by the Secretariat

Note for your attention: This questionnaire is not a formal reporting, but an intermediate informal reporting exercise to report on the current situation in your country at the beginning of the period 2021-2030, particularly regarding new policy developments with regard to progress on SDGs and impact of COVID-19.

Some questions follow the updated format for reporting which is currently in progress of finalising and the four strands of work which were discussed during the recent meetings of the ECE Steering Committee on ESD. A formal format for reporting will be finalised as soon as the new concept note for strategic planning 2021-2030 is approved and the questionnaire/format for reporting is brought further in line with the UNESCO scheme for reporting.

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 sixteenth meeting of the ECE Steering Committee on Education for Sustainable Development, countries are requested to fill in the questionnaire below, informing on progress made and challenges encountered in working on priority action areas after the fourth mandatory reporting cycle carried out in 2018 and since the fourteenth Steering Committee meeting (Geneva, 2 and 3 May 2019).
4. Countries are kindly requested to submit this information in writing to the secretariat via e-mail (nona.iliukhina@un.org and esd@unece.org) by **20 April 2021**.
5. The secretariat will review the information submitted and deliver a brief synthesis presentation at the Steering Committee's sixteenth meeting. The presentation will be followed by an interactive discussion.
6. In the below questionnaire, particular attention is to be paid to: (a) the priority action areas of the proposed newly drafted concept note for the post-2019 implementation framework (quality education and ESD; whole institution approach and ESD; digital education, information and communications technology and ESD; entrepreneurship, employability, innovation and ESD); (b) the impacts of the coronavirus disease (COVID-19) pandemic on ESD implementation.
7. Countries will be invited to complement the secretariat's presentation with interventions on outstanding activities and initiatives implemented since the fourteenth Steering Committee meeting (Geneva, 2 and 3 May 2019), in particular with regard to how the implementation of national strategies for ESD contributes to the new developments and challenges for ESD in the region. Given the limited time available, countries will only have up to three minutes each for interventions from the floor.

Questionnaire for 2021 informal country¹ reporting on the implementation of the priority action areas of the newly drafted concept note for the post-2019 implementation framework²

Advances made and challenges encountered since the fourteenth Steering Committee meeting in May 2019

I. Priority action area (a)

Encouraging countries to embed ESD into quality standards, frameworks and resources associated with formal quality assessments and institutional reviews

1. Are there currently any national or subnational quality assessment/enhancement systems that address ESD in your country?

Yes No

- *Please specify*

Schools are encouraged to use school quality management system (QMS) to support the concerns of ESD. QMS is the new quality management system which will apply to all types of school form from the 2021/22 academic year. QMS's paramount objective is to provide the best possible support for pupils' learning and learning outcomes. The key points for a National Quality Framework are defined. This is the basis for further specification in a participatory process within the different levels of the school system. There are two clearly defined supporting elements at and/or between all the levels of the school system: development plans and periodic (performance) reviews and discussions on target agreements. Concerning ESD, schools are encouraged to choose relevant points of interest or needs in their actual development also focusing on the topics of ESD.

Schools within the ÖKOLOG-network write annual reports that reflect on the achievements and ESD-activities of the school and to make them visible.

The Austrian Ecolabel for schools and for university colleges of teacher training encourages the protection of environment & climate, health care, quality of education and education for sustainable development. To gain the Ecolabel, the schools/institutions undergo an external assessment process. The assessment includes, among others, the following fields of action: Environmental management, information and social affairs, Educational quality and education for sustainable development, Energy use and saving, construction work, School's own outdoor area.

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

² The latest draft (to be updated for the upcoming 16th meeting) is available from http://staging2.unece.org.net4all.ch/fileadmin/DAM/env/esd/15th_Meeting_SC/Doc/Informal_documents/Information_Paper_No._7_-_Draft_concept_note_post-2019_implementation.pdf

2. Do quality frameworks exist in your country, for integrating ESD/SDGs in teachers' professional development?

Yes No

Please specify

At present new curricula for teacher education are established and there have been adopted a series of policy papers for ESD to be integrated. The Austrian Federal Ministry for Education, Science and Research has commissioned a policy paper for integrating ESD in teacher education.

The educational objectives and training areas are set out in the respective federal laws (Universities Act 2002, Act on the Organisation of University Colleges of Teacher Education, Act on Quality Assurance in Higher Education) by means of framework specifications (according to Federal Act on the New Teacher Training Scheme). The detailed design of the curricula is the responsibility of the educational establishments, therefore the curricula for teacher training programmes have different emphases. The topic of ESD is present in several teacher training curricula for primary education, secondary general education and vocational education.

Amendment (2018) to the Universities Act --> Sustainable Development is to be integrated into the performance agreements 2019-2021 between Universities and the Federal Ministry of Education, Science and Research (0,5% of the overall budget can be retained by the federal minister). To ensure the implementation of measures for the social dimension in teaching as well as the inclusion of underrepresented groups into HE, the federal minister can retain up to 0,5% of the overall university budget.

University colleges of teacher training offer demand-oriented courses and in-service training seminars at schools and across schools as well as specific university courses. The broad spectrum of content includes in particular human rights education and peace education, but also environmental education, globalisation and sustainability, which take into account topics such as climate change, biodiversity and consumer behaviour. A special focus is placed on the 2030 agenda. 12 of 14 university colleges of teacher education engage as ÖKOLOG school network partners. In order to initiate ÖKOLOG impulses in the university colleges of teacher education contact persons for ÖKOLOG were nominated. With these, seminars are held every six months to exchange information and experiences on the ESD activities at the university colleges of teacher education in the areas of teaching, learning, organisation and research.

The Austrian Ecolabel for schools and for university colleges of teacher training encourages the protection of environment & climate, health care, quality of education and education for sustainable development. To gain the Ecolabel, the schools/institutions undergo an external assessment process. The assessment includes, among others, the following fields of action: Environmental management, information and social affairs, Educational quality and education for sustainable development, Energy use and saving, construction work, School's own outdoor area.

Encouraging countries to embed ESD into quality standards, frameworks and resources associated with formal quality assessments and institutional reviews

- 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
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II. Priority action area (b)

Promoting the whole institution approach (WIA) in every institution of formal, non-formal and informal education

1. Has there been any significant advancement made in your country for promoting WIA in formal education?

Yes No

• *Please specify*

A holistic approach within education is intended through the ongoing curriculum development process. A process of renewing the curricula for elementary and lower secondary school with teachers and scientists involved has been kicked off in January 2019. The aim is to update the general part and the subject curricula and to include key topics of the government programme such as digitalisation and entrepreneurship education. The new curricula will be competence-based and are to be reduced to essential educational goals. The cross-curricular educational principles are to be strengthened. ESD will be introduced as a guiding principle and is to be related to the other cross-curricular educational principles (holistic approach).

The ÖKOLOG programme is based on a whole-school-approach. More and more schools (at the moment over 620 schools) are members of the ÖKOLOG School Network. Central support is provided by the Federal Ministry of Education, Science and Research and by Institut of Instructional and School Development at University of Klagenfurt. The primary goal of ÖKOLOG is to integrate ESD into school. Within ÖKOLOG schools identify the ecological, technical and social conditions of their environment and, on the basis of these, define objectives, targets and/or concrete activities and quality criteria to be implemented and evaluated. Students as well as all other actors at schools should be involved in a participatory way, and collaboration with authorities, businesses and other interested parties is encouraged.

On the level of higher education many Austrian universities, universities of applied science and university colleges of teacher education have participated in programmes supporting education for sustainable development as a whole institution (Alliance of Sustainable Universities, UniNetz, uniko-manifest for sustainability). This development is fostered by performance agreements between the Ministry of Education, Science and Research and the respective institutions of higher education.

• *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*

2. Has there been any incentives in your country for integrating WIA in formal, non-formal and in-formal education?

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

3. Has there been any initiatives in your country for integrating WIA in non-formal and in-formal education?

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
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III. Priority action area (c)

1. Did COVID-19 importantly change ICT and digital education used for teaching and learning on ESD in your country?

Yes No

Please specify

The Covid-19 pandemic has had major implications on the education system and on digital education; most of the teaching was moved online.

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

2. In your country, do there exist any programs that support educational actors (teachers, mentors, inspectors etc) to integrate ICT and digital education in ESD?

Yes No

Please specify

To integrate in every topic (nothing especially in ESD)

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

3. Is any assistance provided on national level for embedding ICT and digital education on ESD/SDGs?

Yes No

Please specify

Tools, materials, methods, further trainings for teacher (on every topic)

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

IV. Priority action area (d)

Enhancing entrepreneurship and employment within ESD

1. Do you have in your country ESD programs that support students/youth entrepreneurship?

Yes No

Please specify

The National Action Plan of Entrepreneurship Education pursues sustainable Entrepreneurship Education in accordance with the SDGs.

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

2. Are there any mechanisms on national level that strengthen students/youth entrepreneurship competences related to ESD?

Yes No

Please specify

e.e.si (Entrepreneurship Education for Innovation at School) is a school network for VET schools (schools of business administration). In an Entrepreneurship School, measures to encourage entrepreneurial thinking, personality forming and education towards responsible citizens (TRIO model) are an integral part of teaching and day-to-day school life. Entrepreneurship education and school development should move forward jointly and include all school stakeholders. The SDGs are important points of reference for e.e.si schools.

The Entrepreneurship Summit is the main event of the annual Global Entrepreneurship Week in Austria. Recent summits had a strong focus on the SDGs.

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

3. Are there any incentives for ESD on national level which prepare students/youth for the sustainable entrepreneurship and green jobs?

Yes No

Please specify

The Green Days are the largest event for young people on green jobs and orientation in professional life. Every year over 200 participants take part and get an overview of vocational training and voluntary activities in the environmental and sustainability area in Austria.

In 2021 at the first digital Green Days, the participants were able to take part in the diverse online programs: lectures, workshops, live excursions and the orientation rooms.

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

V. *COVID-19 and ESD*

1. Has COVID-19 impacted the implementation of UNECE Strategy for ESD in your country?

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

2. Does your country face specific challenges for integrating ESD on the national level during COVID-19?

Yes No Please specify

During the COVID crisis, schools were temporarily closed for classes. The lessons could only be carried out with online conference software.

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

3. What are the lessons learnt in your country from COVID-19, which, to your opinion, would strengthen the role of ESD in the national context as a vehicle for empowering youth and citizens to be more resilient in future emergencies?

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
