



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

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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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

- The implementation of new curricula in schools started in September 2019. Among others started the implementation of the cross-curricula theme SD.
 - Implementation of Sustainable Development topics in national VET curricula, STEAM curricula, especially vocational curricula (Environmental technician, Forestry technician, ecological technician, ...).
 - More schools have been involved in international Eco-Schools Program.
 - The Ministry of Science and Education co-finances:
 - cross-curricular activities related to ESD activities in primary and secondary schools
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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

- partnership projects prepared by civil society organizations and schools related to ESD activities in primary and secondary schools.
- 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 X No

- The WIA is promoted in teacher training on ESD.
- In the curricula reform schools are encouraged to organize project days regarding the cross-curricula themes (one of them is SD) which would include the whole school.

• 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 X No

- Yes, by introducing sustainable development topics in programs at the national and lower levels to local communities, municipalities and cities, cooperation and projects with environmental associations and companies (greater visibility of sustainable development in media information and company work).

• 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

III. Priority action area (c)

Supporting ESD within ICT and digital education

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

Yes X No

- There are more webinars and online courses for teachers, students, reducing in a way a better contribution by live workshops and situational learning do it yourself - especially field work

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

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 X No

Teacher training on ESD is done entirely online and through it the teachers are taught how to use different digital tools and implement them in their work.

- Ministry of Science and Education, Education and Teacher Training Agency, Agency for Vocational and Adult Education, Agency for Mobility and European Integration, Croatian Academic Network

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 X No

Sustainable development topics in programs at the national and lower levels to local communities, municipalities and cities.

Financial support for cooperative in primary and secondary schools.

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 X No

Projects, mutual cooperation and exchange of experiences, examples of good practice from national to local levels.

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 X No

Topics of sustainable development in programs of all levels, elective and optional programs, the possibility of participating in projects on the topic of sustainable development with institutes, faculties, schools.

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 X No

There is an absence of numerous conferences, lectures, workshops and situational learning, especially in real conditions - a substitute: simulations, webinars, online courses.

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 X No

Precisely in the need for a better understanding in terms of living words at meetings, lectures, fieldwork.

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 X No

Taking responsibility for oneself and acting independently in life situations.

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
