



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

16<sup>th</sup> 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](mailto:nona.iliukhina@un.org) and [esd@unece.org](mailto: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 country<sup>1</sup> reporting on the implementation of the priority action areas of the newly drafted concept note for the post-2019 implementation framework<sup>2</sup>

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

### I. Priority action area (a)

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

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**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
    - Teachers Professional Standard for practitioner teachers includes ESD as a mandatory requirement for classroom instruction, it is adopted by the Ministry of Education and Science in June, 2021.
    - Benchmarks, which defines competences of educational programmes with regard to specific directions or field/specialization considering appropriate levels of education is based on the National Qualifications Framework and European Qualifications Framework. Sector Benchmarks in Education was approved in 2018, ESD is underlined as an essential competence for future teachers. Starting from 2018 newly accredited programs will consist courses on SD, GCED, 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
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### II. Priority action area (b)

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

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**1. Has there been any significant advancement made in your country for**

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<sup>1</sup> Countries with a federal structure are free to provide several inputs or questionnaires from different states or entities, if appropriate.

<sup>2</sup> The latest draft (to be updated for the upcoming 16<sup>th</sup> 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](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)

**promoting WIA 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

**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, see the answer below, under item 3.
- 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
- “New School Model” is initiated by the Ministry of Education and Science to support schools to implement 3<sup>rd</sup> revised curriculum. Teachers’ guidelines and training modules in more than 300 schools are offering innovative pedagogical approaches for integrated lessons in compliance with the national curriculum. Teacher Instruction and Coaching Module as part of the teacher training programme. For school principals within the training methodology for promoting WIA was offered. 155 schools initiated WIA in their schools.

CENN, together with the Ministry of Environmental Protection and Agriculture (MEPA), Ministry of Education and Science (MoES) and the Parliament of Georgia, announces Niko Ketskhoveli School Awards annually – Sustainable Development Goals

The aim of the School Awards are the following:

- ✓ Support environmental education and civic engagement;
- ✓ Raising awareness on SDGs among young people and local community;
- ✓ Enhance environmental and community initiatives.

- 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)**

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Supporting ESD within ICT and digital education

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

Yes  No

Please specify

- Existing pandemic circumstances changed the work style of Environmental and Education Centre (EIEC) of MEPA. E.g.,

planned annual environmental and agricultural seminars and trainings, which ensures implementation of ESD switched to an online educational process. Besides, for the implementation “Environmental and Agricultural Education in School” one of significant activity is to conduct nationwide trainings for teachers. Due to the pandemic circumstances, trainings will be conducted online. On this purpose, EIEC plans to create a special asynchronous and synchronous teaching module.

Furthermore, envisaging the needs of schools of Georgia and present-day challenges the National Center for Teacher Professional Development developed a conception of “Education e-House”, which aims at establishing the unified professional development platform, which will consolidate all types of services and resources of professional development intended for the school community. The platform will support the creation of a democratic and harmonious community through a whole school approach, collaboration with various institutions and community involvement. It is worth noting that this platform enables flexibility. To be more specific, interested individuals are completely free to access the platform at their convenience (from any geographical location, time of the day, etc.) and gain full benefit.

Project aims:

- To support academic and personal growth of school students by means of continuous professional development of principals, teachers and parents;
- To provide principals, teachers and parents with transparent, equitable and available services and resources commensurate with the policy of professional development.

Notably, an unprecedented opportunity will be given to school principals in Georgia to get involved in a continuous professional development cycle with the view of gaining confidence and developing necessary competencies. The services in this direction include the following main components: instructional leadership, general management, financial and human resource management, school maintenance, developing school needs-based curriculum, identifying teachers’ needs, supporting teachers in professional development, evaluating the lesson process, analysing students’ academic achievements, etc. Services and resources within cross-curricular directions include the principles of sustainable development, citizenship, school safety, democratic culture, ICT competences, cross-curricular competences, special education, research, etc. (See appendix 1. Organizational chart of Education E-House).

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  No

Please specify

*- One of the most notable activities on national level for embedding ICT/digital education on ESD/SDG's was translation of "Green Economy training course" materials within EU4Environment project. Green economy course initiated and created by UNITAR and translated and adapted by EIEC. Existing electronic and video training materials have been integrated on a special online platform, which provides opportunity to all stakeholders to take the course.*

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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**IV. Priority action area (d)**

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*Enhancing entrepreneurship and employment within ESD*

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

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. Are there any mechanisms on national level that strengthen students/youth entrepreneurship competences related to 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. Are there any incentives for ESD on national level which prepare students/youth for the sustainable entrepreneurship and green jobs?**

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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**V. COVID-19 and ESD**

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

Yes  No   Please specify

*- The Covid 19 has caused particular impact on some educational activities, which is impossible to conduct without practical or field works. These types of training were postponed while all types of public gatherings were prohibited. For example, these types of courses were trainings for farmers in different locations, as well as training of environmental legal regulations for representatives of the municipalities.*

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

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

*- COVID-19 has shown and taught us that in some cases it is effective to held trainings online, as increasing access to the courses and the place and time of the training is no longer a barrier. Online training saves logistical costs, while the participants can easily attend the trainings from other cities or even other countries, which was an obstacle before the pandemic. In addition, it is easy to make training records, which increases the sustainability of the training. Depend on these benefits and demand online training will be held with face-to - face trainings at the same time. For Example due the Covid 19, one of the successful environmental education program for general public school students, "Eco-leaders" switched to online learning. It gave the registration opportunity to students even outside of Georgia. This year, online learning showed us one more advantage like breaking long distance barrier.*

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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Appendix 1. Organizational Chart of Education E-House

