



# **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 – Not available for CAREC. CAREC is intergovernmental regional organisation, and can only provide general regional information, not national. There are different situations in Central Asian countries on this issue, but in most of the cases Environmental education (EE) is reflected in Education laws, Concepts, and Strategies, but not ESD. NFPs in the Central Asian countries will clarify the situation at the national level in their reports.*
- *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. Not available for CAREC. But most of the activities on integrating ESD/SDGs in teachers' professional development in 2010-2020 were **implemented in frames of UNESCO and UNECE projects** and targeted teachers of universities of Central Asia, instructors and lecturers of Teacher training institutions (TTIs) and NGOs working on EE and 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 promoting WIA in formal education?**

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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)

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

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Yes  No

• Please specify *Not available for CAREC*

• 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. *Not available for CAREC*

• 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

*The project “Sustainability Begins with Teachers in Central Asia” was implemented in Central Asia by the Regional Office of UNESCO in Bangkok and the Cluster Bureau of UNESCO for Central Asia in 2017-2019. The project targeted about 70 universities and TTIs of Central Asia. CAREC was subregional partner of the project. Two regional workshops were organised by CAREC and UNESCO in Almaty and Tashkent, and more than 30 institutional ESD-projects were implemented at the level of national universities.*

• 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

*Because of the COVID-2019 pandemic, in 2020 and in the first quarter of 2021 all CAREC activities have been implemented in the online format:*

• *For the first time in the history of the CALP, the 11th Central Asian Leadership Programme (CALP) was conducted online on September 14-20, 2020 (<https://carececo.org/en/main/news/news/startuet-innovatsionnaya-onlayn-11-ya-tsentralno-aziatskaya-programma-liderstva-po-okruzhayushchey-s/>). It was devoted to the implementation of the Sustainable Development Goals (SDGs) in the context of and as a contribution to a robust COVID-19 recovery in the fields of environment, society, and/or economy, as well as the role of youth volunteering and leadership in Central Asia in responding to the global challenges and opportunities;*

- *The 12<sup>th</sup> CALP will also be conducted online in September 2021 and devoted to sustainable consumption and production, green economy and circular economy;*
- *The final marathon of the USAID-funded “Smart Waters” (in Russian - «Вода. Образование и Сотрудничество») project implemented by CAREC was **conducted online** on September 2020. The project promoted water cooperation, adopted state-of-the-art approaches in implementing the integrated water resources management principles (IWRM) through capacity building, exchange of best practices and networking of water sector professionals in the region. The project target groups were water professionals, water organizations and academia (<https://carececo.org/en/main/activity/projects/voda-obrazovanie-i-sotrudnichestvo/>)*
- *The Third Central Asian Climate Change Conference (CACCC) was **conducted online** in October 19-21 2020; Information portal on climate adaptation and mitigation in Central Asia <http://ca-climate.org/eng/>. The CACCC 2020 is a continuation of the World Bank's initiative on climate change knowledge and regional information exchange in Central Asia launched in 2013 (<http://ca-climate.org/eng/news/otkrytie-trety-tsentralno-aziatskoy-konferentsii-po-voprosam-izmeneniya-klimata/>)*
- *The EU-funded “Central Asia Nexus Dialogue project: Fostering Water, Energy and Food Security Nexus Dialogue and Multi-Sector Investment” (NEXUS) was implemented in 2016-2019 by CAREC (<https://carececo.org/en/main/activity/projects/nexus/>). The 2nd phase of the Nexus Dialogue project (2020-2023) aims to institutionalise the Nexus approach in national and regional governance structures and investment decisions for water, energy and food (WEF) security. The Nexus Dialogue project in Central Asia will support CA countries in testing the Nexus approach on demonstration sites of various scale <https://carececo.org/en/main/news/news/es-podderzhivaet-demonstratsionnye-proekty-na-osnove-vzaimosvyazi-voda-energiya-prodovolstvie-v-tsen/>. Many of its capacity building and awareness raising activities **will be implemented online** as well.*
- *All studying in schools and universities of Kazakhstan has been **conducted online**, excluding primary schools and duty classes and groups. But there are different situations in different Central Asian countries. NFPs in the Central Asian countries will clarify the situation at the national level in their reports.*

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

- *During the 11th CALP in September 2020, CAREC organised a special session devoted to integration of ICT and digital education in ESD - “The role of Education for*

*Sustainable Development (ESD) and digitalization of education in response to global challenges". Dr Manana Ratiani, UNECE expert, expert from Georgia was leading this session. This is the example of inter-country and international cooperation in the UNECE region;*

- *CAREC organised different thematic **trainings and workshops online** for different target groups (on water, climate, energy and green development issues) in frames of the USAID-funded "Smart Waters" project (2016-2020); the World Bank-funded "CAMP4ASB" project (2015-2021); EU-funded project "Central Asia Nexus Dialogue: Fostering Water, Energy and Food Security Nexus Dialogue and Multi-Sector Investment", and etc.*

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. *Not available for CAREC, but in Kazakhstan the process of embedding ICT and digital education in general is very strong and supported by Government.*

*Concerning the ESD/SDGs – not available for CAREC.*

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 *Not available for CAREC as regional inter-governmental organisation*

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 *Not available for CAREC as regional inter-governmental organisation*

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 *Not available for CAREC as regional inter-governmental organisation*
- 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 *Not available for CAREC as regional inter-governmental organisation*
- 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 *Not available for CAREC as regional inter-governmental organisation*
- 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 *Not available for CAREC as regional inter-governmental organisation*
- 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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