



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

- Please specify. **ESD issues are now included in program and strategic documents**
- 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. **With the support of the Institute of Global Environmental Strategies, 10-Year Framework of Programs on Sustainable Consumption and Production Patterns, UNEP, within the framework of the Sustainable Education and Lifestyle Program,**
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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

Kyrgyzstan participates in the project "Global Search for Sustainable Schools". Nine partner countries have begun to search for schools with action plans for the transition to sustainable development in all areas. The authors of the best plans received grants for the implementation of activities on ESD and SCP, incorporating these principles into formal, non-formal and informal education at the school level. This initiative includes 9 countries of the world - Brazil, Suriname, South Africa, Namibia, Uganda, Cambodia, the Philippines, Vietnam and the Kyrgyz Republic.

• 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 Schools of the Global Search for Sustainable Schools in the Kyrgyz Republic reviewed and revised all aspects of internal activities and external relations of the institution, taking into account the principles of SD and SCP. Each institution decides on its actions in three interrelated areas: campus (management activities); curriculum (teaching / learning and research) and community (external relations)

• 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 No

Please specify **Yes, 2021 in the Kyrgyz Republic was declared the year of regional development and digitalization. Video tutorials have been created and are being created, digitalization of education has reached a new level in connection with the COVID19 pandemic.**

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. **The Kyrgyz Republic has outlined its development priorities for the next few years, betting on the total digital transformation of the country, as reflected in the state conceptual document "Digital Kyrgyzstan 2019-2023", which will lay the foundation for a new digital, smart and developed society. The goal of the Concept is to form**

approaches to the creation and development of an e-learning and digital management system in the education system at the national, regional and institutional levels, based on the principles of media information literacy and allowing citizens to access inclusive and quality education at all levels, ensuring territorial and social equality , individualization of educational trajectories throughout life, effective use of financial and human resources.

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. **In the Concept of Information Security of the Kyrgyz Republic for 2019-2023 and in the Cybersecurity Strategy, 2019 is declared the Year of Regional Development and Digitalization. The Kyrgyz Republic for 2019-2023 is also faced with the task of revising and updating educational standards. As you know, in Kyrgyzstan, at the secondary school level, the Smart School program is being introduced, which is a comprehensive program for the introduction of digital technologies into the educational process. The program has four main components: As noted in the official sources of the Ministry of Education and Science:**

- 1. development of IT competencies of teachers;**
- 2. development of digital skills in students;**
- 3. development of digital educational content;**
- 4. development of school ICT infrastructure**

The Ministry of Education of the Kyrgyz Republic has developed a METHODOLOGICAL GUIDE FOR THE IMPLEMENTATION OF DIGITAL EDUCATION IN THE EDUCATIONAL SYSTEM OF THE KYRGYZ REPUBLIC. All the recommendations in the methodological manual are a requirement of the digital time and are aimed at increasing the digital and media and information literacy of the population. Thus, increasing digital and media and information literacy makes it possible to create an educational environment in which it is possible to achieve the most important goal of education - improving its quality.

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. **A Returnable Fund for the Development of Youth Entrepreneurship has been created in Kyrgyzstan. According to the Institute for Youth Development, in 2018 it launched a component to expand**

the economic opportunities of young people. One of the directions of the component is the development of youth entrepreneurship and increasing youth access to financing instruments. For this, with the financial support of UNDP and the Embassy of Japan in the Kyrgyz Republic, a Returning Fund was created. This is a fund of financial resources provided to young people and youth enterprises to start or expand activities on an interest-free basis and without collateral for a period of 6 to 12 months.

The Returning Fund is an opportunity where young entrepreneurs can receive interest-free and non-collateralized financing (not a grant) to develop their business. The possibility of obtaining financial support from the funds of the Returning Fund will be available on a competitive basis, in which all interested persons (applicants) can take part, noted the Institute for Youth Development.

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. Every year, "Enaktas Kyrgyzstan" announces a year dedicated to a topical topic. 2020-2021 declared the years of environmental and food security. From November 16 to 21, "Enaktas Kyrgyzstan" hosted a festival of youth entrepreneurship in seven regions of Kyrgyzstan with the participation and involvement of more than 25,000 young people, government agencies and successful entrepreneurs through a series of interesting events. During the week, more than 30 interactive events took place on online and offline platforms with the participation of successful entrepreneurs, young entrepreneurs and youth, who: revealed the topic of entrepreneurship and mentoring for motivation and personal growth of the festival participants; raised youth awareness of economic opportunities; shared knowledge and experience in environmental and food security issues to motivate young people to address pressing problems.

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. Yes, this is all at the development stage.

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. **Yes, as in all countries**
 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. **Yes, as in all countries**
 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. **During the pandemic, schools and universities in Kyrgyzstan were closed for a lockdown. Educational institutions were faced with the task of quickly organizing online education without losing the quality of education. Soon, the authorities set the same goal for local companies, which had to establish remote work on a tight schedule. At first, "remote" seemed inconvenient, but it is precisely this that makes the system mobile and flexible, erasing boundaries and barriers. The technologies and methods that we are urgently mastering now can be used in further 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
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