



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 Sustainable development and the promotion of the green economy are development priorities for the Republic of Moldova. These are reflected in the main policy documents of the Government, especially in the National Development Strategy Moldova 2030, Energy Strategy-2030, Development Strategy of the SME Sector for 2012-2020, Roadmap for Improving Competitiveness, Development Strategy Agriculture 2013–2020, Environmental Strategy 2014–2023, Program for the Promotion of the Green Economy in the Republic of Moldova for 2018-2020. They are also part of the Republic of Moldova's commitments to the country's development partners abroad. The Association Agreement with the European Union expressly aims to ensure sustainable development and promote the green economy in our country. By signing the Agreement, the Republic of Moldova undertakes to harmonize national legislation with European legislation and to ensure the integration of environmental protection provisions, rational use of resources and energy efficiency, eco-labeling, eco-innovations, in all sectors of the national economy and social life.

This Program provides information support, advice and mentoring, ecological training and education. At the same time, the program will focus on research and development, promotion, exchange of good practices at national and European level in the field of application of the principles of the green economy and the circular economy. A separate compartment is reserved for non-reimbursable financing of greening actions for Small and Medium-sized Enterprises and for the development of access and expansion capacities on international markets.

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

- Yes No In the process of promoting the green economy, the Ministry of Economy and Infrastructure has joined international programs and platforms in the field of green economy, such as the EU

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

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

Program "Greening the economy in the Eastern Neighborhood", the Eastern Partnership (Greening economies in the Eastern Neighborhood Countries, EaP GREEN Program (2014-2017), Platform for Green Industry, UNIDO Country Program (launched in 2019), participates in the GREEN Action Program, OECD and, in partnership with the Ministry of Agriculture, Regional Development and Environment, is the coordinator and beneficiary of EU-EU4Environment Action - European Union for the Environment (2019-2022).

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

Education for sustainable development, as well as entrepreneurship education are already on the agenda of educational institutions. The complete missing factor is the promotion of this relatively new but innovative concept. In the Republic of Moldova, at university level, certain elements / subjects within the Social Economy are approached, but they are very little capitalized.

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

Yes No

Because the library is a space conducive to non-formal education, children are integrated in the process of education and knowledge through information-cognitive sessions, story classes in modern format, creative workshops, programming trainings, etc.

Libraries in collaboration with other institutions (kindergartens, gymnasiums, high schools) in the country's municipalities, have initiated and organized services designed to guide children of different ages in the efficient use of educational resources, through which they can develop new skills and attitudes. , cultivate your own value system, etc. To guide and help children (9+ years old) to use information technologies in a way conducive to their development and to learn useful things.

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

Yes No

The Republic of Moldova is partially aligned with the objectives of sustainable development through various policy documents, strategies, programs and action plans. At the same time, the quality of strategic documents cannot be denied, but difficulties persist in their implementation, on

the one hand, and in finding synergy between them, the multidisciplinary and innovative approach, on the other hand.

Being a state in transition, affected by high corruption, migration and unemployment, all this generates an amalgam of economic and social problems. Neither the state nor civil society can cope with this wave of problems, which is specific not only to developing countries such as the Republic of Moldova.

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

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

The "Tekwill in every school" program is a complex program of online extracurricular courses (initially covering only IT subjects), which helps to develop children's skills to be better prepared for tomorrow's professions. The creation of the courses was made possible by mobilizing the financial efforts of the private sector and citizens of the country and diaspora (within the crowdfunding campaign TwentyTu, conducted in 2018), as well as external development partners - UNDP Moldova, USAID, Sweden. Their support was provided through the project "Development of the Center of Excellence in ICT Tekwill", implemented by the National Association of ICT Companies. The project also enjoys the support of the Ministry of Education, Culture and Research)

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

Yes No

Aware of the importance of developing digital skills, the Republic of Moldova tries to align with the standards of modern education in European countries. One of the strategic directions of education development is the effective integration of ICT in the process education, based on increasing access to quality education by equipping educational institutions with modern equipment, useful for the study process; developing digital skills by developing and applying digital educational content in the

educational process and increasing the effectiveness and efficiency of school management at the system level, school and classroom through information technologies.

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

Education for sustainable development, as well as entrepreneurship education are already on the agenda of educational institutions. In the Republic of Moldova, at university level, certain elements / subjects within the Social Economy are approached, but they are very little capitalized.

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

Yes No

One of the important steps in the Republic of Moldova is the Greening of Technical Vocational Education for a Green Economy, implemented with the support of the German Agency for International Cooperation (GIZ). The College of Ecology in Chisinau is the implementer of this project. The main objective of the project is the greening of the institutional culture, the greening of the community and the jobs and the process of implementing the greening in the Technical Vocational Education. Trainers from the Vocational Technical Schools are trained to implement the module of green economy, education for sustainable development in the vocational training programs of students.

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

Yes No

The Occupational Profile and the Occupational Technical Standard for Environmental Protection are developed and approved, which will ensure the training of qualified staff for employment in green jobs in enterprises in the country.

V. COVID-19 and ESD

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

Yes No

The e-learning mode has left its mark on the process of implementing the UNECE Strategy for ESD.

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

Yes No Economic activity is largely stopped. The dual education process is compromised.

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 Economic resilience. The transition to the circular economy. Better management of natural, economic and human resources.
