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 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[1] reporting on the implementation of the priority action areas of the newly drafted concept note for the post-2019 implementation framework[2]

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*

Inclusion of sustainable development contents through curriculum for pre - primary, primary and general secondary education and general education subjects in vocational schools has been enabled with the development of cross-curricular topics Education for Sustainable Development. ESD topics are compulsory for all educational institutions. In accordance with that assessment of student's outcomes and quality assurance are performing in the regular procedure on the same way as well as the other parts of compulsory curriculum.

Successful implementation of ESD implies evaluation of its contents by teachers. ESD is an integral part of the education programme, so the assessment of student achievements is mandatory as in the other school activities.

At the national level determining the quality of work in educational institutions is carried out on the basis of the methodology for determining quality in accordance with the legal and sub-legal acts on education.

- *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*

There are several guides / instructions for teachers and a large number of accredited training programs that teachers attend in order to improve the quality of education for ESD / SDGs

- *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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[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

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*

  Implementation of the ESD means also use of the whole-institution approach. Cross-curricular areas are integrated into the school work plan, as well as in all educational subjects (mandatory and optional), through mandatory and optional contents, cooperation with local community, theme days (Earth, Day, Water Day, Children Rights Day...), through continuous professional development of teachers and implementation of wide spectrum of teaching methods

- *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*

  In Montenegro, more than 30% of schools are involved in the implementation of the international Eco-school program, while 15% of schools already have the international recognition of the Green Flag.

  This program is realizing trough WIA in all formal education institutions. Our schools participate in the UNESCO schools network and ASPnet.

  A large number of non-governmental organizations and other institutions that dealing with sustainable development work together with schools in the implementation of this and other national and international programs.

- *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*

- *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

The outbreak of the COVID-19 pandemic and rapid transition to a distance learning approach to instruction in primary and secondary schools due to the pandemic resulted in the development of online platforms and applications to support teaching and learning recording video materials and lessons broadcasted on national TV and internet channels. With the support of UNICEF, we were able to include children from Roma families as well as children with disabilities in the teaching process. With the support of UNICEF, we were able to include children from Roma families as well as children with disabilities in the teaching process.

All activities about ESD integration going on within digital platform together with curriculum.

☐ 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

Eco –School programme, online teacher training programme etc. Students involved in the work of micro:bit clubs participate in national and regional coding competitions with projects they have developed during one school year. The purpose of the competition was to involve children from all over the country and to inspire young people to solve everyday problems in their schools and communities through coding physical devices. The topic of this competition was the SDGs.

☐ 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 order to provide support to teachers in implementing key competences, due to situation with pandemic COVID-19, the concept of online training programme for teachers was developed and adapted in line with the training programme "Education of teachers for key competences in primary and secondary education". Related training thus far held for 1500 trainees, including both classroom teachers and STEM subject teachers of primary and secondary education (planned for total 1 860 teachers).

An internet platform to support participants has been developed. The platform is set up and fully functional, available at www.ikces.me. The platform published complete training material for teachers, 130 school annual action plans for the implementation of key competencies throughout the school curriculum, as well as more than 120 lesson plans written by teachers after the completion of the training programme.

Supporting ESD within ICT and digital education

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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

☐ 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

V. COVID-19 and ESD

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

Yes ☒ No ☐ ☐ Please specify

A large number of activities planned in the natural environment cancelled because the students did not go to 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

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

Yes ☒ No ☐ ☐ Please specify

The same challenges as well as in the other schools activities.

☐   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

Improved cooperation between schools and parents

parents became much more familiar with the activities carried out in schools in the field of ESD

Schools and students participate in a large number of national and international online campaigns

☐   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