



## **UK FOCAL POINT Submission:**

INFORMAL REPORTING AS UK FOCAL POINT. NO FORMAL COUNTRY CONSULTATION PROCESS HAS BEEN POSSIBLE GIVEN THE NATURE OF THE QUESTIONS AND TIMELINE PRESENTED.

Please note that UK includes Wales, Scotland, Northern Ireland and England as well as its UK crown dependencies Jersey, Isle of Man and Guernsey and UK European territory, Gibraltar.

**A separate document is submitted to accompany this submission. The latter contains examples and illustrations to expand question responses.**

# 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

*(please see examples/ information provided separately)*

#### 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

*Yes if the question is answering in relation to 'embedding ESD into quality standards, frameworks and resources associated with formal quality assessments and institutional reviews' but No if addressing the question specifically on teachers professional development. Please see examples/ information separately. Quality standards, frameworks and resources are not specifically directed at teachers 😊 but at quality professionals hence why this is an important priority area and why it is difficult to answer this question.*

X 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)

Yes X

*(please see examples/ information provided separately)*

- 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 X 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. 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

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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 x 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

Most schools set tasks and marked tasks online. A fewer number of schools did online delivery of programmes. Digital education requires a rethinking of lesson planning and the development of new teaching skills which presented difficulties for some teachers.

**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

Yes and No, it depends on the strategies and approaches of each education authority which can vary across the UK nations, crown dependencies and territories. There are few programmes for school

teachers if that is what the question is asking. In higher education, almost all tutors and educators have access to these programmes both in their institutions and their own countries.

However, if the question is asking about the learners themselves - then there are many programmes which integrate ESD into ICT and digital education and computer studies. See examples mentioned at the end of this document.

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

Yes X  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

Yes, indirectly, as tutors and educators can choose to apply courses and support to ESD.

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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 X 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

Several, Duke of Edinburgh Award, Young Entrepreneurs Award and the National Cyber Security, First Defenders Award, Futures Forward Academy, the NGIP Awards amongst many others. See separate document.

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

Yes X 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

As above.

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

Yes X No   Please specify

Yes as above. See examples provided.

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 X   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

If anything it has heightened the need and drawn attention to it

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

Yes  No X   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

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

This is not a 'yes' or 'no' question ☺. Our challenges are the same as everyone else's – economy is shrinking due to Covid19 and thus there is less funding/monies available for funding and supporting initiatives that invest in the long term,

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PLEASE SEE ATTACHED DOCUMENT WITH EXAMPLES AND  
FURTHER DETAIL

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