



UNECE

Framework for the implementation of UNECE Strategy for Education for Sustainable Development from 2021* to 2030”

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THE UNECE ESD STRATEGY

Adapted in Vilnius High Level Meeting (2005-2015)

A Strategy it's a practical tool that provides guidance to MS on how to develop and incorporate ESD, in all forms of education, in their national contexts



Establishing Policy, Regulatory and implementation frameworks on ESD



Integrating SD in formal, non-formal and informal education



Integrating SD in training systems- teachers ESD competences



Ensuring adequate tools and materials on ESD



Promoting research and development on ESD



Strengthening cooperation on ESD at all levels within ECE regions and with other regional and international policies and mechanisms



THE UNECE ESD STRATEGY Batumi (2016-2019)

VERTICAL PRIORITIES AREAS

what should be done?

1. ESD school plans in every school
2. Promoting ESD in teacher education and in the training of all educators
3. Strengthening TVET in support of SD and the green transition

HORIZONTAL PRIORITY AREAS

How should be done?

ESD integration in int. and nat. policies and other processes;

Linking ESD in formal, informal and non-formal education

Important role of networks, incl. of civil society, academia and science, NGOs, business and enterprises, in implementing ESD

Aims of the framework of implementation UNECE Strategy for ESD 2021-2030



Strengthening the position of ESD in education and training systems from early childhood-till life long.



Assessing the national and regional progress on ESD and propose tangible ways to improve as well as learn from the experience of member states.



Identifying realistic and measurable targets that helps us to achieve our commitment to ESD during this decade.



Strengthening people to reconsider their current lifestyles as an emergency for creating sustainable futures.

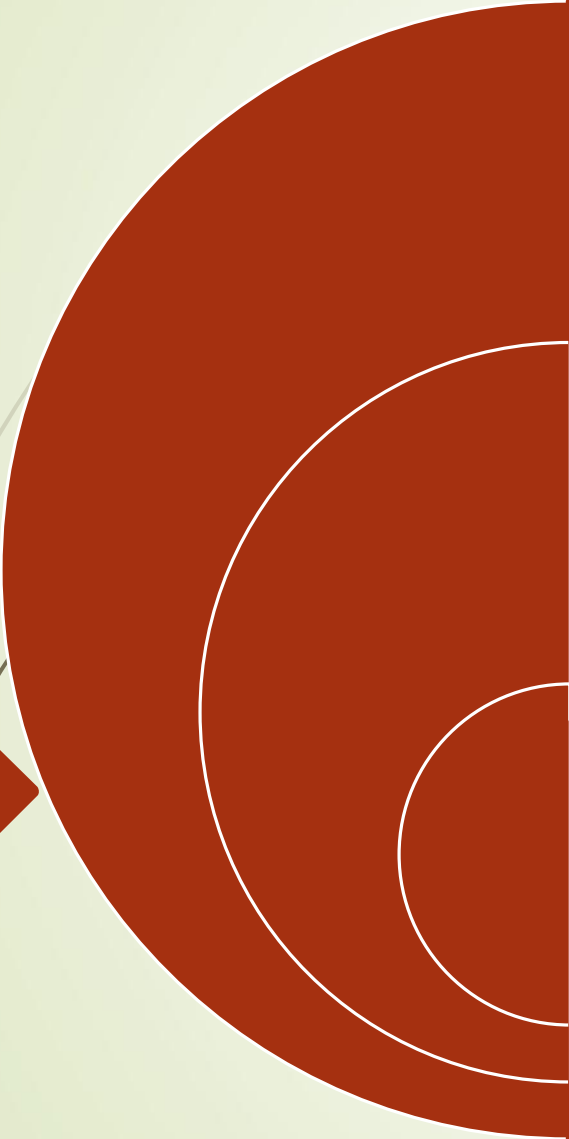


Supporting education systems, educational community and institutions to respond sufficiently to the necessary changes for addressing with optimism a safer and more sustainable post-COVID-19 era.



Establishing collaborations with other regional process and initiatives such as UNEP, UNESCO, EU and ESD Med Strategy, GENE etc. to take forward our joint ambitions on ESD and SDGs.

The UNECE ESD Strategy framework 2021-2030 take into account:

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- 1) The UNECE Strategy per se (2004),
 - 2) The previous framework of implementation 2015-2019,
 - 3) the mandate given at HL meeting in Batumi to continue its work and on ESD across the region till 2030.

- 1) the EU Green Deal,
- 2) European Council recommendation on key Competences for lifelong learning,
- 3) the *European Skills Agenda for sustainable, competitiveness, social fairness and resilience*,
- 4) *The EC Digital Education Action Plan 2021-2027.*

- 1) The UN Global Agenda for SD and SDGs,
- 2) the UN conventions on Climate Change, Biodiversity and Desertification,
- 3) The UNESCO ESD for 2030 framework,
- 4) The WHO initiative the initiative of integrating environment and health considerations into healthy school settings



**Critical questions that
the UNECE ESD2030
framework aims to
respond to.**

- Educational institutions
- Partners (e.g. business sector, CSOs)
- Youth aspirations
- Quality standards
- Culture of collaboration around ESD
- Digital learning as integral tool of ESD
- Critical issues of inclusion and equity, as we observe that many 'trade-offs' regarding health, nutrition, livelihoods and education affect mainly the most vulnerable and marginalized people, especially women, children and youth;

TIMELINE AND PROCESS OF DEVELOPMENT UNECE ESD FRAMEWORK 2021-2030 PARTICIPATORY AND COLLABORATIVE PROCESS



The UNECE ESD Strategy framework will be adapted by the 56 MS in the ECE Region at the 9th Ministerial Meeting for EfE (Cyprus 5-7 October 2022) "Sustainable Infrastructure, Education for Sustainable Development and Sustainable Tourism."

Where is based the UNECE ESD 2021-2030 framework;

Coordinators of the UNECE ESD 2021-2030: Prof. Michael Scoullos (Greece), Dr. Roel van Raaij (NL)

Quality Education

Stand Leader:

**Prof. Daniella Tilbury
(UK)**

Whole Institution Approach

Strand Leaders:

**Dr Aravella Zachariou (Cy)
Prof. Paul Pace (MLTA)**

ICT AND ESD

Strand Leaders:

**Prof. Michel Richard (Fr.)
Prof. Daniel Burgos (SP)**

Entrepreneurship,

employment, innovation

Strand Leaders:

**Prof. Stelios Yiatros (Cy)
Ms. Tatyana Shakirova (KZ)**

YOUTH

THE FOUR STRANDS PROPOSED ACTIONS IN 4

LEVELS:

System

Educators

Learners

Institution

Structure

- 1. Introduction**
- 2. Vision**
- 3. Policy Framework**
- 4. Strategic Directions/Goals**
- 5. Recommendations**
- 6 . Work plan activities 2022-2025**

**Reflects to SDGs.
Emergencies
such as climate
change,
consumption
and production,
biodiversity,
linked with
social, political,
cultural and
economical
aspects.**

Vision: Embed ESD into quality standards, frameworks, mechanisms and resources (including available tools, etc.) associated with formal quality assessments and institutional reviews in all UNECE Member States and in international standards.



Indicative work Plan activities:

Collect good practice examples from countries and share experiences in efforts for potential collective work on “quality and ESD”.

- 2) Develop quality criteria frameworks for embedding ESD into each educational level -**
- 3) Develop a “benchmarking tools” to assess practice.**
- 4) Consider an *Ad hoc* expert group or other international alliance scheme that makes connection to SDG4 communities, UNESCO, UNEP, EU, MCESED and others to work together.**

Strategic directions/Goals:

Engagement of education quality professionals, systems and authorities in ESD dialogues.

Embedding ESD into education quality systems, e.g. in ‘benchmarking tools’ to assess practice and invest in Quality criteria frameworks for each educational level.

Establish or strengthen ESD/SDG professional programme(s) for education quality professionals, authorities and agencies as well as education managers and leaders.

Vision: A systematic, balanced and updated use of ICT and all digital tools and resources as a means for promoting ESD and new educational practices facilitating access to sustainable development learning, throughout life.



Indicative work plan activities:

- 1) Collection of good practices and develop specific pilot programmes for media education and *illectronism* for those who do not have the keys to the use of electronic resources.**
- 2) Creation of an Open Science framework allowing the use, reuse, creation and sharing of Open Education Resources and good practices at all levels of education and training.**

Strategic directions/Goals:

(a) Understand the advantages of digital technology to teaching sustainable development and rethinking the processes implemented to develop ESD for the benefit of learners, teachers, manager, researchers.

(b) understand and appreciate, with a critical sense, the various digital messages and content dealing directly or indirectly with sustainable development, and to formulate personal views. The latter is particularly important since the issue of misinformation, fake news 'is a fast growing major socio-political and cultural challenge.

Vision: Use ESD in stimulating entrepreneurial and innovation mind setting in learners in order to accelerate transformations towards sustainable development and enlarge employability of young in existing or emerging new jobs



Indicative work plan activities:

1) Identify qualifications and skills in the field of sustainable development, green and circular economy and green technologies in order to integrate them into professional profiles.

2) Networking of ESD with other stakeholders and local communities with the aim to develop and strengthen an ecosystem of champions agile in employability, entrepreneurship and innovation.

3) Create guidelines to benchmark the levels of education institutions' readiness in infusing/ encompassing entrepreneurial skills and support employability related to innovation

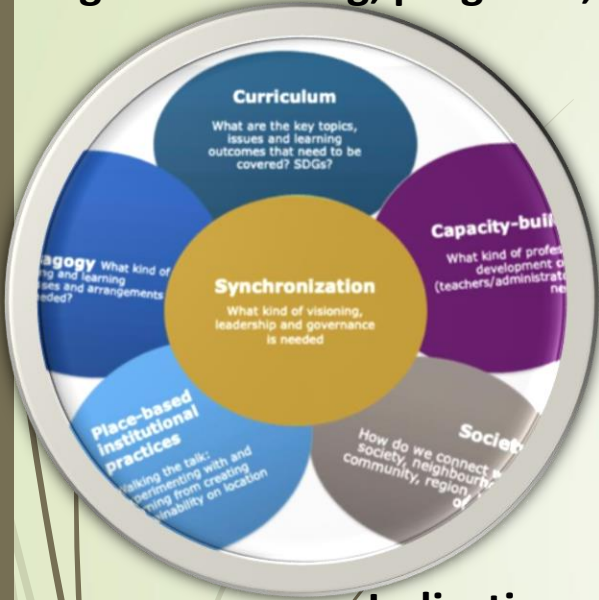
Strategic directions/Goals:

(a) Preparation of students for the green labour market, thorough revision of the content and methodologies of the curricula and learning conditions and standards/

(b) Strengthen entrepreneurial ecosystems, including platforms of interaction and funding mechanisms that enable entrepreneurial and intrapreneurial activity.

(c) Strengthen women participation in green entrepreneurship and support intergenerational approaches, and inclusive education where policies for urgent employment for the young should not overlook the experienced older generations and people with disabilities or marginalised

Vision: Every institution and organization in formal and in-formal education implement ESD within WIA and reviews its actions in the light of learning, programs, governance, infrastructure, community.



Indicative work plan activities:

- 1) Create and promote a Whole Institution Framework based on areas of generic interest and shared experiences.)**
- 2) Develop a set of quality criteria for institutions seeking to adopt a WIA to help them identify what they have achieved; what they still need to work on; what obstacles they face and how to overcome them;**
- 3) Create a guide for developing a WIA plan to promote ESD, within the institutions they study or work.**

Strategic directions/Goals:

- (a) Frameworks that foster participatory approaches enhancing commitment, ownership and responsibility for promoting a WIA in ESD in diverse contexts.**
- (c) Tools and resources that facilitate stakeholders (particularly youth) and institutions to participate in a whole institution transformation.**
- (d) Mobilize youth in the design of W plans to promote ESD in their respective institutions and adopt a leading role in reinforcing the focus on SDGs (especially SDG4.7).**
- (e) Strengthening of UNECE ESD SC synergies with organizations, mechanisms and networks (e.g. UNESCO, EU and WHO) that also develop policies for a WIA.**

NATIONAL , REGIONAL, INTERNATIONAL COLLABORATION
BETWEEN PEOPLE, INSTITUTIONS, MECHNASIMS, PROCESS,
ORGANIZATIONS IS THE KEY FOR ESD





Ninth Environment for Europe Ministerial Conference

October 5-7 2022 Nicosia, Cyprus

“Sustainable Infrastructure
Education for Sustainable Development
& Sustainable tourism”

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