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### Economic Commission for Europe

Committee on Environmental Policy

#### United Nations Economic Commission for Europe Steering Committee on Education for Sustainable Development

Seventeenth meeting

Geneva, 30 and 31 May 2022

Item 2 (a) of the provisional agenda

**Implementation of the United Nations Economic Commission for Europe Strategy for Education for Sustainable Development: progress in implementing the Strategy**

### **Proposed topics for reporting on progress in the implementation of the United Nations Economic Commission for Europe Strategy for Education for Sustainable Development (2022 informal country reporting)<sup>1\*</sup>**

**Note by the secretariat<sup>2\*\*</sup>**

#### *Summary*

By its terms of reference, the United Nations Economic Commission for Europe (ECE) Steering Committee for Education for Sustainable Development is charged with monitoring progress in the implementation of the UNECE Strategy for Education for Sustainable Development (CEP/AC.13/2005/4/Rev.1, annex I, para. 4 (b)). The mandate of the Steering Committee as the principal decision-making body for the activities on the Strategy in the ECE region, responsible for giving guidance and strategic directions to the implementation of the Strategy and monitoring progress in its implementation, was extended until 2030 by ministers and heads of delegation at the High-level Meeting of Education and Environment Ministries held on 8 June 2016 in Batumi, Georgia, in the framework of the

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<sup>1</sup> \* This document was scheduled for publication after the standard publication date owing to circumstances beyond the submitter's control.

<sup>2</sup> \*\* The present document is being issued without formal editing.

Eighth Environment for Europe Ministerial Conference  
(ECE/BATUMI.CONF/2016/2/Add.2, para 10).

In line with its renewed mandate, and according to the established practice, in addition to the mandatory national progress reporting carried out at the end of each implementation phase, countries are asked to submit informal reports to the Steering Committee on the progress achieved and the challenges encountered in implementing the Strategy. The secretariat will subsequently review all the reports submitted and prepare a presentation, which will identify the major themes and interesting developments with regard to the implementation of education for sustainable development in the ECE region.

To facilitate this process, the secretariat, together with the Chair of the Committee and in coordination with the Bureau, has prepared the present document — a brief questionnaire on progress made and challenges encountered in the implementation of the Strategy since the last mandatory reporting exercise undertaken in 2018 and the informal reporting exercise undertaken in 2021. Countries are kindly requested to fill in the questionnaire and submit it to the secretariat before 13 May 2022.

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 seventeenth 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 sixteenth Steering Committee meeting (Geneva, 10 and 11 May 2021).
3. In the below questionnaire, particular attention is paid to the main priority strands of the Strategy's new implementation framework (2021–2030) (ECE/CEP/AC.13/2022/3), focused on:
  - (a) quality education and ESD;
  - (b) whole institution approach and ESD;
  - (c) digital education, information and communications technology and ESD;
  - (d) entrepreneurship, employability, innovation and ESD; and youth and ESD.
4. Countries are kindly requested to submit this information in writing to the secretariat via e-mail ([nona.iliukhina@un.org](mailto:nona.iliukhina@un.org) and [esd@unece.org](mailto:esd@unece.org)) by **13 May 2022**.
5. The secretariat will review the information submitted and deliver a brief synthesis presentation at the Steering Committee's seventeenth meeting. The presentation will be followed by an interactive discussion.
6. Countries will be invited to complement the secretariat's presentation with interventions on outstanding activities and initiatives implemented since the sixteenth Steering Committee meeting (Geneva, 10 and 11 May 2021), in particular regarding 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 2022 informal country<sup>3</sup> reporting on the implementation of the priority action areas of the newly drafted framework for the future implementation of the UNECE Strategy for Education for Sustainable Development from 2021 to 2030<sup>4</sup>

## Advances made and challenges encountered since the sixteenth Steering Committee meeting in May 2021

### 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*

A state educational standard draft of general school education has been developed, which includes sustainable development issues, such as sustainable development, climate change, green economy, and SDG2030. Based on this document learning standards of the school are being developed, on the basis of which educational-methodical complexes will be built (textbooks for school students and students of pedagogical programs, educational and methodical manuals for teachers and students, didactical materials, etc.)

The sections of the documents are "Content", "Assessment", "Key competencies", and "Subject competencies". They include requirements for assessing students' academic achievements, for example under the GEOGRAPHY ACADEMIC STANDARD For Grades 10-11 of General Education Organizations of the Kyrgyz Republic approved by the Ministry of Education and Science of the Kyrgyz Republic in 2020 a grade 11 students should be able to:

- Analyze the concept of sustainable development of the country and the possibility of personal participation of everyone in maintaining a balanced development of society.
- Defines the concept, principles and components of sustainable development, and connects the factors of sustainability with universal values.
- Has different points of view on global forecasts, hypotheses and projects and expresses his/her own point of view.
- Takes part in the development and presentation of the project "Everyone can do it", in which he explores possible solutions and offers his own ideas for the organization of efficient energy consumption and energy saving, reducing the negative impact on the environment.

· *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*

<sup>3</sup> Countries with a federal structure are free to provide several inputs or questionnaires from different states or entities, if appropriate.

<sup>4</sup> See framework for the implementation of the United Nations Economic Commission for Europe Strategy for Education for Sustainable Development from 2021 to 2030 (ECE/CEP/AC.13/2022/3). Available from [https://unece.org/sites/default/files/2022-03/ece\\_cep\\_ac.13\\_2022\\_3\\_adv\\_edited.pdf](https://unece.org/sites/default/files/2022-03/ece_cep_ac.13_2022_3_adv_edited.pdf)

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

Yes  No  · Please specify

*The process of creating a quality framework for integrating ESD in teacher professional development has now reached a new level. The previous system of professional development of teachers did not include the measures of assessment of ESD integration. The National Development Program of the Kyrgyz Republic until 2026 (the Program) is aimed toward the improvement of citizens' well-being and developed within the National Development Strategy of the Kyrgyz Republic until 2040 with the preservation of continuity principle based on long-term strategic goals of the country with human-oriented development and focus on fundamental obligation "leave no one behind" of Sustainable Development Goals (SDGs).*

*Currently, the country has adopted a National Development Program of the Kyrgyz Republic until 2026. It states that "The most important direction of the Cabinet of Ministers of the Kyrgyz Republic will be the support and development of the elementary school, which will become the recipient of the main investments. The main measures should be to support teachers and educators. Salaries will be increased, and a preferential mortgage program will be introduced to solve the issues of purchasing housing. Active media work should be carried out to raise the status of teachers. Systematic professional development courses for teachers will be offered. The teacher training and professional development system will be revised to improve the quality of academic services.*

***The teacher professional development system will be revised to improve the quality of academic services.** Quality staff training with the involvement of young generation educators is required on a systemic level.*

***The content and structure of academic standards will be reevaluated for the school as a whole.** It is necessary to identify mathematics, physics, chemistry, biology, and information technology as key, priority subjects. The academic and methodological complexes in these subjects will be improved by adopting the best international practices.*

***It is necessary to test new modern methods of work, such as innovative projects, school technology parks, laboratories, and professionalization of school education.***

***All schools should regularly organize tests to measure student achievements.** The generalized results of school testing should be in the public domain, which will increase the responsibility of schools to society and stimulate the development of new techniques. In addition, the approaches and technologies of online education should be completely reassessed considering the lessons learned from the COVID-19 period, and academic and methodological materials in all areas of education should be prepared and adapted to the digital format. National digital dictations should be conducted on an annual basis to assess the basic knowledge and skills demanded in the labor market and in obtaining public services".*

*The Program of Education Development of the Kyrgyz Republic for 2021-2040 adopted on May 4, 2021, in the section "Policy Measures" provides the main directions of development of quality frameworks/standards for integration of ESD/ESD in the professional development of teachers. For example, (quote from the program):*

*In higher professional and postsecondary education, the program aims to implement the following policy measures:*

- Improving the system of professional orientation of young people;
- improving the quality of education and modernizing its content in accordance **with international trends and constantly changing**

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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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**requirements for graduates' competencies**, which provides for broad involvement of employers in the process;

- Transfer of the role of the main determinant and regulator of the content of the state educational standard to higher education institutions with the obligatory condition of compliance with the licensing and accreditation requirements;

- **gradual transition to regulating the List of specialties by the National Qualifications System of the Kyrgyz Republic;**

- Creation of the National University Rating Model as a launching pad for universities preparations to participate in international rankings;

- **improvement of the system of independent accreditation based on the results of agency monitoring.**

· *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) (or whole school approach (WSA)) 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 in the field of governance, curriculum, leadership, teachers' professional development, teaching methods, collaborations, facilities and infrastructure for promoting application of WSA/WIA to ESD in formal education?**

Yes  No  · *Please specify*

In the Kyrgyz Republic, as part of the promotion of ESD in the school system, from August 2019 to August 2021, the project "Global Search for Sustainable Schools" was implemented. One of the main goals of this project was to structurally and consistently integrate sustainability issues into the school organization. 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, 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.

IN THE KYRGYZ REPUBLIC, THE PROJECT "GLOBAL SEARCH FOR SUSTAINABLE SCHOOLS" WAS IMPLEMENTED FROM AUGUST 2019 TO AUGUST 2021 AS PART OF THE PROMOTION OF EE IN THE SCHOOL SYSTEM. ONE OF THE MAIN GOALS OF THIS PROJECT WAS TO STRUCTURALLY AND CONSISTENTLY INTEGRATE SUSTAINABILITY ISSUES INTO THE SCHOOL ORGANIZATION. The strategic goals of the project were:

- to incorporate sustainable living into formal education;  
 - to make sustainable lifestyles a guiding principle in all educational settings;  
 - to mobilize and empower youth and promote sustainable lifestyles,  
 - to find and develop sustainable schools.

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*Promoting the whole institution approach (WIA) (or whole school approach (WSA)) in every institution of formal, non-formal and informal education*

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- to provide best practices to develop the knowledge and skills necessary to promote sustainable production and consumption (including non-cognitive, social and emotional competencies) in curricula and textbooks, in teacher education and in students' practices in educational institutions

**Project goals:**

- To support the implementation of the national mandate for education for sustainable development and sustainable lifestyles. Promotion of ideas and principles of sustainable development, sustainable consumption and production, stimulation of implementation of sustainable lifestyles.
- Formation of sustainable lines of behaviour, and green thinking at the level of primary and secondary schools and institutions of elementary vocational education
- Develop the ability of schools to develop and integrate sustainability into the school curriculum, infrastructure and management/administration principles/practices, as well as into local communities
- Involve teachers and students to actively participate in implementing sustainable education and lifestyles in their schools and encourage them to implement sustainable practices in school and in the daily lives of students and their communities.
- The result of the project was an increase in the number of children in the pilot schools who are able to assess the processes and problems in society and carry out their activities in terms of sustainable production and consumption.

**Project objectives:**

- Incorporate sustainable lifestyles into formal education by incorporating state educational standards into the school component.
- Development of guidelines for the development and implementation of school management plans, integration of sustainable production and consumption, and ESD into school administration.
- Develop training manuals for teachers on best practices in sustainable production and consumption.
- Develop the ability of school teachers to integrate ideas and principles of sustainable production and consumption into the school curriculum, and conduct seminars for teachers.
- To develop school infrastructure and introduce sustainable practices at the school and community level through small grants to schools.
- To help build the capacity of school teachers to access information on sustainable consumption and production, best practices and international experience by participating in international seminars organized by the project.
- Creation of a joint information platform (website) for the exchange and dissemination of information and knowledge on sustainable consumption and production.
- Development of websites and communication materials (posters, flyers, videos, creation of social media pages).
- Dissemination of information about the project in international forums and conferences.
- Monitoring and evaluation of schools. Measuring reduction of CO2 emissions.

The project covers 4 pilot schools with a total number of people involved (teachers, students, parents, local authorities, local communities) of more than 6000 people.

In addition, the project "DEVELOPMENT OF MECHANISMS OF FINANCING SAFETY OF SCHOOL EDUCATION ENVIRONMENT IN KYRGYZSE REPUBLIC" was implemented from 2017 to 2021 in order to develop mechanisms to enable the creation of a safe environment in educational organizations of the Kyrgyz Republic. The overall goal of the activity is to support the further development of intersectoral partnerships

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*Promoting the whole institution approach (WIA) (or whole school approach (WSA)) in every institution of formal, non-formal and informal education*

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between MES, local authorities, social partnership organizations, civil society organizations and schools on the formation of mechanisms for creating a safe educational environment on the principles of sustainable development and including ESD principles. BIOM implemented the project in partnership with the K. Adenauer Foundation, with the financial support of the European Union. From April to December 2021 the State Agency of Environment Protection and Forestry of KR, with support from the OSCE Programme Office in Bishkek, jointly with Kyrgyz Academy of Education under the Ministry of Education and Science of Kyrgyz Republic, Kyrgyz State University named after Ishenaly Arabayev conducted a series of seminars-trainings on capacity building of school teachers, on the integration of ESD and ESD issues based on whole-school approach into the subjects taught in all regions of Kyrgyzstan. The training covered over 300 school teachers and methodologists from city and district education departments.

- *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, PRESENTATION FROM KYRGYZ DELEGATION***

**2. Does your country face challenges and has particular needs in its implementation of WSA/WIA in formal and non-formal education?**

Yes  No

- *Please specify*

*Yes, as in other countries the public and general institutional approach face particular challenges, however, despite the difficulties, the work in this direction is gradually moving forward.*

- *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. Have there been any monitoring processes (for instance, self-assessments) in your country that support formal and non-formal institutions and organizations when assessing their progress regarding application of WSA/WIA to ESD?**

Yes  No

- *Please specify*

*Not yet, but work is being done in this direction.*

- *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)

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*Supporting ESD within ICT and digital education*

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**1. Did COVID-19 significantly change ICT and digital education used for teaching and learning on ESD in your country?**

Yes  No

- *Please specify how*

*The Covid-19 pandemic was a big challenge for the education system of the Kyrgyz Republic. At the same time, it gave a great impetus to the development of ICTs and digital education in the Kyrgyz Republic. Currently, most teachers in schools and universities are actively using information technology in teaching, and digital education has become an integral part of the education system in Kyrgyzstan. There are certain difficulties with access to the Internet, or, for example, the lack of necessary gadgets (computer, tablet, etc.), which are gradually being solved.*

*A strategy for responding to COVID-19 in education.*



The priority is to maximize access to preschool and school education for children in all regions of the country.

- State of emergency was declared in Kyrgyzstan on March 22, 2020.
- The Anti-Crisis Plan of the Ministry of Education and Science of the Kyrgyz Republic during COVID19 was approved.
- In schools the fourth quarter was carried out in a remote mode delivered by a mixed form of learning tools:
  - TV broadcasting of video lessons on preschool, pre-school and school programs
  - Educational portal <https://oku.edu.gov.kg>, YouTube, free mobile app package.
  - Teachers' feedback to students via the internet and free internet mobile apps
  - Online learning using various educational platforms in private schools
  - Teaching routinely in residential and other closed institutions, and in select remote schools in areas where there was no state of emergency
- Higher education institutions conducted training on their information platforms using the MOODLE portal, corporate educational portals AVN, Google classroom and Google hangouts meet, and other feedback communication channels
- Professional lyceums and colleges used the unified information portal [www.distant.kesip.kg](http://www.distant.kesip.kg)

**Video lessons were prepared for broadcasting on TV:**

- 88 lessons for preschool education "Balalyk" (3-5 years old)
- 38 lessons of the preschool programme "Nariste" (6 years old)
- 319 lessons for primary classes (1-4 grades)
- 858 lessons for grades 5-1
- Sign language translation of video lessons
- 22 video lessons for arts and technology supplemental education

Ove:

- 100 admission exam videos
- 50 video clips on how to help teachers
- 15 videos on psychological help for teachers and students' parents

TOTALLY more than 1,500 video tutorials

- *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 programs in your country that support educational actors (teachers, mentors, inspectors etc) to integrate ICT and digital education in ESD?**

Yes  No

- *Please specify*

Yes, there are. ESD is considered through thematic courses for professional development of pedagogical staff. For example, the Republican Institute of Professional Development and Retraining (in-service teacher training institute) under the Ministry of Education and Science of KR has prepared instructions and videos for teachers on how to use:

- ZOOM as a video platform when working with students.
- Google Classroom as a distance learning tool
- Google Drive as a sharing tool for learning materials
- WhatsApp and Telegram to share information and communicate quickly
- Recommendations for teachers to organize distance learning
- Regular webinars have been and are being held, with detailed explanations of the proper use of distance learning resources and problem-solving in learning processes.

Teachers in Kyrgyzstan participate in training sessions on ESD issues. For example, the Ministry of Education and Science of Kyrgyz Republic with the support of the Government of Estonia and Ednet Agency held a training session "Education for Sustainable Development - ESD" on October 11-23, 2021, with the aim to introduce ESD in curricula of secondary education. The training session took place within the frameworks of the UNESCO project "Quality Education for Sustainable Development through ICT Approaches in Central Asia: Kyrgyzstan". Over 100 school teachers from all regions of the country were trained and updated on ESD in 2020-2021 and were able to join the global community of teachers on ESD promotion. Such training sessions are important in the context of the preparation of the country to participate in the international assessment PISA, in which Kyrgyz Republic will participate in 2025. Participants of the training were methodologists of education departments, trainers of RIPK&PPD and KAO staff, who at the end of the training will apply ESD in pedagogical practice to develop quality education through the application of ICT skills and disseminate this practice among teachers. The training session was conducted online in Russian and Kyrgyz.

- *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 there any assistance on the national level for embedding ICT and digital education on ESD/SDGs?**

Yes  No

- *Please specify*

At the national level, with the support of the UNESCO Cluster Office in Kazakhstan, seminars were conducted for school teachers on ESD using digital teaching methods.

Also, the Institute of Professional Development of the Kyrgyz State University deals with the issues of digital education and ICTs at the national level.

In addition, in 2019, the Concept of Digital Transformation for 2019-2023 "Digital Kyrgyzstan" was adopted in the Kyrgyz Republic.

**The introduction of digital education in the general education system.**

The state has already taken the first steps to adapt the education system to the needs of the digital economy. In particular, the work process has begun to update outdated programs at all levels of the educational system: secondary education, secondary vocational and higher vocational education. However, this process should be strengthened by involving experts from the field of IT education development, including industry partners, in order to get as close as possible to the quantitative and qualitative expectations of the labour market.

At the secondary school level, the Akilduu mektep ("Smart School") Program is being implemented, which is a comprehensive program to introduce digital technologies into the educational process, which consists of four main components:

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

As a result of the implementation of this Concept, the education system at all levels is undergoing a large-scale transformation based on such principles as "lifelong learning", "flexibility of educational trajectories", and "modularity of educational courses". Attention is focused on the development of personal, social and interdisciplinary task-oriented skills, as well as on the application of modern methods, formats and tools of learning, including digital learning tools and remote education formats.

In addition, there are various activities to support ESD in ICT and digital education, for example, There was a Round Table "Current state and perspectives of digital solutions in the system of school education in Kyrgyz Republic" held on November 11, 2021 in the frameworks of the project "Quality Education for Sustainable Development through ICT Approaches in Central Asia: Kyrgyzstan" implemented by the Ministry of Education and Science of Kyrgyz Republic in partnership with the Education Quality Assurance Agency "EdNet" with support of UNESCO Almaty and funding from the Government of Estonia. The round table was attended by international experts from Estonia, representatives of international organizations, the private sector and school principals with experience in developing and implementing digital solutions in education management. The main purpose of the round table was to collect and summarize experiences, examples and plans for the development of IT solutions for the national system of school education for joint planning and coordination of joint actions for the funding and development of domestic IT products for use by the Ministry of Education and Science of the Kyrgyz Republic and schools across the country. In addition, IT experts from Estonia were specially invited to present the experience of their country. As a result of the round table, the elements for the development of digital educational products that require special attention were identified, and further steps and directions for the coordination of actions for the digitalization of the education system were formed.

- *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)

##### 1. Are there changes in curricula focused on developing (new) skills, aimed at increasing levels of entrepreneurship and the greening of economies (e.g. in TVET and higher education programs)?

Yes  No  • *Please specify*

Yes, at present, topics and issues aimed at the development of entrepreneurial skills and a green economy based on the Concept of Green Economy in the Kyrgyz Republic "Kyrgyzstan is a country of the green economy" approved by the Parliament of the Kyrgyz Republic are integrated into curricula of TVET and higher education institutions and are currently being implemented in the educational process.

In universities, environmental terms are added to the traditional names of the departments. The Kyrgyz National University named after Zh. Balasagyn since 1994, the Department of Ecology and Nature Management provides training for specialists in "Environmental protection and rational use of natural resources" with the qualification of "ecologist". The Bishkek State University named after K. Karasev has opened the Faculty of Ecology and Nature Management. Ecology and management" department, which includes such departments as "Ecology and nature resources use", "Geography, tourism and natural science disciplines", is opened in Bishkek State University and named after K.Karasaev. The Kyrgyz-Russian Slavic University named after Boris Yeltsin has a Chair on Ecology and Nature Management. B. Yeltsin - "Meteorology, ecology and environment protection" department. The areas of scientific research of the department are

- mountain meteorology, climatology and ecology;

- climates of mountainous areas of Central Asia and their change in the modern era;
- atmospheric circulation of mountainous territories of Central Asia;
- applied climatology of mountainous territories of Central Asia;
- ecology of mountainous territories of Central Asia.

At the Kyrgyz-Turkish University "Manas" there is a department of ecological engineering. The aim of the department is the ecological assessment of the anthropogenic condition of air, water and soil, as well as biological and physical impacts on the environment and participation in development of environmental protection measures.

The Kyrgyz State Technical University named after I. Razzakov trains ecologists, mining economists, and engineers with knowledge of ecology and economics. The American University of Central Asia has opened the program "Ecological management and sustainable development" which refers to natural sciences, it includes programming, geology, ecological management, and applied mathematics.

Analysis of exemplary curricula of all areas of higher professional education showed that the mandatory general education disciplines include disciplines "Ecology" (2 credits), "The concept of modern natural science" (2 credits), "Economic geography" (2 credits). Analysis of the topics of work programs, and syllabuses showed that the concept of "green economy" is mentioned. Basically, teachers operate with the terms "rational use of natural resources", "lean/economical attitude", "renewable/non-renewable resources", "renewable/alternative energy sources", "sustainable development of society", "greening of production", "restoration and reclamation", "environmental management", etc. Since 2018, the process of greening the educational system in Kyrgyzstan has been carried out as part of the ERASMUS+ EGEA project "Strengthening Green Economy in Three Countries: India, Kyrgyzstan and Nepal". Three leading universities are involved in the project: Issyk-Kul State University named after K. Tynstanov, the Kyrgyz Republic. M. Ryskulbekov, International University of Central Asia in Tokmok (hereinafter - IUCA). The curricula of the IUCA "Business Management" direction are also being modernized in accordance with the need to achieve the goals of sustainable development of Kyrgyzstan. Ecology" (2 credits), "Modern Natural Science Concept" (2 credits), "Economic Geography" (2 credits) are mandatory disciplines for first-year students. The discipline "Corporate Social Responsibility of Business" (hereinafter - CSR) is conducted for students in the direction of "Business Administration" as a discipline of the variable cycle. Due to such a wide range of activities CSR is closely related to such concepts as business ethics, social partnership, sustainable business development, corporate citizenship, social investment, corporate initiative, green economy, etc. In other words, with the demands of the times, the previously common understanding of social responsibility focused on charitable donations has significantly expanded to an understanding of relevant aspects of human rights, environmental issues, consumer protection and countering fraud and corruption.

- *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 the national level that strengthen students/youth entrepreneurship competences related to ESD?**

Yes  No

- *Please specify*

*On October 18, 2019, the Government of the Kyrgyz Republic adopted the Concept of Youth Policy for 2020-2030. **The purpose** of this Concept is to create an effective system of youth development, creating conditions for the implementation of state youth policy, the formation of active citizenship and*

values of young people, providing a stable innovative development of the country, promoting the social development and self-development of young people. The development of the concept meets international standards for the quality of youth policy and is based on the following principles.

- legality - the supremacy of the Constitution of the Kyrgyz Republic, laws in the implementation of the rights of young citizens and their associations;
- the priority of humanistic and patriotic values in the formation and implementation of state youth policy;
- the focus on the all-round development of young people;
- protection of the rights and legitimate interests of young people, non-discrimination of young citizens on age, gender, ethnic and other grounds, equality of conditions for the full participation of youth in the socio-economic, political and cultural life of society;
- expanding opportunities for young people to choose their life paths, achieve personal success, and realize their innovative potential in the interests of social development and young people themselves;
- recognition of the special needs of different groups of young people, especially those in difficult life situations;
- involvement of young citizens in policy formation and implementation;
- openness and transparency in the implementation of measures in the sphere of state youth policy;
- inclusion and coordination of the interests of all citizens and organizations involved in the formation and implementation of state youth policy;
- scientificity - study, analysis and forecasting of the situation in the youth environment to develop measures in the sphere of state youth policy;
- consistency - combining interrelated activities within the framework of state youth policy implementation.

**PRIORITIES.** Achievement of the purpose of the Concept will be carried out in three key priority directions, step by step.

Priority direction 1. Formation and improvement of mechanisms, tools, and institutions, enabling the participation of youth in achieving its goals.

Priority direction 2. Increase the active participation of young people as equal participants in the development and responsible decision-making.

Priority direction 3. Comprehensive and systematic improvement of youth competitiveness.

#### **TASKS FOR EACH PRIORITY.**

##### Tasks to achieve priority direction 1:

- Conduct an inventory of regulations affecting youth regularly to improve legislation and identify gaps;
- to ensure decision-making based on the analysis of the situation in the field of youth policy;
- improve the collection and analysis of data on youth;
- on an ongoing basis to implement the state social order aimed at ensuring the rights and interests of young people;
- to involve young people in the planning, implementation, monitoring and evaluation of the implementation of the Concept;
- to develop and implement national and regional programs for youth development, employment and self-realization of young citizens;
- development of a community, student and school self-government capable of influencing decision making at all levels.

##### Objectives for achieving priority direction 2:

- To increase the awareness of policy participants about the rights and needs of young people, the value of their participation in decision-making related to youth;
- create conditions to encourage young people to take an active part in public life;
- create conditions for active participation of local self-government bodies to create conditions and involvement of youth in decision-making processes.

Tasks to achieve priority direction 3:

- To introduce a systematic approach to the upbringing, education, training, invention, and scientific work of young people, focused on results;
- to create a system to support youth initiatives and social adaptation of certain categories of young people;
- Introduce programs, mechanisms and models of investment by the state and business in the development of the most capable, gifted and talented young people;
- to include measures to develop youth entrepreneurship and expand access to financial resources in the strategies and programs of ministries, state committees and administrative agencies.

- 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 the national level which prepare students/youth for sustainable entrepreneurship and green jobs?**

Yes  No  • Please specify

*As safe working conditions are prescribed in the regulatory legal documents on labor protection, which are of great importance for the certification of workplaces, other conditions are stipulated by the norms of labor law. Today, not every enterprise in Kyrgyzstan can boast a formalized document that consolidates all the above-mentioned attributes of decent work. In order to ensure that a graduate of the university, hired in a production company, is guided by the principles of green economy, there is a need to train students - future managers, environmentalists, engineers, economists and financiers on improving well-being and creating opportunities for employment and decent work ("green" jobs). Within the framework of the project in the academic year 2020 the process of introduction of the basic ideas of green economy in other academic disciplines began, as well as three new courses "Waste Management", "Economics and Sustainability", "Eco-tourism" developed within the project ERASMUS + EGEA "Strengthening Green Economy in Three Countries: India, Kyrgyzstan and Nepal" were introduced into the working curriculum of "Business Management" direction.*

*The process of greening in modern society is impossible without changes in the educational process, which are implemented through the introduction of environmental values, modern approaches and ideas in the content of curricula; organization of a set of extracurricular activities of environmental orientation; motivation in conducting research work in the environmental direction. Such an approach will contribute to the development of environmental literacy.*

- 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 the UNECE Strategy for ESD in your country?**

Yes  No  • Please specify how and what challenges occurred

*COVID-19 has had a significant impact on the implementation of the UNECE Strategy for ESD both in UNECE member countries and in Kyrgyzstan. The*

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*whole world is facing the COVID-19 global crisis, which has affected all sectors of society and is changing lives and livelihoods. As time shows, in all types of crises and when necessary, from climate change to armed conflicts or political unrest, governments and people try to take the necessary actions and respond to the needs of society. COVID19 has threatened not only lives and health, but also the quality and continuity of education, including the implementation of the UNECE Strategy for ESD. In the last quarter of the academic year, all schools and universities in Kyrgyzstan switched to distance learning mode through television and other broadcasting channels. Since the education system (especially in public schools) was not ready for this change, and data transmission problems limited households' access to high-speed Internet, there was a sharp decline in the quality of education, which is practically the basis of the Strategy. Even worse, children/students from remote and/or poor families did not have access to distance education or had access to low-quality distance education. The continuation of these trends could have dramatic consequences for the Kyrgyz Republic's prospects for achieving SDG 4 (lifelong learning) and SDG 5 (gender equality).*

- *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 lessons learnt in your country from COVID-19, which, in 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*

*Yes. Considering the consequences of the decline in the quality of education and the lack of access to distance/digital education, the Ministry of Education and Science will provide 1,200 schools (56% of the total) and eight teacher training colleges in Kyrgyzstan with computer equipment and office equipment under the World Bank-funded "Education for the Future" project. The package of computer equipment and office equipment supplied for each school includes 20 personal computers, six projectors, two network switches, one uninterruptible power supply (UPS) and MFP (printer, copier, scanner). A total of 24,168 computers, 7,208 projectors, 2,408 network switches, 1,208 multifunction devices and UPS will be provided to schools and colleges. In addition, computer labs at each school will be provided with 15 computer desks, 15 chairs, and 15 nightstands for the system unit. The project will also develop digital content for grades 5-11 with an emphasis on math and science subjects (physics, chemistry, and biology). Digital learning materials will be available to all schools in Kyrgyzstan.*

- *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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