



# Economic and Social Council

Distr.: General  
21 April 2022

Original: English

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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)\***

Note by the secretariat\*\*

#### *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 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,

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

\*\* The present document is being issued without formal editing.

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>1</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>2</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*

In accordance with the Law of Ukraine "On Higher Education" the National Agency for Quality Assurance of Higher Education was established to assess the quality of higher education which makes such assessment through the accreditation procedures for training programs at all levels of higher and postgraduate education, as well as the certification of scientific personnel.

In the field of secondary education, there are systems of assessment and monitoring of education quality, which are carried out by regional centers of quality assessment of education and entered into the information and telecommunications system of the Ukrainian Center for Quality Assessment of Education.

ESD is considered in systems of education quality assessment in cases when goals, objectives and indicators of SD and ESD are included on a voluntary basis into normative documents of an educational institution (Strategy and Development Plan, Internal system of education quality assessment and others).

• *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*

No.

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

Yes  No

• *Please specify*

The integration of ESD into the professional development of teachers is carried out on a voluntary basis during the postgraduate education / advanced training for teachers at the State Ecological Academy of Postgraduate Education and Management, as well as in several other universities as a result of international grants, in particular from the UNDP, SIDA, WWF, etc.

<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> 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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- *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*

No.

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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 Ukraine in recent years several online platforms for in-service training of teachers and educators have been created. On these platforms there are courses and webinars on curriculum, leadership, teachers' professional development, teaching methods, collaborations, facilities and infrastructure for promoting WSA application./WIA to ESD in formal education (Diya App, UNICEF YouTube channel, Prometheus, EdEra, Osvitoriya, etc.)

Within the framework of the UNDP-GEF Youth and Climate Change Innovation Program, three Youth Climate Centers have been established (Dmytrivka village, Kyiv region; Chernihiv city; Irpin city, Kyiv region) in order to involve and lead rural youth in active action through training, awareness-raising and practical projects to combat climate change.

School of Social Leadership 2021 "Youth Practices of Social Design" engaged youth leaders to provide a non-formal education. The initiative as launched in partnership with Kyiv T. Shevchenko National University and the Representation of the F. Ebert Foundation in Ukraine.

Ukrainian Youth Leaders and ESD Experts took part in the International Coordination Group (UN Youth Working Group) together with the Ministry of Family, Youth and Sports and the United Nations Office for the Coordination of Humanitarian Affairs (UNHCR) in Ukraine.

Competition of Youth Environmental Initiatives was organized and held in 2021 and the 8 youth projects of the winners of the competition, which were implemented in Zhytomyr and Rivne regions of Ukraine, were supported by the GEF SGP CSOs Network.

Annual National Youth Forum "Children for Environment: The Future We Want!" took place in the end of June 2021 in order to ensure the exchange of experiences and best practices among young people from all regions of Ukraine.

Online knowledge platform "Sustainable Community Developme" has been updated during the reporting period. Now it includes more than 10 modules for free study and

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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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implementation of capacity building activities in communities (<http://www.ecoacademy.org.ua/>).

In October 2021, over 10 youth leaders took part in the ‘Youth Leadership and Sustainable Community Development’ Educational Program (Hoff, Germany) supported by the GEF SGP Ukraine and Bavarian Environment Agency. The program examines Germany's experience in implementing low-carbon technologies, innovative green and sustainable production, sustainable infrastructure solutions, etc.

In August 2021, National Students Forum: Education, Leadership and Responsibility was held under the support of the Ministry of Education, Ministry of Finance, Ministry of Youth and Sports, Governmental committees and Irpin local authorities. The Forum included Ecological Marathon and gave students the opportunity to present their environmental projects and receive financial support on their implementation.

School of Sustainable Development for local teachers was established within the initiative of socially responsible business MHP Agrarian Enterprise. The School is aimed at ensuring the implementation of SDGs and enrolment of ESD in the school curricular.

- *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, in combination with the topic below.**

**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*

Full-scale russian invasion of Ukraine that started at 24<sup>th</sup> of February 2022 has a dramatic influence on implementation of ESD Strategy in Ukraine, including WSA/WIA. Intense fighting and relentless shelling have triggered a grave humanitarian crisis, including loss of life and injuries, massive displacement of people throughout the country and across international borders, and severe damage and destruction to critical civilian infrastructure and housing. For instance, over 100 schools are already destroyed and almost 1500 are damaged.

As of mid-April, more than 4 million residents of Ukraine, primarily women and children, have been forced to flee the country, with an estimated 7.1 million displaced internally according to UNHCR data. IOM states that 61% of IDPs report a child aged 5-18 in their household, and 28% of IDPs report a child under 5 in their household.

Meanwhile, people remain trapped in encircled towns and cities without food, water, medical care, electricity or access to life saving and safe passage to escape the deepening crisis. Over 12 million people are estimated to be stranded in affected areas or unable to leave due to military action, security risks, destruction of bridges and roads, land contamination, as well as lack of resources or information. Over 1.8 million children are forced to live in basements and subway stations. In addition, over 180 000 children were illegally moved to russia. As a result, children’s basic rights, such as right to life, proper health care, access to education and others, are neglected.

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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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Ministry of Education and Science of Ukraine and other state institutions had to change rules and procedures on the all levels to adapt educational system to the war circumstances. From the mid-March, the educational process has started to renew in relatively safe regions of Ukraine. Pre-school education is available now in 6 regions and distance education in 8 regions. Secondary school education in digital format is available for 3 million children in 11 regions of Ukraine. Higher education institutions renewed its work in 15 regions.

Taking into consideration above mentioned, the scope and quality of digital education opportunities increased in formal and informal education, including ESD, for the last 2 month. However, the situation in educational sector remains critical and Ukraine need any possible support to continue educational process under war circumstances and implement European standards in 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*

**Yes, in combination with the topic above.**

**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*

Monitoring of curricula and organization of the educational process, self-assessment and self-analysis are a prerequisite for obtaining licenses from the Ministry of Education and Science of Ukraine for the right to provide educational services and for obtaining levels of accreditation of educational programs. Therefore, those educational institutions that implement WSA/WIA to ESD carry out such monitoring and report in the self-analysis reports.

- *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 significantly change ICT and digital education used for teaching and learning on ESD in your country?**

Yes  No

- *Please specify how*

No significant changes have happened since May 2021. However, new digital education tools were developed and introduced during the reporting period.

- *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*

No.

**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*

During the COVID-19 pandemic, various forms of digital education, in particular online courses, are being actively introduced into the educational process.

In addition to various courses offered by postgraduate institutions in Ukraine, the United Nations Development Program in Ukraine, within the framework of the Online Education for Sustainable Development project, together with the German Society for International Cooperation (GIZ), has developed three new online courses to support sustainable development in Ukraine:

a) "How to proceed further: Public servants on sustainable development";

b) "How to proceed further: Business on sustainable development";

c) How to proceed: To social activists about sustainable development"

(<https://www.ua.undp.org/content/ukraine/uk/home/sustainable-development-goals/online-courses-on-sustainable-development.html>)

As well, the UNDP-GEF Small Grants Program has developed two online courses, namely:

a) Green Entrepreneurship  
(<http://ecoacademy.org.ua/book/zelene-pidpryemnyctvo>)

b) Social Inclusion in the context of sustainable development and green recovery

(<http://ecoacademy.org.ua/book/socialna-inklyuziya>)

Moreover, UNICEF, Prometheus, EdEra and Osvitohor also have launched a variety of online trainings relating to the different aspects of SDGs and ESD.

- *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*

No.

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

Yes  No

- *Please specify*

The Government of Ukraine launched National online-platform for the development of digital literacy in Diya App, including online-testing for teachers and educational series about online-services for teachers. Moreover, the digital education in ESD was discussed and promoted within the series of national-level



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*Supporting ESD within ICT and digital education*

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events, such as August Pedagogical Conference, EdFest and others.

In addition, over the past year, many new proposals for advanced training on the introduction of modern digital technologies in the educational process have appeared on the national online educational platforms.

- *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*

No.

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#### **IV. Priority action area (d)**

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*Enhancing entrepreneurship and employment within ESD*

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**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, in the field of postgraduate education there are advancement courses aimed at achieving the SDGs and compliance of Ukrainian enterprises with the European green course. In particular, the trainings are focused on the implementation of green economy in enterprises, development of environmental policy, action plans on environmental protection, formation of carbon market, including internal carbon market for land use sector, assessment of carbon footprint of agricultural products, preparation of verifiers of reports on monitoring of greenhouse gas emissions, introduction of sustainable green procurement, etc.

- *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*

No.

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

Yes  No

- *Please specify*

In 2020, the Innovative Program on Youth and Climate Change of the UNDP-GEF Small Grants Program was launched, which is aimed at:

- Strengthening the capacity of young people in decision-making and influencing sustainable development policies;
- Strengthening the capacity of youth, especially, rural youth, to empower local communities for the implementation of ESD, preparation of ESD plans, and

replication of experience at the national and international levels.

Representatives of youth organizations and ESD Focal Point from Ukraine took part in the Sparkblue/SDGs Dialogue Group on Governance and Environment (organised by the UNDP) at the global level.

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  
No.

**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*

In July 2020, Ukraine at the High-Level Political Forum presented to the world community the first Voluntary National Review of the state of achievement of the SDGs.

This Review is a generalization of public opinion and expert assessments. For the first time in the history of Ukraine, young people were involved in the development of a state document of this level.

The initiative "Synergy of knowledge, experience and creativity for the future" brought together government officials, youth and scientists with the support of UNICEF in Ukraine.

This initiative has become the basis of systematic work to ensure the participation of young people in the decision-making process and monitoring and evaluating the achievement of sustainable development goals.

The UNDP in Ukraine, within the framework of the project "Online education for sustainable development", together with the German Society for International Cooperation (GIZ), developed the online course "How to go further: Business about sustainable development".

(<https://www.ua.undp.org/content/ukraine/uk/home/sustainable-development-goals/online-courses-on-sustainable-development.html>)

Also, the UNDP-GEF Small Grants Program has developed two online courses, namely:

Green Entrepreneurship

(<http://ecoacademy.org.ua/book/zelene-pidpryyemnyctvo>) and

Social Inclusion

(<http://ecoacademy.org.ua/book/socialna-inklyuziya>) in the context of sustainable development and green recovery.

- *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*

No.

## V. COVID-19 and ESD

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### 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*

Yes, most of the events related to the implementation of the UNECE Strategy for ESD are carried out in online format.

- *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*

No.

### 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, young people show greater mobility, adaptability and flexibility in using the remote communication models and adaptive models for practical activities. This is confirmed by the mechanisms developed within the framework of the Innovative Program on Youth and Climate Change of the UNDP-GEF SGP.

- *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*

No.

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