



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

17th meeting, 30 and 31 May 2022

Information Paper (from **AUSTRIA)**

Survey on the focus of the future capacity building activities (2022-2030)*

Item of the provisional agenda:

Results of the survey on the focus of the future capacity building activities to be organised during the current decade up to 2030

Prepared by the Secretariat in cooperation with the Bureau

* The document is not officially edited

SURVEY

on the focus of the future capacity building activities (2022-2030)

Introduction

This *questionnaire*, which *includes tables 1, 2 and 3*, has been developed by the UNECE secretariat and the Chair of the UNECE Steering Committee on Education for Sustainable Development (ESD) in cooperation with the Bureau, following the decision taken at the sixteenth meeting of the Committee (10-11 May 2021). The Committee then agreed, with the purpose to identify the focus of the capacity-building (CB) activities for the next decade, to elaborate and distribute a survey with the questions that would help to identify the issues/themes of interest and the ways to mobilize funds for the activities planned in the new work program (to be held at the national, sub-regional or regional levels).

The purpose of the questionnaire attached below is to identify the focus, form(s) and funding sources of the capacity building activities to be conducted in the framework of activities held under the UNECE Strategy for ESD in the next phase of its implementation (2022-2030).

The secretariat will analyze the results of the survey and inform the Committee to understand the needs and strategies of the member States and donors in the design and implementation of the future capacity building activities (which may be held in-person, hybrid or online mode, depending on the situation and developments with regard to the pandemic).

QUESTIONNAIRE for completion

(Table 1 on general information, Table 2 on thematic focus (priority area or strand) and Table 3 on specific issues under the chosen strand)

Table 1 - General information

1. Name of your country			
Austria			
2. Name of your organization (ministry, committee, international, regional organization, or other)			
Ministry for Climate Action, Environment, Energy, Mobility, Innovation and Technology			
3. Contact person (national focal point and/or the person who fills in this questionnaire)			
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Table 2 - Thematic focus (priority area or strand)

Priority areas/strands	In which of the strands, incl. a cross-cutting issue on youth, your country is specially interested?	For each chosen strand, which type of capacity building does your country need?	For each chosen strand, what kind of contribution (financial or in-kind) can you offer?	For each strand, if work on that topic is ongoing in your country, please indicate what kind of expertise you may offer to others?
Strand 1: Quality Education and ESD	✓ YES	✓ Specific research	✓ Knowledge (expertise)/good practices	Knowledge on informal and non-formal education, as well as good practices
Strand 2: Whole Institution Approach	✓ YES	<ul style="list-style-type: none"> ✓ Training ✓ Good practices ✓ Specific research 		
Strand 3: Digital Education, ICT and ESD	✓ NO	✓ Good practices		-
Strand 4: Entrepreneurship, Employment, Innovation and ESD	✓ NO			-
Cross cutting issue: Youth participation in ESD	✓ YES	✓ Good practices	✓ Knowledge (expertise)/good practices	Knowledge on informal and non-formal education, as well as good practices
Other specific themes or conceptual needs	-	-		-

Table 3 - Specific issues of interest under each strand

For your chosen priority area/strand (as indicated in the Table 2 above), please choose and indicate one of the proposed specific issues that you would like to build the capacity on in your country/organization.

Priority areas/strands	Specific issues under each strand	Pls indicate your choice of specific issues
<p>Strand 1: Quality Education and ESD</p>	<ol style="list-style-type: none"> 1. Establishment of an international network of quality assurance and enhancement professionals who want to learn and specialise in ESD (2022-2030). 2. An international workshop to take place in Geneva prior to a UNECE meeting in bringing together education quality professionals (assurance and enhancement) convened every two years until 2030. 3. A professional development programme for education quality professionals, authorities and agencies on quality frameworks for ESD (2022-28) offered initial at international levels but then supporting national level offerings. 4. Development of quality criteria frameworks for ESD in (higher education; early childhood; etc) (2024-30). 5. A benchmarking tool to assess practice which includes: the application of the framework in practice and collection of case studies that inform the benchmarking tool) (2024-26). 6. Monitoring and evaluation of quality assurance and enhancements efforts in ESD via the UNECE reporting process (2022-2030). 7. Communication of the above initiatives and sharing of tools at Quality professionals conference (INQAAHE; ENQA; QAA). 	<p>n/a</p>
<p>Strand 2: Whole Institution Approach</p>	<ol style="list-style-type: none"> 1. Leaders/principals/administrators of educational institutions training on how to lead the development and implementation of an ESD plan based on whole-institution approach. 2. Processes/mechanisms for engaging all interested stakeholders in developing a plan to implement ESD in the whole institution. 3. School and community collaboration on applying whole institution approach to 	<p>1+2</p>

	<p>ESD.</p> <p>4. Monitoring and evaluation of the plan on applying whole-institution approach to ESD.</p>	
<p>Strand 3: Digital Education, ICT and ESD</p>	<ol style="list-style-type: none"> 1. Systematize the use of digital tools to enhance the current potential of ICTs by combining formal, non-formal and informal learning. 2. Generalize e-learning and blended learning scenarios that combine face-to-face training facilitating interactions between learners and trainers and e-learning. 3. Strengthen the production of and access to open educational resources (OER) and Open Educational Practices (OEP) which is a key factor to facilitate ESD. 4. Apply Learning Analytics and other AI techniques to ESD in order to measure, collect, analyze and process data associated with learners and their environment. 5. Develop social networks and media education in order to help young and adults to develop the capacity to understand the different aspects of SD. 6. Combat the illitectorism of those who do not have the keys to the use of electronic resources in accessing or understanding digital information. 7. Strengthen the role of digital technology while ensuring the limitation of its carbon footprint, by promoting the eco-design of equipment, ensuring the resilience of processes, promoting the emergence of new systems and values. 	3 +7
<p>Strand 4: Entrepreneurship, Employment, Innovation and ESD</p>	<ol style="list-style-type: none"> 1. Mainstream ESD-innovation and entrepreneurship educational activities through local school and local university curricula: <ol style="list-style-type: none"> a) identify new qualifications and skills in the field of sustainable development, green and circular economy and green technologies; b) integrate the new qualifications and skills into professional profiles and facilitate the effective integration of learners; c) promote, through the competent/relevant state institutions, proven and functional educational approaches, projects and organizations that support the required skills for the development of entrepreneurship, employability and innovation; d) training of leaders/principals/administrators of educational institutions on how to 	1a

	<p>develop and implement ESD-innovation and entrepreneurship educational activities.</p> <ol style="list-style-type: none"> 2. Cultivate opportunities for ESD related innovation strategies through national smart specialization strategies or otherwise. 3. Promote placements for NEETs¹ in sustainable organisations and activities 4. Other (pls specify) 	
<p>Cross cutting issue: Youth participation</p>	<ol style="list-style-type: none"> 1. Meaningful youth participation in policy and decision making 2. Fundraising with and for youth through instruments such as Erasmus+ 3. Develop strategic partnerships with relevant international organizations 	1 + 3
<p>Other specific themes or conceptual needs</p>		

¹ Youth not in employment, education or training (NEET)