



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

18<sup>th</sup> meeting, 25 and 26 May 2023

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### **Information Paper No. 4**

**Outline of practical steps for implementing the workplan activities/outputs on strand 2 on the whole institution approach and education for sustainable development:**

**(b) Draft Proposal for developing a Tool Kit on “Whole Institution or Whole School Approach and Education for Sustainable Development”<sup>1</sup>**

**Item 8 of the provisional agenda:**

**Proposal for developing an outline of activities for implementing the second strand on the whole institution (school) approach outlined in the draft workplan**

**Prepared by the Chair of the expert group Mr. Hak Nispen in collaboration with the leading countries of the workplan activities for the keys strand 2 (Cyprus and the Netherlands) and the Chair of the UNECE Steering Committee on ESD, Dr Aravella Zachariou**

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<sup>1</sup> This information document was not formally edited

## Background

UNECE ESD strategy in its objectives points out the importance for providing the necessary tools to the UNECE region for supporting countries to implement the ESD effectively. As noted to the Strategy the materials for ESD at all levels need to be developed, both for general courses and specialist education and for self-study and be adapted to the local conditions and needs (UNECE, 2009c). The development of a toolkit on WIA (WSA) and ESD is vital for implementing WIA and ESD, across formal and non-formal education, but also as an intrinsic part for integrating the new framework of the UNECE ESD Strategy 2021-2030, in Member States of the UNECE.

The Whole Institution Approach (WIA) is an integral concept that is based on a holistic approach. It connects and brings together the institution's vision; building management and operations; education (curriculum; pedagogy and didactics and professional development), and cooperation with the environment of the institution (with the parties in the vicinity of the institution: parents, companies, organizations, municipality etc.), as well as culture, youth participation and monitoring.

In this draft proposal and the toolkit, we focus on the Whole Institution Approach (WIA) because it covers the width of institutions for formal, non-formal and informal education from the youngest child to adults. The WIA is for every institute that is active in the field of education for sustainable development. For schools the Whole Institution Approach, reflected to the Whole School Approach. The WIA opens for everyone a wider perspective on education and cooperation in it with other institutes like NGO's, training institutes, universities, companies, municipalities, and so on.

The concept offers questions for each part, so the institutions can work with it. But even more challenging are the links between the parts so that crossovers can be made and for instance a connection is made between the business operation of the school and the educational process. In doing so the institutions will become more and more an exemplary location for sustainability and sustainable education instead of implicitly conveying the wrong messages due to, for example, bad business practices, in addition to education about how operations could be more sustainable. The WIA will combine these different worlds for the benefit of the youth and society.

## Mandate

During the 3<sup>rd</sup> Joint High Level Meeting for the Ministers of Education and Environment on ESD agreed that under the leadership of the Netherlands and Cyprus an expert group will be established with the terms of reference to develop the work plan activity for key strand two Whole Institution Approach and Education for Sustainable Development in the UNECE Region. The expert group will work in close collaboration with the UNECE ESD SC and the leading countries for developing the tools as well as the capacity building activities that will facilitate the effective implementation of the toolkit on WIA and ESD in Member States in the UNECE Region. The tool kit will be developed by taking into consideration the policy framework on WIA and ESD, which is also part of the work plan activities for integrating the key strand WIA (WSA) and ESD.

## Synthesis of the Expert and Support group

### Expert group

In order to advance the work on the development of a WIA framework that can be used in a wide range of contexts within the UNECE region an expert group will be created consisting of people with extensive experience and knowledge on the WSA/WIA in relation to ESD and on developing educational tools. The expert group will be responsible for the development

of the toolkit on WIA (WSA) and ESD, which will be aligned with the policy framework on ESD. ad.

**Chair of the expert group:** Hak van Nispen tot Pannerden, General Director of SME, Netherlands

Members of the expert group (to be asked).

**Ass. Professor Jan Cincera**, Masaryk University, Check Republic

**Ass. Professor Kostantinos Korfiatis**, University of Cyprus

**Ass Professor Georgia Liarakou**, – Kapodistrian University of Athens, Greece

### **Members of the project team:**

André de Hamer, Netherlands,

Heleentje Swart, Netherlands,

Thallia Michael, Cyprus,

Simoni Partakidou, Cyprus

## **Support Group**

The work of the expert group will supported by a supporting group from the MS of the UNECE Region. The supporting group will provide suggestions, comments and feedback on the documents. For the synthesis of the supporting group, the UNECE ESD SC Secretariat will send a week after the end of the 15<sup>th</sup> meeting of the SC an invitation to all the Member States and Organizations to declare their interest for participation. The selection of the members of the supporting group will based on specific criteria related with their experience on educational tools, WIA and ESD.

## **Purpose and objectives of the toolkit on WIA and ESD**

### **Purpose**

To develop, a toolkit of ideas, activities on WIA and ESD that will support the Member States in the UNECE Region, as well as other regional processes, stakeholders and parties that engage with ESD in formal, non-formal and in-formal level, to work and transform their institution(s) to sustainability based on WIA.

### **Objectives**

- To provide a practical toolkit on WIA and ESD that will support all the interested parties to **integrate** in a more flexible way the WIA in their organization
- To support stakeholders (and youth) to understand their **role** in WIA and be intrinsic and active members of an institution that aims to its sustainable transformation based on WIA.
- To present good **ideas and practices** in each dimension of the WIA and ESD that will facilitate the members of an institution to adapt WIA more effectively and according to their particular needs.
- To operate as a **tool of networking and collaboration** between the Member States (MS) in the UNECE region, where the lessons that will be learned from its use can operate as lessons to learn from each other.
- To help the stakeholders of the MS in the UNECE region to understand in a meaningful way how **WIA applied in praxis**.

- To **support** institutions of the MS in the UNECE to implement the WIA as a holistic concept in their own policy and practice.
- To help parties in and related to education to develop a **common ‘language’ on WIA** and to communicate with authorities, partners and society about ESD as a quality education.

## Deliverables of the toolkit WIA and ESD

The toolkit based on the strategic goals of WIA and ESD as it is described in the new implementation framework of the UNECE ESD Strategy 2021-2030 and will develop taking in to consideration the WIA and ESD Strategic Framework which is the first deliverable in key strand 2. The toolkit will

(a) The general description of WIA, the holistic view behind WIA to create the mindset and basis knowledge of the concept and the possibilities of it. WIA will be presented as a concept for a Whole View or a holistic approach for quality education (SDG 4, 4.7), including the seven parts and interventions, change, youth-participation etc.

(b) The wider perspective of sustainability as presented in the 17 sustainable development goals (SDGs) for 2030 related to ESD. It will pursue to show the linkages, systemic and interconnected nature of SDGs which is a prerequisite for an institution that pursues to become sustainable

(c) The Sustainable competences, based on the UNECE A rounder Sense of Purpose and other mechanisms such EU Green Comp.

(d) The specific dimensions that included for the WIA and ESD in the new implementation framework. (i) leadership in the learning place; (ii) quality assurance – any place of learning needs to have a vision of how to use ESD as a transformative process and what kinds of monitoring and evaluation need to be established; (iii) involving youth as part of the participatory processes; (iv) ESD for staff development; (v) opportunities for further training for everyone; (vi) developing sustainable infrastructures such as waste management practices, energy conservation and purchasing policies; (vii) innovation – being open to change and collaboration with other entities through networking, opportunities at all levels; and (viii) communication networks within and outside of the institution;

(e) The ideas of education (f.i that we need formal, non-formal and informal education to work on qualification, socialization and personal development), therefore we also need other didactics to do so. This will be presented in a general concept on pedagogy and didactics.

(f) The process of starting to work with the WIA will be presented so an institution can start up the process and take care of its continuity. (overview of a possible process, questions you can ask, how to make partnerships, conditions, examples etc.) Possible process is: ambition -> working group -> connection with society -> goals and criteria -> activities linked at the curriculum -> realisation and evaluation -> communication.

(g) For each of the six parts of the WIA (vision, building management and operations; curriculum; pedagogy and didactics; professional development and institution environment) an elaboration is being developed, so that ..institutions can start with it and the people involved in the school recognize themselves in it. The toolkit for each part will inspiring to take the next step and look for opportunities to make the cross-overs.

(h) Tools, examples and inspiration for implementing the WIA. Tools, examples and inspirations always relate to multiple parts of the WIA but will take on of them as starting point (as is done also in de exemplary practices as presented at the WSA conference 2022, Lunteren, the Netherlands,

(i) Literature: overview of relevant and inspiring literature and sources.

(j) Training: Designing of a training course on WIA based on the toolkit that can be used from the Member States in their context and according to their particularities.



	2023		2024			2025		
presentation of the first draft in the 19th Meeting of the UNECE ESD SC (May or June 2024)					X			
Regional conference ‘how to use the Toolkit WIA (hosted by one of the MS)						X		
Final version							X	
Publishing by UNECE (The final toolkit will be submitted to the UNECE one month after the 20 <sup>th</sup> meeting for publication and translation)								X
Online meetings with experts and support group (1x /half year)*	X		X		X	X		
Online and live meetings project team (1x/Q alternating)*	X	X	X	X	X	X	X	X
Online and Live meetings with contractors (1x/half year)*	X	X		X		X	X	

## Capacity building and dissemination activities

### Capacity building activities

1. On-line workshops or a regional capacity building activity in Geneva as back-to-back to the meeting of the committee,
2. International conference in country that is interested to host it
3. Workshop (s) by a country(ies) that will express interest to host it
4. Joint events with other regional mechanisms such as UNESCO, GENE etc
5. At regional and national level training events (in presence and on-line) can be organized ‘on demand’, the team behind the development of the toolkit WIA and ESD is available for being present as expert/trainer/coach to support these processes.
6. A regional meeting aiming to provide first-hand experiences to various stakeholders of the Member States on ‘how to use the toolkit’.
7. Webinars for informing about the tool and familiarizing Member States, Organizations and other stakeholders with the toolkit.

### Dissemination Activities

Throughout 2024 and 2025 the progress and products of the framework development will be shared via social media and key international websites, regional events and conferences.

## Countries supporting the initiative

The Netherlands and Cyprus have declared that they will support the development of the WIA ESD Framework by in kind and financial contributions.