LEARNING FROM EACH OTHER: ACHIEVEMENTS, CHALLENGES AND WAYS FORWARD –
SECOND EVALUATION REPORT OF THE IMPLEMENTATION OF THE UNECE ESD STRATEGY

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Use of indicators for ESD implementation

- To set benchmarks for assessing current and future progress;
- To promote learning from each other in and in-between countries (rather than to promote ranking and comparing)
UNECE ESD Implementation Phases

(i) phase I (until 2007) – take stock of existing activities, implement initial measures, and define priorities for further activities;

(ii) phase II (until 2010) – start integrating SD into learning programmes and curricula, review progress made in the implementation of the national strategies and revise these strategies if necessary;

(iii) phase III (until 2015) – make considerable progress in implementing ESD.
About the data

- The evaluation is based on the NIRs submitted by UNECE member States.
- Thirty-six countries delivered a NIR in Phase II, same as in Phase I but some new countries.
- Of the SEE-region only Croatia and Serbia submitted a NIR.
- Quality of the NIRs generally higher than in Phase I.
About the data (continued)

- Only half of the countries provided data on their national reporting process.
- Several of them explicitly stated that the reporting process was not a multi-stakeholder process.
- Along with governmental institutions, most often mentioned are academic/scientific institutions and a variety of different NGOs. The business sector seems hardly involved in the reporting process.
Countries that submitted a NIR in Phase II

Armenia, Austria, Belarus, Belgium, Bulgaria, Canada, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Israel, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Malta, Moldova, Netherlands, Norway, Poland, Romania, Serbia, Slovakia, Slovenia, Sweden, Switzerland, Turkey, Uzbekistan
Key Objectives UNECE ESD Framework

- (a) Ensure that policy, regulatory and operational frameworks support ESD;
- (b) Promote Sustainable Development through formal, non-formal and informal learning;
- (c) Develop the competence within the education sector to engage in ESD;
- (d) Ensure that adequate tools and materials for ESD are accessible;
- (e) Promote research on and development of ESD;
- (f) Strengthen cooperation on ESD at all levels within the UNECE region.

www.unece.org/env/esd/
Key results

- A shift from the political to the practical: ESD is increasingly addressed in formal, non-formal and informal learning.
  - However, many countries also contend that activities are still sporadic and remain somewhat isolated at the local level without the necessary up scaling, and lack the necessary financial and human support to be fully successful.
SD key themes addressed in formal education

But...

- still the environmental component of SD largely prevails
- the least attention is given to the economic dimension of SD (e.g. ‘Corporate Social Responsibility’ and ‘rural/urban development’ are hardly ever mentioned as being addressed in the curriculum.
- When these aspects are covered at all they solely find a place in the higher ISCED levels.
Strategies to implement ESD identified

- Across the UNECE region SD/ESD is mostly addressed through a cross-curriculum approach
- Participation and support for ‘whole school approaches’, eco-schools and green flag schemes is on the rise
Almost all countries have SD addressed in informal/public awareness-raising activities.
Various countries state that activities are abundant and that sustainable development has increased in visibility over the recent years.
None of the EECCA countries (Belarus being the exception) appear to have economic incentives in place to support ESD.
Challenges

- Need for improved communication between involved ministries (particularly in EECCA region) and the generation of inter-sectoral programmes
- Support in the development of a whole-institution approach (in EECCA region)
- Need to “clarify how ESD can contribute to the increase of overall educational quality” and the addressing of “competing” issues
- Increasing ESD awareness among decision-makers and tertiary educators: “a lack of simplest principles of ESD among university teachers.”
- Non-governmental stakeholders not sufficiently involved in the core decision making process
Recommendations

- To help governments adopt a long term perspective and to assure successful implementation of ESD beyond 2014, the UNECE might want to develop an ESD 2020 Strategy that expands the horizons and shows an inspiring long-term commitment to ESD.

- More synergy, networking and coordination is needed to achieve the up scaling of ESD from the margins to the mainstream.
Recommendations - continued

- Invest in mechanisms that support the dissemination of teaching methods, materials, research outcomes and experiences in the field of (E)SD
- Invest in mechanisms that ensure the effective involvement of stakeholders from all levels and fields of society in ESD-implementation
- The continued articulation of the meaning of ESD competence will be helpful in strengthening ESD professional development
School Development Through Whole School Approaches to Sustainability Education

SEEPS Project

Solar Panels
School Council
Group Learning
Bicycle Repair
Wild Life Area
Greenhouse
Compost Heap