FINAL EVALUATION REPORT OF THE IMPLEMENTATION OF THE UNECE ESD STRATEGY

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UNECE STRATEGY FOR ESD

Strategy for ESD (Vilnius, March 2005):

To facilitate the introduction and promotion of education for sustainable development (ESD) in the UNECE region to the realization of our common vision.

The Aim of the Strategy:

To encourage UNECE Member States to develop and incorporate ESD into their formal education systems, in all relevant subjects, and in non-formal and informal education.
OBJECTIVES OF THE UNECE ESD STRATEGY

(a) Ensure that policy, regulatory and operational frameworks support ESD;
(b) Promote sustainable development through formal, non-formal and informal learning;
(c) Equip educators with the competence to include sustainable development in their teaching;
(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.
UNECE ESD IMPLEMENTATION PHASES

• **Phase I** (2005 - 2007) – take stock of existing activities, establish the mechanisms to start implementation, and define priorities for further activities;

• **Phase II** (2007-2010) – integrate SD into education programmes and curricula, review progress made in the implementation of the national strategies and revise these strategies if necessary;

• **Phase III** (2010- 2015) – make considerable progress in implementing ESD.
PHASE III PRIORITIES FOR IMPLEMENTATION

• to ensure that there is an ESD school plan in every school by 2015;
• to promote the introduction of ESD into teacher education; and
• to reorient technical and vocational education and training (TVET) in support of sustainable development and the transition to a green economy
1. Introduction
   → 1.1. Context: UNECE and ESD
   → 1.2. Methodology
   → 1.3. Major Findings

2. Reporting
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   → 2.2 Formal, Non-formal and Informal Learning
   → 2.3 Educators SD Competence
   → 2.4 ESD Tools and Materials
   → 2.5 Research
   → 2.6 Regional Cooperation on ESD
   → 2.7 Promotion of knowledge of indigenous peoples

3. Priorities
   → 3.1 ESD school plan in every school by 2015
   → 3.2 ESD into teacher education
   → 3.3 TVET in support of SD and the transition to a green economy

4. Future of ESD
   → 4.1 Challenges and Obstacles
   → 4.2 Future Implementation
METHODOLOGY
DATA

• The evaluation is based on the NIRs submitted by UNECE Member States.
• 38 Member States delivered a NIR in Phase III, 36 countries reported in Phase I and II.
• 23 countries provided informal reports on the phase 3 priorities in 2014.
REPORTING COUNTRIES

Region 1 - **Eastern Europe, the Caucasus and Central Asia (EECCA).** The 6 reporting states in this group include Armenia, Belarus, Georgia, Kyrgyzstan, Moldova, and the Ukraine.

Region 2 - **The European Union, other Western European Countries and North America (EU/West/NA).** The 28 reporting states include Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, Germany, Greece, Hungary, Ireland, Latvia, Luxembourg, Malta, Netherlands, Poland, Romania, Slovakia, Slovenia, Sweden, Andorra, Iceland, Monaco, Norway, Switzerland, and Canada.

Region 3 - **South-Eastern Europe (SEE).** The 4 reporting states include Bosnia and Herzegovina, Montenegro, Serbia, and Turkey.
MAJOR FINDINGS

1. Securing and sustaining leadership and political will has been a critical factor in the success of the Strategy.

2. At the end of the UNECE ESD Strategy, several important advancements in the area of policy integration, curricula, tools and resources, and networking have been made.

3. Full integration of ESD has yet to be realized across all levels of education, formal, non-formal, and informal.

4. The three priorities for Phase III are proving to be critical leverage points in whole system change,

5. More research, monitoring and evaluation is needed
Chart 3: Prerequisite measures taken to support the promotion of ESD

- National languages: 32% Yes, 6% No, 2% No answer
- National focal point: 32% Yes, 5% No
- Coordinating body: 26% Yes, 10% No
- National implementation plan: 27% Yes, 10% No
- Synergies at the national level: 29% Yes, 5% No

Percentage of 38 Countries
ISSUE 1. POLICY

ESD has now been addressed or adopted in national education policy documents by over 90% of reporting Member States.

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage of 38 Countries</th>
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</thead>
<tbody>
<tr>
<td>National policy documents</td>
<td>95%</td>
</tr>
<tr>
<td>National education legislation</td>
<td>93%</td>
</tr>
<tr>
<td>National curricula</td>
<td>92%</td>
</tr>
<tr>
<td>Non-formal and informal ESD</td>
<td>90%</td>
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<tr>
<td>Public awareness</td>
<td>88%</td>
</tr>
<tr>
<td>Interdepartmental cooperation</td>
<td>86%</td>
</tr>
<tr>
<td>Multi-stakeholder cooperation</td>
<td>84%</td>
</tr>
<tr>
<td>Public budgets / economic incentives</td>
<td>82%</td>
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Policy, regulatory and operational frameworks support the promotion of ESD:

- **Yes**
- **No**
- **No answer**

- National policy documents: 35 (Yes), 9 (No), 2 (No answer)
- National education legislation: 28 (Yes), 4 (No), 3 (No answer)
- National curricula: 31 (Yes), 6 (No), 3 (No answer)
- Non-formal and informal ESD: 29 (Yes), 10 (No), 2 (No answer)
- Public awareness: 26 (Yes), 8 (No), 2 (No answer)
- Interdepartmental cooperation: 28 (Yes), 8 (No), 2 (No answer)
- Multi-stakeholder cooperation: 29 (Yes), 7 (No), 2 (No answer)
- Public budgets / economic incentives: 29 (Yes), 7 (No), 2 (No answer)
Is ESD part of Sustainable Development policy(ies) if these exist in your country?

- Yes: 89%
- No: 3%
- No answer: 8%

“Strategy for Energy Security and Environment”, “Strategy for Innovation and Efficiency of the Economy”, as well as “Perspective for Lifelong Learning”. The strategies are part of a core set of the most important strategic documents in Poland, which forms a blueprint for the country’s development.” (Poland, NIR).
ISSUE 2. FORMAL, NON-FORMAL AND INFORMAL

ESD issues, methods and instruments for non-formal and informal learning

SD themes, outcomes and learning methods in formal education

“Under the Guidelines for Environmental Education and for Education for Sustainable Development of 9.12.2009, sustainable development has been introduced as a cross discipline for all teachers and school staff. (Italy, 2013 Informal report)
WHOLE INSTITUTION APPROACHES

A whole-institution approach to SD/ESD is promoted

- Yes
- No

<table>
<thead>
<tr>
<th>Percentage of Countries</th>
<th>Whole-institution approach to SD/ESD</th>
<th>Incentives that support whole-institution approach to SD/ESD</th>
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<tbody>
<tr>
<td></td>
<td>9</td>
<td>10</td>
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<td>27</td>
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“Manitoba’s ECO-Globe recognition for individual schools, “starts a dialogue” for schools seeking to attain a high level of sustainability performance across their whole school.”(Canada, NIR).
“Seminars and trainings for teachers are making a positive contribution to improving the capacity of teachers in the field of ESD.” (Kyrgyz, NIR)
“There are [many] organisations and actors involved with creating ESD material...There is [now] educational material for all ISCED levels, however, to what extent these materials are being used and implemented is difficult to assess.” (Sweden, NIR)
ISSUE 5. RESEARCH ON ESD

Research on ESD is promoted

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<th>Yes</th>
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<td>26</td>
<td>9</td>
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Is research that addresses content and methods for ESD supported?

“Research provides essential feedback for innovation in the ESD field – it provides the opportunity to embed practical results into educational theories and thus make them part of educational practice in the long term.” (Czech, NIR)
International cooperation on ESD is strengthened within the ECE region and beyond

- Public authorities cooperate in / support international networks on ESD: 5 Yes, 27 No
- Educational institutions / organizations participate in international networks related to ESD: 2 Yes, 30 No
- State, bilateral and/or multilateral cooperation mechanisms / agreements that include an explicit ESD component: 8 Yes, 24 No
- Government takes steps to promote ESD in international forums outside the ECE region: 10 Yes, 18 No

“The close cooperation of the Central Asian countries promotes DESD in the region. “ (Kyrgyz, NIR)
ISSUE 7. PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLES

• Twenty-two of the 38 reporting States gave some consideration to this question.

• Those with indigenous populations commented on two facets of the issue: first, efforts to recognize and include indigenous perspectives across the curriculum and second, the need to strengthen education and ESD for indigenous populations as a necessary component of sustainable development.

• Of particular note were responses that touched on the impact of immigration and the growing awareness of the importance of the knowledge and traditions of other cultures.
PRIORITY 1: ESD SCHOOL PLAN IN EVERY SCHOOL BY 2015

• School plans as implementation mechanisms for whole school approaches

• Variety of approaches:
  • support for rolling out ESD curriculum in the classroom;
  • teaching supplemented with special projects;
  • promotion of voluntary certification programmes: international (e.g., Eco-Schools) and homegrown (e.g., Sweden’s School for Sustainable Development)

• Success factors include direct engagement with school administrators and teachers; promoting relationships with the local community; support (financial; tools and materials for planning)
PRIORITY 2: ESD IN TEACHER EDUCATION

• Close to 90% report ESD is being included in initial and in-service training

• Estimates of numbers of teachers trained remain low

• Pre-service: Variety of approaches at TEIs:
  o **Voluntary**: ESD an elective course; ESD integrated throughout
  o **Mandated**: Governments/certification bodies require ESD in teacher qualifications and standards
  o **Consultation**: Partnerships between government and TEIs
PRIORITY 2: ESD IN TEACHER EDUCATION

In-service training:
• Centralized approach (government takes the lead)
• Train-the trainer/teacher coordinators
• NGOs lead and/or contribute significantly
• Development of support materials
• Peer networks of teachers

Future:
• Continue to focus on teacher education
• Build on partnerships and networking
• Explore educator preparation in non-formal, informal contexts
PRIORITY 3: TVET

• Focus on ESD in TVET has increased from 2012 to 2014

Drivers include:
• Government policies for greening the economy
• Private sector demands for skilled workforce in new technologies/business opportunities

• Multi-stakeholder cooperation is key
  • Government, private sector, TVET institutions and international agencies
FUTURE OF ESD
ISSUE 8. CHALLENGES

1. Securing and sustaining leadership and political will
2. Achieving structural reform of education systems
3. Mechanisms for cooperation, engagement and support
4. Preparing educators for ESD
5. More research, monitoring and evaluation
1. Strengthen existing mechanisms for implementation

2. Strengthen the integration of ESD into both education and sustainable development policies

3. Continue the three priority action areas

4. Increase attention to non-formal and informal learning

5. Increase ESD research, monitoring and evaluation
FUTURE IMPLEMENTATION

- In Sweden’s UNESCO Strategy 2014-2017, ESD is a prominent component that will be further prioritized during the period of 2014-2017.

- In Ireland, The National Strategy for ESD covers the period 2014-2020. It includes provision for a mid-term review in 2017 which will take account of relevant developments at international level.

- The National Sustainable Development Strategy of the Kyrgyz Republic for the period 2013-2017 adopted and approved by the President allows conclusions, that the implementation of ESD will continue to be supported in the country after the completion of Phase III of the implementation of the UNECE Strategy for ESD and after the end of the UN Decade of ESD.
THANK YOU
Q & A