TEN YEARS OF THE UNECE STRATEGY FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT

Evaluation report on the implementation of the UNECE Strategy for ESD (2005 to 2015)

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OBJECTIVES OF THE UNECE ESD STRATEGY

1) Ensure that policy, regulatory and operational frameworks support ESD
2) Promotion SD through formal, non-formal and informal learning
3) Equip educators with the competences to include SD in their teaching
4) Ensure that adequate tools and materials for ESD are accessible
5) Promote research on and development of ESD
6) Strengthen cooperation on ESD at all levels within the UNECE region
7) Foster conservation, use and promotion of knowledge of indigenous peoples
Background

- Phase I (2005–2007) Stocktaking
- Phase II (2008–2010) Integration
- Phase III (2011–2015) Implementation with three priority action areas:
  1. To ensure that there is an ESD school plan in every school by 2015
  2. To promote the introduction of ESD into teacher education
  3. To reorient technical TVET in support of sustainable development and the transition to a green economy
DATA

Thirty-eight MS delivered a NIR in Phase III, with 35 submitting in 2007 and 36 in 2010.

Thirty-two MS provided informal reports on progress on Phase III priorities.

1st and 2nd UNECE Evaluation Reports, UN DESD Final Report, and Reports of the UNECE working groups.


16 MS and five regional programs contributed case studies on ESD initiatives (26 in total).

TEN YEAR Report.
KEY MESSAGES

1. Securing and sustaining leadership and political will
2. Significant advancements in: policy integration, curricula, tools and resources, and cooperation and networking
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 necessary leverage points in whole system change
5. Recognition that ESD lies at the core of the purpose of education has increased but remains to be fully secured
ISSUE 1: POLICY

Chart 2: Is ESD part of Sustainable Development policy(ies) if these exist in your country?

- Yes: 89%
- No: 3%
- No answer: 8%
Chart 1: Policy, regulatory and operational frameworks support the promotion of ESD

Source: ECE NIRs, 2015.
ISSUE 1: CASE STUDIES

**Estonia**
- Early Adopter
- SD as a cross-curricular objective
- 600 educators were trained

**Germany**
- ESD in the National Sustainability Strategy
- 13 of the 16 German Federal States action plans
- Over 2000 ESD good practice projects
Chart 4: Ratings of efforts to promote SD through learning

- A (minimum)
- B (initial)
- C (moderate)
- D (progressing)
- E (advanced)
- F (maximum)
- No rating

Source: ECE NIRS, 2015.
Chart 3: ESD issues, methods and instruments for non-formal and informal learning

- Informal and public awareness-raising activities: 34% (34/100) with 0% (0/100) support.
- Support for work-based learning: 7% (7/100) with 100% (100/100) support.
- Instruments to assess outcomes of ESD: 13% (13/100) with 100% (100/100) support.
ISSUE 2: CASE STUDIES

Croatia

• CSR assessment standards for travel companies established
• 250 students from six educational institutions received a Travelife certificate
• Over 100 travel company employees completed earned certificates

Andorra

• Centre Andorra Sostenible is the institution of reference for ESD in Andorra
• 50% of the student population was reached through the Green School project
• Serves 10% of the population
ISSUE 4: ESD TOOLS AND MATERIALS

Chart 18: Existence of national strategies/mechanisms to encourage the development and production of ESD materials and tools

Source: ECE NIRs, 2015.
ISSUE 4: ESD TOOLS AND MATERIALS

Chart 21: Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials?

Source: ECE NIRs, 2015.
ISSUE 4: CASE STUDIES

Switzerland

• Education21, a permanent supporting institution on ESD serving the education system
• ESD is being substantiated, promoted and diffused across the country

Netherlands and Canada

• GroenGelinkt is connecting more than 600 organizations, and has over 3000 materials and thousands of activities
• R4R more than 1,200 classroom-ready resources are available that explore the environmental, social and economic dimensions
ISSUE 5: PROMOTE RESEARCH ON AND DEVELOPMENT OF ESD

Chart 7: Research that addresses content and methods for ESD

Is research that addresses content and methods for ESD supported?

Source: ECE NIRS, 2015.
ISSUE 5: PROMOTE RESEARCH ON AND DEVELOPMENT OF ESD

Chart 8: ESD research is supported, by region

Source: ECE NIRs, 2015.
ISSUE 5 CASE STUDIES

Belgium - EcoCampus

- Aims to catalyze universities and colleges towards sustainable development
- Co-creation of research, materials and initiatives.
- Learning networks are fostering a community of ESD practitioners in different academic disciplines and across all tertiary education in Flanders
ISSUE 6: STRENGTHEN COOPERATION ON ESD

Chart 27: Regional and international cooperation, by region

Public authorities cooperate in support international networks on ESD: EECCA 50%, EU/West/NA 82%, SEE 25%.

Educational institutions / organizations participate in international networks related to ESD: EECCA 67%, EU/West/NA 93%, SEE 0%.

Government takes steps to promote ESD in forums outside the UNECE region: EECCA 50%, EU/West/NA 54%, SEE 0%.

Source: ECE NIRs, 2015.
ISSUE 6: CASE STUDIES

The Mediterranean Strategy on ESD
- Direct outcome of the UNECE Strategy on ESD
- UNECE Strategy for ESD has had an impact beyond its direct borders into other countries in the Mediterranean region

UE4SD
- 54 partners in 33 countries
- Review the start of the art leading practices for university educators to developed ESD competences
- Develop resources (e.g. The Leading Practice Publication)
- Develop an academy for ESD in HE
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.
Chart 28: A whole-institution approach to SD/ESD is adopted

Source: ECE NIRs, 2015.
PRIORITY 1: WHOLE-INSTITUTION APPROACHES AND ESD SCHOOL PLANS

Variety of approaches:
- Support for rolling out ESD curriculum in the classroom
- Teaching supplemented with special projects
- Voluntary certification programs: international (e.g., Eco-Schools) and homegrown (e.g., Sweden’s School for Sustainable Development)

Looking forward:
- Raise the profile
- Integrate the approach into regulatory frameworks and curricula
- Promote educator competences
- Ensure adequate financial means
- Develop monitoring and assessment systems
PRIORITY 2: INTRODUCTION OF ESD INTO TEACHER EDUCATION

Chart 31: ESD is included in the training of educators

Percentage of countries

<table>
<thead>
<tr>
<th>Training Type</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educators' initial training</td>
<td>33</td>
<td>4</td>
</tr>
<tr>
<td>Educators' in-service training</td>
<td>34</td>
<td>2</td>
</tr>
<tr>
<td>Training of leaders and administrators</td>
<td>23</td>
<td>13</td>
</tr>
</tbody>
</table>

Source: ECE NIRs, 2015.
PRIORITY 2: INTRO OF ESD INTO TEACHER EDUCATION

Variety of approaches:
- In-Service – voluntary, mandated and consultation
- Pre-Service – centralized, train the trainer, NGOs lead and/or contribute significantly, support materials, peer networks

Looking forward:
- Make teacher education visible in policy documents
- Reaffirm the importance of political support and leadership for teacher education
- Develop professional development and mentoring programmes
- Promote partnerships and multi-stakeholder engagement
- Strengthen and support networking opportunities for teachers and administrators
PRIORITY 3: TVET IN SUPPORT OF SD AND GREEN ECONOMIES

• 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

Looking Forward:
• Strengthen in-service training of TVET teachers
• Reflect national development goals in TVET policy and include TVET in national planning processes
• Encourage diversity of learning paths including between educational levels and across sectors
• Align TVET with international efforts to retool TVET towards sustainable development
CHALLENGES

1. Securing and sustaining long-term leadership and political will among key decision-makers

2. Achieving structural reform of education systems

3. Putting in place mechanisms for cooperation, engagement and support for formal, non-formal and informal learning

4. More regional cooperation and coordination on ESD is also needed
OPPORTUNITIES

1. Review and strengthen existing mechanisms for implementation.

2. Continue to strengthen and intensify efforts to address the three priority action areas.

3. More attention should be given to strategies and plans to promote sustainable development in non-formal and informal learning.

4. Address the need for ESD research, monitoring and evaluation.
# FUTURE OF ESD

<table>
<thead>
<tr>
<th>Events</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNESCO World Conference on ESD (2014)</td>
<td>Global Action Programme on ESD</td>
</tr>
<tr>
<td>COP21 (2015)</td>
<td>Paris Agreement of the Framework Convention on Climate Change</td>
</tr>
<tr>
<td>Environment for Europe Ministerial Conference (2016)</td>
<td>UNECE Strategy for ESD</td>
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