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**Economic Commission for Europe**

## Committee on Environmental Policy

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

Geneva, 20 and 21 April 2017

Item 4 (a) of the provisional agenda

**Implementation of the UNECE Strategy for Education for Sustainable Development: progress in implementing the Strategy****Proposed topics for reporting on progress in the implementation of the UNECE Strategy for Education for Sustainable Development****Note by the secretariat***Summary*

By its terms of reference, the United Nations Economic Commission for Europe (ECE) Steering Committee for Education for Sustainable Development is charged with monitoring progress in the implementation of the UNECE Strategy for Education for Sustainable Development (CEP/AC.13/2005/4/Rev.1, annex I, para. 4 (b)). The mandate of the Steering Committee as the principal decision-making body for the activities on the Strategy in the ECE region, responsible for giving guidance and strategic directions to the implementation of the Strategy and monitoring progress in its implementation, was extended until 2030 by ministers and heads of delegation at the High-level Meeting of Education and Environment Ministries held on 8 June 2016 in Batumi, Georgia, in the framework of the Eighth Environment for Europe Ministerial Conference (ECE/BATUMI.CONF/2016/2/Add.2, para 10).

In line with its renewed mandate, and according to the established practice, in addition to the mandatory national progress reporting carried out at the end of each implementation phase, countries are asked to submit informal reports to the Steering Committee on the progress achieved and the challenges encountered in implementing the

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Strategy. The secretariat will subsequently review all the reports submitted and prepare a presentation, which will identify the major themes and interesting developments with regard to the implementation of education for sustainable development in the ECE region.

To facilitate this process, the secretariat, together with the Chair of the Committee and in coordination with the Bureau, has prepared the present document — a brief questionnaire on progress made and challenges encountered in the implementation of the Strategy since the last reporting exercise undertaken in 2014. Countries are kindly requested to fill in the questionnaire and submit it to the secretariat before 20 March 2017.

1. National reporting on the progress achieved in the implementation of the United Nations Economic Commission for Europe (ECE) Strategy for Education for Sustainable Development offers a valuable opportunity for countries to learn from each other and to share newly produced resources and materials within and beyond the ECE region.
2. In preparation for the twelfth meeting of the ECE Steering Committee on Education for Sustainable Development, countries are requested to fill in the questionnaire below, reporting on progress made and challenges encountered in implementing the selected three priority action areas since the tenth Steering Committee meeting (Geneva, 8-9 June 2015).
3. Countries are kindly requested to submit this information in writing to the secretariat via e-mail (esd@unece.org) by **20 March 2017**.
4. The secretariat will review all the information submitted and deliver a synthesis presentation at the Steering Committee's twelfth meeting. The presentation will be followed by an interactive discussion.
5. Recognizing the importance of celebrating champions of education for sustainable development, Steering Committee members are in particular invited to indicate if there are any outstanding initiatives on the implementation of the priority action areas in their countries that they wish to share and/or present.

### **Questionnaire for 2017 informal country<sup>1</sup> reporting on the implementation of the three “vertical” priority action areas<sup>2</sup>**

#### **Advances made and challenges encountered since the tenth Steering Committee meeting in June 2015**

##### *I. Priority action area (a)*

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*Encouraging whole-institution approaches by establishing education for sustainable development school plans, or embedding education for sustainable development in existing school plans, for every school by 2019*

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1. Has the number of schools adopting a “whole-institution approach” to sustainable development or education for sustainable development (ESD) increased?

Yes  No

- *In Flanders (Belgium) we do not have a monitoring system to measure how many schools are adopting a ‘whole-institution approach’. Nevertheless, we can be quite sure that the number of schools has increased due to the increased attention devoted to it by different stakeholders. We work towards this approach through the MOS-project so we can measure the number of schools that are involved in MOS (ap. 27%, 1424 schools, 77 green flag ecoschools)  
The MOS-project, which coaches schools in environmental care and education for sustainable development, is using the whole-institution approach in their coaching of schools.  
<https://www.lne.be/wat-is-mos>*
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<sup>1</sup> Countries with a federal structure are free to provide several inputs or questionnaires from different states or entities, if appropriate.

<sup>2</sup> See framework for the future implementation of the UNECE Strategy for Education for Sustainable Development (ECE/BATUMI.CONF/2016/11), subparas. 20 (a)-(c). Available from <http://www.unece.org/environmental-policy/environment-for-europe/efe-conferences/batumi-conference/documents-and-materials.html>.

*Encouraging whole-institution approaches by establishing education for sustainable development school plans, or embedding education for sustainable development in existing school plans, for every school by 2019*

*Also the Ecocampus programme is focussing on the interlinkages of education, curriculum, policy and research at universities and university colleges through different approaches. Ecocampus is a program of the Flemish Government that supports tertiary education in Flanders in its orientation towards sustainable development (SD).*

*<https://www.lne.be/ecocampus-english>*

*The university college Arteveldehogeschool completed a two-year research project to understand better and to make understandable the whole-school approach in primary education. It developed a new model which helps schools to reflect on the different topics of a whole-school approach hoping to implement properly the whole-school approach. They also organise trainings for school teams.*

*<http://sites.arteveldehogeschool.be/edo/whole-school>*

*<http://sites.arteveldehogeschool.be/edo/professionalisering>*

*The whole-institution approach is also stimulated as an approach in other cross-curricular themes, such as citizenship education or health education. Moreover, in 2016 the Committee on Society and Education, embedded in the Flemish Education Council (Vlor) was founded. The main aim of this committee is to bring all education partners together involved in citizenship education and health education (pedagogical advisory services of the educational networks, ministry, teacher training, Flemish Pupils' Council, parents' associations, non-profit organisations, ngo's,...) to exchange information and expertise, to facilitate and promote implementation, to stimulate the whole-school approach,....*

*In Flanders there are a lot of NGO's that are guiding schools adopting the whole-institution approach, such as Kleur Bekennen, Djapo, Studio Globo, Kiyo, Vormen vzw in for example the 'child rights school'*

*<http://kinderrechtenschool.be/wat-is-een-kinderrechtenschool>*

*Also within the field of health education tools and services are developed that promote a whole school approach.*

*<http://www.gezondeschool.be/gezonde-school/>*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

2. Have any (additional) incentives and assistance measures (guidelines, award scheme, funding, training, technical support) been made available that support ESD school plans?

Yes  No

- *Please specify*
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country*

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*Encouraging whole-institution approaches by establishing education for sustainable development school plans, or embedding education for sustainable development in existing school plans, for every school by 2019*

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*on this topic*

3. Are staff and students in schools with ESD plans more environmentally and ecologically aware than staff and students in schools without ESD plans?

Yes  No

• *We don't measure this.*

• *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?

Yes  No

• *<http://sites.arteveldehogeschool.be/edo/whole-school> (Dutch)*

• *<http://www.gezondeschool.be/gezonde-school/> (Dutch)*

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes  No

• *Please specify*

• *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

6. Additional comments on implementing the UNECE Strategy for ESD in your country (*please specify, if any*):

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## II. Priority action area (b)

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*Promoting the extension of education for sustainable development in teacher education and in the training of all educators*

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1. Has there been any significant advancement made with regard introducing or extending ESD as a part of educators' initial training?

Yes  No

• *In the thematic learning network ESD in teacher training, the heads of teacher training institutions are stimulated to get more involved in implementing ESD in teacher training in a sustainable way, f.i. via a policy letter. We organised a policy seminar to discuss that topic with teacher trainers and staff. We organised a meeting with the Flemish Council for Higher Education, in Dutch: de "Vlaamse Hogescholenraad", to discuss the policy letter and we planned a follow-up meeting in spring 2017.*

*The university college Arteveldehogeschool completed a two-year research project to understand better and to make understandable the whole-school approach in primary education. It developed a new model which helps schools to reflect on the different topics of a whole-school approach as a means to stimulate implementation of the whole-school approach. They also organise trainings for school teams. The University college itself is also in*

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*Promoting the extension of education for sustainable development in teacher education and in the training of all educators*

*process to better implement ESD in teacher training.  
<http://sites.artveldehogeschool.be/edo/whole-school>  
<http://sites.artveldehogeschool.be/edo/professionalisering>*

*Quite a lot of teacher training institutions strive to better implement ESD in teacher training. f.e. Hogeschool Gent, UCLL, AHS,PXL, ThomasMore, Odisee, Vives, KULeuven...*

- YES

2. Have there been any significant advances made with regard to introducing or extending ESD as a part of educators' in-service training?

Yes  No

- MOS organises in service teacher training, and in 2017 especially related to the SDG's and Climate Change Education.

- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

3. Are beginning teachers who have been in teacher education that has introduced ESD more likely to teach from a sustainability perspective?

Yes  No

- No specific data.

- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?

Yes  No

- Please specify and, if applicable, indicate the language and website address

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes  No

- Please specify

- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

6. Additional comments on implementing UNECE Strategy for ESD in your country (please specify, if any):

III. *Priority action area (c)*

*Strengthening technical and vocational education and training in support of sustainable development and the transition to a green economy*

1. Has there been advancement towards a structural reorientation of technical and vocational education and training (TVET) towards ESD?

Yes  No

- In developing the vocational qualification (EQF), the

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*Strengthening technical and vocational education and training in support of sustainable development and the transition to a green economy*

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*basis for the vocational part of the technical and vocational training, sustainability is taken into account. This is strongly reflected in the qualifications for construction, energy, environment and agriculture. These qualifications will form the basis for the vocational and technical training in the context of the planned modernization of Flemish secondary education.*

*In the actualization of the final goals (the core curriculum) the sustainability aspect will also be monitored on the basis of 'reference frameworks'. A 'reference framework' is a planning framework which links the content of specific European key competences to a particular science field. It characterizes its relevant components and makes it possible to distinguish between other key competences, frameworks or scientific fields. The framework enables development committees to define more specific 'final goals'. For the determination of the components various sources such as specific research literature, foreign curricula and the input of experts were used. Sustainability is explicitly included in a number of frameworks including technological competence, scientific competence, social awareness and citizenship.*

*• Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

2. Have any incentives and assistance measures been made available that support the reorientation of TVET towards sustainable development?

Yes  No

*• Please specify*

*• Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

3. Are students who have been in TVET oriented to sustainable development finding jobs related to sustainable development?

Yes  No

*• Please specify*

*• Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?

Yes  No

*• Please specify and, if applicable, indicate the language and website address*

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

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*Strengthening technical and vocational education and training in support of sustainable development and the transition to a green economy*

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Yes  No

• *Please specify*

• *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

6. Additional comments on implementing UNECE Strategy for ESD in your country (*please specify, if any*):

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