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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 country¹ reporting on the implementation of the three “vertical” priority action areas²

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

I. Priority action area (a)

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

1. Has the number of schools adopting a “whole-institution approach” to sustainable development or education for sustainable development (ESD) increased?	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> • <i>Please specify</i> <p>The environmental, social and economic dimensions of sustainable development are being addressed in the Civic Education included in the school curricula as a compulsory cross-curricular theme or as an elective subject (since 2014/2015). Schools and kindergartens that are part of the Eco-Schools and other international programmes have adopted a “whole institution approach”. (Sustainable Development Grammar School was founded in 2013.) ESD is addressed in the Strategy for Education,</p>

¹ Countries with a federal structure are free to provide several inputs or questionnaires from different states or entities, if appropriate.

² 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>.

<p><i>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</i></p>	
	<p>Science and Technology (national policy document). It is emphasized that the educational values are knowledge, solidarity, identity and responsibility and that the education system should enable every person to be able to function in today's technically developed world, fostering the active sustainable development movement. The Strategy focuses on eight development areas one of which is a comprehensive curricular reform that will include all levels and types of education.</p> <ul style="list-style-type: none"> • <i>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</i>
<p>2. Have any (additional) incentives and assistance measures (guidelines, award scheme, funding, training, technical support) been made available that support ESD school plans?</p>	
<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<ul style="list-style-type: none"> • <i>Please specify</i> <p>International recognition programmes such as the GLOBE programme or Eco-Schools have already been in place in individual kindergartens and schools. The Ministry of Science and Education is supporting and (co)financing a number of projects and programmes that are active in the field of non-institutional education of children and the youth, promoting human rights, nature conservation, healthy lifestyles i.e. dimensions of sustainable development. The Ministry of Science and Education and The Education and Teacher Training Agency are organising and supporting annual presentations of projects that include at least one of the sustainable development dimensions.</p> <ul style="list-style-type: none"> • <i>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</i>
<p>3. Are staff and students in schools with ESD plans more environmentally and ecologically aware than staff and students in schools without ESD plans?</p>	
<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<ul style="list-style-type: none"> • <i>Please specify</i> <p>School plans are a way to promote and implement a "whole-institution approach" not only regarding the raising of awareness about sustainable development among students and staff but within the neighbouring community as well.</p> <ul style="list-style-type: none"> • <i>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</i>

<i>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</i>	
4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> • <i>Please specify and, if applicable, indicate the language and website address</i> <p>Teaching materials are disseminated through teachers' in-service training.</p> <p>There are a substantial number of available materials and resources that address at least one of the aspects of ESD, especially its environmental dimension.</p> <p>Schools that are conducting ESD projects present their work to a wider audience (at organised presentations, online etc.) as the good practice examples that are helpful in transferring knowledge and methods in ESD.</p>
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> • <i>Please specify</i> • <i>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</i>
6. Additional comments on implementing the UNECE Strategy for ESD in your country (<i>please specify, if any</i>):	

II. Priority action area (b)

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

1. Has there been any significant advancement made with regard introducing or extending ESD as a part of educators' initial training?	
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • <i>Please specify</i> <p>Dimensions of the ESD are incorporated in the initial educators' training, either as a part of several different courses or as a (elective) course, depending on the higher education institution.</p> <ul style="list-style-type: none"> • <i>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</i>
2. Have there been any significant advances made with regard to introducing or extending ESD as a part of educators' in-service training?	
Yes <input type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> • <i>Please specify</i> <p>The Education and Teacher Training Agency is providing training, assistance and support in ESD for educators through workshops and seminars.</p>

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

	<p>Its in-service modular training in ESD recommenced in February 2017.</p> <ul style="list-style-type: none"> • <i>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</i>
<p>3. Are beginning teachers who have been in teacher education that has introduced ESD more likely to teach from a sustainability perspective?</p>	
<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<ul style="list-style-type: none"> • <i>Please specify</i> • <i>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</i>
<p>4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?</p>	
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>The Education and Teacher Training Agency issued the Manual for primary and secondary schools for ESD (2011) presenting several of the school projects as examples of good practice.</p> <p>Teaching materials are usually disseminated through professional training of teachers.</p> <ul style="list-style-type: none"> • <i>Please specify and, if applicable, indicate the language and website address</i>
<p>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?</p>	
<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<ul style="list-style-type: none"> • <i>Please specify</i> <p>International Eco-Schools are applying external ESD quality assessment.</p> <ul style="list-style-type: none"> • <i>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</i>
<p>6. Additional comments on implementing UNECE Strategy for ESD in your country (<i>please specify, if any</i>):</p>	

III. *Priority action area (c)*

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

<p>1. Has there been advancement towards a structural reorientation of technical and vocational education and training (TVET) towards ESD?</p>	
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<ul style="list-style-type: none"> • <i>Please specify</i> <p>Several experimental vocational curricula with sustainability focused modules have been developed in 2013/2014 (for example in agriculture, economy or</p>

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

	<p>mechanical engineering).</p> <ul style="list-style-type: none"> • <i>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</i>
<p>2. Have any incentives and assistance measures been made available that support the reorientation of TVET towards sustainable development?</p>	
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<ul style="list-style-type: none"> • <i>Please specify</i> • <i>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</i>
<p>3. Are students who have been in TVET oriented to sustainable development finding jobs related to sustainable development?</p>	
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<ul style="list-style-type: none"> • <i>Please specify</i> • <i>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</i>
<p>4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?</p>	
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<ul style="list-style-type: none"> • <i>Please specify and, if applicable, indicate the language and website address</i>
<p>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?</p>	
<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<ul style="list-style-type: none"> • <i>Please specify</i> • <i>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</i>
<p>6. Additional comments on implementing UNECE Strategy for ESD in your country (<i>please specify, if any</i>):</p>	