

CAREC - NGO

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 thirteenth 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 twelfth Steering Committee meeting (Geneva, 20-21 April 2017).
3. Additional sub-section in this questionnaire refers to the alignment of the national strategies for ESD with the Global Action Programme on Education for Sustainable Development, contributing to the implementation of the 2030 Development Agenda in terms of achieving the SDG 4.7 on education and as an instrument to achieving all 17 SDGs.
4. Countries are kindly requested to submit this information in writing to the secretariat via e-mail (esd@unece.org) by **15 March 2018**.
5. The secretariat will review all the information submitted and deliver a synthesis presentation at the Steering Committee's thirteenth meeting. The presentation will be followed by an interactive discussion.
6. 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. Countries might also wish to report on how the implementation of the national strategies for ESD contributes to the achievement of the Goal 4.7 and the 2030 Agenda at the national level, and also on mainstreaming gender aspect in the national ESD policies.

Questionnaire for 2018 informal country¹ reporting on the implementation of the three “vertical” priority action areas²

Advances made and challenges encountered since the twelfth Steering Committee meeting in April 2017

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 No

• *Please specify*

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>.

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- *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*

Not available for CAREC as for the regional inter-governmental organisation

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 on this topic*

Not available for CAREC as for the regional inter-governmental organisation

- ✓ CAREC conducted series of trainings for schools' teachers, Teachers education institutions (TEIs) and NGOs on how to teach using the "Green Packs for Central Asia": Caspian and Glaciers editions.

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

Not available for CAREC as for the regional inter-governmental organisation

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*
 - ✓ "Green Pack for Central Asia" in Russian (CD-ROM, teachers' manual, dilemma game)
 - ✓ "Caspian Green Pack" in Russian and party Kazakh (CD-ROM, teachers' manual, dilemma game)
 - ✓ "Glaciers Green Pack for Central Asia" in Russian, and party in Kazakh, Kyrgyz and Tajik (CD-ROM, teachers' manual, dilemma game)
 - ✓ UNDP-UNEP-CAREC Online Module on SDGs for decision makers - responsible for SD policy in Kyrgyzstan and Tajikistan - <http://elearning.carececo.org/> in Russian, in process of testing
 - ✓ Online Course on socio-technical aspects of Water management in Central Asia in English - <http://elearning.carececo.org/>

. 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

Not available for CAREC as for the regional inter-governmental organisation

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):

- ✓ Partnership in ESD. Most of educational projects are implemented by CAREC in cooperation and with support of international partners and donors, including UN organizations UNESCO, UNEP, UNDP, UNECE, OSCE Centres in Astana and CA countries, GEF SGP, and business sector – Samsung, Coca-Cola, Chevron, AGIP, BG Group and others.
- ✓ UNECE ESD process. In 2010 and 2012 two regional UNECE ESD workshops on UNECE Strategy implementation and reporting were conducted by CAREC in CAREC HQs in Almaty in cooperation and with support of UNECE and governments of The Netherlands and Switzerland. They were very useful for the CA countries and developed capacity in the field of ESD, educators' competences and ESD indicators.
- ✓ "Sustainability starts with teachers in Central Asia", UNESCO-Almaty, UNESCO-Tashkent and UNESCO-Bangkok. In 2017-2018 the Cluster Bureau of UNESCO in Almaty is leading implementation of the project "Sustainability starts with teachers in Central Asia", which helps to developed educators' capacity in ESD and Global Citizenship Education (GCE) and bring the whole-institutional, competences-based approaches to higher education systems. CAREC participates in this project implementation as a sub-regional partner and provides as ESD expertise, so technical and logistic support. The project "Sustainability Begins with Teachers" is being implemented in Central Asia as a part of UNESCO's Global Initiative "Better Tomorrow Begins Today: Coordinating Efforts and Implementing the UNESCO Global Action Program for Education for Sustainable Development". The main goal is to improve the professional level of teachers to implement the Sustainable Development Goals (SDGs) in the education and training of teachers. More than 70 people from 9 countries took part in the Workshop, including representatives of the ministries of education and science, universities, pedagogical institutes, teachers' training institutes, academies and public service institutions and academies of education of CA countries. The project is implemented by UNESCO in 4 countries of CA: Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan. It is expected that it will enhance the capacity of individual universities and institutes that provide training for teachers and will also contribute to the formulation of a regional approach for achieving SDGs. In addition, experts in ESD and GCED from Georgia, the Asia-Pacific Education for International Understanding (APCEIU) from South Korea, the Philippines, the Swedish International Centre for ESD (SWEDSD), the UNESCO Regional Office for Asia and the Pacific region, UNESCO Cluster Office for CA and CAREC. *This multi-partner project was an example of replication, adaptation and coordination of global educational initiatives at the level of the Central Asian region.* Participation of Global, European, Asian-Pacific and CA experts on ESD and GCED brought new knowledge, developed new skills and competencies for CA teachers in ESD and GCED. The role of teachers is very

important for sustainable development, because teachers and trainers are agents of change that can provide answers to questions related to promotion of sustainable development in society. But today teachers themselves need new knowledge, skills, and competences and understanding of social behavior and values necessary to ensure the transition to a sustainable society.

- ✓ “Reorienting Education and Training Systems to Improve the Lives of Indigenous (IP)”, UNESCO Chair on ESD in the York University, Toronto, Canada. In 2017-2020 CAREC participates in the Global UNESCO project “Reorienting Education and Training Systems to Improve the Lives of Indigenous (IP)”. The project is directed for implementation of the SDGs at global, regional, sub-regional, national and local levels over the world, namely the SDG 4 “Quality Education” and will have sites in approximately twenty participating countries, including Central Asia. The project intends to generate academic research into how schools and formal education systems could change to better meet local education needs of the indigenous and marginalized youth in traditional communities and to develop recommendations to assist education leaders worldwide. Taking into consideration CAREC role as facilitator of regional cooperation on environment, sustainable development and ESD in Central Asia, CAREC has been invited by UNESCO to become a sub-regional coordinator of the project in six countries: Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan and Afghanistan. CAREC will bring to the project its own regional expertise in ESD, water, climate change, energy and SDGs education and capacity-building, involve exiting regional networks of the USAID Smart Waters academic societies, CA Leadership programme alumni, pilot territories and best practices in research. There are three main objectives at the outset: to develop local approaches to improve the education of the school-age youth; to improve the overall quality of community well-being as defined by the community itself; to disseminate the research findings to assist and guide other ministries of education and school systems in their attempts to meet their SDG responsibilities and targets. The core concept is to embed relevant social, environmental and economic issues along with local knowledge from elders and other community members to deliver a quality education. The Project will each have a research partner that will be responsible for tracking and documenting the results and findings. The CA component of the project will be implemented under the Asian-Pacific region; for better project communication and exchange by information and best practices, it was established a communication platform. **I can make PPP on the project if needed.**
- ✓ Central Asian Leadership Programme (CALP). Since 2010, CAREC has been advancing and upgrading its strategic leadership support initiatives. Over the course of 8 years, CAREC’s CALP on Environment for Sustainable Development has remained an example of successful multi-sector and cross-program efforts in the Central Asian Region (CAR), including Afghanistan. *What the Central Asian Leadership Programme on Environment for Sustainable Development is?* As one of CAREC’s flagship initiatives, currently CALP is the only regular capacity-building program on environment for sustainable development in Central Asia for governments, academia, private sector and NGOs promoting an integrated view of environmental protection and sustainable development. Every subsequent year, the Programme has been dynamically developing and adapting to the needs of target countries and groups responding to global and regional challenges. In 2018 CAREC plans to host the 9th CALP from September 17th to 25th, 2018, in Almaty. The program is to be held in Central Asia for the ninth year, in cooperation with UN Environment and with the support of the OSCE Programme Office in Astana, the World Bank, USAID, and will be called upon to demonstrate the role of regional cooperation in promoting the "green economy "and the interconnection between water, food, energy and ecosystems in Central Asia. The main goal of the 9th CALP is to develop the capacity and understanding of young leaders about the trends, current and new challenges, existing opportunities and efforts to preserve

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the environment and achieve sustainable development in the Central Asian region, and to demonstrate the role of young leaders of Central Asia in strengthening the regional dialogue between state departments, academia, civil society, business and the international community of Central Asia in the field of development. Whereas the 1st CALP (Astana City, 2010) gathered 13 students, the 8th CALP had 38 participants (32 leaders and 6 alumni). As of today, more than 230 CALP alumni work across the Central Asian Region, including 16 – in Afghanistan. **I can make PPP on the role of Youth and Leadership in environmental cooperation in the CA region if needed.**

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 No

Not available for CAREC as for the regional inter-governmental organisation

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*

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

• *Please specify*

- ✓ From 2010 till 2018 secondary schools in Kazakhstan, Kyrgyzstan and Tajikistan are using the "Green Packs for Central Asia": Caspian and Glaciers editions produced by CAREC, REC and partners from Chevron, UNESCO, OSCE-Astana, UNDP, Coca-Cola, GEF SGP, BMU, GIZ, Goethe Institute-Almaty;
- ✓ In 2013-2014 CAREC with NGOs and partners from UNDP, SGP GEF, Coca-Cola conducted series of educators' in-service trainings on the "Caspian Green Pack" via Teachers' education institutions (TEIs) in the Caspian region of Kazakhstan (Aktau, Atyrau, Uralsk cities, 2013-2014); the TEIs are responsible for the further introduction of the resources into training system and schools of the region;
- ✓ In 2013-2014 CAREC with NGOs and partners from BMU, GIZ, and Goethe Institute-Almaty conducted series of educators' in-service trainings on the "Green Pack for Central Asia: Glaciers editions" via Teachers' education institutions (TEIs) in Kazakhstan (Almaty, Karaganda, Bishkek, Dushanbe cities);
- ✓ In 2015-2018 CAREC, Samsung and NGO Eco-Movement of Uzbekistan introduced the "Green Pack for Central Asia: Glaciers editions" to the Tashkent college of IT-technologies via educators' in-service trainings.

• *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

- 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

Not available for CAREC as for the regional inter-governmental organisation

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
- ✓ UNDP-UNEP-CAREC Online Module on SDGs for decision makers - responsible for SD policy in Kyrgyzstan and Tajikistan - <http://elearning.carececo.org/> in Russian, in process of testing
- 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

- Please specify
 - ✓ “Course on Ecology and Sustainable Development” in Uzbekistan – Tashkent IT college (TPCIT) developed on frames of the Samsung – CAREC -Eco Movement of Uzbekistan project “Samsung Innovation Service Academy” (2015-2018)
 - 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 could make a 5-minutes PP-presentation on this example of bringing together environmental and IT innovations; multi stakeholder approach, business and environment approaches, IT-**
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and green skills, education and training systems into the technical vocational education in Uzbekistan.

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?

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):

CAREC with partners participated in development of the courses/programs in higher education system of Kazakhstan:

- ✓ Course “Ecology and SD” for bachelors. Not it is implemented in Russian and English in the International IT-University, Almaty, Kazakhstan
- ✓ Course “Energy efficiency and SD” – in Kazakh Technical University, Almaty
- ✓ Adaptation of the Course “Ecology and SD” for Uzbekistani Tashkent IT-college in 2015-2018 in cooperation and with support of Samsung under the project “Samsung Innovation Service Academy”.

IV. Monitoring SDG 4 (Targets 4.7 and 4.a)

SDG 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

Target 4.7: “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

Target 4.a: “Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all”

(Note: According the UNESCO methodology (see report “Historical efforts to implement the UNESCO 1974 Recommendation on Education in light of 3 SDGs Targets, <http://unesdoc.unesco.org/images/0024/002472/247275E.pdf>), the agreed global indicator measures the extent to which (i) global citizenship and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment.)

1. Does your country have a stand- alone "sustainable development", "global understanding", "international understanding" policy/plan/law in place, all of them using “sustainable development” language?

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

2. Is ESD reflected in your country’s current education policy/ies and frameworks?

Yes No

- Please specify to what extent
- 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. Is ESD reflected in your country’s current school curricula?

Yes No

- Please specify to what extent
- 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. Is ESD reflected in the curriculum of pre-service and/or in-service teacher training?

Yes No

- Please specify to what extent

5. Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to ESD? (please tick all that apply)

(a) Knowledge

Yes No

- Please specify

(b) Skills and competencies

Yes No

- Please specify

(c) Values and attitudes

Yes No

- Please specify

(d) Behaviours

Yes No

- Please specify

(e) None

Yes No • *Please specify*

(f) No information available

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. Are the other core elements of the Target 4.7 part of education in your country?

– Sustainable lifestyles

Yes No

– Human rights

Yes No

– Gender equality

Yes No

– Promotion of a culture of peace and non-violence

Yes No

– Global citizenship

Yes No

– Appreciation of cultural diversity and of culture's contribution to sustainable development

Yes No

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*

7. Additional comments on implementing SDG Goal 4.7 in your country (please specify, if any):

8. Is Target 4.a (see above) part of education policy in your country?

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*

9. Is climate change education/environmental awareness mandatory at any level of education in your country?

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*
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