UNECE Strategy for ESD Country Reporting 2012

7th Steering Committee meeting
1-2 March 2012
Country Reporting 2012

- Objective: Share information on activities and main developments in the region since 6th Steering Committee meeting
- Identify ways to promote “learning from each other” & to advance implementation of the Strategy
- 19 reports submitted
- Reports are available on meeting website
Main activities & challenges identified for the following issues:

- Promotion of educator competences for ESD
- Strengthening cooperation between ESD stakeholders
- Equipping TVET for green economies
- Impact of economic downturn on ESD activities / Other main themes reported by countries

After presentation of each issue, interactive discussion (approx. for 20 minutes)
Issue 1: How are the recommendations of the EGC implemented at the national level and adapted to national contexts?
ESD competences: Achievements

- Launch of participatory process (including roundtable discussion, workshops, courses) aimed at localizing educator competences
  - e.g. Armenia, Belgium, Croatia, Greece, Slovenia

- In-service and pre-service trainings on ESD competences in formal education (inter alia development of training material, organization of trainings, training of trainers)
  - e.g. Estonia, Cyprus, Finland, Georgia, Greece, Poland, Switzerland, Slovenia

- Trainings for administrators, e.g. school principals and school inspectors
  - e.g. Croatia, Cyprus, Greece
ESD competences: Achievements

- Trainings on ESD competences for educators in non-formal and informal education
  - e.g. Poland

- Sub-regional co-operation on adapting educator competences
  - e.g. Belgium, Croatia, Greece, Netherlands, Slovenia

- ESD competences included in educator curricula
  - e.g. Armenia, Cyprus, Greece, Finland, Norway, Slovenia, Switzerland
ESD competences: Achievements

- Draft of new document, adapting the EGC to local context and needs
  - e.g. Belgium, Netherlands

- Expert Group on Competences (EGC) outcome document translated
  - e.g. Belgium

- Assessment of inclusion/relevance of ESD in teacher education
  - e.g. Finland, Switzerland

- Foundation of national centre of competence for ESD
  - e.g. Switzerland
Challenges identified by country reports include:

- the need to further increase the role of SD in teacher education;
- the need to improve curricula to better include SD aspects;
- the need to implement more in-service training related to ESD;
- the challenge to promote cooperation on SD issues between departments of teacher education;
- the challenge to provide the teachers with adequate capacities to transfer know-how on sustainable lifestyles.
ESD competences: Discussion

- Good progress was made by a range of countries in promoting educator competences for ESD
  
  - A number of large scale training efforts are carried out
  - A number of training modules, including materials, have been developed
  - Educator competences as developed by the Expert Group have been widely disseminated

- This progress stands in contrast to those countries who have either not reported on educator competences or reported that “no activity was delivered” to promote educator competences.
Addressing unequal progress

Open discussion
Issue 2: How is cooperation between governmental departments in the field of ESD promoted?
Inter-institutional cooperation: Achievements

- Installation/identification of a coordination body
  - e.g. Belgium, Czech Republic, Cyprus, Finland, Greece, Germany, Norway, Sweden, Switzerland, United Kingdom, Uzbekistan

- Conferences, action days, forums targeted at promoting coordination between a broader range of stakeholders
  - e.g. Armenia, Belarus, Belgium, Finland, Greece, Germany, Slovenia, United Kingdom, Uzbekistan
Inter-institutional cooperation: Achievements

- Creation of ESD networks on national and regional level (in many cases launched by multi-stakeholder project)
  - e.g. Armenia, Belarus, Estonia, Finland, Germany, Greece, Norway, Slovenia, Switzerland

- Interdisciplinary and interdepartmental management on specific topics/themes
  - e.g. Belarus, Belgium, Georgia, Germany, Greece, Sweden, Switzerland
Inter-institutional cooperation: Challenges/ Discussion

A large number of those countries, who participated in reporting, informed:

- coordination between governmental departments and with a broader range of stakeholders has intensified.

- A few countries report: little coordination happening because ESD has quite low priority within the agenda of governmental departments: “theoretically coordination should be carried out (...) but it is not really happening”
Open discussion
Issue 3:
Are there any ESD activities carried out or planned to respond to the demands of a green economy, especially as regards technical and vocation education and training?
TVET for greening economies: Achievements

- Assessing TVET for “green” content and adapting the curricula to meet the demands of a green economy
  - e.g. Belarus, Finland (SD is introduced as key competence in all TVET curricula), Switzerland

- Production of teaching materials specifically on green economy; recommendations on “green skills”
  - e.g. Germany, Sweden

- Courses/programmes in TVET and in higher education, targeting the demands arising through greening economies
  - e.g. Armenia, Croatia, Cyprus, Finland, Germany, Sweden
TVET for greening economies: Achievements

- Focusing on building networks between schools with “green” businesses
  - e.g. Belgium, Switzerland

- Introducing issues related to greening economies/SD to lifelong learning
  - e.g. Belgium, Finland

- Action days and projects implemented on issues related to a green economy offered in TVET
  - e.g. Armenia, Belarus, Croatia, Norway, Slovenia

- Tendency towards more programmes/efforts connected to greening the economy in TVET
  - e.g. Czech Republic, Finland, Germany, Switzerland
TVET for greening economies: Challenges / discussion

- Sporadic and rather implementation of ESD in technical and vocational training
- While implementation is sporadic, a number of good practice examples, materials and courses are available in the region
- A number of countries stress, that this is a topic that is expected to receive more attention in the future
- Countries have provided considerably less information on this topic, compared to the questions addressing educator competences and coordination.
Open discussion
Issue 4: Has the economic downturn impacted ESD activities in your country? / Other themes highlighted by the countries
Impact of economic downturn on ESD activities

- Majority of countries has not experienced significant cuts with regard to funding for ESD activities. This mostly refers to governmental activities.

- However, in particular envisaged project in the field of building/redesigning schools have been put on hold.

- However, country reports underline that the financial situation of NGOs active in the field of ESD has worsened considerably.
Additional themes

- Importance that is allocated to the role of higher education for transitioning to a sustainable society
- Evaluations of ESD strategies on national level
- Bridging formal education, communities and civil society organizations under the umbrella of ESD
Open discussion