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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

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| *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 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. |
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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[[1]](#footnote-2) reporting on the implementation of the three “vertical” priority action areas[[2]](#footnote-3)

 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* |
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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 [ ]  |  *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 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* |
| 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 [ ]  |  *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 the UNECE Strategy for ESD in your country (*please specify, if any*): |

 II. Priority action area (b)

| *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 [ ]  |  *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* *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* |
| 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* |
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| 1. Has there been advancement towards a structural reorientation of technical and vocational education and training (TVET) towards ESD? |
| 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. 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*): |

1. Countries with a federal structure are free to provide several inputs or questionnaires from different states or entities, if appropriate. [↑](#footnote-ref-2)
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>. [↑](#footnote-ref-3)