



**UNECE**

**Progress achieved and challenges encountered  
in the fourth  
phase of implementation of the UNECE ESD  
strategy  
(Reporting Phase IV)**

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# THE PROCESS OF PRODUCING THIS REPORT

## Analysis approach:

### Data: 32 NIRs

#### A. QUANTITATIVE

- YES/NO items
- Mostly descriptive statistics (N, %)

#### B. QUALITATIVE

- Open-ended items
- Coded per item
- Constant comparative analysis per item (indicators/sub-indicators)

## AUTHORING

(in-kind contribution of the Republic of Cyprus, Unit for Education for the Environment and Sustainable Development)

## PEER REVIEW

Dr. Paul Vare

## FINAL DOC

- Final modifications
- Secretarial editing and processing

Presentation of preliminary results in SC Consultation meeting (May 2020)

## MAJOR FINDINGS

### **Policy/regulatory/operational frameworks**

- Present in the majority of MS
- Policy- oriented synergies at the national level are promoted,
- Coordinating bodies for ESD implementation in place, national implementation plans
- Further effort needs to be invested in coordinating policies promoting ESD in member states and in facilitating implementation of the relevant policies through national plans.
- ESD-related policies are not always under the umbrella of SD policies and are often encountered as stand-alone policies in member states.

### **Formal education**

- ESD themes are explicitly addressed in national curricula
- Emphasis on their environmental/ social/economic aspects depends on local context.
- Curricula place more emphasis on learning outcomes (skills, values, attitudes) compared to teaching and learning methods that support ESD.
- ESD is addressed equally through: Cross-curricular approach/ as a stand-alone project/ through specific subject programs.

## **WIA**

- Mostly promoted through ESD school plans at the school level
- Over half of the reporting Member States have introduced ESD school plans in schools.
- More MS are introducing WIA at the kindergarten level
- Various incentives in implementing WIA
- Although member states use indicators, they prefer not to develop their own sets of indicators, especially in the Western Europe and EU region.

## **Quality assessment/ enhancement systems**

- In place in most member states,
- Often generic and do not explicitly address ESD.
- In the next 5 years, most MS plan to reinforce student assessment in relation to ESD, mostly addressing knowledge, less addressing skills and competencies and even less addressing behaviors.

## **Informal- non-formal education**

- MS emphasize the importance of non-formal/informal learning in ESD.
- Evaluation/ monitoring initiatives

## **Development of educators' competences**

- Pre- and in-service training for teachers.
- Training programs for education leaders/administrators are offered in more than half of the reporting countries
- Further systematic analysis is recommended regarding the content
- Some progress in ways in which ESD competencies are explicitly addressed in the initial stages of teacher training- modifications in teacher certification requirements in some MS
- Mostly voluntary participation. Emphasis on Strategy implementation
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## **Tools and materials**

- Are widely produced
- Lack of governmental support
- Lack of quality control criteria
- Establishment of accessibility tools in many member states.

## **Research and development**

- Mostly focused on content& methods of ESD- less on evaluation of Strategy implementation outcomes.
- Need-based research programs are implemented in some MS
- Challenge to introduce research policies horizontally within state sectors/departments.
- Gap between theory and practice.
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## **Cooperation on ESD**

- Need for strengthening regional and international cooperation on ESD further
- Networking opportunities/ cooperation mechanisms within and among member States.
- Public authority support (e.g. funding, quality assurance) currently limited.

## **Conservation, use and promotion of knowledge of indigenous people, local and traditional knowledge**

- Viewed holistically across member States' curriculums (indigenous languages, traditional lifestyles, folk art, dancing and nature).

## CONCLUSIONS (1):

- Increase in political commitment to assure successful implementation of Strategy
- Policy, regulatory and operational frameworks- generally in place
- Increase in number of MS promoting policy-oriented synergies at national level
- ESD-related policies are often encountered as stand-alone policies
- Correlation of national policy documents to the SDGs
- Regulatory and operational frameworks for ESD implementation are included in national policy documents
- FORMAL ED.: ESD explicitly addressed. Emphasis (environment, society, economy) depends on national context
- WIA- gaining attention at the school level (especially pre-school)
- Quality assessment/enhancement systems: Exist but are quite generic. MS intend to enforce student-centered assessment related to ESD. Established criteria preferred
- NONFORMAL & INFORMAL ED.: In place. Need for evaluation & monitoring systems

## CONCLUSIONS (2):

- **Educator competences**: Increased opportunities for pre- and in-service trainings. Lack of data on content of courses. Some countries require teacher training on ESD for certification
- **Tools/materials**: Are produced. Lack of governmental support, lack of control criteria and accessibility tools
- **Research & Development**: Policies need to be horizontally introduced within governments/ Connection of theory & practice/ Focused on national context
- Knowledge of **cultural characteristics** of indigenous people is viewed holistically through curricula.
- **Funding** & exchange of **expertise**.

# CHALLENGES (1)

## Policy/regulatory framework:

- **Aligning state targets with SDG implementation.**
- **Lack of evaluation systems**
- **Coordination within the state.**

## Development of teacher competencies:

- **Training -voluntary**
- **Attendance**
- **Funding and time.**
- **ESD is implicitly referred to in many courses.**
- **To provide adequate training for school inspectors on ESD integration, enabling them to better monitor it at the school unit.**

## Teaching strategies:

- Further use of **specific pedagogies**
- **Sharing** good practices.
- **Transdisciplinary approaches/ active participation.**
- Further exploration of **synergies** on ESD implementation within the country AND among Member States.

# CHALLENGES (2)

## Tools/materials for ESD

- **Assessment**
- **Dissemination**: NOT only of **MATERIAL** but also of **EDUCATOR TRAINING ON HOW TO USE IT.**
- **Formal** system of education



**MORE connected** to the **informal** system and the NGOs.

## Research & Development

- **Interdisciplinary nature** of ESD  **in contrast with evaluation panels (grants)**
- **ESD is a multi-stakeholder endeavor** often with NGOs in lead roles, but lacking academic credentials/channels to access research granting agencies. (Suggestion to create need-based research programs- e.g. focus on vocational education)
- **Introducing Research and Innovation policy as a horizontal activity - added value of research, funding**
- **Bridging theoretical and academic knowledge/practice**
- **Gap between policies and utilization of research outcomes** to improve practice

## MAIN RECOMMENDATIONS (1)

### **Policy, regulatory and operational frameworks to support the promotion of ESD**

- 1) To invest more effort in establishing coordinating policies within countries for promoting ESD.
- 2) To establish national mechanisms for monitoring progress achieved regarding policies implemented or to measure outcomes.
- 3) Quality assessment systems need to be further evolved so as to explicitly address ESD.
- 4) More emphasis should be placed on assessing how values and attitudes are affected by the implementation of the Strategy in the future so as to not only focus attention on cognitive outcomes of ESD Strategy implementation but also on affective outcomes
- 5) To establish mechanisms to monitor and assess non-formal and informal initiatives.
- 6) Standardization of learning outcomes pursued is needed, especially addressing attitudes and values.
- 7) Quality criteria could be created for WIA

## MAIN RECOMMENDATIONS (2)

### **Educators' competences to address ESD**

- 8) To investigate and assess the content of programs offered at the tertiary level.
- 9) To enforce government support to create synergies addressing leaders and administrators, equipping them with competences to facilitate ESD implementation, enabling them to better monitor it at school level.

### **Tools and materials**

- 10) To establish universal quality control mechanisms across countries and to coordinate evaluation mechanisms across MS.

### **Research and Development**

- 11) On the evaluation of Strategy outcomes
- 12) More funding for research AND for dissemination of good practices.
- 13) Networking opportunities
- 14) Sharing of knowledge

# Thank you!

**Questions**

**Comments**