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# UNECE Strategy for ESD Country Reporting 2012

7th Steering Committee meeting

1- 2 March 2012

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# Country Reporting 2012

- Objective: Share information on activities and main developments in the region since 6<sup>th</sup> 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

# Presentation outline

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)**

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**Issue 1: How are the recommendations of the EGC implemented at the national level and adapted to national contexts?**

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# 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

# ESD competences: Challenges

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.

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# Addressing unequal progress

Open discussion

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**Issue 2: How is cooperation between governmental departments in the field of ESD promoted?**

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# 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”

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# 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.

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# Open discussion

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**Issue 4: Has the economic downturn  
impacted ESD activities in your  
country? /**

**Other themes highlighted by the  
countries**

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# 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

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- 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

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# Open discussion