

ESD implementation in the UNECE Region: Progress Report and the framework for the implementation of the UNECE Strategy for ESD from 2021 to 2030

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THE UNECE ESD STRATEGY

Adapted in Vilnius High Level Meeting (2005-2015)

A Strategy it's a practical tool that provides guidance to MS on how to develop and incorporate ESD, in all forms of education, in their national contexts



Establishing Policy, Regulatory and implementation frameworks on ESD



Integrating SD in formal, non-formal and informal education



Integrating SD in training systems- teachers ESD competences



Ensuring adequate tools and materials on ESD



Promoting research and development on ESD



Strengthening cooperation on ESD at all levels within ECE regions and with other regional and international policies and mechanisms



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)

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PEER REVIEW

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FINAL DOC

- Final modifications
- Secretarial editing and processing

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.

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

Aims of the framework of implementation UNECE Strategy for ESD 2021-2030



Strengthening the position of ESD in education and training systems from early childhood-till life long.



Assessing the national and regional progress on ESD and propose tangible ways to improve as well as learn from the experience of member states.



Identifying realistic and measurable targets that helps us to achieve our commitment to ESD during this decade.



Strengthening people to reconsider their current lifestyles as an emergency for creating sustainable futures.



Supporting education systems, educational community and institutions to respond sufficiently to the necessary changes for addressing with optimism a safer and more sustainable post-COVID-19 era.



Establishing collaborations with other regional process and initiatives such as UNEP, UNESCO, EU and ESD Med Strategy, GENE etc. to take forward our joint ambitions on ESD and SDGs.

TIMELINE AND PROCESS OF DEVELOPMENT UNECE ESD FRAMEWORK 2021-2030

PARTICIPATORY AND COLLABORATIVE PROCESS



Where is based the UNECE ESD 2021-2030 framework;

Coordinators of the UNECE ESD 2021-2030: Prof. Michael Scoullou (Greece), Dr. Roel van Raaij (NL)

Quality Education

Stand Leader:

**Prof. Daniella Tilbury
(UK)**

Whole Institution Approach

Strand Leaders:

**Dr Aravella Zachariou (Cy)
Prof. Paul Pace (MLTA)**

ICT AND ESD

Strand Leaders:

**Prof. Michel Richard (Fr.)
Prof. Daniel Burgos (SP)**

Entrepreneurship,

employment, innovation

Strand Leaders:

**Prof. Stelios Yiatros (Cy)
Ms. Tatyana Shakirova (KZ)**

YOUTH

**THE FOUR STRANDS PROPOSED ACTIONS IN 4
LEVELS:**

System

Educators

Learners

Institution

Structure

- 1. Introduction**
- 2. Vision**
- 3. Policy Framework**
- 4. Strategic Directions/Goals**
- 5. Recommendations**
- 6 . Work plan activities 2022-2025**

**Reflects to SDGs.
Emergencies
such as climate
change,
consumption
and production,
biodiversity,
linked with
social, political,
cultural and
economical
aspects.**

Vision: Embed ESD into quality standards, frameworks, mechanisms and resources (including available tools, etc.) associated with formal quality assessments and institutional reviews in all UNECE Member States and in international standards.



Indicative work Plan activities:

Collect good practice examples from countries and share experiences in efforts for potential collective work on “quality and ESD”.

- 2) Develop quality criteria frameworks for embedding ESD into each educational level -**
- 3) Develop a “benchmarking tools” to assess practice.**
- 4) Consider an *Ad hoc* expert group or other international alliance scheme that makes connection to SDG4 communities, UNESCO, UNEP, EU, MCESD and others to work together.**

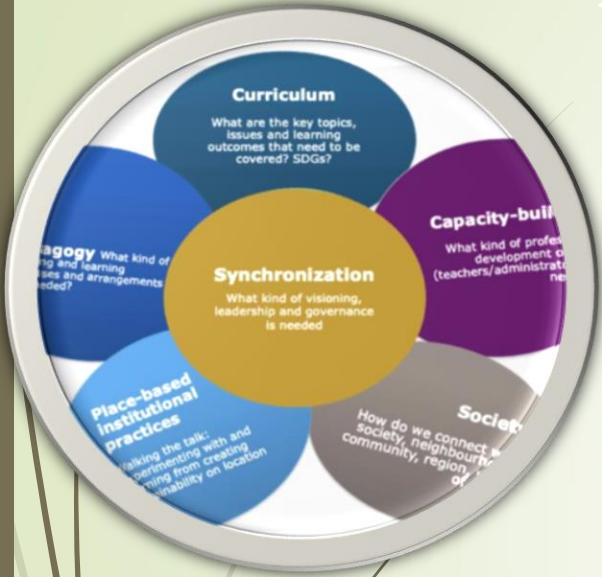
Strategic directions/Goals:

Engagement of education quality professionals, systems and authorities in ESD dialogues.

Embedding ESD into education quality systems, e.g. in ‘benchmarking tools’ to assess practice and invest in Quality criteria frameworks for each educational level.

Establish or strengthen ESD/SDG professional programme(s) for education quality professionals, authorities and agencies as well as education managers and leaders.

Vision: Every institution and organization in formal and in-formal education implement ESD within WIA and reviews its actions in the light of learning, programs, governance, infrastructure, community.



Indicative work plan activities:

- 1) Create and promote a Whole Institution Framework based on areas of generic interest and shared experiences).**
- 2) Develop a set of quality criteria for institutions seeking to adopt a WIA to help them identify what they have achieved; what they still need to work on; what obstacles they face and how to overcome them;**
- 3) Create a guide for developing a WIA plan to promote ESD, within the institutions they study or work.**

Strategic directions/Goals:

- (a) Frameworks that foster participatory approaches enhancing commitment, ownership and responsibility for promoting a WIA in ESD in diverse contexts.**
- (c) Tools and resources that facilitate stakeholders (particularly youth) and institutions to participate in a whole institution transformation.**
- (d) Mobilize youth in the design of WIA plans to promote ESD in their respective institutions and adopt a leading role in reinforcing the focus on SDGs (especially SDG4.7).**
- (e) Strengthening of UNECE ESD SC synergies with organizations, mechanisms and networks (e.g. UNESCO, EU and WHO) that also develop policies for a WIA.**

Vision: A systematic, balanced and updated use of ICT and all digital tools and resources as a means for promoting ESD and new educational practices facilitating access to sustainable development learning, throughout life.



Indicative work plan activities:

- 1) Collection of good practices and develop specific pilot programmes for media education and *illectronism* for those who do not have the keys to the use of electronic resources.**
- 2) Creation of an Open Science framework allowing the use, reuse, creation and sharing of Open Education Resources and good practices at all levels of education and training.**

Strategic directions/Goals:

(a) Understand the advantages of digital technology to teaching sustainable development and rethinking the processes implemented to develop ESD for the benefit of learners, teachers, manager, researchers.

(b) understand and appreciate, with a critical sense, the various digital messages and content dealing directly or indirectly with sustainable development, and to formulate personal views. The latter is particularly important since the issue of misinformation, fake news 'is a fast growing major socio-political and cultural challenge.

Vision: Use ESD in stimulating entrepreneurial and innovation mind setting in learners in order to accelerate transformations towards sustainable development and enlarge employability of young in existing or emerging new jobs



Indicative work plan activities:

- 1) Identify qualifications and skills in the field of sustainable development, green and circular economy and green technologies in order to integrate them into professional profiles.**
- 2) Networking of ESD with other stakeholders and local communities with the aim to develop and strengthen an ecosystem of champions agile in employability, entrepreneurship and innovation.**
- 3) Create guidelines to benchmark the levels of education institutions' readiness in infusing/ encompassing entrepreneurial skills and support employability related to innovation**

Strategic directions/Goals:

- (a) Preparation of students for the green labour market, thorough revision of the content and methodologies of the curricula and learning conditions and standards/**
- (b) Strengthen entrepreneurial ecosystems, including platforms of interaction and funding mechanisms that enable entrepreneurial and intrapreneurial activity.**
- (c) Strengthen women participation in green entrepreneurship and support intergenerational approaches, and inclusive education where policies for urgent employment for the young should not overlook the experienced older generations and people with disabilities or marginalised**

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THANK YOU!!!

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