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

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UNECE ESD Strategy Implementation Phases

(a) Phase I (2005–2007) Stocktaking: Outcomes were reviewed in the 2007 evaluation report (ECE/BELGRADE.CONF/2007/INF/3– ECE/CEP/AC.13/2007/2);4

(b) Phase II (2008–2010) Integration: Findings of the second reporting cycle, presented in a second evaluation report (ECE/CEP/AC.13/2012/3),5 were released in 2011;

(c) Phase III (2011–2015) Implementation: Member States advanced their progress towards full implementation, following a work plan with three priority action areas:

(i)   To ensure that there is an ESD school plan in every school by 2015;

(ii)   To promote the introduction of ESD into teacher education;

(iii) To reorient technical and vocational education and training (TVET) in support of sustainable development and the transition to a green economy

PHASE IV (2015- 2018): Collection of in-depth information about the successes and challenges of educating for SD.

Reporting Data:

- The evaluation is based on the NIRs submitted by the UNECE Member States
- Number of Member states delivering NIRs:
  - Phase I: 36
  - Phase II: 36
  - Phase III: 38
  - Phase IV: 32

Countries that submitted NIRs for Phase IV

Region 1: Eastern Europe, the Caucasus and Central Asia (EECCA) : Azerbaijan, Belarus, Georgia, Kyrgyzstan, Tajikistan, The Russian Federation 6 countries

Region 2: The European Union, other Western European Countries and North America (EU/Eest/NA): Andorra, Austria, Belgium, Bulgaria, Croatia, Cyprus, Estonia, Finland, Germany, Greece, Hungary, Ireland, Iceland, Italy, Latvia, Malta, the Netherlands, Romania, Slovakia, Slovenia, Switzerland. 21 countries

Region 3: South- Eastern Europe (SEE). Bosnia and Herzegovina, Montenegro, Serbia and Turkey. 4 countries

Region 4: Western Asia (WA): Israel 1 country

THE PROCESS OF PRODUCING THIS REPORT

Analysis approach:

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 modi-fications Secretarial editing and processing

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

Issue 1: Ensure that policy, regulatory and operational frameworks support the promotion of ESD

1.1.: Pre-requisite measures

    1.1.1. Availability of UNECE ESD Strategy in national language (24 Member States, 75%)

    1.1.2. Appointment of National Focal Point(s) (28 Member States, 87.5%)

    1.1.3. Coordinating body for implementation of ESD (21 Member States, 65.6%)

    1.1.4. National implementation plan (20 Member States, 62.5%)

    1.1.5. Synergies at the national level on policy processes related to ESD (22 Member States, 68.7%)

1.2. Policy, regulatory and operational frameworks support promotion of ESD

    1.2.1. National policy documents (30 Member States, 93.7%)

    1.2.2. National curricula/ standards/ ordinances/requirements (29 Member States, 90.6%)

    1.2.3. Non-formal and informal national policies/documents (24 Member States, 75%)

    1.2.4. Public awareness addressed in national documents (24 Member States, 75%)

    1.2.5. Formal structure of interdepartmental cooperation related to ESD (22 Member States, 68.7%)

    1.2.6. Mechanism for multi-stakeholder cooperation on ESD (22 Member States, 68.7%)

    1.2.7. Public budgets (24 Member States, 75%)

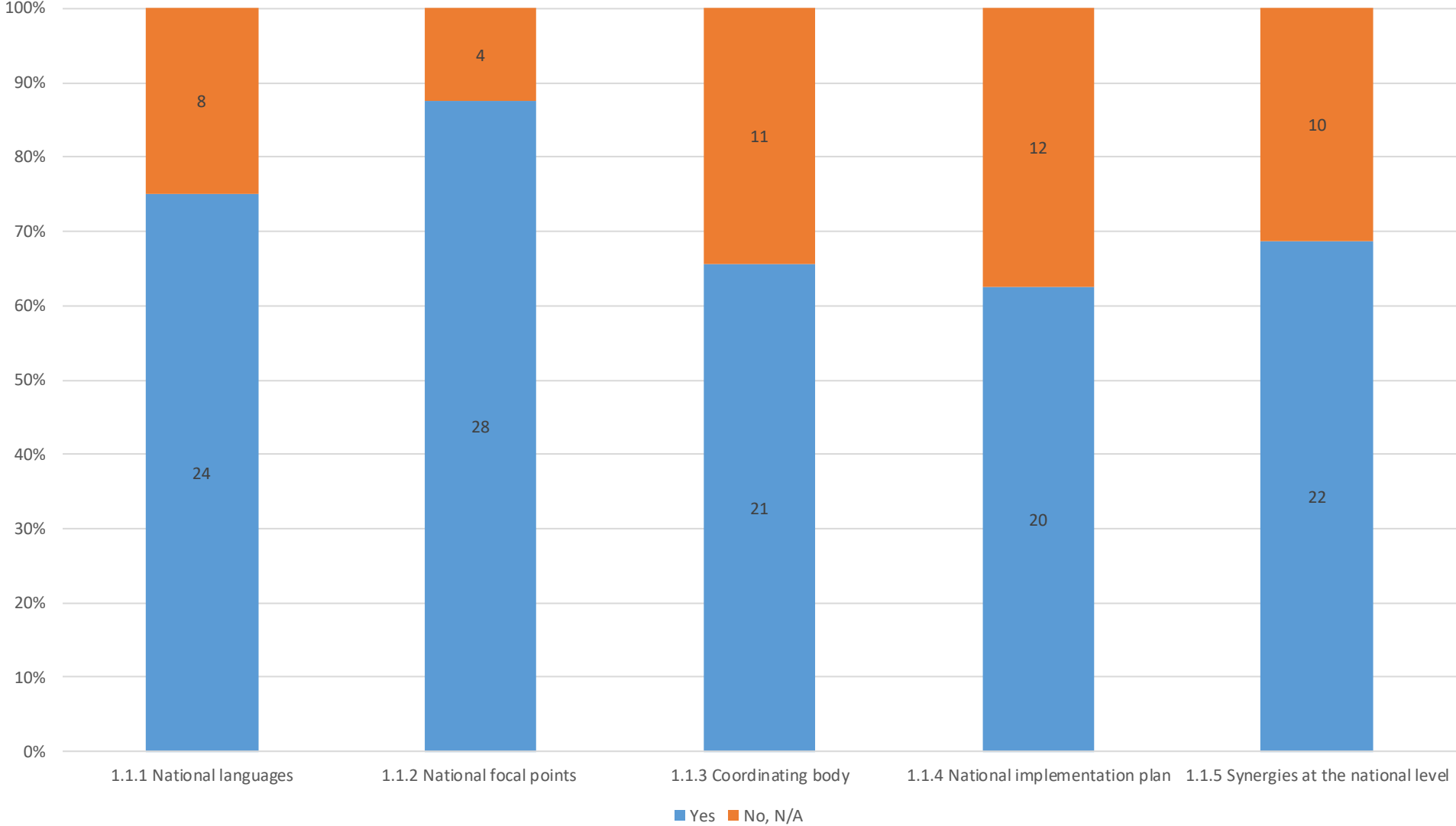**1.3. National policy supports synergies between processes related to the SDGs/ SD/ ESD**

    1.3.1. National, stand alone SD policy (25 Member States, 78.2%)

    1.3.2. ESD is part of SD policies (24 Member States, 75%)
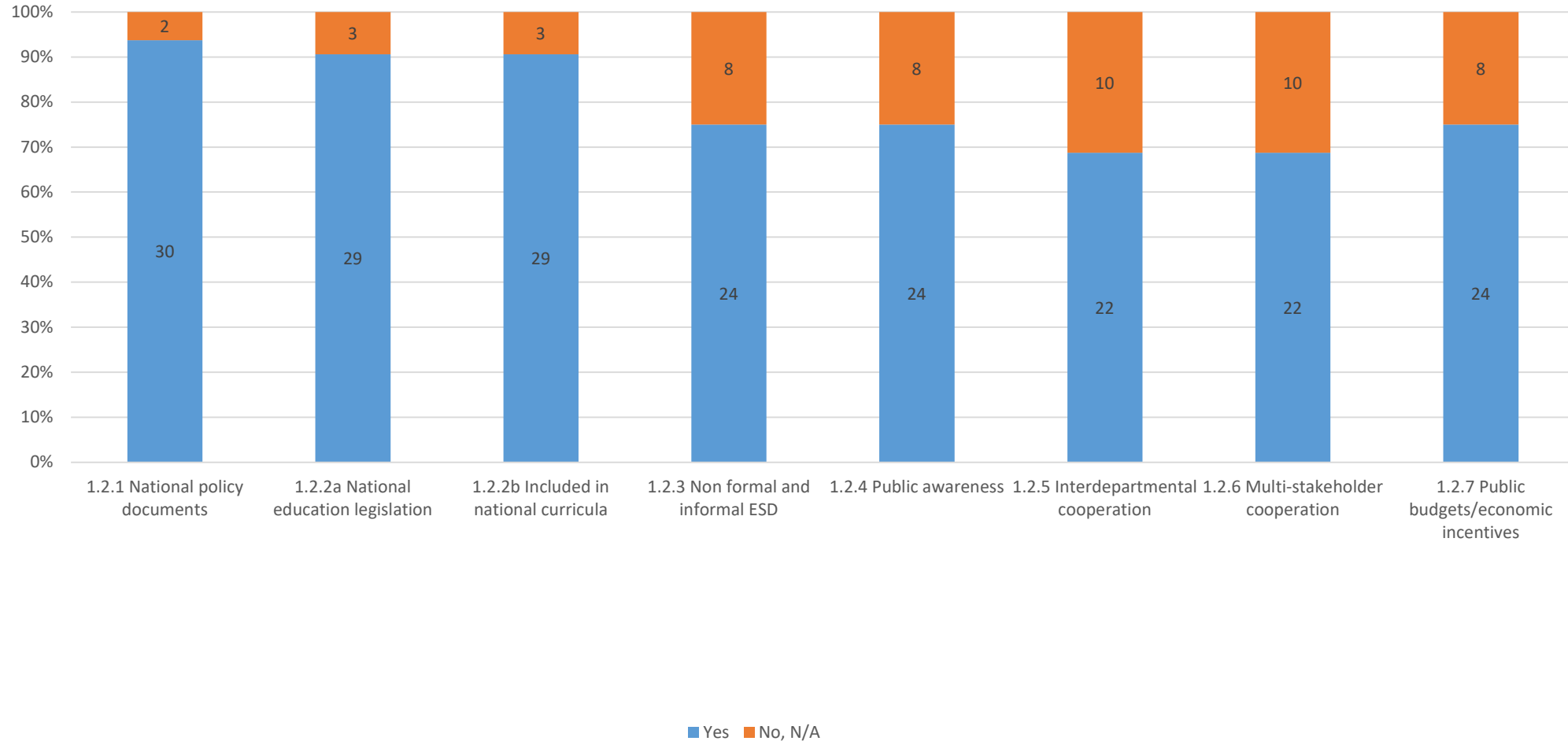
Successful actions

Challenges

Issue 1: Policy, regulatory and operational frameworks (1.1.)

## 1.1. Pre-requisite measures for the promotion of ESD

	1.1.1 National languages	1.1.2 National focal points	1.1.3 Coordinating body	1.1.4 National implementation plan	1.1.5 Synergies at the national level
No, N/A	8	4	11	12	10
Yes	24	28	21	20	22

■ Yes ■ No, N/A

Issue 1: Policy, regulatory and operational frameworks (1.2.)

1.2. Policy, regulatory and operational frameworks support the promotion of ESD

Legend: ■ Yes ■ No, N/A

Issue 1: Policy, regulatory and operational frameworks (1.3.)

1.3. National Policy-Synergies between processes related to SDGs/SD/ESD
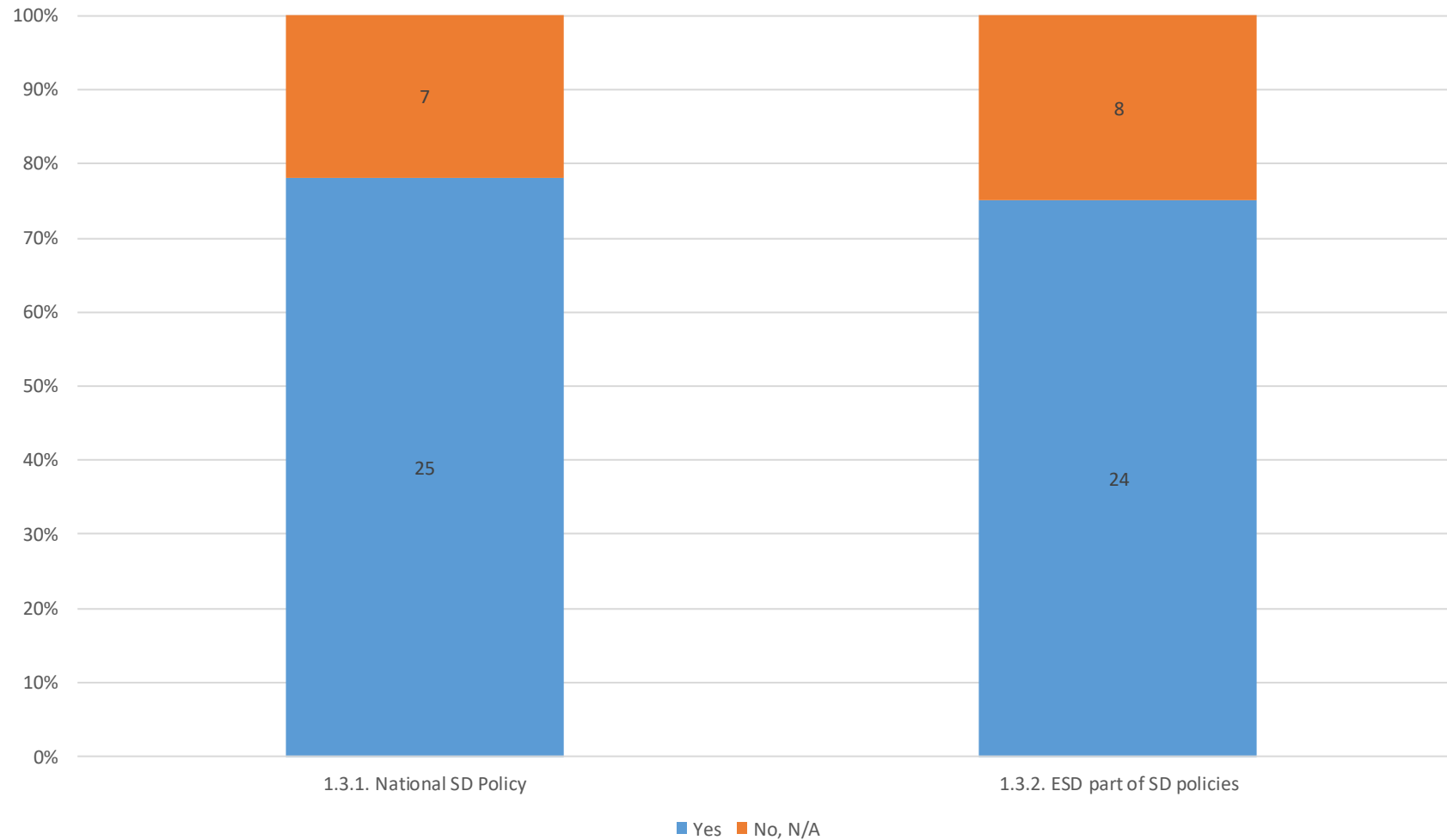
Successful actions

- Updating educational programs and improving education management

- Development of national guidelines, public networks and online platforms

- Good cooperation between various stakeholders

- Change of educators' perspective on ESD

- Integration of ESD into curricula

- Introduction of ESD in Kindergarten (guidebooks, educators training)

Challenges

- Lack of national indicators for ESD

- National consensus on the terminology and understanding of ESD

- Secure adequate funding

- Coordination/consistency on how ESD is reflected on various policies within each member state

- Management/implementation of national strategies where the education systems are organized federally

- Encourage schools to adopt a whole school approach to ESD

Issue 2: Promote SD through formal/non-formal and informal learning

2.1. SD Key themes addressed in formal education

2.1.1. SD themes (29 Member States, 90.6%)

2.1.2. Learning outcomes (29 Member States, 90.6%)

2.1.3. Teaching and learning methods (24 M/S, 75%)

2.2. Strategies to implement ESD are clearly identified

2.2.1. a. Existing subjects only (23 Member States, 71.8%)

2.2.1.b. Cross curriculum approach (25 Member States, 78.1%)

2.2.1.c. Subject programs/ courses (23 Member States, 71.8%)

2.2.1.d. Stand-alone project (23 Member States, 71.8%)

2.2.1.e. Other approaches (18 Member States, 56.2%)

2.3. Whole Institution Approach (WIA)

2.3.1. Adopted by institutions (20 Member States, 62.5%)

2.3.2. Incentives supporting WIA (including ESD School Plans) (21 Member States, 65%)

2.3.3. Institutions develop their own SD/ESD indicators- Mostly in EECCA and SE regions (17 Member States, 53.12%)

2.4. Quality assessment systems

2.4.1.(a-c) Existence/how they address ESD/national system addressing education quality assessment in place

2.4.2.(a-d) Dimensions of learning reinforced by countries in terms of student assessment in the next 5 years

2.5. ESD methods/ instruments for non-formal and informal learning in place to assess changes in knowledge, attitude and practice
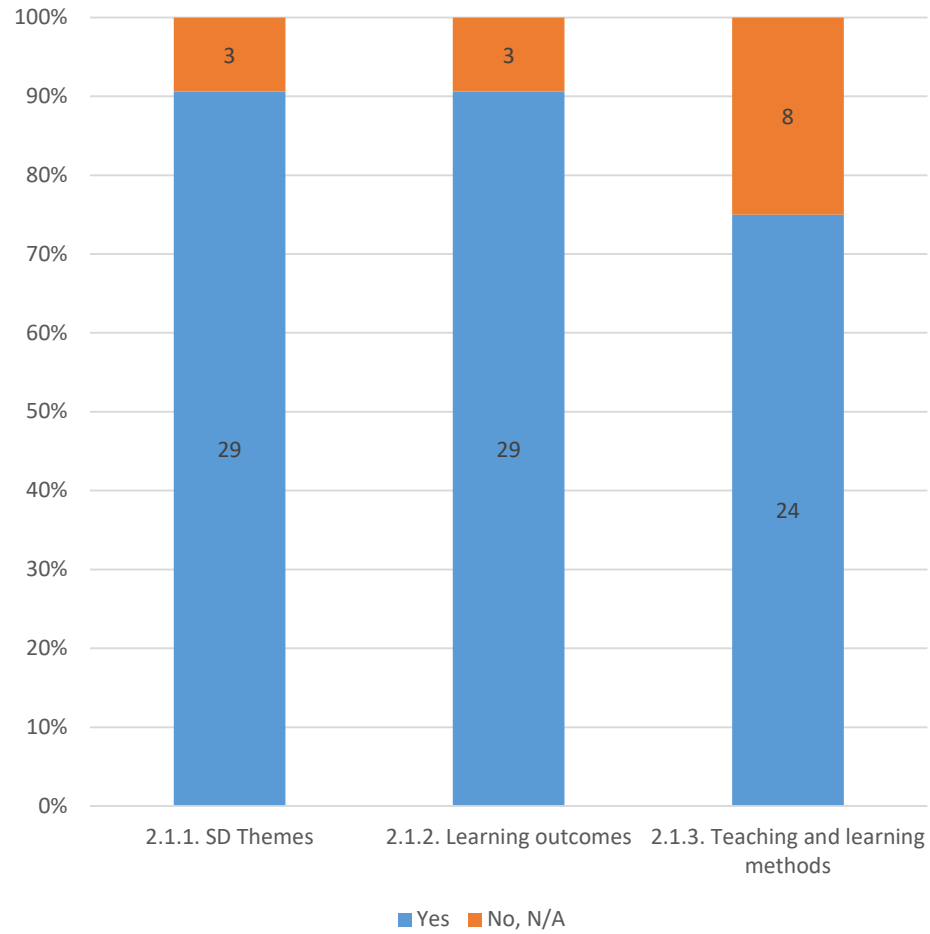
2.5.1. Public awareness raising activities (15 Member States, 46.8%)

2.5.2. Support for work- based learning (24 Member States, 75%)

2.5.3. Instruments to assess outcomes of ESD as a result of informal and non-formal learning (25 Member States, 78.12%)

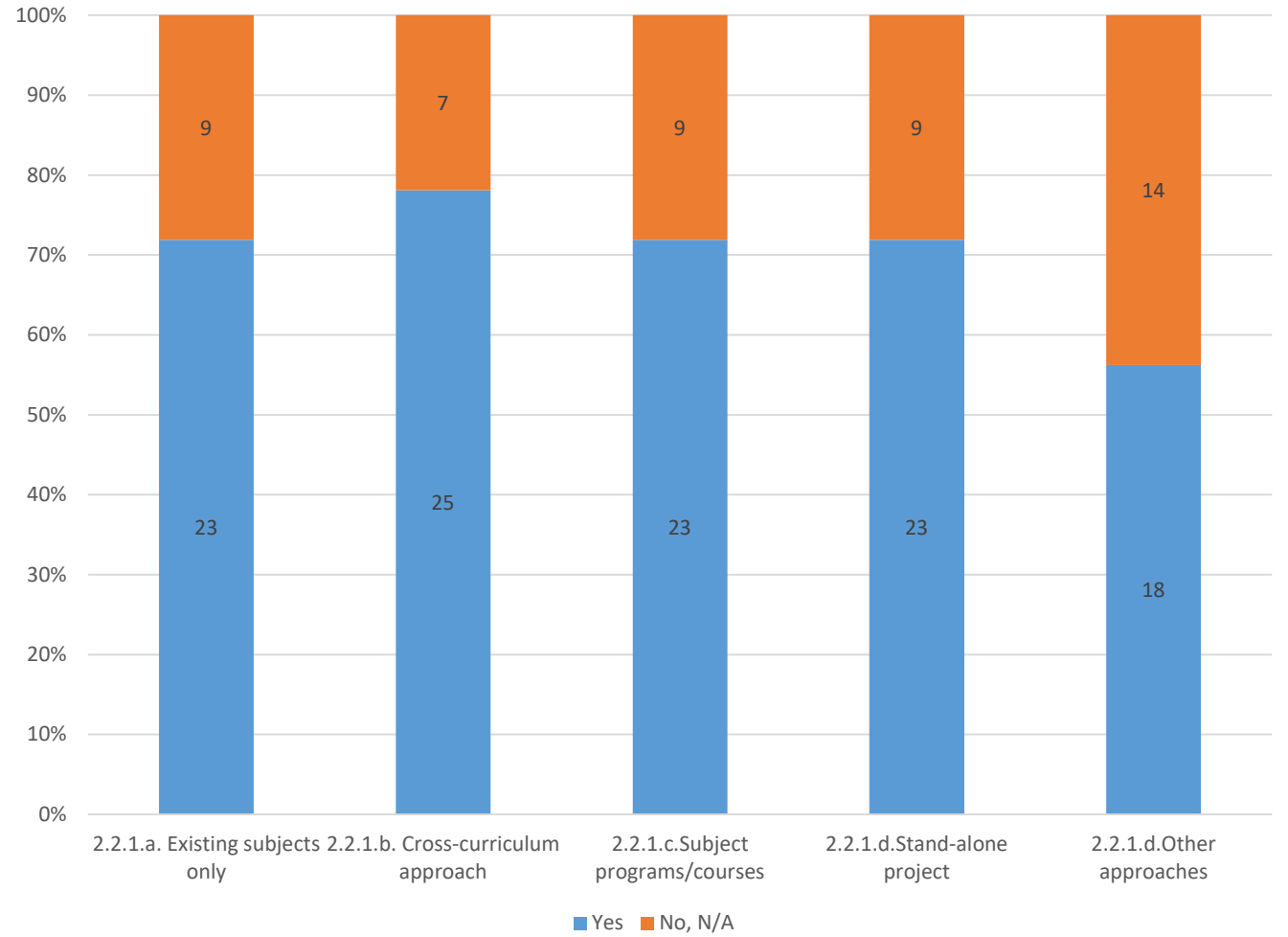## 2.6. ESD implementation is a multi- stakeholder process (28 Member States, 87.5%)
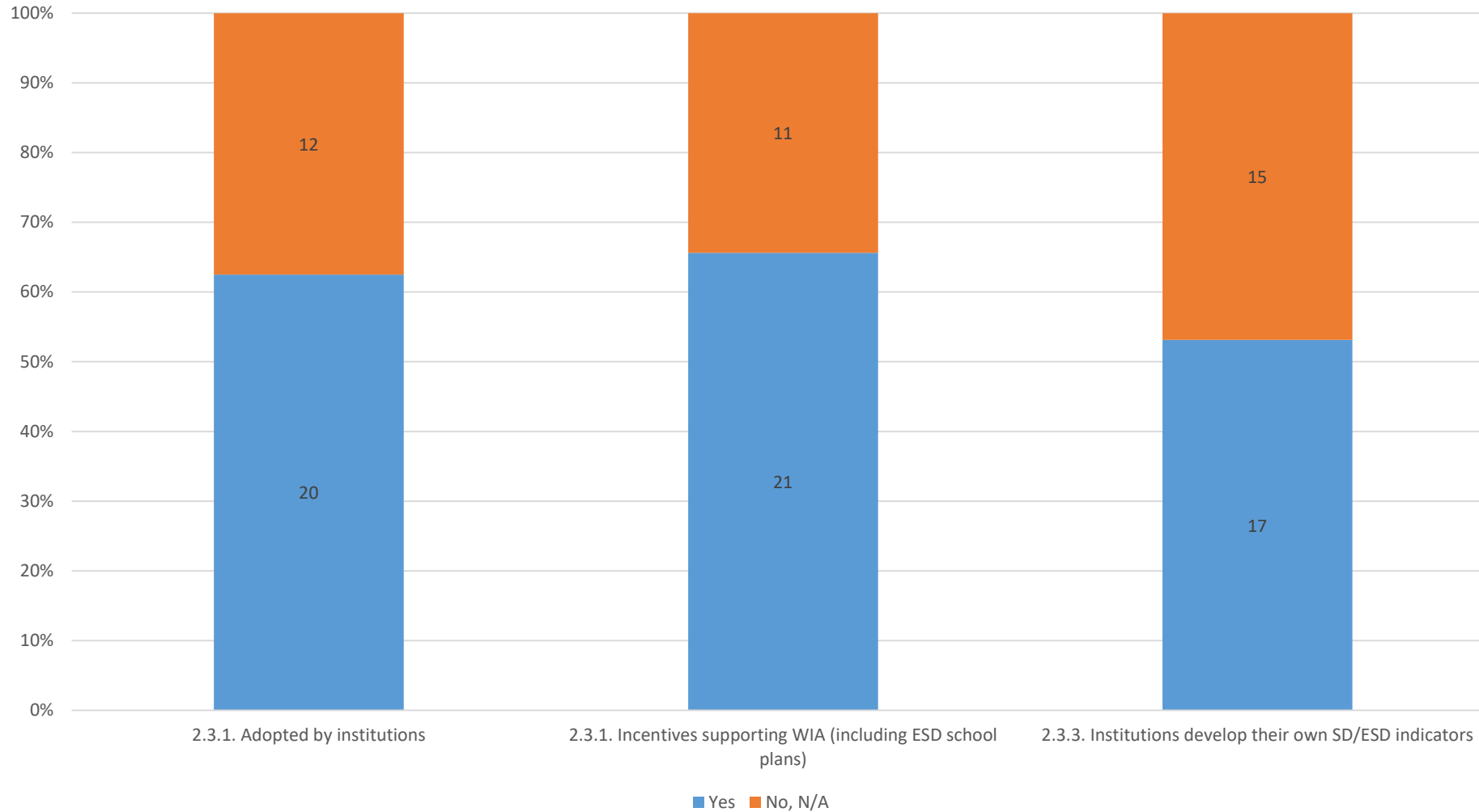
Successful Actions

Challenges

2.1. SD Key themes addressed in formal education

	Yes	No, N/A
2.1.1. SD Themes	29	3
2.1.2. Learning outcomes	29	3
2.1.3. Teaching and learning methods	24	8

2.2. Strategies to implement are clearly identified

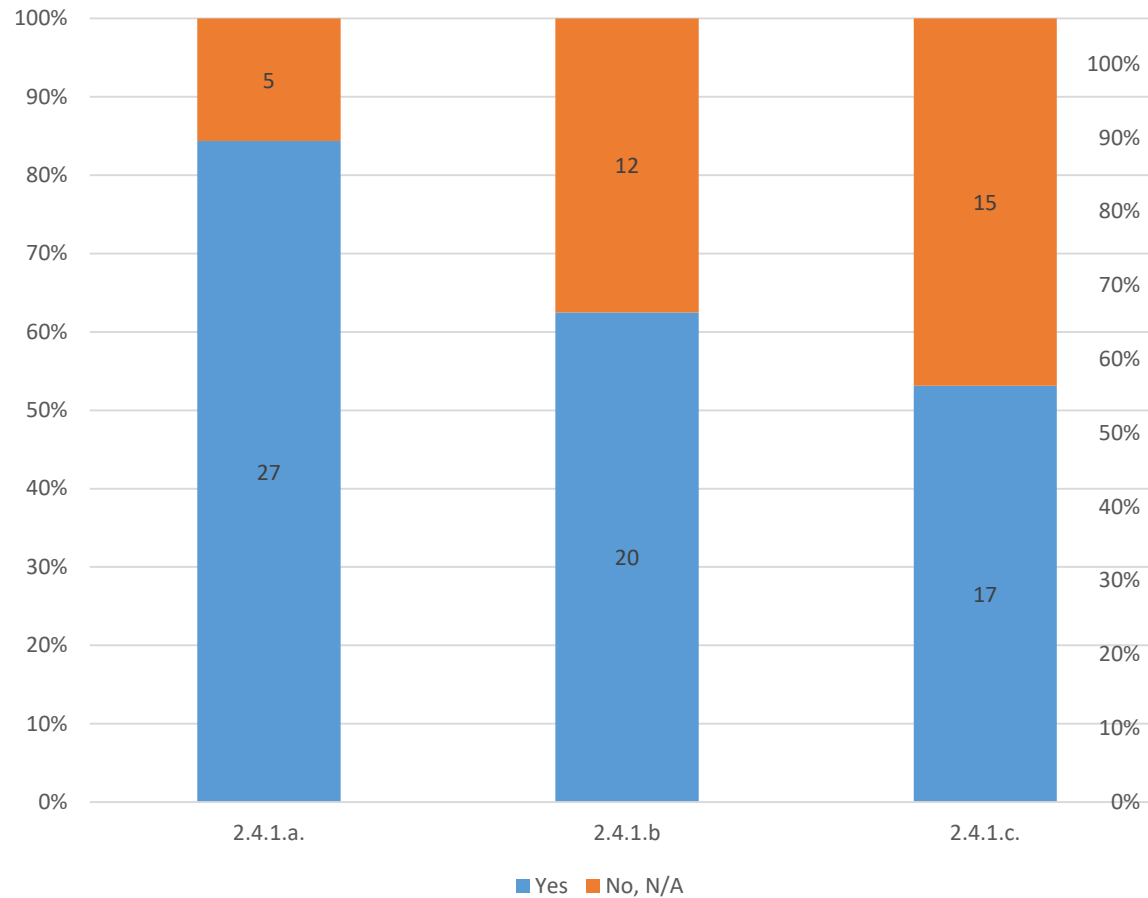|	Yes	No, N/A
2.2.1.a. Existing subjects only	23	9
2.2.1.b. Cross-curriculum approach	25	7
2.2.1.c. Subject programs/courses	23	9
2.2.1.d. Stand-alone project	23	9
2.2.1.d. Other approaches	18	14

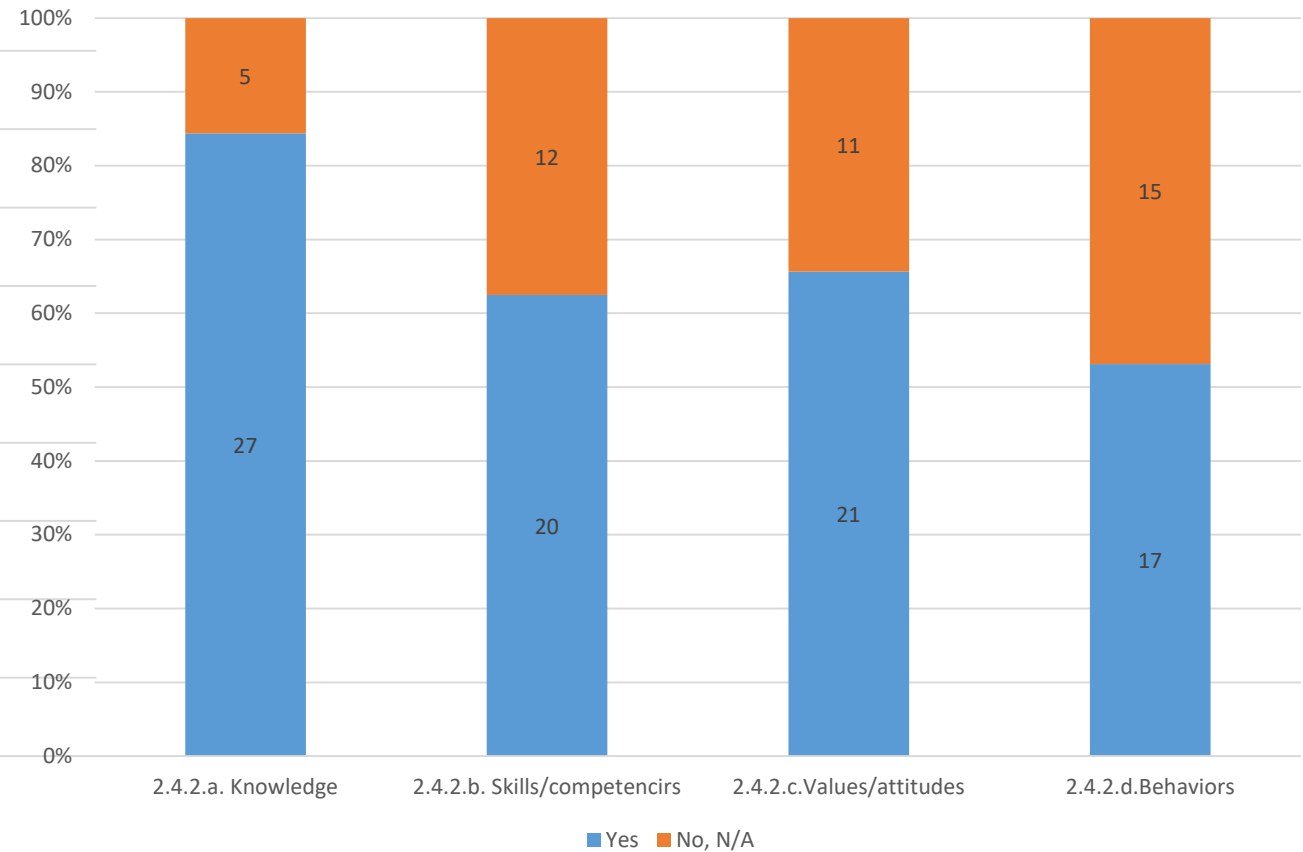# 2.3. Whole Institution Approach(WIA)

Quality assessment/ enhancement systems

2.4.1. Quality assessment/enhancement systems' existence

2.4.2. Dimensions of learning reinforced by countries in terms of student assessment (next 5 years)

2.5. ESD methods/instruments for non-formal and informal learning in place to assess changes in knowledge, attitudes and practice
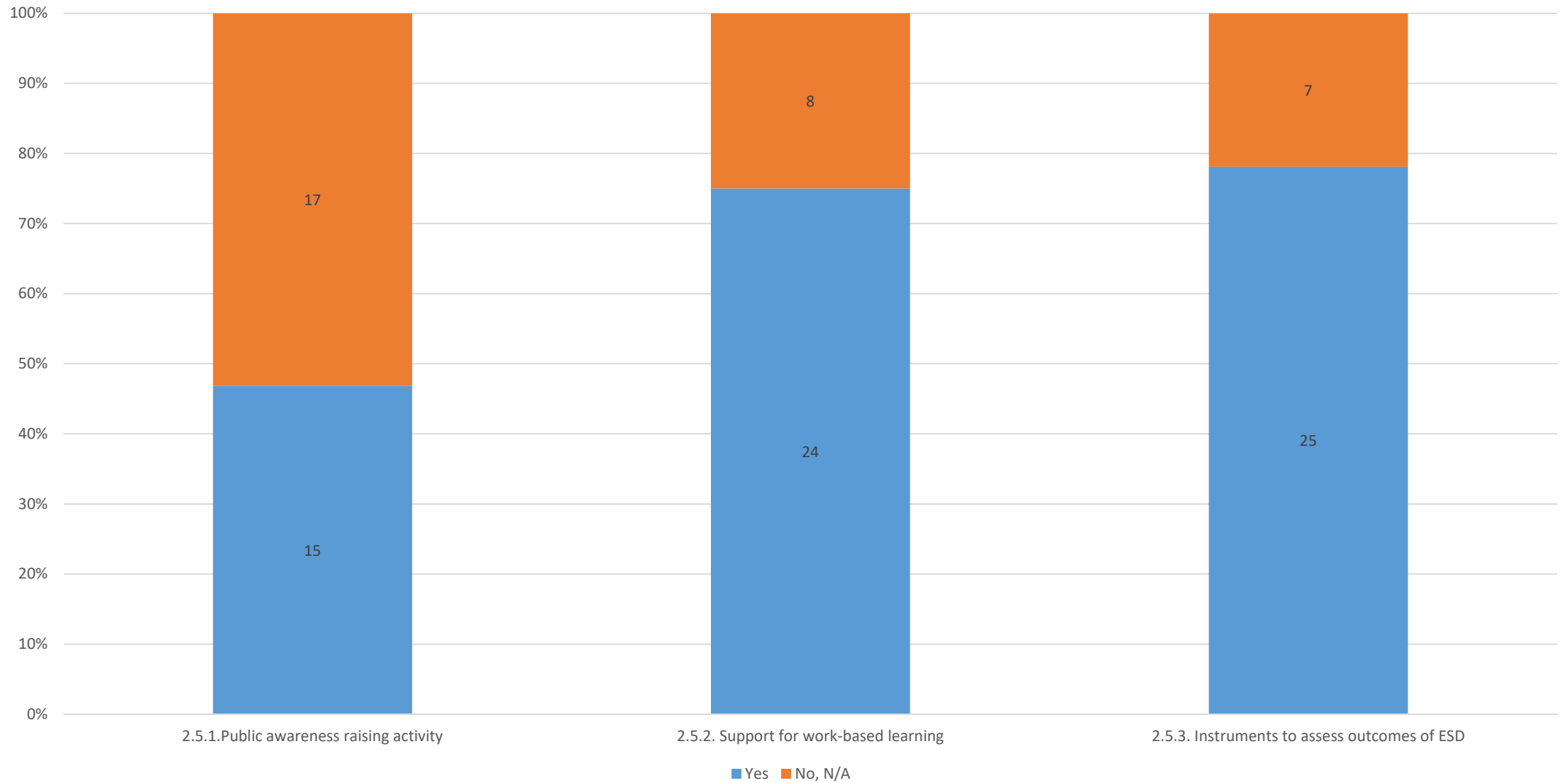
	Yes	No, N/A
2.5.1.Public awareness raising activity	15	17
2.5.2. Support for work-based learning	24	8
2.5.3. Instruments to assess outcomes of ESD	25	7

Issue 3: Equip educators with competencies to include SD in their teaching

3.1. Educator training

    3.1.1. Initial (26 Member States, 81%)

    3.1.2. In-service (28 Member States, 87,5%)

    3.1.3. Training of leaders/administrators of educational institutions (22 Member States, 68%)
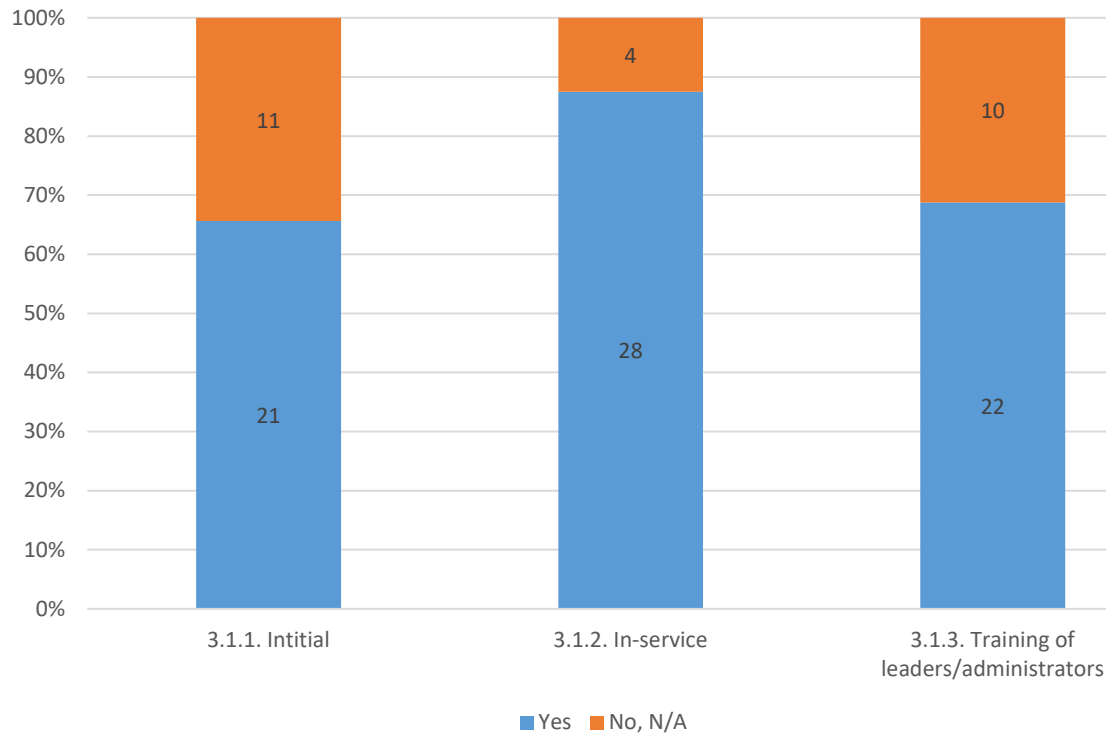
3.2. Opportunities for educators to cooperate on ESD

    3.2.1. Networks/ platforms at national level (26 Member States, 81%)

    3.2.2. Networks/ platforms approved by the Government (22 Member States, 68,7%)

Issue 3: Equip educators with competencies to include SD in their teaching

3.1. Educator Training

	Yes	No, N/A
3.1.1. Intitial	21	11
3.1.2. In-service	28	4
3.1.3. Training of leaders/administrators	22	10

3.2. Opportunities for educators to cooperate on ESD

	Yes	No, N/A
3.2.1. Networks/platforms at national level	26	6
3.2.2. Networks/platfomrs approved by the Government	22	10
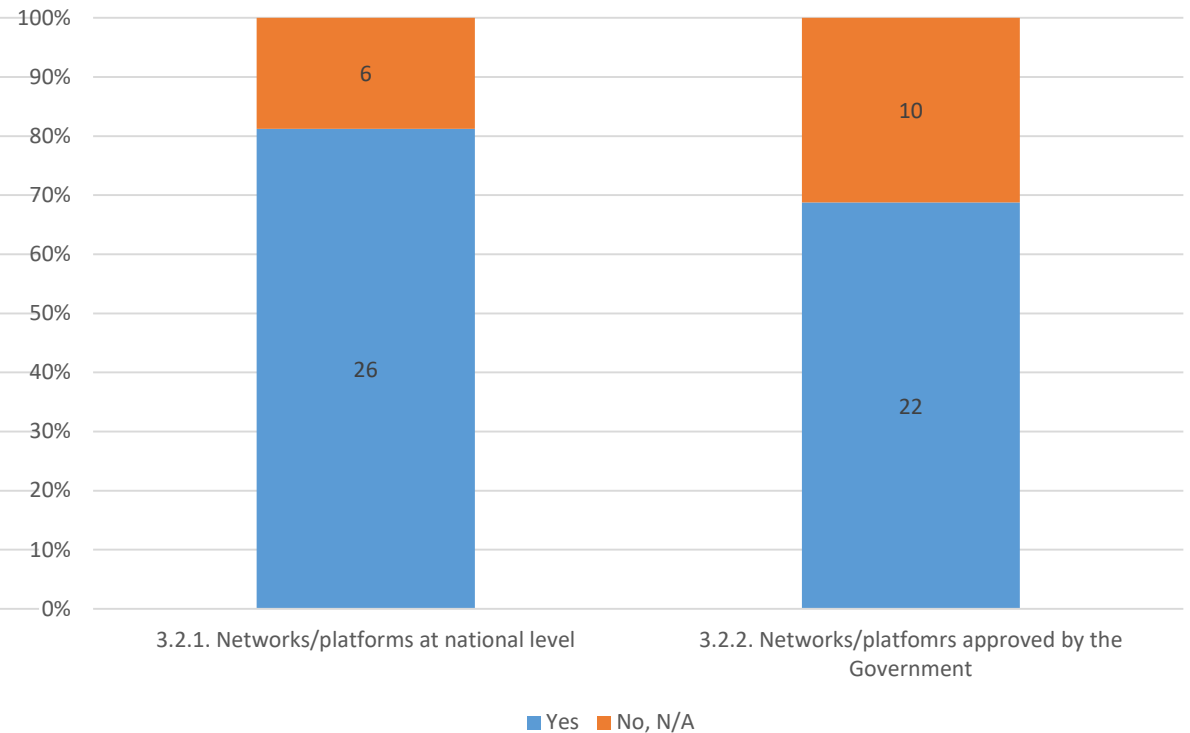
Issue 4: Tools and materials for ESD

4.1. Production

4.1.1. National strategy to encourage development/ production of ESD tools/materials (21 Member States, 65.6%)

4.1.2. Public money invested (23 Member States, 71.8%)

4.2. Quality control for tools/materials

4.2.1.a. Quality Control Criteria(17 Member States, 53.1%)

4.2.1.b. Quality Control for Accessibility (13 Member States, 40.6%)

4.2.2. Availability of material

a. in national languages(26 Member States, 81.2%)

b. for all levels of education (22 Member States, 68.7%)

4.3. Accessibility of materials

4.3.1. National mechanism for dissemination (17 Member States, 53.1%)

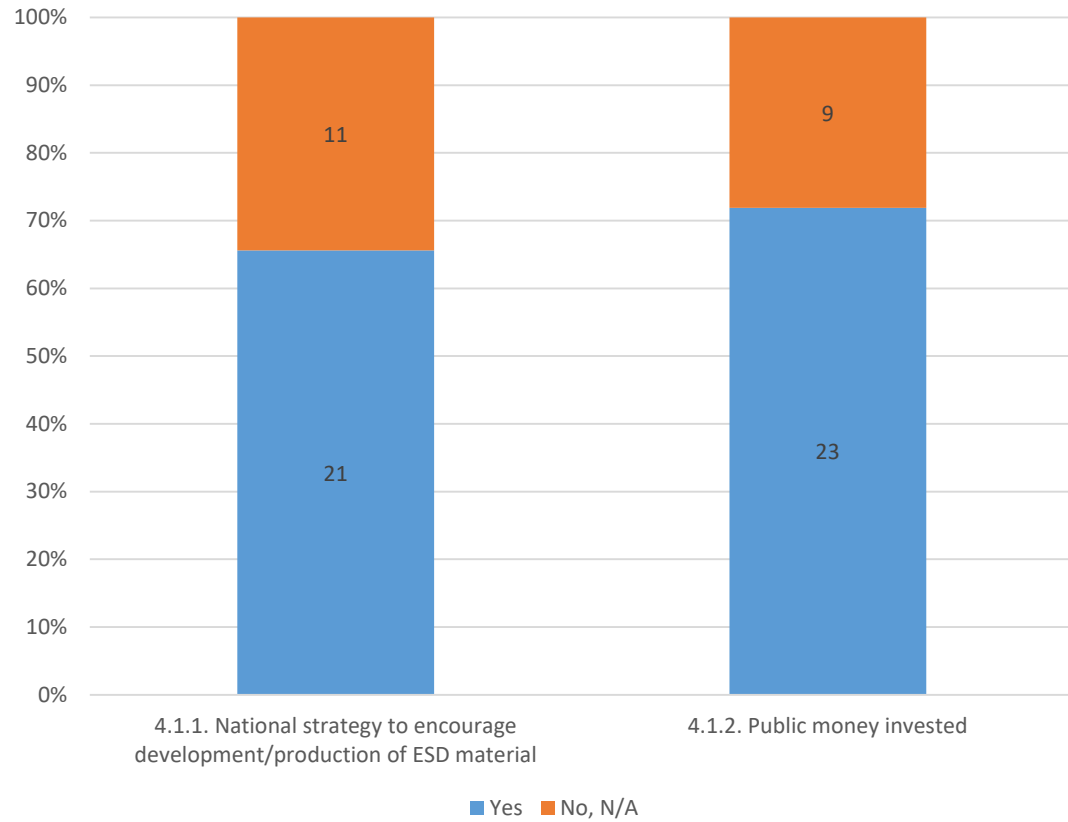4.3.2.Public authority money invested (19 Member States, 53.3%)

4.3.3. Accessibility through the internet (22 Member States, 68.7%)

4.3.4. Database of ESD teaching tools and materials in national languages

a. available online (20 Member States, 62.5%)

b. provided through other channels (18 Member States, 56.2%)

4.1. Production

	4.1.1. National strategy to encourage development/production of ESD material	4.1.2. Public money invested
No, N/A	11	9
Yes	21	23

Yes ■ No, N/A ■

4.2. Quality Control

	4.2.1. Quality control criteria	4.2.2. Quality control- availability of material	4.2.3. Availability (in national languages)	4.2.4. Availability- for all levels of education
No, N/A	15	19	6	10
Yes	17	13	26	22

Yes ■ No, N/A ■

4.3. Accessibility

	4.3.1. National mechanism for dissemination	4.3.2. Public money invested	4.3.3. Accessibility through the internet	4.3.4. Database (ONLINE)	4.3.5. Database (provided through other channels)
No, N/A	15	13	10	12	22
Yes	17	19	22	20	18

■ Yes ■ No, N/A

Issue 5: Research and development onESD

5.1. Promotion of research on ESD
    5.1.1. On contents and method of ESD (17 Member States, 53.1%)
    5.1.2. On evaluation of Strategy implementation outcomes (7 Member States, 21.8%)
    5.1.3. Post graduate programs
    5.1.3.1.A. on ESD (a. Masters) (20 Member States, 62.5%)
    5.1.3.1.B. on ESD (b. PhD) (15 Member States, 46.8%)
    5.1.3.2. addressing ESD
    a. Masters (22 Member States, 68.7%)
    b. PhD (17 Member States, 53.1%)
    5.1.4. Scholarships
    Masters (9 Member States, 28.1%)
    PhD (11 Member States, 34.3%)

5.2. Development of ESD
    5.2.1. Innovation/ capacity building (20 Member States, 62.5%)

5.3. Dissemination of research results
    5.3.1. Public authority for support of dissemination (16 Member States, 50%)
    5.3.2. Scientific publications
    5.2.3.a. on ESD (16 Member States, 50%)
    5.3.2.b. addressing ESD (17 Member States, 53.1%)

Issue 5 findings:

- Many Government Departments responsible for ESD acknowledge the importance of Research and Development and recognize the need to connect research to ESD policy and practice

- Governments widely recognize the need for more research on ESD, especially addressing monitoring, assessment and evaluation of ESD actions and learning outcomes.

- Emerging networks of researchers are gaining recognition

- In terms of promotion of R & D the weakest part is evaluation of Strategy outcomes. A number of countries report weaknesses in available scholarships on and addressing ESD, especially at the Master's Level. Research on ESD is mostly focused on the methods and contents of ESD.

- Many governments demonstrated a strong interest in the field of innovation and capacity building on ESD.

- Dissemination of research results is widely supported by public authorities, equally on and addressing ESD.

Issue 6: Strengthening of cooperation on ESD at ECE region

6.1. International cooperation

6.1.1. Public authority support for international networks on ESD

(referred to by 22 Member States, 68.7%)

6.1.2. Education institutions' participation in international networks

(referred to by 24 Member States, 75%)

6.1.3. Cooperation mechanisms with ESD component

(referred to by 18 Member States, 56.2%)

6.1.4. Government actions promoting ESD forums outside ECE region

(referred to by 20 Member States, 62.5%)

Issue 7: Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD (open- ended item)

- **18 countries** made some reference to this item (56.2%)
- However, knowledge of indigenous people and traditional knowledge on ESD is viewed in a holistic way and extends to indigenous languages, traditional lifestyles, folk art, dancing and nature. Particular emphasis is placed on recognizing indigenous components across the curriculum.

Indicative examples:
- Hungary: ESD programs building on integrating the traditional knowledge of indigenous people (e.g.an **ethnobotany program also involving intergenerational learning of plant use**)
- Belarus: **State policy in the field of education is based on both national and cultural education principles** endorsing the environment where the education is acquired with a due consideration for national traditions.
- Kyrgyz Republic **conducts the World Nomad Games (WNG) since 2014** (every two years - 2016, 2018) The basis of the competition was the folk games of the historically nomadic people of Central Asia.
- Russian Federation: In order to create conditions **for the preservation and study of the native languages** of the people of the Russian Federation, which are national wealth and the historical and cultural heritage of the Russian state, the **Fund for the Preservation and Study of the Native Languages of the People of the Russian Federation was created in 2018** (Decree of the President of the Russian Federation of October 26, 2018 No. 611).

Issue 8: Challenges and obstacles encountered in the implementation of the Strategy (open- ended item)

- Coordination between stakeholders

- Evaluation mechanisms

- Funding

- Expertise/ advising/ exchange of practice/ personnel deficits

- Lack of research

- Time constrains

Issue 9: Assistance needed in implementing the Strategy (open-ended item)

10 countries reported on this item (31.2%).

Main parameters of assistance needed were:

- Capacity building for government institutions
- Mobilizing financial and human resources
- Research to document outcomes of Strategy implementation
- Dissemination of experience and materials
- Enforcement of synergies
- Exchange of good practices

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** to measure achieved outcomes.

- **Coordination** of initiatives or sectors within the state.

Development of teacher competencies:

- **Training** opportunities are offered on **voluntary** basis.

- Attracting teachers to **attend** trainings

- **Funding and time**.

- **ESD is implicitly referred to** in many courses.

- The Structure of Education Systems provide for **different policies** within some countries.

- 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** examples of good practices.
- Need for learning strategies that allow **transdisciplinary approaches** as well as projects of **active participation.**
- Further exploration of **synergies** on ESD implementation both within the country as well as 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** at the grant agencies requiring researchers to submit disciplinary-oriented projects

- **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** in other national sectoral policies to reach a broader understanding of the **added value of research** as well as to attract more public and private **funding** for developing research capacity.

- 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

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