Economic and Social Council

Economic Commission for Europe

Committee on Environmental Policy

**United Nations Economic Commission for Europe
Steering Committee on Education
for Sustainable Development**

Seventeenth meeting
Geneva, 30 and 31 May 2022
Item 2 (a) of the provisional agenda
**Implementation of the United Nations Economic Commission for Europe Strategy for Education
for Sustainable Development: progress in implementing the Strategy**

Proposed topics for reporting on progress in the implementation of the United Nations Economic Commission for Europe Strategy for Education for Sustainable Development (2022 informal country reporting)*

Note by the secretariat**

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,

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* This document was scheduled for publication after the standard publication date owing to circumstances beyond the submitter's control.

** The present document is being issued without formal editing.

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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 mandatory reporting exercise undertaken in 2018 and the informal reporting exercise undertaken in 2021. Countries are kindly requested to fill in the questionnaire and submit it to the secretariat before 13 May 2022.

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 seventeenth meeting of the ECE Steering Committee on Education for Sustainable Development, countries are requested to fill in the questionnaire below, informing on progress made and challenges encountered in working on priority action areas after the fourth mandatory reporting cycle carried out in 2018 and since the sixteenth Steering Committee meeting (Geneva, 10 and 11 May 2021).

3.   In the below questionnaire, particular attention is paid to the main priority strands of the Strategy's new implementation framework (2021–2030) (ECE/CEP/AC.13/2022/3), focused on:

        (a)   quality education and ESD;

        (b)   whole institution approach and ESD;

        (c)   digital education, information and communications technology and ESD;

        (d)   entrepreneurship, employability, innovation and ESD; and youth and ESD.

4.   Countries are kindly requested to submit this information in writing to the secretariat via e-mail (nona.iliukhina@un.org and esd@unece.org) by **13 May 2022.**

5.   The secretariat will review the information submitted and deliver a brief synthesis presentation at the Steering Committee's seventeenth meeting. The presentation will be followed by an interactive discussion.

6.   Countries will be invited to complement the secretariat's presentation with interventions on outstanding activities and initiatives implemented since the sixteenth Steering Committee meeting (Geneva, 10 and 11 May 2021), in particular regarding how the implementation of national strategies for ESD contributes to the new developments and challenges for ESD in the region. Given the limited time available, countries will only have up to three minutes each for interventions from the floor.

Questionnaire for 2022 informal country[1] reporting on the implementation of the priority action areas of the newly drafted framework for the future implementation of the UNECE Strategy for Education for Sustainable Development from 2021 to 2030[2]

Advances made and challenges encountered since the sixteenth Steering Committee meeting in May 2021

I.   Priority action area (a)

Encouraging countries to embed ESD into quality standards, frameworks and resources associated with formal quality assessments and institutional reviews

1.   Are there currently any national or subnational quality assessment/enhancement systems that address ESD in your country?

Yes ☐ No ☒

2.   Do quality frameworks exist in your country, for integrating ESD/SDGs in teachers' professional development?

Yes ☒ No ☐

- See the quality framework of the Ministry of Education Youth and Sport of France.

- Evaluation is done by the French inspectors of National Education.

II.   Priority action area (b)

Promoting the whole institution approach (WIA) (or whole school approach (WSA)) in every institution of formal, non-formal and informal education

1.   Has there been any significant advancement made in your country in the field of governance, curriculum, leadership, teachers' professional development, teaching methods, collaborations, facilities and infrastructure for promoting application of WSA/WIA to ESD in formal education?

Yes ☐ No ☒

The WSA has been in place for a long time in Monaco due to the small scale of the country.

2.   Does your country face challenges and has particular needs in its implementation of WSA/WIA in formal and non-formal education?

Yes ☒ No ☐

- Lack of time for the projects versus keeping up with the teaching program.

- Integrating the children's voice in decisions for the school management.

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[1] Countries with a federal structure are free to provide several inputs or questionnaires from different states or entities, if appropriate.

[2] See framework for the implementation of the United Nations Economic Commission for Europe Strategy for Education for Sustainable Development from 2021 to 2030 (ECE/CEP/AC.13/2022/3). Available from https://unece.org/sites/default/files/2022-03/ece_cep_ac.13_2022_3_adv_edited.pdf

Promoting the whole institution approach (WIA) (or whole school approach (WSA)) in every institution of formal, non-formal and informal education

3.   Have there been any monitoring processes (for instance, self-assessments) in your country that support formal and non-formal institutions and organizations when assessing their progress regarding application of WSA/WIA to ESD?

Yes ☐ No ☒

- None

III. Priority action area (c)

Supporting ESD within ICT and digital education

1.   Did COVID-19 significantly change ICT and digital education used for teaching and learning on ESD in your country?

Yes ☐ No ☒   ICT had no real impact on the way ESD is taught and learned, since penetration rate of ICT was already close to 100% of the population in Monaco before COVID-19.

2.   Are there any programs in your country that support educational actors (teachers, mentors, inspectors etc) to integrate ICT and digital education in ESD?

Yes ☐ No ☒

- It is not only focused on ESD but on all disciplines. All the teachers can be trained if they wish to enhance their teaching with ICT educational tools as well as mastering the ICT tools themselves.

3.   Is there any assistance on the national level for embedding ICT and digital education on ESD/SDGs?

Yes ☒ No ☐

- It is not specific to ESD/SDG. All subjects are embedded with ICT and Digital education. IT crews covering technical issues and pedagogical content and tools are present at all time in the schools. They function on demand, as does a helpdesk.

IV. Priority action area (d)

Enhancing entrepreneurship and employment within ESD

1.   Are there changes in curricula focused on developing (new) skills, aimed at increasing levels of entrepreneurship and the greening of economies (e.g. in TVET and higher education programs?)?

Yes ☐ No ☒

- Some of the baccalauréat professionnel and technologique are specifically aimed at developing skills used in an ESD economical context (Métiers de l'électricité et de ses environnements connectés; Sciences et Technologie de l'Ingiénerie et du Développement Durable).

Enhancing entrepreneurship and employment within ESD

2.   Are there any mechanisms on the national level that strengthen students/youth entrepreneurship competences related to ESD?

Yes ☒ No ☐

- Since 2017, Monaco Boost, a startup incubator, helps young entrepreneurs to develop activities among which, projects linked with ESD are highly welcomed and promoted.

3.   Are there any incentives for ESD on the national level which prepare students/youth for sustainable entrepreneurship and green jobs?

Yes ☒ No ☐

- ESD is taught and promoted throughout all mandatory education. In higher education, students are incited to work on projects related to green economy and sustainable development.

V.   COVID-19 and ESD

1.   Has COVID-19 impacted the implementation of the UNECE Strategy for ESD in your country?

Yes ☐ No ☒

- No impact except for the lockdown period spanning from march to may 2020 leading to less outdoor/external activities for pupils during the lockdown spanning from march to may 2020 and to the tightening of restrictions during most of the 2020-2021 school year.

2.   Are there any lessons learnt in your country from COVID-19, which, in your opinion, would strengthen the role of ESD in the national context as a vehicle for empowering youth and citizens to be more resilient in future emergencies?

Yes ☐ No ☒