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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,

* 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.

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 country¹ 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 2030²

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

- *Please specify*

The continuity in implementation of SDG target 4.7 strategies at all levels of education is ensured through delivery of cross-curricular themes within the curricula. Moreover, support to this process is provided through the implementation of the Eco-school programme.

QA process is carried out based on Methodology for external evaluation of educational work and Methodology for Quality assurance and improvement of the quality of educational work in institutions of VET and Adult Education.

The section –Requirements of standards and indicators for keys area A.1. TEACHING AND LEARNING In Standard A.1.1. Planning is in according to the requirements of the curriculum is included an indicator related to cross-curricular topics

Indicator A.1.1.2. The teacher plans cross-curricular topics and the open part of the subject program/module.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

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

Yes No

- *Please specify*

ESD is included in in-service teacher training. All seminars/programs at the proposal of the Bureau for Educational Services or the Vocation Education Centre are accredited by the National Council for Education and published in the Catalogue of the professional development of teachers.

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

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

Teacher training programs related to ESD are the following: Implementation of cross-curricular topics, Sustainable development education, Civic education, Entrepreneurship, Raising Awareness of Values of Space through the Process of Education, Healthy lifestyles, etc.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*
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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

- *Please specify*

All educational institutions prepare annual school plans. These plans include an action plan that relates to the implementation of cross-curricular topics (annual teacher plans, teacher lesson plans, teacher training programs, cooperation with different stakeholders, local community, etc.)

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

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

Yes No

- *Please specify*

We do not have many challenges in formal education. Students love to engage in practical activities and teachers give them full support in the process. As far as non-formal education is concerned, a large number of non-governmental organizations are implementing a large number of activities related to the practical experience of young people and raising awareness of the importance of ESD among the general public. Our local communities also provide full support

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

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

- *Please specify*

The schools prepare an internal evaluation of school achievement every school year. During this evaluation, schools

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

include ESD too. The Eco-schools (25% of all schools in Montenegro) have a separate monitoring plan for the WSA

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*
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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

- *Please specify how*

While the schools were closed, the children, together with their parents, realized a significant number of practical activities with the online support of their teachers. Students attending ISCED 2 and ISCED educational level have participated in a large number of webinars, online campaign, etc.

*An online platform **digital school** was also used, which contains all the materials developed and related to ESD*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

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

- *Please specify*

PROGRAMME „Enhancing quality and inclusiveness of education in digital environment“

Programme is carried out by the Education Bureau in cooperation with UNICEF Representative office in Podgorica. This programme is part of wider multisectoral regional programme implemented by the UNICEF Regional office in Geneva with the EU's financial support. The goal of this programme is to provide an answer to the negative impact of the Covid-19 pandemic on children and families and is aimed at improving the position of children in the Western Balkans, in education, social and child protection, health and early childhood development. Besides Montenegro, the programme is being implemented in Albania, Bosnia and Herzegovina, Kosovo, Northern Macedonia, Serbia and Turkey.

Its implementation will help in overcoming the differences which arose in ensuring the quality of knowledge during COVID 19 pandemic, both in terms of balancing the quality of education, and in terms of equality, which means that a special focus will be directed towards providing quality access to

Supporting ESD within ICT and digital education

education for all children in the same way, as well as a greater degree of preparedness for future potential crises.

In order to improve teacher competences for relevant, quality and inclusive education in digital environment, a capacity building for around 1200 trainees was planned, through three two-day modules. The main goal of the training is to acquire teachers' competencies for the implementation of innovative practices characterized by a variety of teaching and learning strategies, which will enable greater individualization of learning and improve cooperation between teachers and students, as well as meet individual needs. Also, teachers will be provided with support in all phases of project implementation.

During the six days of training, participants are introduced to modern teaching, which is conducted in a digital environment, learning concepts, their connection with the subject programs, and ways to improve the digital competencies of teachers and students. The importance of using digital technologies to improve the teaching and learning process is discussed, as well as instruments to provide support to students in isolation and mechanisms for involving parents in the learning process at home.

The advantages of using digital content, ways to find quality digital content on the Internet, distance learning tools, the concept of Digital School, ways to monitor student activities during learning - assessment and evaluation of achievement in relation to goals and opportunities to create teaching materials which will be available to all students.

Furthermore, ways to create individualized ways of learning that are focused on the student, the purpose of learning and the context of learning have been developed.

After the training, teachers will receive a "Guide to Improving Quality and Inclusive Education in the Digital Environment", which will provide additional support to teachers in the teaching and learning process.

The project will also develop additional resources with clear guidelines to support the inclusion of children belonging to vulnerable groups (Roma and Egyptians, children with disabilities, etc.) with a focus on digital education in order to improve support for the education of children belonging to this category.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

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

Yes No

- *Please specify*

Through the process of external and internal evaluation of schools as explained in question 1

Supporting ESD within ICT and digital education

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*
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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

- *Please specify*

The EU-MNE funded project “Integration of key competences into the education system of Montenegro”, implemented under IPA II, aimed at developing and integrating the comprehensive curriculum framework on eight key competences for preschool to university level education, ended on 31 December 2021.

The project key deliverables ensure good starting point for further reforms in this area in order to transform the classroom teaching and learning to be based on key competences.

Namely, the project produced the following documents and outcomes:

- *Montenegrin Key Competence Curriculum Framework developed;*
- *Draft Programme for integration of key competences into the education system of Montenegro 2022 – 2024 prepared;*
- *Indicators and protocol for monitoring of key competence integration into teaching and learning (at the school level);*
- *Modules with pedagogical, psychological, didactic and methodical competences for initial teacher education programmes at the University of Montenegro;*
- *Additional Standards for Accreditation of Study Programmes for Initial teacher Education;*
- *Accredited comprehensive training programmes for integration key competences into school learning;*
- *Comprehensive guidelines on teaching STEM for teachers and school managers (ISCED level 1, 2 and 3) developed;*
- *Capacity building – the project activities involved 2,746 in total people participating in trainings. In total, the project trained 1,867 teachers from more than 180 schools across Montenegro out of which 968 STEM teachers trained on key competences and 906 ISCED 1 level primary school teachers; around 100 school principals from 50 schools and approximately 360 school teams on internal evaluation and quality assurance in relation to key competences, and also around 57 quality assurance advisers from education bureau and vocational education centre for quality assurance (including internal and external evaluation) with respect to STEM. In addition, 50 assessment items for testing student achievements in STEM disciplines were developed.*

 Enhancing entrepreneurship and employment within ESD

The above outcomes present the key deliverables. Additional deliverables such as: a knowledge database available at the platform www.ikces.me; Guide to quality assurance in education; the self-evaluation and continuous improvement of educational institutions; the Framework for National Assessment of STEM competences in Montenegro; Report on students' attainments in STEM through PISA and TIMSS testing (secondary analyses); revisions of education and study programme; visibility and communication plans, are no less important.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

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

Yes No

- *Please specify*

In our formal education ISCED 0/1/2/3/4 the ESD content is introduced in compulsory subjects/modules, elective subjects, eight cross-curricular topics, and extracurricular activities at all education levels.

Two of them are the following:

- *Green Economy (Food safety, food, and sustainable agriculture; Forests; Energy sector; Technology; Tourism)*
- *Entrepreneurial Learning.*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

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

Yes No

- *Please specify*

The implementation of the project related to capacity building for the promotion of eco-social entrepreneurship and the development of new tools and methodologies in education will soon begin. The project aims to modernize teaching materials and training materials that youth organizations and youth centres seek to introduce into everyday work.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

V. COVID-19 and ESD

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

Yes No

- *Please specify how and what challenges occurred*

During the COVID 19 pandemic, schools in Montenegro were implementing only shortened curricula. Because of that, our students could not acquire practical experience through the open part of the curriculum and extracurricular activities. Also, other forms of non-formal education were reduced to a minimum due to health protocols.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

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

- *Please specify*
 - *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*
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