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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 X No

- The goals related to education for sustainable development in Poland have been included in the core curricula of general and vocational education under the ordinance of the Minister of National Education on core curricula. Supervision over the implementation of the teaching content at school is exercised by the school headmaster, while the school superintendent supervises the implementation of the curriculum by schools.

Moreover, in the core curricula of education for all professions in vocational education (229 professions), the learning outcomes related to activities for the protection of the environment have been defined.

- *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 X No

- *Please specify*

The Centre for Education Development (CED) is a national teacher training institution responsible for undertaking and implementing activities to improve the quality of education in accordance with the state education policy in the field of general education and upbringing, and in accordance with the changes introduced in the education system. It delivers either projects on ESD or vocational trainings for teachers in the area of 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*

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

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

- From the 2019/2020 academic year, new teacher education standards have been implemented (Regulation of the Ministry of Science and Higher Education of 25 July 2019 on the standard of education preparing for the teaching profession (Journal of Laws of 2021, item 890). teaching (vocational) in the field of psychology, pedagogy, teaching methodology and pedagogical practice carried out by future teachers.

Teacher training institutions and the thematic scope of training is determined at the school level, in line with the needs reported by school principals. For each school year, the Minister of Education and Science defines the basic directions of the state's educational policy, which indicate to teacher training institutions the area in which various forms of teacher training should be implemented.

For the school year 2021/2022, the Minister of Education and Science defined the following directions of the state's educational policy:

1. Supporting the role of the family by the educational school, incl. through the proper organization of educational activities, education for family life and the implementation of the tasks of the educational and preventive program.
2. Education to be sensitive to truth and good. Shaping the right attitudes of nobility, social commitment and care for health.
3. Action to make the canon of classical education more accessible, introduce into the civilization heritage of Europe, patriotic education, teach history and learn about Polish culture, including spiritual and material achievements. Wider and thoughtful use in this regard, inter alia, educational trips.
4. Improving the quality of education through activities taking into account the diverse development and educational needs of all students, providing psychological and pedagogical support, especially in a crisis situation caused by the COVID-19 pandemic in order to provide additional care and assistance, strengthening the positive atmosphere of the school and a sense of security. Prudent use of digital tools and resources as well as educational methods using information and communication technologies in the education process.
5. Implementation of the Integrated Skills Strategy - development of professional skills in formal and non-formal education, including adult learning.
6. Strengthening environmental education in schools. Developing an attitude of responsibility for the natural environment.
7. Developing students' basic and transversal skills, in particular with the use of teaching aids purchased under the "Laboratories of the Future" program.

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

8. Improving teachers' competences in working with students with migration experience, including teaching Polish as a foreign language.

- *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*
- *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*
- *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*

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*
- *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

From August 1, 2020, a project co-financed from ESF funds under POWER was launched. "Support for teacher training institutions and pedagogical libraries in the implementation of tasks related to the preparation and support of teachers in conducting distance education".

As part of the above-mentioned The activities involve training 30,000 teachers of kindergartens and schools (public, special and vocational) in distance learning and conducting remote classes in the area of:

- remote education methodology;
- psychological aspects of remote education;
- IT educational tools;

Supporting ESD within ICT and digital education

- use of multimedia teaching resources, both the existing ones and the creation of new ones;
- organization of the process of education and upbringing;
- monitoring and evaluating students' progress in the process of remote education;
- cooperation between the school and parents;
- ensuring security and respecting copyright in remote education.

Teacher training is carried out by teacher training institutions and pedagogical libraries. Teacher training centers and pedagogical libraries receive material support (necessary computer equipment, e.g. laptops, scanners, along with the necessary software, videoconference equipment - microphones and headphones, etc.) and essential for them to provide training for teachers and support schools in teaching.

Teacher training centers and pedagogical libraries are prepared to provide support by the Education Development Center (ORE). ORE has prepared appropriate tools and teaching materials and will conduct training.

- Activities supporting schools and kindergartens, carried out by teacher training institutions and pedagogical libraries, within the above-mentioned areas include developing the competences of school and kindergarten staff in the field of conducting, organizing and managing remote education, e.g. by leading:
 - consulting in the field of methods and strategies for working in a remote system,
 - assistance in the development and adaptation of pre-school education and teaching programs, taking into account remote work and the needs of a diverse group / class,
 - instruction for teachers on conducting classes in a remote system with the use of information technology, consulting
 - in the field of adapting educational requirements to the needs and abilities of students and methods of assessing students' progress,
 - individual and group support for teachers,
 - demonstration of effective techniques and methods of working with a student remotely,
 - conducting consultations for teachers,
 - supporting teachers in preparing teaching materials and aids necessary for ongoing work with a student in a remote system.

The project will run until June 2023. The Minister of Education and Science commissioned universities in 2021 to implement the following postgraduate studies:

- qualification for IT teachers,
- training for IT teachers,

Supporting ESD within ICT and digital education

- training for teachers of early childhood education in the field of IT education.

It is also planned to commission the above-mentioned postgraduate studies in 2022.

- *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*
 - *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*
 Vocational training in formal education for young people is carried out in the first-cycle industry school and technical secondary school, while for graduates of the first-cycle industry school - in the second-cycle industry school, and for people with secondary or secondary industry education - in post-secondary school. In all these types of schools providing vocational education, it is important that vocational education is integrated and correlated with general education, in particular in the field of key competences, including shaping and developing creativity and entrepreneurship. Equipping students with the appropriate level of general knowledge related to professional knowledge ensures good preparation for starting work and meeting the challenges of the changing labor market. The aim of vocational education is to undertake activities supporting the development of each learner, according to his needs and possibilities, with particular emphasis on individual education and career paths, opportunities to raise the level of education and professional qualifications, and to prevent early school leaving.
 Graduates of a technical secondary school or a second degree industry school who passed the matriculation examination may undertake vocational education at universities.

It should also be mentioned that kindergartens and schools, including schools providing vocational education, carry out planned and systematic activities in the field of

Enhancing entrepreneurship and employment within ESD

career counseling in the Polish education system in order to support children and students in the process of recognizing professional interests and predispositions and making informed educational and professional decisions, including preparation for the next stage of education and profession.

Moreover, the minister responsible for education monitors the careers of graduates of public and non-public secondary schools.

- *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*
- *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*
- *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*
- *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*

Ministry of Education and Science is constantly cooperating with its partner – Ministry of Climate and Environment, Youth Council on Climate and other interlocutors, to bring innovative and attractive tools to the teachers, which are useful during teaching process (lessons scenarios including videos, games, contests etc.). The Minister supports any ESD initiative by promoting and giving the official patronage to it.

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- *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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