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

17th meeting, 30 and 31 May 2022

Information Paper (from CAREC)

Survey on the focus of the future capacity building activities (2022-2030)*

Item of the provisional agenda:
Results of the survey on the focus of the future capacity building activities to be organised during the current decade up to 2030

Prepared by the Secretariat in cooperation with the Bureau

* The document is not officially edited

SURVEY
on the focus of the future capacity building activities
(2022-2030)

Introduction

This *questionnaire*, which *includes tables 1, 2 and 3*, has been developed by the UNECE secretariat and the Chair of the UNECE Steering Committee on Education for Sustainable Development (ESD) in cooperation with the Bureau, following the decision taken at the sixteenth meeting of the Committee (10-11 May 2021). The Committee then agreed, with the purpose to identify the focus of the capacity-building (CB) activities for the next decade, to elaborate and distribute a survey with the questions that would help to identify the issues/themes of interest and the ways to mobilize funds for the activities planned in the new work program (to be held at the national, sub-regional of regional levels).

The purpose of the questionnaire attached below is to identify the focus, form(s) and funding sources of the capacity building activities to be conducted in the framework of activities held under the UNECE Strategy for ESD in the next phase of its implementation (2022-2030).

The secretariat will analyze the results of the survey and inform the Committee to understand the needs and strategies of the member States and donors in the design and implementation of the future capacity building activities (which may be held in-person, hybrid or online mode, depending on the situation and developments with regard to the pandemic).

QUESTIONNAIRE for completion

(**Table 1** on general information, **Table 2** on thematic focus (priority area or strand) and **Table 3** on specific issues under the chosen strand)

Table 1 - General information

1. Name of your country			
Central Asian sub-region: Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan (and possibly – Afghanistan as a neighbor country)			
2. Name of your organization (ministry, committee, international, regional organization, or other)			
The Regional Environmental Centre for Central Asia (CAREC)			
3. Contact person (national focal point and/or the person who fills in this questionnaire)			
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Table 2 - Thematic focus (priority area or strand)

Priority areas/strands	In which of the strands, incl. a cross-cutting issue on youth, your country is specially interested?	For each chosen strand, which type of capacity building does your country need?	For each chosen strand, what kind of contribution (financial or in-kind) can you offer?	For each strand, if work on that topic is ongoing in your country, please indicate what kind of expertise you may offer to others?
Strand 1: Quality Education and ESD	□ YES □ NO	□ Training □ Good practices □ Specific research □ Other (please specify)	□ Funding (USD: 5'000-10'000; 10'000-20'000; 20'000-30'000; 30'000- and more) □ Knowledge (expertise)/good practices □ Organizing of national CB event, such as courses/training sessions; workshop; study tour; conference/seminar □ Hosting of international CB event, such as courses/training sessions; workshop; study tour; conference/seminar □ Other (please specify)	-
Strand 2: Whole Institution Approach	□ YES □ NO	□ Training □ Good practices □ Specific research □ Other (please specify)	□ Funding (USD: 5'000-10'000; 10'000-20'000; 20'000-30'000; 30'000- and more) □ Knowledge (expertise)/good practices □ Organizing of national CB event, such as courses/training sessions; workshop; study tour; conference/seminar □ Hosting of international CB event, such as courses/training sessions; workshop; study tour; conference/seminar □ Other (please specify)	-
Strand 3: Digital Education,	□ YES □ NO	□ Training □ Good practices □ Specific research	□ Funding (USD: 5'000-10'000; 10'000-20'000; 20'000-30'000; 30'000- and more) □ Knowledge (expertise)/good practices	-

ICT and ESD		☐ Other (please specify)	☐ Organizing of national CB event, such as courses/training sessions; workshop; study tour; conference/seminar ☐ Hosting of international CB event, such as courses/training sessions; workshop; study tour; conference/seminar ☐ Other (please specify)	
Strand 4: Entrepreneurship, Employment, Innovation and ESD	☐ **YES** ☐ NO	☐ **Training** ☐ **Good practices** ☐ Specific research ☐ Other (please specify)	☐ Funding (USD: 5'000-10'000; **10'000-20'000; 20'000-30'000; 30'000- and more**) ☐ **Knowledge (expertise)/good practices** ☐ **Organizing of national CB event, such as courses/training sessions; workshop;** study tour; **conference/seminar** ☐ **Hosting of international CB event, such as courses/training sessions; workshop;** study tour; **conference/seminar** ☐ Other (please specify)	CAREC is ready to organize, in cooperation and with support of UNECE, a Sub-Regional Training/Workshop/ or/and national seminars on capacity building and dissemination of best practices in the field of entrepreneurship, employment, innovation and ESD for 5 countries of Central Asia (CA), and invite UNECE experts in this field. Thematic focus of the events could be capacity building, career development and role of women and youth in water management in Central Asia, and green and circular economy and green technologies from the point of view of Entrepreneurship,

				Employment, Innovation and ESD. The budget of a subregional meeting will depend on the format of the event and the state of the pandemic in the world and in Central Asia. In the case of a hybrid format, the budget can be 20'000-30'000, and in the case of an offline format - 30'000 and more. The budget of national seminars can be 10'000-20'000 per country depending on the format and number of participants.
Cross cutting issue: Youth participation in ESD	☐ **YES** ☐ NO	☐ **Training** ☐ **Good practices** ☐ Specific research ☐ Other (please specify)	☐ Funding (USD: 5'000-10'000; **10'000-20'000; 20'000-30'000; 30'000- and more**) ☐ **Knowledge (expertise)/good practices** ☐ **Organizing of national CB event, such as courses/training sessions; workshop;** study tour; **conference/seminar** ☐ **Hosting of international CB event, such as courses/training sessions; workshop;** study tour; **conference/seminar** ☐ Other (please specify)	CAREC is ready to take part in organizing, in cooperation and with support of UNECE, of a workshop/seminar/ training to exchange expertise/good practices in Youth participation in ESD and build capacity in ESD for youth of the

				CA region.
				It is possible to discuss and conduct replication and scaling of the CALP as a subregional ESD initiative to build the capacity of young leaders widely in Central Asia.
				The basis for this is the Central Asian Leadership Program on Environment for Sustainable Development (CALP) - a flagship ESD initiative that empowers youth to promote sustainable development (SD) in CA region. For the period of 2010-2021, 12 CALPs were held and about 370 leaders of the countries of Central Asia and Afghanistan were trained.
				There are 3 proposed options:

				Option 1. Organization of a Sub-Regional Meeting in CAREC HQs in Almaty, Kazakhstan to disseminate good practices of youth participation in ESD, examples of leadership, and motivate new young leaders in the CA region, with the participation of international UNECE experts and outstanding CALP graduates from 5 CA countries over 12 years. In the case of a hybrid format, the budget of the subregional meeting can be 20'000-30'000 USD, and in case of offline format - 30'000 USD and more.
				Option 2. Organization of 5 national meetings of outstanding CALP graduates in 5 capitals of CA countries to

				disseminate experience of youth participation in ESD, examples of best practices and motivate new young leaders in CA countries. Budget of national seminars can be 10'000-20'000 per country depending on the format and number of participants. **Option 3.** Organization of a Regional workshop on Youth participation in ESD, dissemination of the experience of CALP as a sub-regional example of good practice and motivation of new young leaders more widely in other UNECE sub-regions (for example, in the EECCA region). Budget of the Regional workshop could be 30'000 USD and more.
Other specific themes or conceptual needs	-	-		-

Table 3 - Specific issues of interest under each strand

For your chosen priority area/strand (as indicated in the Table 2 above), please choose and indicate one of the proposed specific issues that you would like to build the capacity on in your country/organization.

Priority areas/strands	Specific issues under each strand	Pls indicate your choice of specific issues
Strand 1: Quality Education and ESD	1. Establishment of an **international network of quality assurance and enhancement professionals** who want to learn and specialise in ESD (2022-2030). 2. An **international workshop** to take place in Geneva prior to a UNECE meeting in bringing together education quality professionals (assurance and enhancement) convened every two years until 2030. 3. A **professional development programme** for education quality professionals, authorities and agencies on quality frameworks for ESD (2022-28) offered initial at international levels but then supporting national level offerings. 4. **Development of quality criteria frameworks** for ESD in (higher education; early childhood; etc) (2024-30). 5. A **benchmarking tool** to assess practice which includes: the application of the framework in practice and collection of case studies that inform the benchmarking tool) (2024-26). 6. **Monitoring and evaluation** of quality assurance and enhancements efforts in ESD via the UNECE reporting process (2022-2030). 7. **Communication** of the above initiatives and sharing of tools at Quality professionals conference **(INQAAHE; ENQA; QAA).**	
Strand 2: Whole Institution Approach	1. Leaders/principals/administrators of educational institutions training on how to lead the development and implementation of an ESD plan based on whole-institution approach. 2. Processes/mechanisms for engaging all interested stakeholders in developing a plan to implement ESD in the whole institution.	(1, 2, 3, 4 or 5 - other)

	3. School and community collaboration on applying whole institution approach to ESD. 4. Monitoring and evaluation of the plan on applying whole-institution approach to ESD.	
Strand 3: Digital Education, ICT and ESD	1. Systematize the use of digital tools to enhance the current potential of ICTs by combining formal, non-formal and informal learning. 2. Generalize e-learning and blended learning scenarios that combine face-to-face training facilitating interactions between learners and trainers and e-learning. 3. Strengthen the production of and access to open educational resources (OER) and Open Educational Practices (OEP) which is a key factor to facilitate ESD. 4. Apply Learning Analytics and other AI techniques to ESD in order to measure, collect, analyze and process data associated with learners and their environment. 5. Develop social networks and media education in order to help young and adults to develop the capacity to understand the different aspects of SD. 6. Combat the illitectronism of those who do not have the keys to the use of electronic resources in accessing or understanding digital information. 7. Strengthen the role of digital technology while ensuring the limitation of its carbon footprint, by promoting the eco-design of equipment, ensuring the resilience of processes, promoting the emergence of new systems and values.	
Strand 4: Entrepreneurship, Employment, Innovation and ESD	1. **Mainstream ESD-innovation and entrepreneurship educational activities through local school and local university curricula:** a) **identify new qualifications and skills in the field of sustainable development, green and circular economy and green technologies;** b) **integrate the new qualifications and skills into professional profiles and facilitate the effective integration of learners;** c) **promote, through the competent/relevant state institutions, proven and functional educational approaches, projects and organizations that**	CAREC is ready to participate, in cooperation and with support of UNECE, in mainstreaming of ESD innovations and entrepreneurship educational activities through local school and local university curricula in Central Asia - through organization of subregional and national consultations and

	support the required skills for the development of entrepreneurship, employability and innovation; d) training of leaders/principals/administrators of educational institutions on how to develop and implement ESD-innovation and entrepreneurship educational activities. 2. Cultivate opportunities for ESD related innovation strategies through national smart specialization strategies or otherwise. 3. Promote placements for NEETs[1] in sustainable organisations and activities 4. Other (pls specify)	trainings. Thematic focus of the events could be capacity building, career development and role of women and youth in water management in Central Asia, and green and circular economy and green technologies from the point of view of Entrepreneurship, Employment, Innovation and ESD: a) identify new qualifications and skills in the field of sustainable development, green and circular economy and green technologies; b) integrate the new qualifications and skills into professional profiles and facilitate the effective integration of learners; c) promote, through the competent/relevant state institutions, proven and functional educational approaches, projects and organizations that support the required skills for the development of

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[1] Youth not in employment, education or training (NEET)

		entrepreneurship, employability and innovation; d) training of leaders/principals/administrators of educational institutions on how to develop and implement ESD-innovation and entrepreneurship educational activities.
Cross cutting issue: Youth participation	1. **Meaningful youth participation in policy and decision making** 2. Fundraising with and for youth through instruments such as Erasmus+ 3. **Develop strategic partnerships with relevant international organizations**	CAREC is ready to organize, in cooperation and with support of UNECE, a Subregional Seminar/Workshop/Forum on Central Asian on meaningful youth participation in policy and decision making and invite outstanding CALP alumni for 12 years (from 2010 to 2021) as its keynote speakers. They will share their stories of leadership, youth participation in policy and decision-making for SD, and motivate other leaders in the region. Among the CALP alumni are two deputies of the Parliaments of Kazakhstan and Uzbekistan, the head of the volunteer service in Shymkent, Kazakhstan, former Vice-Minister of Ecology of Afghanistan, leaders of NGOs, and others. The second issue of this workshop could be discussion of

		development of strategic partnerships with relevant international organizations supporting CALP and other capacity building, leadership programs for young leaders and Youth participation in ESD.
Other specific themes or conceptual needs		