



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

17<sup>th</sup> meeting, 30 and 31 May 2022

### **Information Paper (from the **NETHERLANDS**)**

#### **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 or 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

<b>1. Name of your country</b>			
The Netherlands			
<b>2. Name of your organization (ministry, committee, international, regional organization, or other)</b>			
Ministry of Agriculture, Nature and Food Quality (on behalf of the Dutch National ESD program)			
<b>3. Contact person (national focal point and/or the person who fills in this questionnaire)</b>			
<b>Name</b>	<b>Position</b>	<b>E-mail address</b>	<b>Phone No.</b>
Roel van Raaij	Secretariat of Steering Committee of National ESD program 'DuurzaamDoor'.	r.m.vanraaij@minInv.nl	+31 6 31 44 97 87

**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?
<b>Strand 1:</b>  Quality Education and ESD	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> Training <input checked="" type="checkbox"/> Good practices <input type="checkbox"/> Specific research <input type="checkbox"/> Other (please specify)	<input type="checkbox"/> Funding (USD: 5'000-10'000; 10'000-20'000; 20'000-30'000; 30'000- and more) <input type="checkbox"/> Knowledge (expertise)/good practices <input type="checkbox"/> Organizing of national CB event, such as courses/training sessions; workshop; study tour; conference/seminar <input type="checkbox"/> Hosting of international CB event, such as courses/training sessions; workshop; study tour; conference/seminar <input type="checkbox"/> Other (please specify)	Interested in the Connection of SDG 4 and SDG 4.7 and the EU process Pisa criteria
<b>Strand 2:</b>  Whole Institution Approach	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<input checked="" type="checkbox"/> Training <input checked="" type="checkbox"/> Good practices <input type="checkbox"/> Specific research <input type="checkbox"/> Other (please specify)	<input type="checkbox"/> Funding (USD: 5'000-10'000; 10'000-20'000; 20'000-30'000; 30'000- and more) <input checked="" type="checkbox"/> Knowledge (expertise)/good practices <input type="checkbox"/> Organizing of national CB event, such as courses/training sessions; workshop; study tour; conference/seminar <input checked="" type="checkbox"/> Hosting of international CB event, such as courses/training sessions; workshop; study tour; conference/seminar <input type="checkbox"/> Other (please specify)	International symposium 28-30 march 2022, International publication good practices, Book about WSA by Routledge.  National symposium and programma 2022-2024.
<b>Strand 3:</b>  Digital Education,	<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> PERHAPS	<input type="checkbox"/> Training <input checked="" type="checkbox"/> Good practices <input type="checkbox"/> Specific research	<input type="checkbox"/> Funding (USD: 5'000-10'000; 10'000-20'000; 20'000-30'000; 30'000- and more) <input checked="" type="checkbox"/> Knowledge (expertise)/good practices	Open University Maastricht has an UNESCO Chair on this

ICT and ESD		<input type="checkbox"/> Other (please specify)	<input type="checkbox"/> Organizing of national CB event, such as courses/training sessions; workshop; study tour; conference/seminar <input type="checkbox"/> Hosting of international CB event, such as courses/training sessions; workshop; study tour; conference/seminar <input type="checkbox"/> Other (please specify)	subject
<b>Strand 4:</b> Entrepreneurship, Employment, Innovation and ESD	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> Training <input type="checkbox"/> Good practices <input type="checkbox"/> Specific research <input checked="" type="checkbox"/> Other (please specify), adaptations of TVET competences and Qualifications	<input type="checkbox"/> Funding (USD: 5'000-10'000; 10'000-20'000; 20'000-30'000; 30'000- and more) <input checked="" type="checkbox"/> Knowledge (expertise)/good practices <input checked="" type="checkbox"/> Organizing of national CB event, such as courses/training sessions; workshop; study tour; conference/seminar <input type="checkbox"/> Hosting of international CB event, such as courses/training sessions; workshop; study tour; conference/seminar <input type="checkbox"/> Other (please specify)	<ul style="list-style-type: none"> <li>• Specific interest in Circular Skills</li> <li>• Specific interest in the new competence Framework by European Union.</li> <li>• Specific interest in labourmarket and climate/energy transition</li> <li>• Specific interest in transition skills and social innovation</li> </ul>
<b>Cross cutting issue:</b> Youth participation in ESD	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> Training <input type="checkbox"/> Good practices <input type="checkbox"/> Specific research <input checked="" type="checkbox"/> Other (please specify), network of networks in national youth organisations	<input type="checkbox"/> Funding (USD: 5'000-10'000; 10'000-20'000; 20'000-30'000; 30'000- and more) <input type="checkbox"/> Knowledge (expertise)/good practices <input checked="" type="checkbox"/> Organizing of national CB event, such as courses/training sessions; workshop; study tour; conference/seminar <input type="checkbox"/> Hosting of international CB event, such as courses/training sessions; workshop; study tour; conference/seminar	-

			<input type="checkbox"/> Other (please specify)	
<b>Other</b> specific themes or conceptual needs	-	<p>1) Line up with the ESD competence Framework the EU is working on and how to translate that in national policies</p> <p>2) further work on Teacher Competences</p> <p>3) for both: how to find partnerships to cooperate under the EU Erasmus + financial support structure</p> <p>4) how to operate under local/regional transition coalitions that are area oriented, how to arrange social learning as a tool for transformation</p>		-

**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
<p><b>Strand 1:</b> Quality Education and ESD</p>	<ol style="list-style-type: none"> <li>1. Establishment of an <b>international network of quality assurance and enhancement professionals</b> who want to learn and specialise in ESD (2022-2030).</li> <li>2. An <b>international workshop</b> 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.</li> <li>3. A <b>professional development programme</b> 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.</li> <li>4. <b>Development of quality criteria frameworks</b> for ESD in (higher education; early childhood; etc) (2024-30).</li> <li>5. A <b>benchmarking tool</b> to assess practice which includes: the application of the framework in practice and collection of case studies that inform the benchmarking tool) (2024-26).</li> <li>6. <b>Monitoring and evaluation</b> of quality assurance and enhancements efforts in ESD via the UNECE reporting process (2022-2030).</li> <li>7. <b>Communication</b> of the above initiatives and sharing of tools at Quality professionals conference (<b>INQAAHE; ENQA; QAA</b>).</li> </ol>	
<p><b>Strand 2:</b> Whole Institution Approach</p>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Processes/mechanisms for engaging all interested stakeholders in developing a plan to implement ESD in the whole institution.</li> <li>3. School and community collaboration on applying whole institution approach to</li> </ol>	<p>(1, 2, 3, 4 or 5 - other)</p>

	<p>ESD.</p> <p>4. Monitoring and evaluation of the plan on applying whole-institution approach to ESD.</p>	
<p><b>Strand 3:</b> Digital Education, ICT and ESD</p>	<ol style="list-style-type: none"> <li>1. Systematize the use of digital tools to enhance the current potential of ICTs by combining formal, non-formal and informal learning.</li> <li>2. Generalize e-learning and blended learning scenarios that combine face-to-face training facilitating interactions between learners and trainers and e-learning.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>6. Combat the illitectorism of those who do not have the keys to the use of electronic resources in accessing or understanding digital information.</li> <li>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.</li> </ol>	
<p><b>Strand 4:</b> Entrepreneurship, Employment, Innovation and ESD</p>	<ol style="list-style-type: none"> <li>1. Mainstream ESD-innovation and entrepreneurship educational activities through local school and local university curricula: <ol style="list-style-type: none"> <li>a) identify new qualifications and skills in the field of sustainable development, green and circular economy and green technologies;</li> <li>b) integrate the new qualifications and skills into professional profiles and facilitate the effective integration of learners;</li> <li>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 entrepreneurship, employability and innovation;</li> <li>d) training of leaders/principals/administrators of educational institutions on how to</li> </ol> </li> </ol>	



	<p>develop and implement ESD-innovation and entrepreneurship educational activities.</p> <ol style="list-style-type: none"> <li>2. Cultivate opportunities for ESD related innovation strategies through national smart specialization strategies or otherwise.</li> <li>3. Promote placements for NEETs<sup>1</sup> in sustainable organisations and activities</li> <li>4. Other (pls specify)</li> </ol>	
<p><b>Cross cutting issue:</b> Youth participation</p>	<ol style="list-style-type: none"> <li>1. Meaningful youth participation in policy and decision making</li> <li>2. Fundraising with and for youth through instruments such as Erasmus+</li> <li>3. Develop strategic partnerships with relevant international organizations</li> </ol>	
<p><b>Other</b> specific themes or conceptual needs</p>		

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<sup>1</sup> Youth not in employment, education or training (NEET)