

# UNECE Strategy for Education for Sustainable Development (ESD)



# Role of UN Regional Commissions

- Universal coverage
- Intergovernmental structure
- Broad-based sectoral mandate
- Regional and global public goods
- Review mechanisms and fora
- Statistics, data and information
- Regional partnerships



# UNECE

- United Nations Economic Commission for Europe, est. 1947
- 56 countries – Europe, Central Asia, North America (2017)
  - Executive Committee
- Sectoral Committees
  - Committee on Environmental Policy
  - Inland Transport Committee
  - Conference of European Statisticians
  - Committee on Sustainable Energy
  - Steering Committee on Trade Capacity and Standards
  - Committee on Forests and the Forest Industry
  - Committee on Housing and Land Management
  - Committee on Innovation, Competitiveness and Public-Private Partnerships (CICPPP)

# Regional and global public goods

Produced in UNECE

- 58 inland transport agreements and conventions
- Global vehicle regulations
- Global system to classify and label chemicals (GHS)
- 5 environmental conventions, 12 protocols (Air, Aarhus, Espoo, Industrial, Water)
- 480 standards and recommendations on trade facilitation and electronic-business (UN/CEFACT)
- More than 100 international agricultural quality standards
- Global location codes for transport and trade (UN/LOCODE)
- International standards for Public-Private Partnerships (PPP)
- International classification system for energy and minerals (UNFC)
- 36 statistical standards and recommendations (CES)

<http://www.unece.org/ru/info/about-unece/missija/unece-and-the-global-goals.html>

# UNECE ESD Strategy

- Adopted at the High level Meeting of Environment and Education Ministers (Vilnius, 2005);
- Reaffirmed at the High level Meeting of Environment and Education Ministers (Batumi, 2016);
- Six objectives of the UNECE ESD Strategy:
  - Ensure that policy, regulatory and operational frameworks support ESD;
  - Promote sustainable development through formal, non-formal and informal learning;
  - Equip educators with the competence to include sustainable development in their teaching ;
  - Ensure that adequate tools and materials for ESD are accessible;
  - Promote research on and development of ESD; and
  - Strengthen cooperation on ESD at all levels within the ECE region.

# UNECE ESD Steering Committee

- Established 2005:
  - Promotes and coordinates the implementation of the Strategy;
  - Monitors the progress; prepares assessments; proposes priorities for actions;
  - Liaises and cooperates closely with relevant intergovernmental organizations and NGOs;
  - Facilitates cross-sectoral coordination and international cooperation;
  - Establishes ad hoc working groups, task forces and other bodies as needed;
  - Provides guidance on the need for possible new instruments promoting ESD;
  - Serves as a forum for the consideration of issues related to education for sustainable development at regional and international level
  - etc



# Progress on objectives till 2016 (third evaluation report, 38 countries)



- Ensure that policy, regulatory and operational frameworks support ESD
  - Over the Strategy's original 10-year period, Member States have laid the foundation necessary to advance ESD, with **three-quarters (74%) addressing ESD in national education legislation and regulatory instruments**.
  - ESD is now **reflected in national education policy documents by over 90%** of reporting member States.
- Promote sustainable development through formal, non-formal and informal learning
  - Reporting Member States still **"in progress" or "developing"** towards a comprehensive implementation of ESD mostly at the earliest levels of early childhood learning, as well as primary and secondary levels of formal education.
  - Less is known about ESD in higher education, although Member States report that higher education institutions in the region are increasingly engaged in ESD.
  - Progress on non-formal and informal learning is mixed. Non-governmental organizations appear to be playing a significant leadership role in the promotion of ESD in non-formal and informal settings.

# Progress on objectives (cont-d)

- Equip educators with the competence to include sustainable development in their teaching
  - The Steering Committee established the ECE Expert Group on Competences to define more clearly the ESD competences for educators across the education system resulting in Expert Group report “Learning for the Future: Competences in ESD”.
  - Most Member States report that **ESD is now part of initial training (33 or 87%) and in-service training (34 or 89%)**, with over half also addressing ESD competences in training programmes for education leaders and administrators.
  - Information available suggests that ESD in initial training is **not systemic** but rather made available through elective courses meaning that ESD is being promoted in teacher education, but that in many jurisdictions it is **not yet fully integrated**.
- Ensure that adequate tools and materials for ESD are accessible
  - **84%** of Member States report that ESD has been included **in the national curriculum framework**.
  - Government, academic and civil society stakeholders in all reporting member States are involved in the development and production of ESD materials.
  - Many Member States report the existence of national strategies, institutions and mechanisms to produce and make available ESD-related materials, particularly for primary, lower and upper secondary levels, however fewer have given attention to quality criteria and approval of those materials.
  - In some Member States, ESD resources and materials are generally lacking except for those **provided by NGOs** which are often **project based**.



# Progress on objectives (cont-d)

- Promote research on and development of ESD
  - Support for the promotion of ESD **research is at just under 70%** of Member States.
  - Challenges in advancing ESD research are more evident in some parts of the ECE than in others.
  - Areas of research include analysis of educational goals supporting sustainability, processes for reorienting education systems, development of active learning methods and evaluation of the outcomes and effectiveness of ESD.
  - There is **no designated database tracking ESD research** either regionally or at the Member State level.
- Strengthen cooperation on ESD at all levels within the ECE region
  - Across the UNECE region, the **UNECE ESD secretariat has played a central role in promoting ESD** among Member States and maintaining the focus on the Strategy over the original 10-year implementation period.
  - Other regional forums and agreements across the ECE region have also proven to be important arenas for advancing ESD interests, for example, ESD is assuming a central focus in the Nordic Sustainable Development Strategy of the Nordic Council of Ministers; and ministers of environment of the Union for the Mediterranean have provided an important endorsement of the **Mediterranean Strategy on ESD**.
  - With regard to cooperation and networking, **Member States (95%) report that ESD implementation is a multi-stakeholder process**.

# Findings

- An important contribution to the United Nations Decade of Education for Sustainable Development (2005–2014)
- Five key findings (the third evaluation report of the Strategy's implementation, 38 national reports)
  - (a) Securing **leadership and political will** has been a critical factor in the Strategy's success;
  - (b) Under the Strategy, **important advancements** were made on policy integration, curricula, tools, resources and networking;
  - (c) **Full integration** of sustainable development knowledge, abilities and values, while well **in progress**, **has yet to be realized** across all levels and types of education;
  - (d) The three priorities for phase III of the Strategy are proving to be challenging but necessary leverage points in whole-system change;
  - (e) **Recognition** that education for sustainable development lies at the core of the purpose of education has increased, but **remains to be secured fully** across all member States

## Batumi Ministerial Statement on ESD (2016)

- 1. Strongly support the continuation of the implementation of the [UNECE Strategy for Education for Sustainable Development](#) at the regional level beyond the first decade (2005–2015) of its implementation, [aligning the work under the Strategy with the SDGs and the first five-year phase of the Global Action Programme](#), and its follow-up phases;
- 2. [Adopt the framework for the future implementation](#) of the UNECE Strategy for Education for Sustainable Development;
- 3. Commit to continue advancing the [three “vertical” priority action areas](#) under the Strategy, taking into account the national or regional educational policies and education systems:
  - (a) Encouraging whole-institutional approaches by establishing education for sustainable development school plans, or embedding education for sustainable development in existing school plans, for every school by 2019;
  - (b) Promoting the extension of education for sustainable development in teacher education and in the training of all educators;
  - (c) Strengthening technical and vocational education and training in support of sustainable development and the transition to a green economy;

## Batumi Ministerial Statement on ESD (2016)

- 4. Also commit to continue advancing the **three “horizontal” priority action areas** under the Strategy:
  - (a) Strengthening the integration of education for sustainable development in both international and national education and sustainable development policies and other relevant processes;
  - (b) Enhancing synergies between formal, informal and non-formal education;
  - (c) Acknowledging the important role of networks, including those of local authorities, civil society, academia and science, non-governmental organizations, business and enterprises, in implementing education for sustainable development;
- 5. **Reiterate the need to allocate and mobilize substantial national resources** to ensure the continuation, development, consolidation and expansion of education for sustainable development, fostering national and local education for sustainable development processes for the implementation of the future framework;

## Batumi Ministerial Statement on ESD (2016)

- 6. Recognize the necessity to use education for sustainable development in implementing the 2030 Agenda for Sustainable Development, in particular to achieve Goal 4 ... target 4.7, but also recognizing education for sustainable development as a cross-cutting theme that serves as an efficient tool for the achievement of the other SDGs;
- 7. Stress the need to go further in monitoring the implementation process ... should be aligned with both the Global Action Programme and the SDG reporting schemes;
- 8. Invite ECE to further strengthen cooperation with UNESCO, the lead agency for the Global Action Programme, ... as well as to strengthen cooperation with other relevant international organizations, inter alia, UNEP;
- 9. Request ECE to continue providing secretariat support ...;

## Batumi Ministerial Statement on ESD (2016)

- 10. Decide to extend the mandate of the Steering Committee until 2030 ...;
- 11. Invite stakeholders as well as bilateral and multilateral donors to **continue contributing** to and supporting the implementation process;
- 12. Reconfirm that future ECE **ministerial high-level meetings** on education for sustainable development **should be held on a regular basis**, preferably at the Environment for Europe conferences, as appropriate, which provide a broad framework bringing together a wide range of stakeholders.



## Batumi Ministerial Statement on ESD (2016)

### Annex I - Implementation framework for the UNECE Strategy for Education for Sustainable Development (2016–2030)

- “15. The ECE Education and Environment Ministries at the High-level Meeting also [reconfirm the mandate of the ECE Steering Committee on Education for Sustainable Development](#) to decide on the Strategy’s implementation and review its progress. Representatives from environment and education ministries should remain at the core of the Steering Committee; however, countries are invited to [include other ministries in their delegations](#), depending on their country situation. Also, countries are encouraged to consider including UNESCO National Commission representatives in their national delegations and other stakeholders to ensure the close alignment with the global education for sustainable development process.

Thank you!