



UNIT FOR EDUCATION
FOR THE
ENVIRONMENT AND
SUSTAINABLE
DEVELOPMENT

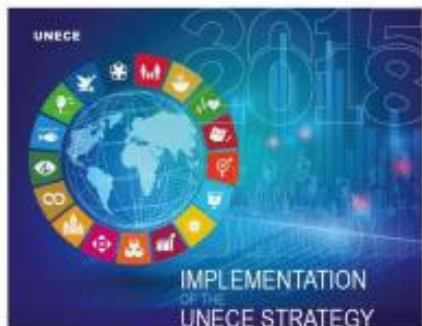


CYPRUS MINISTRY OF EDUCATION, SPORT AND YOUTH
www.moec.gov.cy

Guidelines and examples of good practice in reporting of the UNECE ESD Strategy



Dr. Stella Hadjiachilleos
ESD Officer, Unit of EESD,
Cyprus Ministry of Education, Sport and Youth,
Author of evaluation report on 4th phase of
UNECE ESD Strategy implementation
sepgps@gmail.com



UNECE ESD STRATEGY IMPLEMENTATION REPORT FOR THE PERIOD 2015-2018: THE STORY AND CHALLENGES ENCOUNTERED

- The process of data collection (How it came to be)
- Methodology (How data was analyzed)
- Challenges

Report publication can be downloaded at:

https://unece.org/sites/default/files/2022-09/Implementation%20of%20the%20UNECE%20Strategy_web_final_05.09.2022.pdf

Report was an in-kind contribution of the Republic of Cyprus

Authors:

- Hadjiachilleos Stella, Ph.D., Researcher, Unit of Education for Environment and Sustainable Development, Unit for Education for Environment and Sustainable Development, Cyprus Ministry of Education, Sport and Youth
- Zachariou Aravella, Ph.D., Chair of the UNECE ESD SC, Head of the Unit of Education for Environment and Sustainable Development, Cyprus Ministry of Education, Sport and Youth

International Standard Classification of Education (ISCED)

levels:

0. Early childhood education
1. Primary education
2. Lower secondary education
3. Upper secondary education
4. Post-secondary non-tertiary education
5. Short-cycle tertiary education
6. Bachelor's or equivalent level
7. Master's or equivalent level
8. Doctoral or equivalent level

COUNTRY PARTICIPATION IN 4TH
IMPLEMENTATION REPORTING CYCLE:
35 out of 56 ECE countries



CHALLENGES/ LIMITATIONS

- Information and responses to NIR items
- Participation
- Insights

Useful resources on the 2015-2018 UNECE ESD Strategy Implementation report:

- The Report: https://unece.org/sites/default/files/2022-09/Implementation%20of%20the%20UNECE%20Strategy_web_final_05.09.2022.pdf
- NIRs submitted (primary data): <https://unece.org/environment-policyeducation-sustainable-development/national-implementation-reports-esd-2018>
- Previous reporting template and guidelines: <https://unece.org/2018-national-implementation-reporting>

General guidelines on how to complete the NIR template Rules of Thumb!!

- **Consult multiple stakeholders to collect the information required. This will give a much broader perspective how the UNECE ESD Strategy is implemented in your country**
- **Make stakeholders visible (list them in the beginning of NIR)**
- **Include stakeholders inside and outside the government sector**
- **Do not copy information from previous country reports.**
- **Information included should be up-to-date (refer to reporting period)**
- **Address both *quantitative* (yes/no) AND *qualitative* items (justification)**
- **If a table is left blank, please justify why**
- **Provide “right to the point” answers to qualitative items. DO NOT provide overly extended answers (>1page)**
- **Do not repeat answers/ information in more than 1 question**

- **Before reporting, reflect on where it is best to provide an example/ action (under which question). Avoid providing the same examples across various items**
- **Consult multiple higher education institutions before reporting on their actions. In some NIRs, actions of 1 or 2 specific universities were repeated across items.**
- **Gather information from post-secondary, non-university level institutions (ISCEDs 4 and 5). There was limited information provided for these levels across most NIRs at previous phase.**
- **Do not forget to fill in the appendices!**
- **There is no need to document actions reported with ministerial decisions/ decrees.**
- **At the end of each issue/ strand, briefly report on successes, challenges, considerations and efforts.**

Last but not least

- **Avoid printing out the NIR – Go paper-less!!!**
- **NIR should be in English**
- **Language should be simple and right to the point**
- **Not all issues require the same amount of information nor the same level of effort. Some issues are much more extensive and include much more indicators/ sub-indicators than others.**

Indicative good examples

A. Provide brief information (not more than half a page) on the process by which this report has been prepared, including information on which types of public authorities were consulted or contributed to its preparation, how the stakeholders were consulted and how the outcome of this consultation was taken into account and on the material used as a basis for the report.

Governmental institutions (please specify): Ministry of Environment and Energy, Ministry of Science and Education, Ministry of Tourism, Ministry of Economy, Entrepreneurship and Crafts, Ministry of Agriculture, Education and Teacher Training Agency, Agency for Vocational Education and Training and Adult Education, Environmental Protection and Energy Efficiency Fund, National Foundation for Civil Society Development.

NGOs (please specify): Zelena akcija – Network of Environmental NGOs, ODRAZ - Sustainable community development, Association of Croatian Travel Agencies, Association of Cities, Association of Communities, Croatian County Association.

Academia (please specify): VERN University of Applied Sciences, University of Zagreb.

Business (please specify): Croatian Chamber of Economy, Croatian Business Council for Sustainable Development, Croatian Chamber of Economy, Croatian Employers' Association.

Other (please specify): Croatian Journalists' Association, Croatian Network for Rural Development

Croatian NIR

Collaboration of multiple stakeholders for collecting information on each strand

Show how multiple stakeholders contributed to the NIR, showcase collaboration in collecting and reporting information

Address both the quantitative (YES/NO) AND the qualitative part (justification) of questions

Estonia NIR

Issue 1: Ensure that policy, operational and regulatory frameworks are in place to support the implementation of ESD

Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
✓ Yes	<p><i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD and please indicate the Internet address where it is accessible.</i></p> <p>In March 2017, the Minister of Education and Research (MoER) and the Minister of the Environment (MoE) signed a Joint Action Memorandum, the aim of which is to modernize education so that everyone can acquire the knowledge, skills, values and attitudes that contribute sustainable development.</p> <p>https://www.envir.ee/sites/default/files/uhiste_tegevuste_memorandum_31.marts_2017_0.pdf (in Estonian language)</p> <p>The priorities of the Memorandum are based on the UN's Sustainable Development Goals 2030 and the UNESCO Global Action Program for Education for Sustainable Development (ESD).</p> <p>In October 2018, the Minister of Education and Research (MoER) and the Minister of the Environment (MoE) signed the action plan 2019-2022 for implementation of the Environmental education and awareness (including ESD).</p> <p>https://www.envir.ee/sites/default/files/keskkonnahariduse_teadlikkuse_tegevuskava_2019-2022.pdf (in Estonian language).</p>
	<p>To improve the efficiency in implementing the Strategy on Sustainable Development, an inter-ministerial working group for sustainable development was created in 2008. The working group is headed by the Strategy Director and the members of the working group are representatives of ministries concerned with the implementation of the strategy (the Ministry of the Environment, the Ministry of Economic Affairs and Communications, the Ministry of Agriculture, the Ministry of Social Affairs, the Ministry of Education and Research, the Ministry of Culture, the Ministry of Finance, the Ministry of the Interior, the Ministry of Justice) at the level of deputy secretary generals and heads of department, as well as representatives of Statistics Estonia.</p>

In some items it is requested to answer
(A) quantitatively (YES/NO),
(B) provide justification for answer (qualitative) AND
(C) indicate for which ISCED levels the answer applies

Germany NIR

Issue 2: Promote SD through formal, non-formal and informal learning (Indicator 2.3.: ESD-related WIA)

provide information on the implementation of this priority action area in your country.

Also, please provide information for all levels of your education system in accordance with ISCED by ticking (✓) in the table as appropriate and specify for non-formal and informal education, as appropriate.

Sub-indicator 2.3.1	Do educational institutions ¹⁷ adopt a “whole-institution approach” to SD/ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>The promotion of the WIA approach is prominently included in the National Action Plan on ESD.</i></p> <p><i>BMBF supports the development of the whole-institution approach for early childhood care and education institutes; 29 model networks supported by the foundation “Haus der kleinen Forscher” (Little scientists’ house) provide pedagogical resources and a continuous professional development programme. In this context, training workshops for caring/ teaching staff on the integration of ESD in early childhood education are offered. The foundation reaches more than 30.000 early childhood education institutions throughout Germany.</i></p> <p><i>In Germany companies are training institutes for initial education and training as well as vocational schools. They also have to be addressed to adopt a “whole-institution approach” to ESD. Therefore BMBF supports the development of a whole- institution approach for initial and continuing education and training in small and medium sized companies. On behalf of BMBF the Federal Institute for Vocational Education and Training (BIBB) funds currently 18 cooperative projects in 3 funding lines of the programme “vocational education and training for sustainable development 2015 – 2018”. The projects are meant to improve ESD-relevant competencies of apprentices and trainers in commercial professions, food craft and industry. The second funding line will shape sustainable learning venues especially in companies and will develop indicators for reporting systems like “The Sustainability Code – Benchmarking sustainable business” (Deutscher Nachhaltigkeitskodex DNK) or the Global Reporting Initiative (GRI). There are already 168 companies directly involved.</i></p> <p><i>In two BMBF-funded projects supported by the Association of German Chambers of Industry and Commerce as well as the German Confederation of Skilled Crafts, sustainability relevant qualification concepts will be developed for company owners and management. With focus on small and medium sized companies staff members of the chambers of industry and commerce and skilled crafts will also be taken into account.</i></p> <p><i>The Steering Committee has adopted WIA as one priority action area that every school adopts an ESD school plan by 2019.¹⁸ ESD school plans are one means to implement a whole-institution approach. Please</i></p>

ISCED levels 2011	Yes
0. Early childhood education	V
1. Primary education	V
2. Lower secondary education	V
25. Lower secondary vocational education	
3. Upper secondary education	V
35. Upper secondary vocational education	
4. Post secondary non-tertiary education	V
45. Post-secondary non-tertiary vocational education	
5. Short-cycle tertiary education	V
55. Short-cycle tertiary vocational education	
6. Bachelor’s or equivalent level	V
7. Master’s or equivalent level	V
8. Doctoral or equivalent level	V
9. No information available	

Concluding remarks: At the end of each issue, briefly describe challenges and best practices

Greece NIR:

Issue 2- concluding remarks: Good practices on ESD learning at the formal, non-formal and informal levels

Please address in particular the following questions:

Which actions and/or initiatives have been particularly successful and why?

The educational activities of Piraeus Bank Group Cultural Foundation (PIOP) are specially designed for various target groups (e.g. school groups of all levels, children and families, adults and sensitive and/or vulnerable social groups, professionals etc.) and adjusted to their specific needs, expectations, requirements and overall profile, in order to achieve the maximum degree of engagement and participation and reinforce awareness, knowledge, values and behaviours towards the goals of SD. Among others, indicative successful initiatives that are appreciated by and evoke participants' satisfaction and positive remarks are those that are designed around PIOP Museum Network's thematics, the development of personal and technical skills through dedicated workshops, programs that connect generations through sharing of knowledge and experiences, initiatives that support entrepreneurship in the Cultural and Creative Industries etc.

In 2016, Organization Earth's «Centre of the Earth» was awarded as the best initiative worldwide for connecting people to nature by the International Union for Conservation of Nature. Workshops predominately took place at the «Centre of the Earth» but also in schools, refugee camps, local government venues, city farms, summer camps and various other locations. The children are encouraged to explore with all of their senses, instead of listening to teacher-centered instructions in a classroom setting.

Action Aid Hellas: The final event "Hope 2030" was very successful since it brought together educators and students along with more than 40 CSOs that work on SDGs, Media, Politicians and general public. Also, the choice to hold the event in Victoria Square, a rather multicultural and often marginalized neighbourhood was a great success.

Centre for Life: a number of interventions towards key goals for sustainable development, most noteworthy of which are: a) The "HIV Prevention Programme for High School Students", b) The "Support for HIV Positive Detainees and Ex-Detainees" Programme, c) The "HIV Positive Women's Empowerment" Programme, d) The "Equality in the Workspace" Programme.

Provide “right to the point” answers, be concise, do not repeat the same information on different questions and provide references (i.e. webpages)

Netherlands NIR

Issue 4: Teaching tools and materials for ESD

Indicator 4.3	Teaching tools and materials for ESD are accessible
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>www.kennisnet.nl is the portal for schools on all subjects, from the ministry of Education. There is a topic Sustainability available for educators and for children where they find information for papers and suggestions for lessons.</i></p> <p><i>More teaching-materials are getting available on WIKIWIJS, a web 2.0 module for uploading and arranging teaching materials.</i></p> <p><i>On specific topic websites with project information are available e.g.. www.watereducatie.nl.</i></p> <p><i>The ICT tool ‘Groen Gelinkt’ was developed on basis of technology of Kennisnet, now compassing more than 4000 educational (ESD) resources, more than, 6000 activities, more than 800 organisations. Are linked together and share their knowledge, materials and expertise.</i></p> <p><i>This ICT system is now reviewed and redesigned.</i></p> <p><i>Besides ICT a more ‘hands-on’ and face to face exchange of materials is done by 7 ‘learning arena’s’ for ESD educators, conducted by GDO (local Authorities for SD, a network of 120 local EE and ESD-centres.)</i></p>

Where applicable, provide some relevant information on country situation in your own words

Georgia NIR: Issue 5- Promote research on and development of ESD

Issue 5. Promote research on and development of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
<p>LEPL Shota Rustaveli National Science Foundation of Georgia (SRNSFG) which is operating under the Ministry of Education, Science, Culture and Sports is the leading research funding organization in Georgia which supports the development of Science, Technology and Innovation (STI) System of the country. The foundation administers grant calls (national and international) and multilateral projects funded by the EU framework programme for Research and Innovation “Horizon 2020”.</p> <p>The foundation funds scientific projects in accordance with the international standards (EUROSTAT and OECD classification). SRNSFG promotes the high quality scientific research and supports Georgian scientists’ participation in the international programmes and calls through various grant calls. Majority of the calls are open for the international participants what immensely enhances development of the ESD in the country.</p> <p>Vision, goals and strategy of the foundation are in line with Georgia’s socio-economic development strategy “Georgia 2020” and supports, promotes and develops the high-quality research and science popularization of the country based on international standards.</p> <p>Foundation focuses on promoting Georgian scientists’ competitiveness and development of young scientists’ potential and supports STI system funding diversification. Several activities can be outlined including regular workshops, conferences, meetings, information days and various means of information sharing and discussions on the grant calls and opportunities for Georgian scientists in order to study the current challenges and promote development of the international standards in science. Additionally, access to international databases and cooperation with the world-leading research centres and institutions clearly boosts research and development of the ESD at the country level.</p>	
Indicator 5.1 Research²⁴ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁵ supported?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify in particular the most important outcomes of supported research.</i>

Address ALL issues and provide relevant examples.

Issues 7 and 8 were omitted or not sufficiently completed in some NIRs.

Kyrgyzstan NIR

ISSUE 7: Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD

The Partner Network of Organizations has been operating in the country in the field of traditional knowledge for the preservation of biological and cultural diversity. The projects of the Network are supported by the Christensen Fund and other donor organizations. Activities include conducting researches on documenting traditional knowledge, providing educational activities through seminars, summer schools, etc., holding festivals, issuing relevant information and educational publications, supporting custodians of traditional knowledge, developing and creating training courses for students on traditional knowledge. Regular regional and international festivals are held, including —Flowering Apricot|| (PF —Bio-Muras||, Batken Oblast), —Kiyiz Duino||, (PF —Min-Kyal||) to support artisans of Issyk-Kul Oblast, —Shyrdak|| - support for artisans, —Salbuurun|| - the revival of traditional hunting with hunting dogs, eagles and archery at a gallop, as well as other activities aimed at supporting local producers and craftsmen. —Karagat|| festival (Issyk-Kul oblast) is held with the support of the Alliance of Central Asian Mountain Communities, etc. The Bio-KG Organic Agriculture Movement: holding forums and supporting local producers. The network of community-based organizations "Kyrgyz el Akyl kazyna" is engaged in the collection and preservation of traditional knowledge and the strengthening of local communities (Rural Development Fund). The organization of pastoral schools for farmers teaches people on the use of traditional knowledge in improvement of the socio-economic development of local communities, the sustainable use of pasture resources, growing and harvesting of medicinal herbs, and improvement of landscapes. In the system of vocational training, the Rural Development Fund introduced additional curricula on traditional games, nomadic cuisine, and traditional spiritual values.

The nomadic civilization coexisted harmoniously with the nature. The nomads did not influence on the change in the terrestrial landscape by adapting it to the ecological niche of their residence. The culture and traditions of the nomads were not only militaristic, on the contrary to stereotypes, the nomads spent their free time, holidays, and parties (toi), playing various sports competitions of a physical and intellectual nature. These games have been preserved until today. The Kyrgyz Republic conducts the World Nomad Games (WNG) since 2014 (every two years - 2016, 2018). The World Nomad Games - international ethnic sport games. The basis of the competition was the folk games of the historically nomadic people of Central Asia. WNG make an invaluable contribution to the development of the country.

Don't forget to fill the appendices and, where necessary, provide some additional information in your own words.

Finland NIR: Appendix I(a)

Appendix I (a)

Indicator 2.1, sub-indicator 2.1.1

Please specify which key themes of SD are addressed explicitly in the curriculum/programme of study at various levels of formal education by filling in the table below. (Please tick (✓) relevant themes for each level. Use the blank rows to insert additional themes that are considered to be key themes in addressing learning for SD.)

Concerning the secondary vocational education, the inclusion of the themes is depending on the qualification. Not all the themes are covered in all of the qualifications. Ethics, different cultures, active citizenship and entrepreneurship are included in all qualifications as part of the key skills of life-long learning. The same principle is applicable in higher education as well.

The table is filled only considering basic education and general secondary education because there is no adequate information available on all levels of education and there might be differences between institutions. In general terms, all the themes are covered in all levels of education, but not necessarily in all degrees and programmes.

Also, could you specify which specific themes are of critical importance in your country and why?

Some key themes covered by sustainable development	ISCED Levels 2011								
	0	1	2	3	4	5	6	7	8
Peace studies (e.g., international relations, security and conflict resolution, partnerships)	X	X	X	X					
Ethics and philosophy	X	X	X	X					
Citizenship, democracy and governance	X	X	X	X					
Human rights (e.g., gender and racial and intergenerational equity)	X	X	X	X					
Poverty alleviation		X	X	X					
Cultural diversity	X	X	X	X					
Biological and landscape diversity	X	X	X	X					
Environmental protection (waste management, etc.)	X	X	X	X					
Ecological principles/ecosystem approach		X	X	X					
Natural resource management (e.g., water, soil, mineral, fossil fuels)		X	X	X					
Climate change	X	X	X	X					
Personal and family health (e.g., HIV/AIDS, drug abuse)	X	X	X	X					
Environmental health (e.g., food and drinking; water quality; pollution)	X	X	X	X					
Corporate social responsibility			✓	✓					

THANK YOU!

Stella Hadjiachilleos

ESD Consultant and Teacher

Unit for Education for the Environment and Sustainable Development

Cyprus Ministry of Education, Sport and Youth

sepgps@gmail.com