PEER LEARNING ROUND TABLE ON SDG4

REBALANCING PEOPLE, PLANET AND PROSPERITY: ESD AS KEY ENABLER FOR THE 17 SDGS AND AGENDA 2030
PEER LEARNING ROUND TABLE ON SDG4

REBALANCING PEOPLE, PLANET AND PROSPERITY: ESD AS KEY ENABLER FOR THE 17 SDGS AND AGENDA 2030

SPEAKERS

Wondwosen Asnake Kibret
Policy and Partnerships Coordinator, UNEP Europe Office

Marco Keiner
Director Environment Division, UNECE

Roel van Raaij
Senior Policy Advisor, Ministry of Agriculture, Nature and Food Quality, The Netherlands

Jan Činčera
Associate Professor Masaryk University, Faculty of Social Studies, Department of Environmental Studies

Aravella Zachariou
Chair of the UNECE Steering Committee on ESD

Sille Stidsen
Department Director, Human Rights and Development, The Danish Institute for Human Rights

Vibeke Jensen
Director Division for Peace and Sustainable Development, UNESCO

Kakha Khandolishvili
Head of International Relations and Strategic Development Department, Ministry of Education and Science of Georgia

Vladislav Kaim
UN SG’s Youth Advisory Group on Climate Change

Maja Rentrop-Klewitz
Policy Officer at the Federal Ministry of Education, Germany

Monika Reti
Policy Officer at the Ministry of Human Capacity of Hungary

Zaal Lomtadze
Chief of Section of the Environment Division at UNECE

Bruno Pozzi
Director, Europe Office, UN Environment Programme

Hannu Vainonen
Senior Ministerial Adviser, International Relations, Ministry of Education and Culture, Finland

Simon Herteleer
ESD Youth representative

Deirdre Hodson
Policy Officer at the European Commission

Gilmor Keshet-Maor
Director of Science and Mathematics Division at the Ministry of Education of Israel

7 APRIL 2022 | 10:00 CEST
AGENDA

- Welcome by moderator
- Introductory remarks by the co-organizers
- Commitments of governments to make ESD a core element of education programmes to accelerate 2030 agenda and build forward better
- Engagement of youth in ESD and in building a sustainable future for all
- Multi-sectoral and multi-disciplinary collaboration on ESD, and cooperation between the Education and Environment sectors
- Good practices in the implementation of education in the areas of sustainable development
- Q&A
- Wrap up of the Peer Learning Round Table and Concluding Remarks
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7 APRIL 2022 | 10:00 CET

REGIONAL FORUM ON SUSTAINABLE DEVELOPMENT FOR THE UNECE REGION
AGENDA

▶ Welcome by moderator

▶ Introductory remarks by the co-organizers
  - Vibeke Jensen | Director Division for Peace and Sustainable Development, UNESCO
  - Bruno Pozzi | Director, UNEP Europe Office
  - Marco Keiner | Director Environment Division, UNECE

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- Welcome by moderator
- Introductory remarks by the co-organizers
- Commitments of governments to make ESD a core element of education programmes to accelerate 2030 agenda and build forward better
  - Progress since the Batumi meeting of the Education and Environment Ministers and ESD in the VNRs | Kakha Khandolishvili | Head of International Relations and Strategic Development Department, Ministry of Education and Science of Georgia
  - Integration of ESD in National Sustainable Development roadmaps | Hannu Vainonen | Senior Ministerial Adviser, International Relations, Ministry of Education and Culture, Finland
  - Whole institution approach to ESD as a driver to advancing 2030 Agenda | Roel van Raaij | Senior Policy Advisor, Ministry of Agriculture, Nature and Food Quality, The Netherlands
- Engagement of youth in ESD and in building a sustainable future for all
- Multi-sectoral and multi-disciplinary collaboration on ESD, and cooperation between the Education and Environment sectors
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Head of International Relations and Strategic Development Department,
Ministry of Education and Science of Georgia
Hannu Vainonen

Senior Ministerial Adviser, International Relations, Ministry of Education and Culture, Finland
REBALANCING PEOPLE, PLANET AND PROSPERITY:
ESD AS KEY ENABLER FOR THE 17 SDGS AND AGENDA 2030

Roel van Raaij
Senior Policy Advisor, Ministry of Agriculture, Nature and Food Quality, The Netherlands
Whole School Approach
Whole Institution Approach

Dutch perspective

drs. Roel van Raaij,
Ministry of Agriculture, Nature and Food Quality
The Netherlands
Bottom line:
Learning to live within the boundaries of system Earth.
whole school approach
to Sustainable Development

https://wholeschoolapproach.lerenvoormorgen.org/nl/
The WSA is represented in the image of a flower. The petals of this flower represent the various educational processes that affect learning. These are:

- curriculum,
- pedagogy and didactics,
- professional development,
- building management and operations
- school environment.

These processes or domains connect at the heart of the flower, representing the school's vision on ESD. The WSA focusses on realization of the UN Sustainable Development Goals (SDGs).
WSA is not completely new. Standing on the shoulders of ......
Environmental management

Participatory decision-making

Innovative teaching and learning

Vocational and applied learning

Entrepreneurship

School Development Through Whole School Approaches to Sustainability: Education

School & community gardening

Backyard biodiversity
The essential elements of WSA:

<table>
<thead>
<tr>
<th>Question</th>
<th>Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why, to what end do we learn?</td>
<td>Vision</td>
</tr>
<tr>
<td>What do we teach?</td>
<td>Curricula</td>
</tr>
<tr>
<td>How do we learn?</td>
<td>Pedagogy &amp; didactics</td>
</tr>
<tr>
<td>Who do we learn from?</td>
<td>Professional development</td>
</tr>
<tr>
<td></td>
<td>Teacher Competences</td>
</tr>
<tr>
<td>Where do we learn?</td>
<td>Building &amp; operations</td>
</tr>
<tr>
<td>Who do we learn with?</td>
<td>School environment</td>
</tr>
</tbody>
</table>
How does the WSA work?

Each school can give shape to the WSA in its own way!

The framework offers questions to start thinking and acting sustainably according to the ambition of the school: whether this is in making the canteen more sustainable, building a network of sustainable leaders in the region or embedding the SDGs in the curriculum. The WSA gives space to work on each part, without losing sight of the whole.

In this framework, we discuss the six learning processes that influence education as a set of questions that can initiate the conversation among all stakeholders. First stop: developing a coherent school vision.
Example of questions raised: professional development

Questions to discuss with each other

• What knowledge, skills and talents for ESD do we already have?
• How can we strengthen each other in our understanding of sustainable development?
• Are we up to date with sustainable developments in our fields/subjects?
• How do we as a team discuss topical issues related to the SDGs and their impact on our education?
• How do we structurally organize the time as a team
• to discuss sustainable development and ESD?

Keywords
Individual and collective reflection, Further training and education → → → → 
Inspiring and competent team, HRM
Keeping ESD on the agenda
We are the students of today attending the schools of yesterday being taught by the teachers of the past— with methods from the Middle Ages to solve the problems of the future!
Urgency is needed and asked for!
What did we do already

- Website: https://wholeschoolapproach.lerenvoormorgen.org/nl/
- Study of Good Practices: https://lnkd.in/eMVQYMzY
- International Conference 28-20 March 2022
- Website with more examples
- Scientific book (Whole School Approaches to Sustainability – Principles, Practices and Prospects; Springer; summer 2022)

What is to be done?

- No more Frameworks, implementation!
- Expert/study Group UNECE/UNESCO/EU
- Tool-boxe(s) for implementation
- Training Modules for teachers/schoolboards/ staff
- Indicators and M&E of success.
Learn, connect and get inspired!

“you are never too young to lead and never too old to learn” - Kofi Annan
Thank you for your attention.
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▶ Introductory remarks by the co-organizers

▶ Commitments of governments to make ESD a core element of education programmes to accelerate 2030 agenda and build forward better

▶ Engagement of youth in ESD and in building a sustainable future for all
  - What are the systems and tools needed to effectively engage young people in sustainable development issues? | Vladislav Kaim | UN Secretary General’s Youth Advisory Group on Climate Change
  - The role of ESD in facilitating cooperation and exchange among youth, and in promoting active, informed and responsible citizenship | Simon Herteleer | UNECE ESD Youth Platform
  - The importance of ESD in creating climate positive futures, lessons learnt from the 11th World Environmental Education Congress | Jan Činčera | Masaryk University, Czech Republic

▶ Multi-sectoral and multi-disciplinary collaboration on ESD, and cooperation between the Education and Environment sectors

▶ Good practices in the implementation of education in the areas of sustainable development

▶ Q&A

▶ Wrap up of the Peer Learning Round Table and Concluding Remarks
Rebalancing People, Planet and Prosperity: ESD as Key Enabler for the 17 SDGs and Agenda 2030

Vladislav Kaim
UN SG's Youth Advisory Group on Climate Change

#Youth4Climate
REBALANCING PEOPLE, PLANET AND PROSPERITY:
ESD AS KEY ENABLER FOR THE 17 SDGS AND AGENDA 2030

Jan Činčera
Associate Professor Masaryk University,
Faculty of Social Studies, Department of Environmental Studies

REGIONAL FORUM ON SUSTAINABLE DEVELOPMENT FOR THE UNECE REGION

WITH SUPPORT OF
11th World Environmental Education Congress
Building Bridges in Times of Climate Urgency

14-18 March 2022
Prague
Czech Republic
Research: Various Discourses

Online / Onsite

One Congress, Various Bridges

Practice: Field Sessions

Youth Congress
What is the importance of ESD in creating climate positive futures, lessons learnt from the 11th World Environmental Education Congress?

„This is me and this is my voice.“
„Can you hear us? Really?“
„It is up to us to rise up and speak up.“
Education: Time to Change

Students do not need to be persuaded or informed. They are aware and concerned.

What they ask for is to be heard, to participate, to be empowered.

ESE should be action-based, participative, allowing students to make real changes.

Climate change attitudes of young students (13-14),
Czech Republic, 2020. (N=22159)
1=disagree, 5=agree
What can be done?
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- Multi-sectoral and multi-disciplinary collaboration on ESD, and cooperation between the Education and Environment sectors
  - How did the German multi-stakeholder process come about and at what stage is it at today? | Maja Rentrop-Klewitz | Policy Officer of the Federal Ministry of Education, Germany
  - How do we use ESD to increase resilience and preparedness of society for the for the green transition and to take action on environmental sustainability at the rate and scale needed? | Deirdre Hodson | Policy Officer at the European Commission
  - How to strengthen new framework for the implementation of UNECE Strategy for ESD 2021 – 2030 | Aravella Zachariou | Chair of the UNECE Steering Committee for ESD
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Multi-sectoral and multi-disciplinary collaboration on ESD
How did the German multi-stakeholder process come about and at what stage is it at today?

RFSD 2022 - Peer Learning Round Table - UNECE
April 7, 2022
SDG 4: Quality education, Session 8 - www.bmbf.de
The National Action Plan on ESD in Germany

- Germany’s Contribution: National Action Plan (NAP) on Education for Sustainable Development (ESD)
- Main goal: structural implementation of ESD in all sectors of the German education system
- adopted on 20 June 2017
- chaired by the Federal Ministry of Education and Research (BMBF)
Expert Forum
Local Authorities

Partner Network
Local Authorities

Berlin, April 7, 2022
Youth Panel
The joint project "Education - Sustainability – Local Authority: ESD Competence Center for Process Monitoring and Process Evaluation"

- funded by the Federal Ministry of Education and Research since July 2020
- accompanies 48 model local authorities nationwide in the development and implementation of ESD at the local level.
- focusses on entire chain of education in the municipalities
National ESD-Awards and National ESD Prize

• Awards for actors and initiatives three times a year since 2016

• National ESD-Price 10.000 Euro, Starting 2022

• Funded by the Federal Ministry of Education and Research and the German Commission for UNESCO

• Aims to offer more visibility for best practice in order to broadly transfer ESD to all learners and on the local level
Monitoring at the Institut Futur at Freie Universität Berlin

• The Institut Futur has been scientifically accompanying the implementation of ESD in Germany since 2015.

• The overarching goal is to record and describe a differentiated picture of the status and process of ESD-implementation in Germany.
Learning for the green transition
Rebalancing people, planet and prosperity: ESD as key enabler for the 17 SDGs and Agenda 2030

Deirdre Hodson
European Commission, Directorate-General for Education, Youth, Sport and Culture

RFSD Peer Learning Round Table
7 April 2022
European Green Deal

The EU will:

- Become climate-neutral by 2050
- Protect human life, animals and plants, by cutting pollution
- Help companies become world leaders in clean products and technologies
- Help ensure a just and inclusive transition
European Education Area

Achieving the
EUROPEAN EDUCATION AREA
by 2025

1. Quality in education and training
2. Inclusion and gender equality
3. Green and digital transitions
4. Teachers and trainers
5. Higher education
6. Geopolitical dimension
Council Recommendation on learning for environmental sustainability

A proposal by the Commission
Accompanied by

Staff Working Document ‘Handbook’
Why this proposal?

94% of EU citizens say that protecting the environment matters personally to them.

Six in 10 young people globally are “very” or “extremely” worried about climate change.

Many young people consider that education and training is failing to prepare them to tackle climate change, protect the environment and live and act more sustainably.

3 in 4 respondents to the Commission’s public survey ranked education and training as the most important sector to help people understand and take action on climate change and the environmental crises.
Objectives of the proposed Recommendation

- Support policy making at MS level
- Step up cooperation at EU level
- Provide ideas and inspiration
- Encourage investment
Consistency and alignment

The European Green Deal

EU progress towards the 17 SDGs
(past 5-year period)

Green and digital transitions
- Education for Climate Coalition
- Greening of education infrastructure
- Council Recommendation on education for environmental sustainability
- Digital Education Action Plan

Education for Sustainable Development
A roadmap

Learn for our planet
A global review of how environmental issues are integrated in education
Effective learning for environmental sustainability...

...starts early

...is lifelong

...requires supportive learning environments

...is engaging and positive

...supports educators and leadership teams
Effective learning for environmental sustainability...

- fosters collaboration and partnerships
- builds sustainability competences and skills
- empowers youth
- is founded on strong policies
Proposed recommendations to MS

- Support education and training systems in providing access to learning on climate change, biodiversity and sustainability
- Establish environmental sustainability as a priority area in education and training
- Provide a range of learning opportunities in different settings
- Mobilise national and EU funds for green infrastructure, training, tools and resources
- Monitoring, research and evaluation
Proposed recommendations at the level of...

**Systems**
Fully embed environmental sustainability throughout education and training. Invest in green infrastructure. Support cooperation and networking.

**Learners**
Provide opportunities for high quality learning about and for the environment. Facilitate active and positive learning.

**Educators**
All educators have a role in teaching for sustainability. Professional development opportunities and resources are key, for pre- and in-service educators.

**Institutions**
Whole institutions approaches. Support monitoring and evaluation. Facilitate partnerships and collaboration.
Invites the Commission to...

- facilitate support and peer learning
- develop and share resources and research
- support educators
- monitor development of green skills
- report on progress
- strengthen links at international level
- boost green dimension of Erasmus+
European sustainability competence framework
Working with stakeholders

First meeting of EU working group on sustainability in school education

Representatives from ministries of education and the environment, social partners and stakeholder organisations from more than 30 European countries met this week to discuss how schools, communities, education policies and programmes can best support learning about and for the environment and sustainability.

11th World Environmental Education Congress
Building bridges in times of climate urgency
Learning for sustainability - reports
REBALANCING PEOPLE, PLANET AND PROSPERITY:
ESD AS KEY ENabler FOR THE 17 SDGS AND AGENDA 2030

Aravella Zachariou
Chair of the UNECE Steering Committee on ESD
SDG 4: Quality education, Session 8
“Rebalancing people, planet and prosperity: ESD as key enabler for the 17 SDGs and Agenda 2030”

How to strengthen new framework for the implementation of UNECE Strategy for ESD 2021 – 2030

Dr Aravella Zachariou,
Chair of the UNECE ESD Steering Committee

Contact details:
esd@un.org,
aravella@cytanet.com.cy
zaal.lomtadze@un.org,
nona.iliukhina@un.org,

On line meeting, 7 April 2022, 10:00-12:00 CET
The UNECE ESD Strategy framework 2021-2030 take into account:

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<th>1)</th>
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<th>3)</th>
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<tbody>
<tr>
<td>The UNECE Strategy per se (2004),</td>
<td>The previous framework of implementation 2015-2019,</td>
<td>the mandate given at HL meeting in Batumi to continue its work and on ESD across the region till 2030.</td>
</tr>
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<th>1)</th>
<th>2)</th>
<th>3)</th>
<th>4)</th>
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<tbody>
<tr>
<td>The EU Green Deal,</td>
<td>European Council recommendation on key Competences for lifelong learning,</td>
<td>the <em>European Skills Agenda for sustainable, competitiveness, social fairness and resilience</em>,</td>
<td>The EC <em>Digital Education Action Plan 2021–2027</em>.</td>
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<tr>
<td>The UN Global Agenda for SD and SDGs,</td>
<td>the UN conventions on Climate Change, Biodiversity and Desertification,</td>
<td>The UNESCO ESD for 2030 framework,</td>
<td>The WHO initiative the initiative of integrating environment and health considerations into healthy school settings</td>
</tr>
</tbody>
</table>
Characteristics:

- Concrete
- Specific
- Coherent
- Flexible
- Long-term
- Developmental

- Strategic orientations, objectives, learning outcomes, key strands, work plan activities, recommendations clearly connected.
- Reflects to SDGs.
- Emergencies such as climate change, consumption and production, biodiversity, linked with social, political, cultural and economical aspects.
Critical questions that the UNECE ESD2030 framework aims to respond to.

- Educational institutions
- Partners (e.g. business sector, CSOs)
- Youth aspirations
- Quality standards
- Culture of collaboration around ESD
- Digital learning as integral tool of ESD

- Critical issues of inclusion and equity, as we observe that many ‘trade-offs’ regarding health, nutrition, livelihoods and education affect mainly the most vulnerable and marginalized people, especially women, children and youth;
Vision: Embed ESD into quality standards, frameworks, mechanisms and resources (including available tools, etc.) associated with formal quality assessments and institutional reviews in all UNECE Member States and in international standards.

Vision: A systematic, balanced and updated use of ICT and all digital tools and resources as a means for promoting ESD and new educational practices facilitating access to sustainable development learning, throughout life.

Vision: Use ESD in stimulating entrepreneurial and innovation mind setting in learners in order to accelerate transformations towards sustainable development and enlarge employability of young in existing or emerging new jobs.

Vision: Every institution and organization in formal and in-formal education implement ESD within WIA and reviews its actions in the light of learning, programs, governance, infrastructure, community.
HOW TO STRENGTHEN THE UNECE ESD IMPLEMENTATION FRAMEWORK 2021-2030;

2. Strengthen synergies with other global and regional processes aimed at achieving education for sustainable development and sustainable development, including the Environment for Europe process, the Mediterranean Strategy on Education for Sustainable Development and its Action Plan, the Incheon Declaration and the Education 2030 Framework for Action.

3. Taking into account the continued challenges and needs identified by the member States in their national implementation reports, related to the strengthening of their regulatory frameworks.

4. Supporting countries, particularly countries with economies in transition, for carrying ESD plans, strategies, initiatives.

5. Mobilizing political and financial resource for strengthening UNECE ESD National Implementation framework 2021-2030 in national and regional level.

6. Member states commitment and alliances in bilateral and trilateral level, networking for integrating join activities and actions.

7. Countries leading initiatives for integrating work-plan activities, promoting key stands in national and regional level.

8. Using the expertise and experience that exist in UNECE Region Member States.

9. Capacity building activities.
Platform of communication
Commitment
Sharing of ideas
Agreements between countries
Launching of initiatives
Side-events

https://nicosiaefe.gov.cy/
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Dr Aravella Zachariou, Chair of the UNECE ESD Steering Committee

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  - Monika Reti | Policy Officer at the Ministry of Human Capacity of Hungary
  - Challenges in Education for Sustainable Development | Gilmor Keshet-Maar | Director of Science and Mathematics Division at the Ministry of Education of Israel
  - Sille Stidsen | Department Director, Human Rights and Development at the The Danish Institute for Human Rights of Denmark
- Q&A
- Wrap up of the Peer Learning Round Table and Concluding Remarks
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Monika Reti
Policy Officer at the Ministry of Human Capacity of Hungary

Regional Forum on Sustainable Development for the UNECE Region

With support of
GOOD PRACTICES IN THE IMPLEMENTATION OF EDUCATION IN THE AREAS OF SUSTAINABLE DEVELOPMENT IN HUNGARY

MÓNKA RÉTI
monika.reti@emmi.gov.hu

7 APRIL 2022
ESD in formal education in Hungary

1. ESD topics and development tasks are integrated in the **content and outcome regulators** in general education

2. ESD **educator competences** are integrated in pre- and in-service teacher training and assessment

3. twin **whole-institutional ESD networks** with over 35% of schools participating: the Hungarian Eco-School and the Green Kindergarten Network

4. Sustainability **Thematic Week** – a possible transversal (country) initiative
School scenarios

The four OECD Scenarios for the Future of Schooling

1. Schooling Extended
   Participation in formal education continues to expand. International collaboration and technological advances support more individualised learning. The structures and processes of schooling remain.

2. Education Outsourced
   Traditional schooling systems break down as society becomes more directly involved in educating its citizens. Learning takes place through more diverse, privatised and flexible arrangements, with digital technology a key driver.

3. Schools as Learning Hubs
   Schools remain, but diversity and experimentation have become the norm. Opening the "school walls" connects schools to their communities, favouring ever-changing forms of learning, civic engagement and social innovation.

4. Learn-As-You-Go
   Education takes place everywhere, anytime. Distinctions between formal and informal learning are no longer valid as society turns itself entirely to the power of the machine.

Eco-schools: added benefits?
Carpathian Convention: Regional ESD network and mechanism?
As seen from here:

1. ESD as an opportunity for schools to reposition themselves.
2. Whole-institutional ESD might offer „extras”
3. Regional collaboration – extending ESD to other levels and forms of learning
Thank you for your attention.
Gilmor Keshet-Maor

Director of Science and Mathematics Division, Ministry of Education of Israel
REBALANCING PEOPLE, PLANET AND PROSPERITY:
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Sille Stidsen

Department Director, Human Rights and Development | The Danish Institute for Human Rights
Collect data on progress in the human rights education elements of SDG 4.7 and the World Programme of Human Rights Education

Please use login if you already have one – if not, read our Getting Started Guide.
STUDENT ASSESSMENT – to what extent do student assessments include elements on human rights?

4.1. Integration and explicit textual references to human rights knowledge or skills in the national student assessment framework for primary and secondary school systems (ISCED level 1-3).

Be aware that a "No data available" answer will count as zero in the indicator score. Please mark responses for 'Primary education', 'Lower secondary education' and 'Upper secondary education' respectively.

<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Lower sec.</th>
<th>Upper sec.</th>
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<tbody>
<tr>
<td>Yes, human rights are included in student assessment framework</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>No, human rights are not included in student assessments framework</td>
<td>○</td>
<td>○</td>
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</tr>
<tr>
<td>No data available</td>
<td>○</td>
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</tr>
</tbody>
</table>

Guidance

This indicator generates data on whether national regulations on student assessment include elements on human rights. Are primary and secondary students’ human rights knowledge and skills tested or evaluated as part of the obligatory student assessments?

If human rights knowledge and skills are being assessed in primary and secondary school systems, these elements need to be prioritized when teachers develop their lesson plans.

Data sources

Data may be available in education regulation on student assessment and evaluation, e.g. in acts, policies, directives, provisions and framework.

Norms

- Convention on the Rights of the Child Art. 26, para. 1, (a)
- CRC, General Comment 13, para. 32
- Convention on Economic, Social and Cultural Rights, Art. 16, para?
- ICESCR, General Comment 18, para. 46
- Convention on the Rights of Persons with Disabilities Art. 24, para. 1(a)
- CRPD, General Comment 4, para. 74
- Revised draft plan of action for the first phase (2006-2007) of the World Programme for Human Rights Education, Appendix, 18, 19 (19)

Concepts and resources

ISCED level 1 to 3
Final report.

Showing the calculated index.
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▸ Q&A

▸ Wrap up of the Peer Learning Round Table and Concluding Remarks

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THANK YOU!

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7 APRIL 2022 | 10:00 CEST

REGIONAL FORUM
ON SUSTAINABLE DEVELOPMENT FOR THE UNECE REGION
PEER LEARNING ROUND TABLE ON SDG4

REBALANCING PEOPLE, PLANET AND PROSPERITY: ESD AS KEY ENABLER FOR THE 17 SDGS AND AGENDA 2030