Report on implementation of the UNECE Strategy for Education for Sustainable Development in AUSTRIA

Implementation phase: 2017–2019

The following report is submitted on behalf of the Government of Austria in accordance with the decision of the ECE Steering Committee on Education for Sustainable Development.

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Signature	
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A. Brief information 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	Austrian Federal Ministry for Sustainability and Tourism Austrian Federal Ministry for of Education, Science and Research
☐ Stakeholders	
☒ NGOs	Umweltdachverband (Umbrella organisation for environmental organisations in Austria)
☐ Academia	
☐ Business	
☐ Other	

B. Report any particular circumstances that help clarify the context of the report — for example, whether the decision-making structure is federal and/or decentralized, and whether financial constraints are a significant obstacle to implementation. (This information should not exceed half a page.)

Issue[1] 1.   Ensure that policy, regulatory and operational frameworks support the promotion of ESD
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).
Indicator 1.1   Prerequisite measures are taken to support the promotion of ESD

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1   Issues 1 to 6 herein are in accordance with the objectives (a)-(f) set out in the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1, para. 7).

Issue[1] 1.	Ensure that policy, regulatory and operational frameworks support the promotion of ESD
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national[2] language(s)?
Yes ☒ No ☐	German
Sub-indicator 1.1.2	National focal point to deal with the UNECE Strategy for ESD
Yes ☒ No ☐	Department of Sustainability in the Austrian Federal Ministry for Sustainability and Tourism and the Department of Teaching Principles and Multidisciplinary Competences in the Austrian Federal Ministry of Education, Science and Research
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes ☐ No ☐	*Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.*
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes ☐ No ☒	
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade of Education for Sustainable Development after 2014,[3] and other policy processes relevant to ESD?
Yes ☐ No ☐	*Please specify and list major documents.*
Indicator 1.2	**Policy, regulatory and operational frameworks support the promotion of ESD**
Sub-indicator 1.2.1	Is ESD reflected in any national policy[4] document(s)?
Yes ☒ No ☐	ESD is integrated into the Austrian Strategy for Sustainable Development (adopted in 2002) as well as in the Austrian Strategy for Education for Sustainable Development (adopted in 2008) and in the draft of the renewed Austrian Strategy for Sustainable Development (2011/12) and the Handbook for University Colleges of Teacher Education "Basics and materials for creating curricula"

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2 For countries with a federal government structure, all references to "national" apply to "State", as appropriate. In this context, "data at the national level" means aggregated data received from sub-State entities.

3 See A/69/76.

4 Policy documents may include national strategies, plans, programmes, guidelines and the like.

Issue[1] 1.	Ensure that policy, regulatory and operational frameworks support the promotion of ESD
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Sub-indicator 1.2.2	Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards, ordinances or requirements at all levels of formal education, as understood by your education system in accordance with ISCED?[5]

(a) Yes ☐ No ☐
(b) Yes ☐ No ☐

If yes, please specify details for (a) and (b).

ISCED levels 2011	(a) Yes	(b) Yes
0. Early childhood education		
1. Primary education		
2. Lower secondary education		
25. Lower secondary vocational education		
3. Upper secondary education		
35. Upper secondary vocational education		
4. Post secondary non-tertiary education		
45. Post-secondary non-tertiary vocational education		
5. Short-cycle tertiary education		
55. Short-cycle tertiary vocational education		
6. Bachelor's or equivalent level		
7. Master's or equivalent level		
8. Doctoral or equivalent level		

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5   See http://uis.unesco.org/en/topic/international-standard-classification-education-isced.

Issue[1] 1.	Ensure that policy, regulatory and operational frameworks support the promotion of ESD
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?
Yes ☐ No ☐	*Please specify.*
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes ☐ No ☐	*Please specify.*
Sub-indicator 1.2.5	Does a formal structure for interdepartmental[6] cooperation relevant to ESD exist in your Government?
Yes ☐ No ☐	*Please specify.*
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government?[7]
Yes ☐ No ☐	*Please specify.*
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes ☐ No ☐	*Please specify.*
National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD	
Sub-indicator 1.3.1	Does your country have a stand-alone "sustainable development", "global understanding", "international understanding" policy, plan or law in place, in each case using "sustainable development" language?
Yes ☒ No ☐	On the federal level the Ministries BMNT and BMBWF invest for the main institutions FORUM Umweltbildung and Zentrum polis – Politik Lernen in der Schule (polis – Austrian Centre for Citizenship Education in Schools) app. € 600.000,--, for the Education Promotion Fund for Health and Sustainable Development app. € 138.600,-- annually (status 2017). For enhancing ESD among Austrian universities, universities of applied science and university colleges of teacher education a specific budget of approximately € 11.000 per year was designated within the BMBWF (Abteilung IV/2) for a biannual ESD-Award (status 2018). There also exists funding for special student programmes to enhance vision thinking and participation of students, i.e. the "Future lectures" or the initiative "Mut zur Nachhaltigkeit" (courage for SD) – funded by BMFLUW. On the regional level the provincial governments give financial support to ESD initiatives.
Sub-indicator 1.3.2	Is ESD part of SD policy(ies) if these exist in your country?
Yes ☐ No ☐	*Please specify.*
Concluding remarks on issue 1	*Please provide any concluding remarks you may have concerning the implementation of issue 1,*

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6   Between State bodies.

7   For an explanation, see paragraph 46 of the UNECE Strategy for ESD.

Issue[1] 1.	Ensure that policy, regulatory and operational frameworks support the promotion of ESD
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
	which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD
	Please address in particular the following questions: – *Which actions and/or initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* *What other considerations have to be taken into account in future ESD implementation concerning this objective?*
Issue 2.	**Promote SD through formal, non-formal and informal learning**
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 2.1	**SD key themes are addressed in formal education**
Sub-indicator 2.1.1	Are key themes of SD[8] addressed explicitly in the curriculum/programme of study at various levels[9] of formal education?
Yes ☐ No ☐	*Please specify what SD issues are important in the country (i.e., biodiversity, gender, consumption/production, etc.) and how they are addressed in the curricula.* *Please update the table in appendix I (a) that was used for implementation phases II and III under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.* A ☐ B ☐ C ☐ D ☐ E ☐ F ☐
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum[10]/programme of study at various levels of formal education?
Yes ☐ No ☐	*Please specify what competences as learning outcomes are important in your country.* *Please update the table in appendix I (b) that was used for implementation phases II and III under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.* A ☐ B ☐ C ☐ D ☐ E ☐ F ☐

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8   For details, see paragraph 15 of the UNECE Strategy for ESD.

9   For the State or federal level, where relevant.

10   Idem.

Issue[1] 1.	Ensure that policy, regulatory and operational frameworks support the promotion of ESD
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Sub-indicator 2.1.3	Are teaching and learning methods that support ESD addressed explicitly in the curriculum[11] or programme of study at various levels of formal education?
Yes ☐ No ☐	*Please specify which methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.*
	Please also update the table in appendix I (c) that was used to report on implementation phases II and III, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.

A	B	C	D	E	F
☐	☐	☐	☐	☐	☐

Indicator 2.2	Strategies to implement ESD are clearly identified
Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects[12] only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project?[13]; (e) other approaches?

(a) Yes ☐ No ☐
(b) Yes ☐ No ☐
(c) Yes ☐ No ☐
(d) Yes ☐ No ☐
(e) Yes ☐ No ☐

Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.

ISCED levels 2011	(a) Yes	(b) Yes	(c) Yes	(d) Yes	(e) Yes
0. Early childhood education					
1. Primary education					
2. Lower secondary education					
25. Lower secondary vocational education					
3. Upper secondary education					
35. Upper secondary vocational education					
4. Post-secondary non-tertiary education					
45. Post-secondary non-tertiary vocational education					
5. Short-cycle tertiary education					

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11 Idem.

12 E.g., geography or biology. For higher education, "subject" means "course".

13 A project is interpreted as a discrete activity with its own time allocation rather than a teaching or learning method.

Issue[1] 1.	Ensure that policy, regulatory and operational frameworks support the promotion of ESD
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
	Schools and Teacher Education institutions (the National Environmental Performance Award for Schools and University Colleges of Teacher Education). New regulations on school quality management: On September 1st 2012 the legal regulation on school quality management became effective. Therein key points for a National Quality Framework are defined. This is the basis for further specification in a participatory process within the different levels of the school system. Quality development focuses on two sectors of the school system: (for details see: https://bildung.bmbwf.gv.at/schulen/bw/ueberblick/bildungswege2017_grafik.pdf • SQA – Schulqualität Allgemeinbildung (school quality in general secondary education) comprises the general school system (www.sqa.at). This initiative had its pilot year in 2012/13 and is becoming compulsory step by step until 2017. • QIBB – QualitätsInitiative BerufsBildung (quality in vocational training) comprises the vocational school system (www.qibb.at). This initiative has a ten years' long tradition based on the QM circle following the model of Deming (Plan - Do - Check – Act) in order to reach a targeted process of continuous improvement. There are two clearly defined supporting elements at and/or between all the levels of the school system: development plans and periodic (performance) reviews and discussions on target agreements. The target agreements are based on the development plans and other relevant documents which are supplied to managerial staff in advance and are made binding through written documentation. Target agreements between the different levels of school system (e.g. between head of school and school inspector) need and ask for a dialogue-based leadership and a culture of feedback and consensus and should be drawn up in a climate of mutual respect and on equal terms. Concerning ESD, schools are encouraged to choose relevant points of interest or needs in their actual development also focusing on the topics of ESD as defined by UNESCO: Biodiversity, Climate Change, Cultural Diversity, Health Promotion, Gender Equality, Sustainable Lifestyles, Peace and Human Security, etc. Topic focused initiatives are supported by respective programmes of the Austrian Federal Ministry of Education, Science and Research and other institutions. ESD School plans are also fostered by the National Environmental Performance Award for Schools and University Colleges of Teacher Education and by the University Award for SD.

Issue[1] 1.	**Ensure that policy, regulatory and operational frameworks support the promotion of ESD**
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	

ESD plans are also fostered by the National Environmental Performance Award for Kindergartens.

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.

ISCED levels 2011	*Yes*
0. Early childhood education	X
1. Primary education	
2. Lower secondary education	
25. Lower secondary vocational education	
3. Upper secondary education	
35. Upper secondary vocational education	
4. Post secondary non-tertiary education	
45. Post-secondary non-tertiary vocational education	
5. Short-cycle tertiary education	
55. Short-cycle tertiary vocational education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	

Sub-indicator 2.3.2

Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?

For more than fifteen years background programmes and related school networks have been existing concerning e.g. ecologisation of schools, health promoting schools, science learning including ICT within the Austrian Federal Ministry of Education, Science and Research. These initiatives provide guidelines, support and award schemes.

In addition schools and organisations for non-formal education may apply for project funding at the Education Promotion Fund for Health and Sustainable Development.

There are also incentive initiatives including financial support on the regional level.

On the level of higher education level the Austrian "Sustainability Award for Higher Education" (established in 2008) has a particular focus on a "whole-institution approach". In particular the awards are not given to single, isolated projects or initiatives but rather to processes and measures that cover the whole university and its stakeholders in the long run.

Since 2011 the Alliance of Sustainable Universities has been existing as informal network to enhance Sustainability and ESD and to take advantage of synergies. At the moment twelve

Issue[1] 1.	Ensure that policy, regulatory and operational frameworks support the promotion of ESD

If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).

	out of 22 Austrian universities are members of the Alliance and two are candidates.
Yes ☒ No ☐	*If yes, please specify what schemes are available for all levels of your education system.* *Please also provide information on all education levels in accordance with ISCED by ticking (✔) in the table as appropriate.*

ISCED levels 2011	Yes
0. Early childhood education	
1. Primary education	
2. Lower secondary education	
25. Lower secondary vocational education	
3. Upper secondary education	
35. Upper secondary vocational education	
4. Post secondary non-tertiary education	
45. Post-secondary non-tertiary vocational education	
5. Short-cycle tertiary education	
55. Short-cycle tertiary vocational education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	

Please also specify for non-formal and informal education, as appropriate. If relevant information is available please also specify (provide examples).

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?
Yes ☐ No ☐	*Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.* *Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✔) in the table as appropriate:* *(a) For formal institutions:*

ISCED levels 2011	Yes
0. Early childhood education	
1. Primary education	
2. Lower secondary education	
25. Lower secondary vocational education	
3. Upper secondary education	
35. Upper secondary vocational education	

Issue[1] 1.	Ensure that policy, regulatory and operational frameworks support the promotion of ESD

If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).

	4. Post secondary non-tertiary education	
	45. Post-secondary non-tertiary vocational education	
	5. Short-cycle tertiary education	
	55. Short-cycle tertiary vocational education	
	6. Bachelor's or equivalent level	
	7. Master's or equivalent level	
	8. Doctoral or equivalent level	

(b) For non-formal institutions:

ISCED levels 2011	*Yes*
0. Early childhood education	
1. Primary education	
2. Lower secondary education	
25. Lower secondary vocational education	
3. Upper secondary education	
35. Upper secondary vocational education	
4. Post secondary non-tertiary education	
45. Post-secondary non-tertiary vocational education	
5. Short-cycle tertiary education	
55. Short-cycle tertiary vocational education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	

Issue[1] 1.	Ensure that policy, regulatory and operational frameworks support the promotion of ESD
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 2.4	**ESD is addressed by quality assessment/enhancement systems**
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems?:[17] (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?

(a) Yes ☐ No ☐
(b) Yes ☐ No ☐
(c) Yes ☐ No ☐

- In Austria, schools may apply for the National Environmental Performance Award for Schools and University Colleges of Teacher Education. This certificate, provided by the Federal Ministry of Sustainability and Tourism and the Federal Ministry of Education, Science and Research requires a qualitative assessment. The guidelines for this assessment contain numerous criteria for ESD. Up to now more than 100 schools (level 1 – 7) have claimed this certificate.
- SQA – Schulqualität Allgemeinbildung (school quality in general secondary education) comprises the general school system (www.sqa.at). This initiative had its pilot year in 2012/13 and is becoming compulsory step by step until 2017.
- QIBB – QualitätsInitiative BerufsBildung (quality in vocational training) comprises the vocational school system (www.qibb.at). This initiative is based on the QM circle following the model of Deming (Plan - Do - Check – Act) in order to reach a targeted process of continuous improvement.
- The National Environmental Performance Award for Kindergartens was published in January 2018. Numerous criteria relate to ESD. Six kindergartens have already been awarded the eco-label.

Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.

ISCED levels 2011	(a) Yes	(b) Yes	(c) Yes
0. Early childhood education	X	X	X
1. Primary education			
2. Lower secondary education			
25. Lower secondary vocational education			
3. Upper secondary education			
35. Upper secondary vocational education			
4. Post-secondary non-tertiary education			

17 For higher education institutions: either national centres for quality assessment in higher education or cooperation with general quality assessment agencies, such as the European Foundation for Quality Management (EFQM).

Issue[1] 1.	Ensure that policy, regulatory and operational frameworks support the promotion of ESD			
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).				
	45. Post-secondary non-tertiary vocational education			
	5. Short-cycle tertiary education			
	55. Short-cycle tertiary vocational education			
	6. Bachelor's or equivalent level			
	7. Master's or equivalent level			
	8. Doctoral or equivalent level			

Issue[1] 1.	Ensure that policy, regulatory and operational frameworks support the promotion of ESD
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Sub-indicator 2.4.2	Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to ESD?: (a) Knowledge, (b) Skills and competencies; (c) Values and attitudes; (d) Behaviours; (e) None; (f) No information available.

(a) Yes ☐ No ☐
(b) Yes ☐ No ☐
(c) Yes ☐ No ☐
(d) Yes ☐ No ☐
(e) Yes ☐ No ☐
(f) Yes ☐ No ☐

Please elaborate. Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✔) in the table as appropriate.

ISCED levels 2011	(a) Yes	(b) Yes	(c) Yes	(d) Yes	(e) Yes	(f) Yes
0. Early childhood education						
1. Primary education						
2. Lower secondary education						
25. Lower secondary vocational education						
3. Upper secondary education						
35. Upper secondary vocational education						
4. Post-secondary non-tertiary education						
45. Post-secondary non-tertiary vocational education						
5. Short-cycle tertiary education						
55. Short-cycle tertiary vocational education						
6. Bachelor's or equivalent level						
7. Master's or equivalent level						
8. Doctoral or equivalent level						

Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this data (i.e., provide examples on how the data was compiled).

Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?
Yes ☐ No ☐	*Please specify and provide information on new developments and good practice examples.*
Sub-indicator 2.5.2	Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) which addresses SD issues?
Yes ☐ No ☐	*Please specify and provide information on new developments and good practice examples.*
Sub-indicator 2.5.3	Are there any instruments (e.g., research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?
Yes ☐ No ☐	*Please specify in particular which instruments were the most effective in assessing the outcomes of ESD as a result of non-formal or informal learning.*
Indicator 2.6	**ESD implementation is a multi-stakeholder process**[18]
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process? As mentioned above (Indicator 1.2.6) there has been a multi-stakeholder process in order to develop the Austrian Strategy for Education for Sustainable Development. Stakeholders were asked to participate in consultation conferences in 2006. More than 300 stakeholders, mainly representatives of environmental organisations, teachers as well as representatives of educational and environmental authorities participated. The results were published by the Austrian Federal Ministry of Education, Science and Research – as the basis for a national strategy.
Yes ☒ No ☐	*Please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please update the information provided in the previous table for appendix II as appropriate.*
Concluding remarks on issue 2	*Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning.*
	Please address in particular the following questions: – *Which actions and/or initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* *What other considerations have to be taken into account in future ESD implementation concerning this objective?*

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18 For higher education institutions: this covers the issue of university "outreach" (meaning a wide spectrum from regional integration, business cooperation and transdisciplinarity to eco-procurement and research-education-cooperation).

Issue 3.	Equip educators with the competence to include SD in their teaching
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 3.1	**ESD is included in the training[19] of educators**
Sub-indicator 3.1.1	Is ESD a part of educators' initial training?[20]
Yes ☒ No ☐	*In particular specify which ESD competences[21] are explicitly included in the study programmes.* Case 1: Single lectures on ESD, mostly not fixed part in the curriculum, often free to choose; Case 2: Lectures on topics of ESD (like health care, environmental issues, global issues). At the moment, case 2 is more common, but the integration of ESD in lectures and curricula is increasing. One example is the bachelor study programme "environmental education" at the University College for Agrarian and Environmental Pedagogy in Vienna. At present new curricula for teacher education are established and there have been adopted a series of policy papers for ESD to be integrated. The Austrian Federal Ministry for Education, Science and Research has commissioned a policy paper for integrating ESD in teacher education: Steiner, R., Rauch, F., (2013): Grundsatzpapier zur Bildung für Nachhaltige Entwicklung in der PädagogInnenbildung Neu. (https://ius.aau.at/wp-content/uploads/2016/01/Grundsatzpapier.pdf). A summary has been included into the manual for establishing teacher education curricula (http://onlinecampus.virtuelle-ph.at/pluginfile.php/43796/coursecat/description/Grundlagen_und_Materialien_zur_Curriculumentwicklung_Druckversion.pdf) The Austrian Federal Ministry of Education, Science and Research has already in 2008 mandated a research project on competences for teachers for ESD (Kom-Bine) (https://bildung.bmbwf.gv.at/schulen/unterricht/ba/bine_kombine_18307.pdf, a short summary of this also has been integrated into the curriculum manual.
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training?[22]

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19 ESD is addressed by content and/or by methodology.

20 For higher education institutions: the focus is here on existing teacher training at universities/colleges regarding SD and ESD for university/college teachers.

21 For a set of core competences in ESD please see the report by the ECE Expert Group on Competences, *Learning for the future: Competences in Education for Sustainable Development* (ECE/CEP/AC.13/2011/6),

available online from http://www.unece.org/education-for-sustainable-development-esd/publications.html .

22 For higher education institutions: the focus is here on existing in-service training programmes regarding SD and ESD for university/college teachers in their own universities/colleges.

Yes ☒ No ☐	*In particular specify which ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.*
	A number of optional lectures, courses, seminars on SD and ESD topics can be found such as:
	    – the "ESD summer academy" organized by FORUM Umweltbildung
	    – the teacher in-service training course " Ecolog - environmental education and quality of life" (at the University College of Teacher Training Styria, Pädagogische Hochschule Steiermark, 18 ECTS)
	    – the teacher in-service training course "Ecologisation of schools" (at the Catholic University College of Teacher Training Vienna, Kirchliche Pädagogische Hochschule Wien, 17 ECTS)
	    – the course on sustainability organised by the regional network on ESD in Salzburg called SABINE
	    – BINE Lehrgang – Course of Studies on ESD for Teacher Trainers, a four semester course with 36 ECTS with a university certificate
	
	Please also update the information provided under the phase III national implementation reporting in appendix III.

Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes ☐ No ☐	*Please specify which ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional.*
Indicator 3.2 **Opportunities exist for educators to cooperate on ESD**	
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?
Yes ☐ No ☐	There are some networks and platforms which are engaging in ESD. In the Austrian Eco-Schools - Education for Sustainability programme and network ÖKOLOG, about 520 schools and university colleges of teacher education are focussing on social and ecological aspects. Hereby, it is an essential objective to integrate different topics of ESD (content and methods) in education and start some kind of sustainable living in schools (save water and energy, consume [more] organic and regionally produced food etc.). The Allianz Sustainable Universities in Austria is a national association of twelve Austrian universities and two candidates (as of March 2018) that are committed to sustainability issues. Three universities build the platform „Sustainicum Collection". Themes relevant for sustainability are collected from the standpoint of various professional disciplines and presented to the teaching staff. All submitted proposals undergo quality assessment.
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the Government in any way?[23]

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23   Including assistance through direct funding, in-kind help, political and institutional support.

Yes ☒ No ☐	*Please specify how, listing the major ones, and describing them as appropriate.* There are several ESD networks supported by the government and different ministries: Examples are: • The programme "Ecologisation of Schools – Education for Sustainable Development ÖKOLOG", supported by the Austrian Federal Ministry of Education, Science and Research; OKOLOG is the first and main Austrian programme for schools and Universities of Teacher Education" at the interface of Environmental Education and School development. It is based on the ENSI approach to EE and ESD taking into account the challenges and opportunities of school autonomy and school programme development. www.oekolog.at • The UNESCO-Schools Austria Network comprises more than 90 schools of all levels based on the four pillars of the UNESCO education model: Learning to know, learning to do, learning to be and learning to live together. • The "Klimabundnis Osterreich" ("Austrian Climate Association") is a nation-wide network with app. 970 member communities and 426 Klimabundnis schools. It provides information, facilitation and PR, launches project initiatives and contests for schools and is supported by the Ministry of Environment. • The network SABINE in Salzburg is coordinated by the NGO Südwind Salzburg on behalf of the participating organisations with some financial support by the Salzburg Provincial Government. • In 2012 the Federal Ministry of Education, Science and Research established the internet platform "OpenScience4Sustainability" for sustainability research which is (also) open to ESD topics. • The platform of the "NachhaltigkeitskoordinatorInnen" (Co-ordinators of SD) is a body of SD experts, one in every county, who - in behalf of the government - coordinate SD activities in Austria including also ESD activities (mainly non- and informal) (https://www.na-chhaltigkeit.at/NHKK).
Concluding remarks issue 3	*Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching.*

	Please address in particular the following questions:
	   – *Which actions and/or initiatives have been particularly successful and why?*
	   – *What challenges did your country encounter when implementing this objective?*
	What other considerations have to be taken into account in future ESD implementation concerning this objective?

Issue 4.   Ensure that adequate tools and materials for ESD are accessible

If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).

Indicator 4.1   Teaching tools and materials for ESD are produced

Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?
Yes ☒ No ☐	The main strategy document for the Decade "Education of Sustainable Development" in Austria (Title in German: "Bildung und Nachhaltige Entwicklung: eine lernende Strategie") is not directly referring to the production of ESD tools and materials. Indirectly the topic could be seen in some other recommendations of the strategy document (e.g. new educational fields, information platform, PR activities). This strategy still is a guideline for all activities. Some mechanisms to enhance the development of ESD-tools and –material do exist, like the FORUM Umweltbildung as a joint project of the Federal Ministry of Sustainability and Tourism and the Federal Ministry of Education, Science and Research, whose explicit commission it is to develop all kinds of tools and materials for ESD, but also the Education Promotion Fund for Health and Sustainable Development encourages projects for creating teaching materials and tools. Whereas from the strategic point of view the need for new or more ESD tools and materials is not seen (there is a great amount of teaching material in German) the target groups (e.g. especially teachers) express the need for ESD tools and materials which are up-to-date regarding pedagogical science, the explanation of concepts, etc.
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes ☐ No ☐	*Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in United States dollars (USD)) for annual expenditures on ESD-related research and development.*
Indicator 4.2 **Quality control mechanisms for teaching tools and materials for ESD exist**	
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities?; (b) approved by public authorities?; (c) tested and recommended for selection by educational institutions?

(a) Yes ☒ No ☐ (b) Yes ☒ No ☐ (c) Yes ☒ No ☐	There exists a range of quality control mechanisms and instruments within formal school education provided by the Austrian Federal Ministry of Education, Science and Research which reflect key principles of ESD like: - Commission on Text Books - Commission on Media - Programmes "Qualität in der Berufsbildung QIBB" (quality in vocational training) and "Schulqualität Allgemeinbildung SQA" (school quality in general secondary education) as parts of the school quality management implementation (see 2.3.1). The publication "Quality Criteria for ESD Schools" (Breiting, Mayer, Mogensen, 2005) has been translated into German, has been widely distributed in Austrian schools and has been a topic of teacher in-service training workshops. The Forum Umweltbildung (Forum Environmental Education) has developed quality criteria for the online collection of teaching materials and examples of school projects. There is a strong need to develop an overlapping set of criteria. (a) Supported by public authorities: There is no specification between the three areas. (b) Approved by public authorities: In formal education the above mentioned commission could be a "filter" for quality criteria. Tools and material for informal and non-formal education are not controlled by public authorities. (c) Tested and recommended for selection by educational institutions: This lies in the competence of the educational institution; educational institutions (like schools) have a limited autonomy in selecting materials and tools. A general strategy on quality criteria and guidelines in that area does not exist.
Sub-indicator 4.2.2	Are ESD teaching tools and materials available: (a) in national languages?; (b) for all levels of education according to ISCED?

(a) Yes ☐ No ☐ (b) Yes ☐ No ☐	*Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.*

ISCED levels 2011	Yes
0. Early childhood education	
1. Primary education	
2. Lower secondary education	
25. Lower secondary vocational education	
3. Upper secondary education	
35. Upper secondary vocational education	
4. Post secondary non-tertiary education	
45. Post-secondary non-tertiary vocational education	
5. Short-cycle tertiary education	
55. Short-cycle tertiary vocational education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	

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 ☒ No ☐	In Austria the ministries in question have special information channels and particular dissemination strategies to emphasise and promote new publications, methods or innovation within ESD to the stakeholders (schools, educators, NGOs, etc.) The ministries act also through their service institutions, which have the task of informing and supporting stakeholders on all levels of education (formal, non-formal, in-formal) on their behalf. The two major service institutions are: - Forum Umweltbildung (Austrian Federal Ministry of Sustainability and Tourism and the Ministry of Education, Science and Research) www.umweltbildung.at - Zentrum polis – Politik Lernen in der Schule (polis – Austrian Centre for Citizenship Education in Schools) (Austrian Federal Ministry of Education, Science and Research). http://www.politik-lernen.at/ - University College for Agrarian and Environmental Pedagogy (http://www.agrarumweltpaed-agogik.ac.at/en/index.html)
Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes ☒ No ☐	*All the above mentioned institutions are financed by the two ministries*

Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes ☒ No ☐	Examples of websites run or financed by Ministries: A major internet portal for ESD material and tools in Austria is the FORUM Umweltbildung: www.umweltbildung.at Citizenship Education: http://www.politik-lernen.at/ Health promotion: http://www.gesundeschule.at/ and http://www.give.or.at/; http://www.sustainicum.at/de/home
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet?; (b) provided through other channels?
(a) Yes ☒ No ☐ (b) Yes ☒ No ☐	(a) Internet: www.umweltbildung.at www.baobab.at www.suedwind-agentur.at www.politik-lernen.at http://www.agrarumweltpaedagogik.ac.at/en/index.html The organisations have ESD databases which can be browsed for authors and keywords as well. (b) Libraries: in the libraries of the four organisations ESD material and tools can be borrowed are present.
Concluding remarks issue 4	Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible.
	Please address in particular the following questions: – Which actions and/or initiatives have been particularly successful and why? – What challenges did your country encounter when implementing this objective? What other considerations have to be taken into account in future ESD implementation concerning this objective?

Issue 5.	Promote research on and development of ESD
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 5.1	**Research[24] on ESD is promoted**
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD[25] supported?

Yes ☒ No ☐	In Austria, it is supported by the following programmes or single projects:
	
	• Research Programm of the University College for Agrarian and Environmental Pedagogy
	• The research programme "Sparkling Science" has supported ESD research indirectly with app. 100 000€ (per year since 2009)
	• The research study on ESD competences: 'KOM-BiNE' (70.000 Euro, 2006 – 08))
	• The pilot study "Application and implementation of quality criteria for ESD in Austrian schools" (500€, 2008)
	• The project "Educational strategy for SD – paper of experts" (15.500 €, 2005- 06)
	• The pilot study "ESD within the Austrian educational system" (4.500 €, 2005 - 06)
	• The pilot study "ESD Indicators" (25.000 €; 2006-07)
	• The study "Bildung auf dem Weg zur Nachhaltigkeit – Vorschlag eines Indikatoren-Sets zur Beurteilung von Bildung für Nachhaltige Entwicklung" (Education on the Path to Sustainability. Proposal of an indicator set to evaluate education for sustainable development) (20.000 €; 2007 - 10)
	• EU-Projects:
	    ○ "Collaboration of Community and School for Sustainable Development – CoDeS" (2011 – 14)
	    ○ "Partnership and Participation for a Sustainable Tomorrow" SUPPORT (2007 – 2010)
	    ○ Specific Support Action: FORM-IT - Take Part in Research, (2006 – 08)
	    ○ EU Comenius 2-project: Curriculum, Sustainable Development, Competences, Teacher Training CSCT, (2005 – 2007)
	    ○ "School Development through Environmental Education" SEED; (2002 – 05)

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24 These include support from various sources, such as State, local authorities, business and non-governmental organizations or institutions.

25 E.g., concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology, and means of evaluation, including socioeconomic impacts.

Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes ☐ No ☐	*Please specify which subjects were investigated and list major reports.*
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) On ESD: (a) for the master's level?; (b) for the doctorate level?; (2) Addressing ESD: (a) for the master's level?; (b) for the doctorate level?
(1) (a) Yes ☒ No ☐ (b) Yes ☒ No ☐ (2) (a) Yes ☒ No ☐ (b) Yes ☒ No ☐	*Please specify what programmes are available and list the most important academic dissertations that address ESD.* The platform "Masterarbeitenportal" http://www.oessfo.at/projekte/masterarbeitenportal/ offers topics for master and bachelorworks in the fields of eco-social market economy, SDGs and sustainable development. The "Masterarbeitenportal" is serviced by the eco-social forum of students, which is sponsored by the Federal Ministry of Education, Science and research annual with 5.000,--€. The PhD-Programme "Sustainable Development" established at the University of Natural Resources and Applied Life Sciences, Vienna as an SD programme provides opportunities for (more) ESD themes in the future. Additionally study courses such as the "Universitätslehrgang Nachhaltigkeitsmanagement" at the University of Leoben give room for educational aspects on a small scale. The University course BINE Lehrgang – Course of Studies on ESD for Teacher Trainers can also be seen as post graduate training. Since 2007 the University of Natural Resources and Life Sciences, Vienna, has been offering a Doctoral Programme for Sustainable Development ("Doktoratskolleg Nachhaltige Entwicklung" DokNE), which also includes ESD. Doctoral thesis: Steiner, Regina, 2007: Kompetenzorientierte LehrerInnenbildung für Bildung für Nachhaltige Entwicklung. Dissertation Universität Klagenfurt (published 2011) Ucsnik, Herta, 2010: Die Implementierung der Bildung für nachhaltige Entwicklung an Schulen in Österreich. Dissertation Universität Wien (published 2011) Haderlapp, Thomas & Trattnigg, Rita, 2011: Zukunftsfähigkeit ist eine Frage der Kultur. Dissertation. Universität Klagenfurt (published 2013)
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?
(a) Yes ☐ No ☐ (b) Yes ☐ No ☐	*Please provide information on (a) and (b).*

Indicator 5.2	Development of ESD is promoted	
Sub-indicator 5.2.1		Is there any support for innovation and capacity-building in ESD practice?

Yes ☒ No ☐	*Please specify what main projects were/are being implemented to that end.*
	In Austria, we can name the following examples:
	• **FORUM Umweltbildung**: www.umweltbildung.at
	• **Zentrum *polis*** – Politik Lernen in der Schule (*polis* – Austrian Centre for Citizenship Education in Schools): www.politik-lernen.at/
	• **ÖKOLOG schools:** www.oekolog.at/
	• **UNESCO schools**: www.unesco-schulen.at
	• **Klimabündnisschulen:** www.klimabuendnis.at/schulen
	• **Klimaschulen:** Climate school projects in climate and energy model regions, supported by the Federal Climate and Energy Fund, http://www.klimaschulen.at/
	• **Bildungsförderungsfonds für Gesundheit und Nachhaltige Entwicklung**: www.bildungsfoerderungsfonds.at
	• **proVISION**: (proVISION was a programme introduced by the Austrian Federal Ministry of Science and Research (BMWFW) from 2005 to 2010. It aimed at implementing Austria's FORNE strategy (research for sustainable development) and – together with complementary research programmes – creating the scientific basis for the country's sustainability strategy)
	• **Sparkling Science**: (Sparkling Science is a programme introduced by the Austrian Federal Ministry of Education, Science and Research. It is aimed at co-operations between research at universities and schools, respectively to implement projects at the interface between education and research): www.sparklingscience.at/
	• **Regional Centre of Expertise Graz-Styria**: www.rce-graz.at/
	• **Regional Centre of Expertise Vienna**: www.rce-vienna.at
	• **Regional Centre of Expertise Tyrol**: https://www.terra-institute.eu/en/portfolio-view/rce-european-region-tyrol/?lang=de
	• **Summer University Vienna**: "Alternative Economic and Monetary Systems" (Vienna, July 25 - August 10, 2018, 5 ECTS, completely in English) is open to students and professionals of all fields "Green.Building.Solutions." (Vienna, July 21 - August 12, 2018, 7 ECTS), a Summer University about sustainable architecture, urban planning and ecological building design. Organiser: OeAD-Housing Office; http://summer-university.net/
	• **Austrian Research Promotion Agency (FFG):** Talente regional: https://www.ffg.at/talente-regional
	• **Lernende Regionen: (until 2015)** http://www.oieb.at/lernende-regionen/de/default.html

Indicator 5.3	Dissemination of research results on ESD is promoted
Sub-indicator 5.3.1	Is there any public authority support for mechanisms to share the results of research and examples of good practices in ESD among authorities and stakeholders?
Yes ☐ No ☐	*Please specify and provide information about where published research and dissertations are accessible.*

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
(a) Yes ☐ No ☐ (b) Yes ☐ No ☐	*Please name the major publications for (a) and (b).*
Concluding remarks on issue 5	*Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.*
	– *Which actions and/or initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *What other considerations have to be taken into account in future ESD implementation concerning this objective?*

Issue 6.	Strengthen cooperation on ESD at all levels within the ECE region

If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).

Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond
Sub-indicator 6.1.1	Do your public authorities cooperate in or support international[26] networks on ESD?
Yes ☐ No ☐	*Please specify concrete networks and explain who supports these networks.* • **Task Force for Education on Sustainable Consumption and Production;** supported by the Federal Ministry of Agriculture, Forestry, Environment and Water Management; • **OECD Annual Meeting of Sustainable Development Experts (AMSDE);** the Federal Chancellery of Austria is responsible for the coordination of the Austrian position and it heads the Austrian delegation; ESD represents one of the central foci of the AMSDE; in the Austrian view, the AMSDE should primarily focus on ESD in the future. • **European Sustainable Development Network:** Several representatives of the state public administration are members of the ESDN that aims to facilitate the exchange of good practices and experiences on sustainable development across Europe between government authority representatives responsible for SD policy formulation and implementation, in close collaboration with stakeholders. It organises structured discussions on specific priority themes, issues and good practices. The ESDN also tries to enhance the mainstreaming of sustainable development issues, vertical integration and coherence between the EU, national and sub-national levels of policy-making.
Sub-indicator 6.1.2	Do educational institutions or organizations (formal and non-formal) in your country participate in international networks related to ESD?

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26   In this context, international associations, working groups, programmes, partnerships, etc. means those at the global, regional and subregional levels.

Yes ☐ No ☐	*Please specify. List major networks.*
	The Austrian Federal Ministry of Education, Science and Research has been formally member of the International Network "Environment and School Initiatives/ENSI since 1986.
	Austria and Cyprus represented by their respective Ministries of Education have developed and signed a Memorandum of Understanding on cooperation in the fields of Environmental Education and Education for Sustainable Development in 2014.
	Austria represented by the Federal Ministry of Education Science and Research has a ~~coordinating~~ major role in the EU Strategy for the Danube Region.
	Austrian partners of all levels take part in a number of EU projects.
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms or agreements that include an explicit ESD component?
Yes ☐ No ☐	*Please specify and list the major ones.*
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes ☐ No ☐	*Please list and describe.*
	AMSDE-Initiative of OECD with its out of ECE-members.
Concluding remarks on issue 6	*Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region*
	Please address in particular the following questions: *- Which actions and/or initiatives have been particularly successful and why?* *- What challenges did your country encounter when implementing this objective?* *- What other considerations have to be taken into account in future ESD implementation concerning this objective?*
Issue 7. **Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD**	

Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.

- The Programme proVISION by the Ministry of Science (2005 – 2010) focused also on traditional knowledge in the regions; single projects by local NGOs were awarded the UNESCO-Decade label.
- A number of NGOs dealing with local traditional knowledge were awarded as with the UNECSO-Decade-label. (See publication of Austrian UNESCO-Commission in the list of references).

What role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.

Issue 8.	Describe any challenges and obstacles encountered in the implementation of the Strategy

Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.
Please in particular discuss any challenges and obstacles encountered that were not yet mentioned in the concluding remarks on the implementation of the Strategy's main objectives (issues 1–6).

Issue 9.	Describe any assistance needed in implementing the Strategy in your countries

Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.

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.)*

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	25	3	35	4	45	5	55	6	7	8
Peace studies (e.g., international relations, security and conflict resolution, partnerships)													
Environmental ethics and philosophy													
Global citizenship, democracy and governance													
Sustainable lifestyles													
Human rights (e.g., gender and racial and intergenerational equity)													
Poverty alleviation													
Cultural diversity													
Gender equality													
Biological and landscape diversity													
Environmental protection (waste management, environmental monitoring, risk assessment, etc.)													
Ecological principles/ecosystem approach													
Natural resource management (e.g., water, soil, mineral, fossil fuels)													
Climate change and desertification													
Personal and family health (e.g., HIV/AIDS, drug abuse)													

Some key themes covered by sustainable development	ISCED Levels 2011													
	0	1	2	25	3	35	4	45	5	55	6	7	8
Environmental health (e.g., food and drinking; water quality; pollution)													
Corporate social responsibility													
Production and/or consumption patterns													
Economic growth and good jobs													
Rural/urban development													
Oceans and sea													
Renewable energy													
Sustainable cities and communities													
Culture's contribution to sustainable development													
Total													
Other (countries to add as many as needed)													

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (maximum 153 ticks; "other" categories not counted) is:

No. of ticks	0–9	10–16	17–39	40–75	76–112	113–153
Scale	A	B	C	D	E	F

Appendix I (b)

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum[27] or programme of study at various levels of formal education, by filling in the table below. *(Please tick (✓) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)*

Table of learning outcomes

Competence	Expected outcomes	ISCED Levels												
		0	1	2	25	3	35	4	45	5	55	6	7	8
Learning to learn Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?													
	- understanding complexity/systemic thinking?													
	- overcoming obstacles/problem-solving?													
	- managing change/problem-setting?													
	- creative thinking/future-oriented thinking?													
	- understanding interrelationships across disciplines/holistic approach?													
	Total													
	- other? (*countries to add as many as needed*)													
Learning to do Does education at each level enhance learners' capacity for:	- applying learning in a variety of life-wide contexts?													
	- decision-making, including in situations of uncertainty?													
	- dealing with crises and risks?													
	- acting responsibly?													
	- acting with self-respect?													
	- acting with determination?													
	Total													
	- other? (*countries to add as many as needed*)													

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[27] At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels												
		0	1	2	25	3	35	4	45	5	55	6	7	8
Learning to be Does education at each level enhance learners' capacity for:	- self-confidence?													
	- self-expression and communication?													
	- coping under stress?													
	- ability to identify and clarify values*?*													
	Total													
	- other? (*countries to add as many as needed*)													
Learning to live and work together Does education at each level enhance learners' capacity for:	- acting with responsibility (locally and globally)?													
	- acting with respect for others?													
	- identifying stakeholders and their interests?													
	- collaboration/team working?													
	- participation in democratic decision-making?													
	- negotiation and consensus-building?													
	- distributing responsibilities (subsidiarity)?													
	Total													
	- other? (*countries to add as many as needed*)													

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (maximum 207 ticks; "other" not counted) is:

No. of ticks	0–11	12–21	22–53	54–105	106–156	157–207
Scale	A	B	C	D	E	F

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

Please indicate the teaching/learning methods used for ESD at the different ISCED levels. *(Please tick (✓) relevant teaching or learning methods for each level. Use the blank rows to insert additional teaching or learning methods that are considered to be key methods in your country in teaching and learning for sustainable development.)*

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy[a]	ISCED Levels												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Discussions													
Conceptual and perceptual mapping													
Philosophical inquiry													
Value clarification													
Simulations; role playing; games													
Scenarios; modelling													
Information and communication technology (ICT)													
Surveys													
Case studies													
Excursions and outdoor learning													
Learner-driven projects													
Good practice analyses													
Workplace experience													
Problem-solving													
Total													
Other (*countries to add as many as needed*)													

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

[a] Please refer to paragraph 33 (e) of the UNECE Strategy for ESD.

The scoring key for this table (maximum 126 ticks; "other" not counted) is:

No. of ticks	0–8	9–42	43–53	54–76	77–98	99–126
Scale	A	B	C	D	E	F

Appendix II

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent ESD implementation is a multi-stakeholder process by filling in the table below. Please provide examples of good practice. *(Please tick (✔) in both tables (a) and (b) to indicate what types of education stakeholders are involved.)*

Table (a)
According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	Formal	*Non-formal*	*Informal*
NGOs			
Local government			
Organized labour			
Private sector			
Community-based			
Faith-based			
Media			
Total			
Other (*countries to add as many as needed*)			

The scoring key for this table (maximum 21 ticks; "other" not counted) is:

No. of ticks	0–1	2	3–5	6–10	11–15	16–21
Scale	A	B	C	D	E	F

Table (b)
According to United Nations Decade of ESD

Stakeholders	Classification by United Nations Decade of ESD				
	Public aware-ness	*Quality educa-tion*	*Reorienting education*	*Training*	*Social learn-ing*
NGOs					
Local government					
Organized labour					
Private sector					
Community-based					
Faith-based					
Media					
Total					
Other (*countries to add as many as needed*)					

The scoring key for this table (maximum 35 ticks; "other" not counted) is:

No. of ticks	0–5	6–11	12–17	18–23	24–29	30–35
Scale	A	B	C	D	E	F

Appendix III

Indicator 3.1, sub-indicator 3.1.3

Please specify to what extent ESD is a part of the initial and/or in-service educator's training, by filling in the table below by ticking (✓) as appropriate.

ISCED levels	Percentage of education professionals who have received training[a] to integrate ESD into their practice																	
	Educators												Leaders/administrators[b]					
	Initial[c]						In service[d]						In service[e]					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0. Early childhood education																		
1. Primary education																		
2. Lower secondary education																		
25. Lower secondary vocational education																		
3. Upper secondary education																		
35. Upper secondary vocational education																		
4. Post-secondary non-tertiary education																		
45. Post-secondary non-tertiary vocational education																		
5. Short-cycle tertiary education																		
55. Short-cycle tertiary vocational education																		

ISCED levels	Percentage of education professionals who have received training[a] to integrate ESD into their practice																	
	Educators												Leaders/administrators[b]					
	Initial[c]						In service[d]						In service[e]					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
6. Bachelor's or equivalent level																		
7. Master's or equivalent level																		
8. Doctoral or equivalent level																		
Non-formal																		
Informal																		

[a] Training is understood to include at least one day (a minimum of five contact hours).

[b] See paras. 54 and 55 of the UNECE Strategy for ESD.

[c] Please indicate the number of educators who have received initial training on ESD as a percentage of the total number of educators by the reporting date.

[d] Please indicate the number of educators who have received training on ESD as a percentage of the total number of educators who received in-service teacher training by the reporting date.

[e] Please indicate the number of leaders/administrators who have received training on ESD as a percentage of total number of leaders/administrators who received in-service teacher training by the reporting date.

The scoring key for this table (maximum 100%) is:

Percentage of educated trainers	0–5	6–10	11–25	26–50	51–75	76–100
Scale	A	B	C	D	E	F

Appendix IV

Summary and self-assessment by countries

Please specify the status of efforts to implement the sub-indicators listed in the table below by ticking (✔) as appropriate.

On the basis of the answers to the sub-indicators, please self-assess the status of the implementation of the respective indicator in your country.
If feasible, please specify the methodology used for the self-assessment.

Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD	☐ Not started	☐ In progress	☐ Developing	☐ Completed
Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	☐ Not started	☐ In progress	☐ Developing	☐ Completed
Indicator 1.3	National policies support synergies between processes related to SD and ESD	☐ Not started	☐ In progress	☐ Developing	☐ Completed
Indicator 2.1	SD key themes are addressed in formal education	☐ Not started	☐ In progress	☐ Developing	☐ Completed
Indicator 2.2	Strategies to implement ESD are clearly identified	☐ Not started	☐ In progress	☐ Developing	☐ Completed
Indicator 2.3	A whole-institution approach to ESD/SD is promoted	☐ Not started	☐ In progress	☐ Developing	☐ Completed
Indicator 2.4	ESD is addressed by quality assessment/enhancement systems	☐ Not started	☐ In progress	☐ Developing	☐ Completed
Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice	☐ Not started	☐ In progress	☐ Developing	☐ Completed
Indicator 2.6	ESD implementation is a multi-stakeholder process	☐ Not started	☐ In progress	☐ Developing	☐ Completed
Indicator 3.1	ESD is included in the training of educators	☐ Not started	☐ In progress	☐ Developing	☐ Completed
Indicator 3.2	Opportunities exist for educators to cooperate on ESD	☐ Not started	☐ In progress	☐ Developing	☐ Completed
Indicator 4.1	Teaching tools and materials for ESD are produced	☐ Not started	☐ In progress	☐ Developing	☐ Completed
Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	☐ Not started	☐ In progress	☐ Developing	☐ Completed
Indicator 4.3	Teaching tools and materials for ESD are accessible	☐ Not started	☐ In progress	☐ Developing	☐ Completed
Indicator 5.1	Research on ESD is promoted	☐ Not started	☐ In progress	☐ Developing	☐ Completed
Indicator 5.2	Development of ESD is promoted	☐ Not started	☐ In progress	☐ Developing	☐ Completed
Indicator 5.3	Dissemination of research results on ESD is promoted	☐ Not started	☐ In progress	☐ Developing	☐ Completed
Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond	☐ Not started	☐ In progress	☐ Developing	☐ Completed

Annex II

Proposed timeline for reporting

The proposed timeline for the preparation and submission of national implementation reports set out below aims to facilitate the reporting exercise at the national level. Member States are asked to respect the deadline of 1 October 2018 to ensure sufficient time for the preparation of the report on progress in implementation during the first post-2015 phase of implementation of the Strategy at the regional level, and the reflection of any review of implementation in the discussions on education for sustainable development within the framework of the Steering Committee.

National preparation process	Time required	Tentative timing
First draft of the report	1 month	June 2018
Multi-stakeholder consultation on the draft	1–2 months	July-August 2018
Final report preparation (including translation, where required)	1 month	September 2018
Deadline for submission of national implementation reports to ECE		1 October 2018