Annex I

Format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development

Implementation phase: 2017–2019

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

Name of officer (national focal point) responsible
for submitting the report: **Ksenija Bregar Golobič**

Date: 15th February, 2019

Full name of the institution: **Ministry of Education, Science and Sport, Department of Educational Development and Quality, Educational Development Unit**

Postal address: Masarykova 16, SI-1000 Ljubljana, Slovenia

Telephone:+386 400 5200

Email: mizs@gov.si

Website: http://www.mizs.gov.si/

Contact officer for national report (if different from above):

ksenija.bregar@gov.si

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

*The report was **prepared by the Ministry of Education, Science and Sport in cooperation with some of contributors and stakeholders in the field of planning and implementation of the ESD in Slovenia**. Among the rapporteurs are <u>all those who responded to a special invitation of the MESS and prepared written contributions</u>. Since the adoption of the* UN Agenda for Sustainable Development *by 2030 (2015), and especially since the adoption of the revised* National Development Strategy 2030 *(2017), a systematic compliance with the principle of sustainable development in Slovenia is, even more than before, a horizontal developmental measure, and the ESD is therefore an integral part of an even greater number of important ministerial and interministerial measures. If this complex entity were to be presented in a more complete form, more time and a more systematic and comprehensive system of participation in the preparation of this report would be necessary.*

The rapporteurs nevertheless made every effort <u>to show some of the major shifts in the ESD in Slovenia, which were achieved in the period 2017-2018 or are planned for 2019 and beyond</u>. This report is important for us as well – we will use it when planning two important actions in 2019: 1) the formation of interdepartmental and multistakeholder working groups at the MESS for the ESD area, and 2) updating the existing National ESD Guidelines.

Governmental institutions:*Ministry of Education, Science and Sport (MESS), National Education Institute Slovenia (NEIS), Institute of the Republic of Slovenia for Vocational Education and Training (IVET), Slovenian Institute of Adult Education (SIAE), National School of Leadership in Education(NSLE), Centre of School and Out-of-school Activities, Ministry of the Environment and Spatial Planning (MES), Ministry of Agriculture, Forestry and Food (MAFF), Ministry of Culture (MC), Ministry of Foreign Affairs (MFA), Ministry of Health/ National Institute for Public Health/ Slovenian Healthy Schools Network, and Office for UNESCO/UNESCO ASPnet Slovenia*
NGOs: *SLOGA Platform (Slovenian Global Action), Association DOVES – FEE Slovenia/ Eco-Schools Slovenia Programme*
Academia: *Faculty of Education at the University of Ljubljana, Faculty of Education at the University of Maribor*

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**
Sub-indicator 1.1.1	**Is the UNECE Strategy for ESD available in your national[2] language(s)?**
Yes ☒ No ☐	In Slovenian It is available at: http://www.unece.org/fileadmin/DAM/env/esd/strategytext/strategyinSlovenian.pdf.
Sub-indicator 1.1.2	**Have you appointed a national focal point to deal with the UNECE Strategy for ESD?**
Yes ☒ No ☐	Reappointed in 2017. The Ministry of Education, Science and sport/Department of Educational Development and Quality/Educational Development Unit.
Sub-indicator 1.1.3	**Do you have a coordinating body for implementation of ESD?**
Yes ☐ No ☒	We had a coordinating body until 2010. **Since 2017, a practice of coordination meetings (which are still informal for the time being) has been revived; occasionally and if necessary, they have been called by the Head of the Educational Development Unit.** Its main focus is on the coordination and vertical synchronisation of ESD activities within the field of education - between public institutions responsible for planning and directing the implementation of the kindergarten and school curricula: the National Education Institute (general education), Institute for Vocational Education and Training (vocational and technical education) and Slovenian Institute of Adult Education (adult education). If necessary, other public institutions in the field of education are invited to coordination meetings, for example, the National School of Leadership in Education (which provides support to the managers of kindergartens and schools), representatives of other ministries (the Ministry of the Environment and Spatial Planning, Ministry of Agriculture, Forestry and Food, Ministry of Foreign Affairs, Ministry of Infrastructure, Ministry of Culture, Ministry of Health, etc.) and representatives of some key NGOs which are active in the field of ESD (e.g. eco-schools, the UNESCO Associated Schools Network, healthy schools network, etc.). Such meetings are convened also for the purpose of interdepartmental coordination on the subject of ESD in various ministerial and interministerial documents. **In 2019, the MESS is planning formally to appoint a permanent (interdepartmental, multi-stakeholder) coordinating body** with the purpose of mutual informing, regular expert exchange of ideas, initiatives and good practices, mutual support, coordination and harmonisation of planning and implementation of activities and projects of the ESD, a joint promotion of the ESD, etc.
Sub-indicator 1.1.4	**Do you have a national implementation plan for ESD?**
Yes ☒ No ☐	The main national document intended to support the planning, implementation and evaluation of the ESD in formal, non-formal and informal education is the *Guidelines for Education for Sustainable Development from Pre-School to Pre-University Education*,

---

[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).

[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.

	prepared by the interdepartmental working group at the MESS in 2007 and taking into account the basic orientations of the UNECE Strategy for ESD (2005). The document is available on the MESS website - in the Slovenian language: http://www.mizs.gov.si/si/delovna_podrocja/urad_za_razvoj_in_kakovost_izobrazevanja/sektor_za_razvoj_izobrazevanja/razvojna_podrocja/trajnostni_razvoj/ The tertiary level of education does not have a similar national steering document. Universities and faculties are professionally autonomous in the design and implementation of study programmes; however, the criteria for accreditation of higher education institutions and their study programmes (carried out by NAKVIS - the National Agency of the Republic of Slovenia for Quality in Higher Education) do not include specific requirements or quality standards that apply to the aspect of sustainable development. **Education for sustainable development in Slovenia** – in accordance with the definition in the guidelines - **primarily includes**: the respect for general human values; active citizenship and participation; intercultural dialogue and language diversity; preservation of nature and the environment (ecological consciousness and responsibility); encouraging high-quality education – stimulating working and learning environments; high-quality interpersonal relations, development of social competences (non-violence, tolerance, cooperation, respect, etc.); encouraging a healthy lifestyle (physical and mental health); building up healthy self-confidence and self-image of the individual; high-quality use of leisure time; development of entrepreneurship as a contribution to the development of society and the environment; learning about various areas of culture and encouragement of creativity and activity. The guidelines summarize **the key themes of SD and highlight the goals which will contribute to the implementation of ESD** in formal and non-formal education, such as: to ensure normative foundations which support ESD; to train educators for ESD; to ensure suitable didactic and other materials for the implementation of ESD; to promote research on and development of ESD, and to strengthen the stakeholders' cooperation in ESD at all levels (state, regional and community). **By 2020, an updating of existing national guidelines** is planned by the MESS.
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 ☐	**In Slovenia, the ESD policy continues to be most closely linked to the global agenda on sustainable development and relevant international guidelines, recommendations and efforts in the implementation of ESD** at all levels of education, youth and adults, in kindergartens and schools, and in cooperation with the local community, the national and international environment. ESD

---

[3] See A/69/76.

policies follow the GAP on ESD (advancing policy, transforming learning and training environments, building capacities of educators and trainers, empowering youth and accelerating sustainable solutions at the local level).

In December 2017, the Government of the Republic of Slovenia adopted a new umbrella development framework for the country, the *Slovenian Development Strategy 2030*, which puts the quality of life in the foreground. The basic development framework is sustainable development; at the heart of the new development model, there is one of the five main strategic orientations: "learning for and through life", which connects all others (an inclusive, healthy, safe and responsible society, a highly productive economy which creates added value for all, well preserved natural environment and a high level of cooperation, competence and governance efficiency). The new development framework is **composed of twelve interrelated development objectives** (**the second objective refers directly to education: "Knowledge and skills for a high quality of life and work", one of the sub-goals is ESD**), <u>all of which are directly related to 17 Sustainable Objectives of the Agenda 2030</u>. In the light of the Agenda 2030, the new development strategy of the Republic of Slovenia has emphasized, more than ever, a global responsibility in relation to the environment and society, the importance of partnerships, cooperation and the search for synergies. At the Government Office for Development and European Cohesion Policy, <u>the Permanent Interdepartmental Working Group for Development Planning was appointed in 2017, whose task is also monitoring the implementation of the Agenda for Sustainable Development and Sustainable Development Goals (SDG) at the national level</u>. Monitoring the implementation of new development goals in the Republic of Slovenia inevitably involves monitoring the implementation of global sustainability goals. In the new circumstances, more attention has been paid to the ESD for the past two years, with the **ESD ranking (again) among the priority developmental themes of educational policy**.

Slovenian Development Strategy 2030 (in English) is available at:
http://www.vlada.si/en/projects/slovenian_development_strategy_2030/.

Slovenian version *Strategija razvoja Slovenije 2030* is available at:
http://www.vlada.si/teme_in_projekti/strategija_razvoja_slovenije_2030/.

About the integration of the 17 SDGs in the *Slovenian Development Strategy 2030* the short video *Slovenia implementing SDGs* is also available at: https://www.youtube.com/watch?v=xOLSs3tb8ls&feature=youtu.be.

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 ☐	**A.** **The following documents refer directly to the ESD.** They are mainly national documents (strategic frameworks, strategies, action plans, reports, etc.), prepared by interdepartmental groups and adopted by the Government of the Republic of Slovenia or by the National Assembly of the Republic of Slovenia, and rarely by the ministry alone (the document preparer or the coordinator of the preparation of the document).

---

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

	Guidelines for Education for Sustainable Development from Preschool to Pre-University Education (2007). Available (in Slovenian) at: http://www.mizs.gov.si/si/delovna_podrocja/urad_za_razvoj_in_kakovost_izobrazevanja/sektor_za_razvoj_izobrazevanja/razvojna_podrocja/trajnostni_razvoj/ *Bela knjiga o vzgoji in izobraževanju v RS* (White Paper on Education in the Republic of Slovenia, 2011). Chapter 3.7 Sustainable development, pp 39-41. Available (in Slovenian) at: http://pefprints.pef.uni-lj.si/1195/1/bela_knjiga_2011.pdf *Recommendations on the ways of designing and implementing the educational plan of compulsory school* (MESS, 2008). Chapter 1. values, pp 6. Available at: (in Slovenian) at: http://www.mizs.gov.si/si/delovna_podrocja/direktorat_za_predsolsko_vzgojo_in_osnovno_solstvo/osnovno_solstvo/program/. Strategy for Lifelong Learning in Slovenia (2007). MESS, p. 29. Adopted by the Council of Experts of the Republic of Slovenia for General Education, the Council of Experts of the Republic of Slovenia for Vocational and Technical Education and the Council of Experts for Adult Education. Available at: http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/razvoj_solstva/IU2010/Strategija_VZU.pdf *Državne smernice za kulturno-umetnostno vzgojo v vzgoji in izobraževanju* (National guidelines for cultural and arts education in the field of education, 2009). Available (in Slovenian) at: http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/os/devetletka/program_drugo/Smernice_za_kulturno_umetnostno_vzgojo.pdf *Strategija vzgoje in izobraževanja Romov v Republiki Sloveniji. Dopolnilo k Strategiji 2004* (Strategy of education of Roma in the Republic of Slovenia. Supplement to the Strategy 2004). Adopted by the Council of Experts of the Republic of Slovenia for General Education in February 2011. Available (in Slovenian) at: http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/razvoj_solstva/projekti/Strategija_Romi_dopolnitev_2011.pdf *Slovenian Development Strategy 2030* (2017), available (in English) at: http://www.vlada.si/fileadmin/dokumenti/si/projekti/2017/srs2030/en/Slovenia_2030.pdf *Voluntary National Review on the Implementation of the 2030 Agenda. Report to the UN HLPF 2017 on Sustainable Development*

(Executive Summary). SDG 4, p. 14. Available (in English) at: http://www.svrk.gov.si/fileadmin/svrk.gov.si/pageuploads/SDG-brosura-digital_povzetek.pdf

Slovenia. Implementing the 2030 Agenda for Sustainable Development. 2018 Update. SDG4, p. 16. Available (in English) at: http://www.svrk.gov.si/fileadmin/svrk.gov.si/pageuploads/Strategija_razvoja_Slovenije/Implementing_the_Agenda2030_update_2018.pdf

Strategic Framework for Climate Change Adaptation (2016). Adopted by the Government of the Republic of Slovenia, December 2016. Chapter Education and Training, awareness raising and communication, pp. 11-13. Available (in English) at: http://www.mop.gov.si/fileadmin/mop.gov.si/pageuploads/podrocja/podnebne_spremembe/SOzP_ang.pdf
The Slovenian version (Nacionalni strateški okvir za prilagajanje podnebnim spremembam) at: http://www.mop.gov.si/fileadmin/mop.gov.si/pageuploads/podrocja/podnebne_spremembe/SOzP.pdf

Poročilo o okolju v RS 2017 (Environment Report for Slovenia 2017). Adopted by the Government of the Republic of Slovenia, March 2017. Chapter: Education and Training for Environmental Protection and Awareness Raising, pp. 222-234. Available (in Slovenian) at: http://www.mop.gov.si/fileadmin/mop.gov.si/pageuploads/pomembni_dokumenti/porocilo_o_okolju_2017.pdf

Draft National Environmental Action Programme 2030 (February 2018). Ministry of the Environment and Spatial Planning. Chapter 6.4. Education for environmental protection, pp 93-94. National Environmental Protection Programme 2030. Working document for consultation with ministries (February 2018). Unpublished.

7th National Communication & 3rd Biennial Report from Slovenia under the United Nations Framework Convention on Climate Change (Required under the UNFCCC and the Kyoto Protocol), Chapter 9: Education, Training and Public Awareness, pp. 192 – 208. Available (in English) at: https://unfccc.int/sites/default/files/resource/453201_Slovenia-BR3-NC7-1-7NC3BR-EN_v0b%20F.pdf

Podnebno ogledalo 2018. Povzetek za odločanje (Končno poročilo) (Climate Mirror 2018. Decision summary (Final report)). LIFE Climate Path 2050 "Slovenian Path Towards the Mid-Century Climate Target" (LIFE 16 GIC/SI/000043). Chapter: Training, Education, Information and Promotion, pp. 21. Available (in Slovenian) at: https://www.podnebnapot2050.si/wp-content/uploads/2018/04/Podnebno_Ogledalo_2018_Zvezek0.pdf

Strategija mednarodnega razvojnega sodelovanja in humanitarne pomoči RS do leta 2030 (Strategy of international development cooperation and humanitarian assistance of the Republic of Slovenia until 2030; draft, 5 October 2018). Working document in a public debate prepared by the Ministry of Foreign Affairs. Chapter 10: Raising awareness on development cooperation and global learning, pp. 32-34; and Annex 1: Indicators, pp. 40. Available (in Slovenian) at: http://www.mzz.gov.si/fileadmin/pageuploads/dokumenti/SMRSHP_5_10_2018.pdf

The architectural policy of Slovenia. Architecture for the people. Adopted by the Government of the Republic of Slovenia in August 2017. Chapter 3: Sustainable development, pp. 19-21, and Chapter 4.1: Architecture in the educational system, pp. 22-23. Available (in English) at: https://www.ace-cae.eu/fileadmin/New_Upload/6._Architecture_in_Europe/EU_Policy/SL-Architectural_policy_Slovenia_2017-new.pdf

Slovenia's Smart Specialisation Strategy S4 (2014-2020). December 2017. Available (in English) at: http://www.svrk.gov.si/fileadmin/svrk.gov.si/pageuploads/Dokumenti_za_objavo_na_vstopni_strani/S4_dokument_V_2017EN.pdf

Okvirni program za prehod v zeleno gospodarstvo –OPZG (Tentative Programme for the transition to the green economy). Adopted by the Government of the Republic of Slovenia in October 2015. Available (in Slovenian) at: http://www.mop.gov.si/fileadmin/mop.gov.si/pageuploads/pomembni_dokumenti/opzg_akcijski_nacrt_in_nacrt_aktivnosti.pdf

Slovenian Industrial Policy – SI (2014-2020). Adopted by the Government of the Republic of Slovenia in February 2013. Available (in English) at: http://www.mgrt.gov.si/fileadmin/mgrt.gov.si/pageuploads/DPK/SIP/SIP_-_vladni_dokument_EN.doc

Resolution on Research and Innovation Strategy of Slovenia 2011-2020. Available (in English) at: http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/Znanost/doc/Strategije/01.06._RISSdz_ENG.pdf

B.

Sustainable development (transition to low-carbon society, green growth, circular economy, social entrepreneurship, energy security and efficiency, renewable energy sources, sustainable mobility, healthy lifestyles, healthy nutrition, sustainable agriculture and rural development, biodiversity, adaptation to climate change, equal opportunities, equity, non-discrimination, gender equality, the culture of non-violence, tolerance and solidarity, etc.) is a fundamental developmental national orientation, and therefore an integral part of the policies of each of the ministries. The implementation of the sustainable development goals is, to a great extent, the subject of many horizontal inter-ministerial measures. Listed below are some **other important national documents that include instruments related to education, training, information and awareness raising for (environmental, economic, social, cultural) sustainable development**.

Resolucija o nacionalnem programu izobraževanja odraslih v Republiki Sloveniji za obdobje 2013-2020 (Resolution on the Master Plan for Adult Education in the Republic of Slovenia from 2012 until 2020). Adopted by the National Assembly of the Republic of Slovenia in October 2013. Official Gazette of the Republic of Slovenia No. 90/13. Available (in Slovenian) at: https://www.uradni-list.si/files/RS_-2013-090-03262-OB~P001-0000.PDF. A short summary in English on page 28: http://arhiv.acs.si/e-

novicke/2013/Winter.pdf.

See also *Letni program izobraževanja odraslih v Republiki Sloveniji za leto 2018* (Annual Programme of Adult Education in the Republic of Slovenia for 2018), adopted by the Government of the Republic of Slovenia in July 2017; available (in Slovenian) at: http://www.mizs.gov.si/delovna_podrocja/direktorat_za_srednje_in_visje_solstvo_ter_izobrazevanje_odraslih/izobrazevanje_odraslih/, and *Letni program izobraževanja odraslih v Republiki Sloveniji za leto 2019* (Annual Programme of Adult Education in the Republic of Slovenia for 2019), adopted by the Government of the Republic of Slovenia in August 2018, available at the same link. *Program razvoja podeželja Republike Slovenije za obdobje 2014-2020* (The Rural Development Programme of the Republic of Slovenia for the Period 2014-2020). Available (in Slovenian) at: https://www.program-podezelja.si/images/SPLETNA_STRAN_PRP_NOVA/7_Angle%C5%A1ka_stran/RDP_2014-2020/Programme_Commission_Decision_2014SI06RDNP001_1_3_sl_EN.docx

Resolucija o nacionalnem programu za mladino 2013-2020 (National Programme for Youth 2013-2022). Official Gazette of the Republic of Slovenia No. 90/13. Adopted by the National Assembly of the Republic of Slovenia in October 2013. Available (in Slovenian) at: http://www.pisrs.si/Pis.web/pregledPredpisa?id=RESO93.

Izvedbeni načrt Resolucije o nacionalnem programu za mladino 2013-2022 za leti 2016 in 2017 (Implementation plan of the Resolution on the National Programme for Youth 2013-2022 for years 2016 and 2017). Adopted by the Governement of the Republic of Slovenia in June 2017. And *Izvedbeni načrt Resolucije o nacionalnem programu za mladino 2013-2022 za leti 2018 in 2019* (Implementation plan of the Resolution on the National Programme for Youth 2013-2022 for years 2018 and 2019). Adopted by the Government of the Republic of Slovenia in June 2018. Both available (in Slovenian) at: http://www.ursm.gov.si/si/zakonodaja_in_dokumenti/temeljni_dokumenti_na_podrocju_mladinske_politike_v_republiki_sloveniji/

Resolucija o Nacionalnem programu za enake možnosti žensk in moških 2015-2020 (Resolution on the National Programme for Equal Opportunities for Women and Men 2015–2020). Official Gazette of the Republic of Slovenia No. 84/15. Adopted by the National Assembly of the Republic of Slovenia in October 2015. Available (in English) at: http://www.mddsz.gov.si/fileadmin/mddsz.gov.si/pageuploads/dokumenti__pdf/enake_moznosti/NFMPublikacijaResolucijaAN.pdf The Slovenian version available at: http://www.pisrs.si/Pis.web/pregledPredpisa?id=RESO108

Strategija Republike Slovenije za zdravje otrok in mladostnikov v povezavi z okoljem 2012-2020 (Strategy of the Republic of Slovenia for the Health of Children and Adolescents in Relation to the Environment 2012-2020). Adopted by the Government of the Republic of Slovenia in December 2011. Available (in Slovenian) at: http://www.mz.gov.si/fileadmin/mz.gov.si/pageuploads/javno_zdravje_2015/okolje_in_otroci/strategija_zdravje_otrok_040212.pdf

And *Akcijski načrt za izvajanje Strategije RS za zdravje otrok in mladostnikov v povezavi z okoljem 2012-2020* (Action Plan for the Implementation of the Strategy for the Health of Children and Adolescents Related to the Environment 2012-2020). Available (in Slovenian) at: http://www.mz.gov.si/fileadmin/mz.gov.si/pageuploads/javno_zdravje_2015/okolje_in_otroci/_akcijski_nacrt_strategija_okolje_in_otroci_090715_.pdf

Resolucija o strateških usmeritvah razvoja slovenskega kmetijstva in živilstva do leta 2020 – "Zagotovimo.si hrano za jutri"

(ReSURSKŽ) (Resolution on strategic guidelines for the development of Slovenian agriculture and food industry by 2020 - "Let's ensure food for tomorrow"). Official Gazette, No. 25/11. Adopted by the National Assembly of the Republic of Slovenia in March 2011. Available (in Slovenian) at: https://www.uradni-list.si/glasilo-uradni-list-rs/vsebina/102992

Strategija izvajanja Resolucije o strateških usmeritvah razvoja slovenskega kmetijstva in živilstva do leta 2020. (Strategy for implementation of the Resolution on strategic guidelines for the development of Slovenian agriculture and food industry by 2020). Available (in Slovenian) at:
http://www.mkgp.gov.si/fileadmin/mkgp.gov.si/pageuploads/podrocja/SKP/STRATEGIJA_12_6_2014.pdf

Resolucija o nacionalnem gozdnem programu (ReNGP). (Resolution on National Forest Programme). Official Gazette of the Republic of Slovenia No.11/07 . Adopted by the National Assembly of the Republic of Slovenia in November 2007. Available (in Slovenian) at: http://www.zgs.si/fileadmin/zgs/main/img/PDF/Katalog_IJZ/NGP3.pdf.

Operativni program za izvajanje Nacionalnega gozdnega programa 2017-2021 (MKGP, 2017). (Operational Programme for the implementation of the National Forest Programme 2017-2021 (Ministry for Agriculture, Forestry and Food, 2017)). Available (in Slovenian) at:
http://www.mkgp.gov.si/fileadmin/mkgp.gov.si/pageuploads/podrocja/Gozdarstvo/17_08_21_OPNGP_koncna.pdf

Akcijski načrt za povečanje konkurenčnosti gozdno-lesne verige v Sloveniji do leta 2020 – "Les je lep". (Action Plan for increasing the competitiveness of the forest-wood chain in Slovenia by 2020 - "The wood is beautiful"). Adopted by the Governement of the Republic of Slovenia in June 2012. Available (in Slovenian) at:
http://www.mkgp.gov.si/fileadmin/mkgp.gov.si/pageuploads/podrocja/Gozdarstvo/Akcijski_nacrt_Les_je_lep.pdf

Resolucija o nacionalnem programu o prehrani in telesni dejavnje za zdravje 2015-2025 (Resolution on the National Programme on Nutrition and Physical Activity for Health 2015–2025). Adopted by the National Assembly of the Republic of Slovenia in July 2015. Available (in Slovenian) at:
http://www.mz.gov.si/fileadmin/mz.gov.si/pageuploads/javno_zdravje_2015/resolucija_preh_gib/ReNPPTDZ_resolucija_o_prehrani_in_gibanju_150715.pdf

Nacionalni program športa v Republiki Sloveniji 2014-2023 (National Programme of Sport in the Republic of Slovenia). Adopted by the National Assembly of the Republic of Slovenia in April 2014. Available (in English) at:
https://www.researchgate.net/publication/281033380_National_programme_of_sport_in_Republic_of_Slovenia_2014-2023

Resolucija o nacionalnem programu duševnega zdravja 2018-2028 (Resolution on the national mental health programme 2018-2028). Adopted by the National Assembly of the Republic of Slovenia in March 2018. Official Gazette of the Republic of Slovenia

	No. 24/18. Available (in Slovenian) at: http://www.pisrs.si/Pis.web/pregledPredpisa?id=RESO120

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 ☐	**a) ESD is addressed in the following national education legislation/regulatory documents**: One of the aims of the *Organization and Financing of Education Act* (2008), the umbrella law in the field of education, is »education for sustainable development and active social integration in the democratic process, in-depth knowledge and liable attitude towards oneself, own health, others, own and other cultures, natural and social environment, and towards future generations« (Article 2). Available (in English) at: http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/ANG/Organisation_and_Financing_of_Education_Act_Oct_2016.pdf *The Elementary School Act* (2007), where one of the main goals of elementary education is the same as in the above-mentioned umbrella law (Article 2); available (in Slovenian) at: http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO448 *The Gimazije Act* (2007), which states, "Gimnazija's task is to educate for sustainable development and to develop creativity, innovation and risk acceptance, as well as the ability to plan and manage projects to achieve goals" (Article 2). Available (in Slovenian) at: http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO450 *The Vocational Education Act* (2006), where the goals of vocational and professional education include the task of "education for sustainable development, entrepreneurship, innovation and creativity " (Article 2). Available (in Slovenian) at: http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO4325 *School Meals Act* (2013). The basic goal of the Act is "to ensure quality school nutrition, taking into account the principles of sustainable consumption, which influences the optimal development of pupils and students, the development of awareness of healthy nutrition and nutrition culture, education for a responsible attitude towards oneself, one's health and the environment, and enabling pupils and students to get access to healthy school meals" (Article 3). The law also applies to kindergartens, to pupils' and students' boarding houses, institutions for children and adolescents with special needs, and to the Centre for School and Extra-curricular Activities. Available (in Slovenian) at: http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO6564 *The White Paper on Education* (2011) explicitly states sustainable development as one of the main strategic challenges for the

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

educational system, because it "requires a paradigm shift in knowledge and values" (p. 39). The following is also stated: "Knowledge and behaviour related to sustainable development should be integrated into the educational system from kindergarten onwards in a systematic, coherent and comprehensive way, so that it represents one of the key foundations in the education system that shape knowledge, observations, values and functioning of young generations "(ibid). The definition of the ESD is closely linked to environmental, civic, intercultural and global education in the White Paper. Available (in Slovenian) at: http://pefprints.pef.uni-lj.si/1195/1/bela_knjiga_2011.pdf

b) ESD is integrated into the national curriculum at all levels of formal education (early childhood, primary, lower secondary, upper secondary and vocational education). ESD is integrated as a cross-curricular topic as well as the topic of some optional subjects in primary and secondary school (environmental studies, sport for health, civic culture, methods of eating, modern agriculture, beekeeping etc.) and optional activities at the level of upper secondary education (civic culture, education for peace, family and nonviolence, library information skills). As a compulsory part of the vocational standard in vocational and professional education programmes, the competence for sustainable development has been gradually and systematically included in the recent years. By 2025 it should be included in all occupational standards.

Important SD topics are definitely **included in tertiary level study programmes**; unfortunately, more systematic data or transparent analyses of this type are not available. When completing this questionnaire, we mainly rely on the data of both participating faculties of education.

ISCED levels 2011	(a)	(b)
0. Early childhood education	✔	✔
1. Primary education	✔	✔
2. Lower secondary education	✔	✔
25. Lower secondary vocational education	n.a.	n.a.
3. Upper secondary education	✔	✔
35. Upper secondary vocational education	✔	✔
4. Post secondary non-tertiary education	n.a.	n.a.
45. Post-secondary non-tertiary vocational education	n.a.	n.a.
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		✔
9. No information available		

n.a.= not applicable to our system

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 ☐	Non-formal and informal ESD is set in the *Resolution of the National Master Plan for Adult Education 2013-2020 (ReMPAE)* **as one of 15 long-term goals** and, on the implementation level, **as one of the priority contents** of adult programmes. Adopted by the National Assembly of the Republic of Slovenia in October 2013. Official Gazette of the RS, No. 90/13. Available (in Slovenian) at: https://www.uradni-list.si/files/RS_-2013-090-03262-OB~P001-0000.PDF; http://arhiv.acs.si/e-novicke/2013/Winter.pdf (a short summary in English on page 28). The ReMPAE 2013-2020 has its operational framework in the Annual Plan for Adult Education, eg. the *Annual Programme of Adult Education in the Republic of Slovenia for 2018,* adopted by the Government of the Republic of Slovenia in July 2017; *Annual Programme of Adult Education in the Republic of Slovenia for 2019*, adopted by the Government of the Republic of Slovenia in August 2018. See also 1.2.1.
Sub-indicator 1.2.4	**Is public awareness in relation to ESD addressed in relevant national document(s)?**
Yes ☒ No ☐	See 1.2.1. (*National Guidelines for the ESD, Slovenian Development Strategy 2030, Strategic Framework for Climate Change Adaptation, Draft of the National Environment Protection Programme, Draft of the Strategy of International Cooperation and Humanitarian Aid*, etc.)
Sub-indicator 1.2.5	**Does a formal structure for interdepartmental[6] cooperation relevant to ESD exist in your Government?**
Yes ☐ No ☒	The governmental Council of SD and the Programme Group for ESD at the Ministry of Education and Sport were bodies which were interdepartmentally organized in the previous period. As already mentioned (see 1.1.5), the **Permanent Interdepartmental Working Group** was appointed by the Government Office for Development and European Cohesion Policy in 2017 with the task of monitoring the implementation of sustainable development goals (SDGs) of Agenda 2030 in Slovenia - including the SDG 4, with the ESD among them. At the same time, the ESD is defined as an important (horizontal) tool for achieving all 17 sustainability goals. Therefore, it can be expected that the interdepartmental group will put greater emphasis on ESD issues in the future. It has also been mentioned (see 1.1.3) that the MESS plans to re-appoint a coordinating body or forum/platform for the ESD area in 2019.
Sub-indicator 1.2.6	**Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government?[7]**

---

[6] Between State bodies.

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

Yes ☒ No ☐	See 1.1.5 and 1.2.5. Public tenders at the MESS are a good mechanism to encourage the cooperation between stakeholders; they usually include a condition that stakeholders (researchers, universities, companies, NGOs, etc.) should cooperate in all chosen projects.
Sub-indicator 1.2.7	**Are public budgets and/or economic incentives available specifically to support ESD?**
Yes ☒ No ☐	The national budget is programme-oriented; the programmes are inter-ministerially coordinated in order to avoid overlaps and to target and spend the money better. There are more and more programmes which include the area of ESD. This area is also supported by the sources from structural and cohesion policies.
Indicator 1.3 **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 ☐	**Sustainable development, global connectivity and co-responsibility, global challenges, global learning, ESD, etc. form the basic framework of the national development strategy (*Slovenian Development Strategy 2030*) and are therefore an integral part of most of the main developmental documents of the sectoral policies in Slovenia, among them a growing number of the so-called horizontal documents in which the objectives are planned and implemented through the cooperation of several sectors and their various stakeholders**. All basic economic documents (strategic documents for the transition to a low carbon society, a circular and green economy, the promotion of social entrepreneurship, etc.), those of infrastructure and energy (sustainable mobility, the energy concept of Slovenia, action plans for renewable energy, energy efficiency, almost-zero energy buildings, etc.), the environment (climate change, biodiversity, the pollution of air, water, soil, etc.), agriculture, forestry, nutrition, health, etc. speak with the language of sustainable development. See 1.1. 5 and 1.2.1.
Sub-indicator 1.3.2	**Is ESD part of SD policy(ies) if these exist in your country?**
Yes ☒ No ☐	See 1.1. 5, 1.2.1 and 1.3.1
Concluding remarks on issue 1	*Please provide any concluding remarks you may have concerning the implementation of issue 1, which*

	corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD
	The implementation of UNECE ESD strategy ideas into legislation, into the main developmental (sectoral and inter-sectoral) documents and into various action plans was more or less successful. The challenge remains in connecting various sectors and stakeholders, in more encouragement and promotion of good practices of ESD in local environments and at the national level, in the establishment of a more systematic care and support for the education of teachers and heads in the field of ESD, and in monitoring and mapping the integration of ESD into the curricula throughout the educational system, including tertiary education .All these issues still remain our main considerations in the future of the ESD implementation.

Issue 2.	**Promote SD through formal, non-formal and informal learning**

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.* We could specify *the following* **national priorities of sustainable development (SD**), which can be summarized from the development documents listed above (strategies, action plans, etc.) (see 1.2.1) and are reflected in the *Slovenian Development Strategy 2030*, in close correlation with sustainable objectives and topics from the global *Agenda 2030*: - **quality of life and equal opportunities for all,** - **gender equality ,** - **safety and non-violence,** - **transition to a low-carbon society and circular economy,** - **social entrepreneurship,** - **energy efficiency and renewable energy,** - **sustainable consumption and production,** - **sustainable urban and rural development, sustainable tourism,** - **sustainable mobility,** - **suistainable buildings (spatial literacy for sustainable development and sustainable construction),** - **a healthy lifestyle (healthy nutrition, the importance of daily exercise, educating a critical consumer, etc.),** - **lifelong learning, innovation, creativity, talents, entrepreneurship,** - **civic education, intercultural tolerance, global education and education for sustainable development, critical thinking, co-creative**

---

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

[9] For the State or federal level, where relevant.

**learningship, learning by doing, cultural and arts education, digital literacy and the use of ICT technology,
- adaptation to climate change, major natural disasters (disaster risk reduction),
- biotic diversity,
- nature protection.**

These topics are part of the kindergarten curriculum (in all its basic fields: Society, Language, Art, Mathematics, Nature, Movement), of the compulsory and optional curricula of general education in basic and secondary schools (part of the syllabi of compulsory and optional subjects, optional activities) and of school activity days, open-air school, extra-curricular activities, project days and weeks, field trips and various projects where kindergartens and schools participate on the basis of their professional autonomy.

The projects are financed by national budget (various ministries and their funds: the MESS, Ministry of the Environment and Spatial Planning, Ministry of Forreign Affairs, Ministry of Infrastructure, Ministry of Agriculture, Forestry and Food, Ministry of Health, Ministry of Culture, etc.), often by funds of the European cohesion policy, local communities, various companies, and other stakeholders.

Project holders are faculties, (research) institutes (The Educational Research Institute, Institute for Ethic Studies, The Peace Institute: Institute for Contemporary Social and Political Studies etc.), public institutes in the field of education (the National Education Institute Slovenia, Institute for Vocational Education and Training, Slovenian Institute of Adult Education, National School of Leadership in Education, Centre for School and Outdoor Education), Slovenian School Museum etc., often also various NGOs (societies, initiatives, networks, etc.) with a long tradition in the field of ESD.

The most established NGOs in the field of ESD in Slovenia are: the Association DOVES-FEE Slovenia: the **Eco-Schools Slovenia programme** and the **SLOGA Platform** (NGO Platform for Development, Global Learning and Humanitarian Aid). Since 2016, a new society in public interest "Sobivanje - Društvo za trajnostni razvoj" (**Co-existence - Society for Sustainable Development**) has been gaining ground ever more quickly with numerous projects in the field of ESD and massive responses of kindergartens and schools, which are increasing every year. Partly in the framework of governmental institution there are also two very strong school networks working in the filed of the ESD:, **Unesco ASPnet Slovenia** (at the Department of UNESCO) and the **Slovenian network of healthy schools** (at National Institute for Public Health).

It is important to single out the **Ministry of the Environment and Spatial Planning**, which is a particularly recognizable agent in this field and a supporter of a wide range of activities (after all, the ESD has been formed within the framework of the pan-European process called the Environment for Europe); the same applies to the **Ministry of Foreign Affairs**, which continuously and steadily supports various NGOs in implementing global education in kindergartens and schools (learning about global interdependencies and responsibilities, which has flourished since the adoption of the "Millennium Development Goals" during the "decade of the ESD" and continues to be equally strong and recognizable within the framework of the latest global *Agenda for Sustainable Development 2030*).

In **basic school** (ISCED 1, 2), SD topics are an integral part of a large number of compulsory subjects (for example, Environmental Education,

Social Sciences, Natural Sciences on lower levels of basic school; Civic Education, History, Biology, Physics, Chemistry, Geography, Home Economics, etc.) and a wide variety of optional subjects, for example: Environmental Education I, II, III, Chemistry in the Environment, Life of Human on Earth, Nutrition Methods, Projects in Physics and Ecology, Exploring the Home Town and Protecting Its Environment, Beekeeping, Philosophy for Children, Media Education, Citizenship Culture (including the international dimension), Modern Agriculture, Modern Food Preparation, etc.

At the level of **general secondary education** (ISCED 3), SD topics are also part of the compulsory timetable, while in the elective part one can find the syllabi for Environmental Studies (optional subject), Ecology, Education for Peace, Family and Nonviolence, Health Education, Entrepreneurship, etc. (as compulsory optional content) and the syllabus for Environmental Education as Education for Sustainable Development (with instructions on the implementation of SDE as a cross-curricular topic).

In some **vocational and technical educational programmes** (ISCED 35), these topics are more present than in others, for example, in the fields of farming, food production, horticulture, forestry, beekeeping, tourism, hospitality industry, wood industry, nature conservation, media production, etc. In recent years, these programmes have systematically included the competence for sustainable development in their occupational standards. In the future (no later than 2025), the competence should be included in all vocational and technical educational programmes. Priority themes in the field of SD in vocational and technical schools are often planned within the framework of the so-called open curriculum (20 % of the entire curriculum), which is under the autonomous jurisdiction of the school, with the purpose of bringing content and goals of education in a concrete school closer to the local and regional needs of the economic, social and natural environments, thereby increasing the opportunities for the employability of students in their home environment.

Educational programmes of higher vocational colleges (ISCED 55) are also modernized in terms of new and updated concepts, content, tools and competences in sustainable development. The renewed Starting Points for the Preparation of Higher Vocational Programmes from 2016 also include the requirement for a systematic integration of sustainable competence ("the capability to understand the relationship between development of production, social development and development of the environment, the creation of a global awareness of the possibilities, boundaries and threats of technological development ", p. 5). Sustainable development with selected chapters in biology is, for example, a special subject within the following vocational and technical higher education programmes: horticulture, mechatronics, nature conservation, environmental protection, communal management of the countryside and landscape, food and nutrition, etc. Even at this level of education, the school itself defines part of the programme in cooperation with economic players from the local environment (the open curriculum).

Faculties and universities are professionally autonomous in preparing the content of their higher-education curricula. In the field of higher education programmes (either undergraduate and postgraduate programmes, or the first degree - diploma, the second - master's and the third degree - doctorate), the process of updating content, integrating new subjects, programmes and study courses is in the closest relation to the requirements and challenges of sustainable development. However, from this particular point of view, a comprehensive analysis of study programmes (ISCED 6, 7, 8) has not yet been completed, therefore no data are available.

As an **example of the inclusion of contents and subjects in the field of SD at the higher-education level** (see Appendix I/Table of key themes, ISCED 6,7,8), the data from the two main Slovenian pedagogical faculties (of the University of Ljubljana and the University of Maribor) collected for the purpose of this questionnaire are given. These are the contents of SD which are included in the higher (initial) education programmes for teachers, or in the programmes of continuous professional development carried out by the faculties for teachers or professional staff in the field of education who already work in kindergartens and schools. The **Faculty of Education Maribor** gives an example of an optional subject for students (Master's Degree) entitled Action Research in Environmental Education (academic year

2018/2019), and the following <u>educational programmes for professionals in kindergartens and schools</u>: Let us explore in nature (2018/2019), The pupil becomes acquainted with substances by experimentation (2016/2017), Lessons in environmental education outside the classroom (2015/2016), etc. The **Faculty of Education Ljubljana** reports that the <u>SD topics are addressed in various subjects</u>, most notably in Environmental Education, Environment and Sustainable Development, Natural Heritage Protection, Population and Environment, and Consumer Education. Courses are taught at Levels 1 and 2. <u>The subject Environment and Sustainable Development is carried out in English and can also be selected by Erasmus students.</u> The contents are intended for the education of future teachers who should acquire competences in the field of sustainable development, understanding the environmental problems and the sustainable behaviour of individuals and society. <u>Various activities</u> are carried out throughout the year. <u>Studies on the perception of ESD</u> are also carried out among students of pedagogical programmes. In particular, it should be mentioned that the Faculty of Education in Ljubljana is the **first Eco-faculty in Slovenia** (it joined the Eco-Schools Slovenia programme in academic year 2013/2014), which means that the **SD contents are not only part of lectures and formal study obligations, but also a way of life of the faculty as a whole**.

A special topic in the field of ESD at all levels of education is (from kindergartens to upper secondary schools) the development of **spatial literacy** in terms of sustainable development, addressing school buildings in the context of sustainable construction and sustainable development. For this purpose, *Playful architecture: a manual for education on built environment* (NEIS, 2013) was prepared for kindergartens and schools, representing a basic tool for educating the professional staff for teaching and developing spatial literacy in pupils – also in terms of sustainable values and principles. The MESS occasionally organizes <u>conferences, seminars, consultations, etc. for teachers and principals</u> on the topic of **sustainable school architecture** (in 2009, in cooperation with the OECD, the "Sustainable architecture of kindergartens and schools" international conference, the 2014 national seminar "Architecture and the Construction of Kindergartens", in the spring of 2018 an interdisciplinary seminar on the criteria of high-quality/sustainable architecture of kindergartens and schools); the ministry also finances multiannual <u>R&D projects on school architecture and sustainable development</u>, e.g. "Architecture of the School Space in the Function of the Hidden Curriculum" (2010-2012). Currently, the research project "Situation analysis of the architecture of public kindergartens and schools in Slovenia - recording, evaluation and protection of cases of high-quality (sustainable) architectural practice" (2017-2019).

In the light of the goal of updating the existing national SD guidelines, <u>the following planned short-term and medium-term measures</u> are important: updating the Kindergarten Curriculum (ISCED 0), updating the curriculum of Environmental Education as ESD - with instructions for its implementation as a cross-curricular topic; in 2018 and 2019, a pilot introduction of the updated Extended Programme in Basic School (under which the SD topics are given much more attention than before) (ISCED 1, 2) is underway; the consideration of the proposal of the civic education syllabus, including the international dimension and global education in general secondary education (ISCED 3); while in vocational and technical education, the SD competence is being systematically incorporated into all updated and new programmes as a compulsory part of the vocational standard. (By 2025, it is planned that the SD competence will have been integrated in all vocational and technical educational programmes).

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.

	See also comments in appendix I (a).						
		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.* **Key competencies** which students should develop at school are: ability to communicate in their mother tongue and in the first foreign language, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship and cultural awareness and expression. Important elements of those competencies are creativity, critical thinking, problem solving, risk assessment and constructive decision-making. Recently, the social-emotional comptencies (for example the empathy etc.) are emphasized more than previously and the competence for team working as well. *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
	☐	☐	☐	☐	☐	☒

---

[10] Idem.

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.* Each syllabus has didactic recommendations. For example, the updated syllabus of "Environmental Education" (obligatory in Years 1, 2 and 3 of primary school) of 2011 emphasizes the personal experience and active role of the pupil, the importance of the meta cognitive approach (learning about learning), individual work or work in pairs and groups, field work in the natural environment, guided experimentation or research, project work, etc. In natural science, the emphasis is on research. It is also emphasized that pupils should learn about the environment directly/firsthand (outside the classroom). Further individualisation and differentiation is foreseen, and the importance of cross-curricular links emphasized. Some of didactic recommendations are also "examples of cross-curricular connections" (of content, concepts, learning strategies and approaches). In the "Environmental Education" syllabus, the recommendations for cross-curricular connections explicitly state that it is necessary to include "topics in the field of sustainable development, such as civic culture, ICT, library and information knowledge, health education, consumer education, traffic education, chemical safety, education for tolerance, against violence, etc." (2011, pp. 29). Similar didactic recommendations are also included in various other national conceptual documents (adopted by the Governmental Expert Council for General Education) which direct and give expert support to teachers in their educational work in kindergartens and schools: after-school classes and various forms of pupils' day care, activity days, open-air school, interest activities, etc. Recently, various SD implementation documents of the central public institution in the field of education which directs and provides professional support to kindergartens and schools – **the National Education Institute Slovenia (NEIS)** – have recommended the following methods to kindergartens and schools as the most appropriate for teaching SD: learning by research, discussion, debate, round table; simulation; role play; storytelling; cooperative learning; authentic tasks; project work. Under expert guidance of the NEIS, the method of formative monitoring and evaluation of students' progress has been gaining ground in all subjects, which, together with some other changes towards a more stimulating and innovative learning environment, is also significantly changing (traditional) teaching practice. These changes are important for easier implementation of the recommended SD didactic approaches and methods as well.

---

[11] Idem.

In the updated curriculum for cross-curricular implementation of "Environmental education as education for sustainable development" in the *gimnazija* programme (2011, pp. 18-22) and the accompanying manual with examples of introducing new didactic approaches into practice "Updates of teaching in *gimnazija* practice: environmental education" (2011), the recommendations include **the importance of raising awareness of the complexity of environmental problems and solutions, developing an ecosystem and holistic thinking (alongside the prevalence of analytical thinking and learning of individuality), asserting a problem-solving and proactive approach, experiential learning, developing a critical and creative thinking ('the language of criticism' and 'the language of possibilities'), data-based deductions, the awareness of stereotypes and development of attitudes, values, beliefs and environmental ethics**. The following concrete didactical approaches and methods for achieving the goals of environmental education and SD are stressed: direct experience in nature, the analysis of everyday experience and habits, group work of students and collaborative learning, inclusion of dialogue teaching or interactive lessons (problem oriented dialogues, discussions and debates between pupils in the classroom, at school), project work, role playing and simulations, didactic games, environmentally important actions, connecting with local and wider (including international) environment, the use of ICT. In addition to the above, the "Environmental Studies" syllabus for an optional subject in general and technical *gimnazija* (2012, pp. 43-46) highlights the following specific research abilities and skills for investigating the environment to be developed by the *gimnazija* student: asking questions, planning of studies, data collection, evaluation of accuracy and reliability, data editing, work with models and simulations, and summarizing and formulating explanations.

Please also specify for non-formal education, as appropriate.

Non-formal education is understood as a particularly strong and relevant frame for SD due to its complexity and local embeddedness. The **Slovenian Institute for Adult Education has developed *Basic Education for Sustainable Development*** and corresponding learning materials funded by the European Social Fund a decade ago. Since then it has been organised periodically. The methodological emphasis is on the combination of experiential learning (field work and behavioural experiments) and constant reflection through the dialogue with participants based on three types of case: 1. field locations prepared according to several criteria, 2. cases selected and described by participants and 3. written learning materials. The majority of methods proposed in Appendix. I is used.

The field of ESD in local environments has recently seen **formal education programmes in kindergartens and schools connecting more and more with informal forms of adult education (local formal-informal partnerships);** for example, the study circles programme in the field of ESD coordinated by the Slovenian Institute for Adult Education (SIAE). SIAE has been striving for a more system support for the further development, expansion and promotion of such educational programmes for several years, which has proved to be very successful in local communities. Typically, they build on domestic (local) cases, domestic (local) practice and strong activities of all participants. The study circles model was developed back in the 1990s; the state has systematically monitored and financed them ever since (MESS, MESP), because they have been very well received in all local environments. In large part, the activities continue even after the programme has finished. They also attract the interests of other

	European countries. More on their website (in English): https://sk.acs.si/en/home. A similar model of adult education is being developed under the auspices of the Third Age University. An example of a **study circle as a development tool in the Alpine space is that of the Solčavsko region**, which was included (under the title of the ***Alpine Space – Solčava***) as <u>one of Slovenia's successful stories in the implementation of the *Agenda 2030*</u>, in the updated report *Implementing the 2030 Agenda for SD. 2018 Update* (p. 18). The report is available (in English) at: http://www.svrk.gov.si/fileadmin/svrk.gov.si/pageuploads/Strategy_Development_Slovenia/Implementing_the_Agenda2030_update_2018.pdf
	Please also update the table in appendix I (c) that was used to report on implementation phase II, as appropriate, and indicate
	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?**

---

[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.

	(a) Yes ☐ No ☒

(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					
55. Short-cycle tertiary vocational education	-	✔	✔	✔	-
6. Bachelor's or equivalent level	-	✔	✔	✔	-
7. Master's or equivalent level	-	✔	✔	✔	-
8. Doctoral or equivalent level	-	✔	✔	✔	-
9. No information available					

Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).

To summarize, **Slovenian schools have found many different ways to incorporate ESD into their curricula** ('formal curricula' and 'curricula in use'). They include:
1. Teaching and learning ESD through the existing school subjects with links across subjects made where there are common issues or areas of learning. ESD is implemented with regard to the characteristics of those subjects and the pupil's developmental phase.
2. Separately timetabled thematic days, activity weeks and events that focus on a particular content or objective of ESD (for example campaigning on global development issues, promoting recycling, safe use

	of the internet, healthy and locally produced food, sustainable mobility, healthy lifestyles, etc.), often including <u>block timetabling</u>.
	3. Whole-school development plans, policies and ethos with elements of SD. An educational plan is part of the school development plan in which a clear definition of "responsibility to a wider whole, responsibility for the future of the planet and humankind » is expected. <u>Educational plans should include the basic objectives of the ESD</u> (the school educational plan is prepared on the basis of the *National Recommendations on the ways of designing and implementing the educational plan of compulsory school*, MESS, 2008, p. 6).
	4. <u>Activities integrated into the school's everyday routines</u> (in cooperation with parents).
	5. <u>Educational visits and out-of-hours learning opportunities</u> and bringing SD experts into schools.
	6. <u>Projects, iniciatives and school networks</u>, for example: ECO Schools, Healthy Schools, UNESCO ASP net and other networking of schools within various international cooperation projects (eg. eTwinning, Eco-gardens network of the Institute for Sustainable Development, the School Network of the Society for Cohabitation for a Sustainable Future, the Global Learning Teachers Club at the Humanitas Society, etc. etc.); <u>an increasing number of various national and international ESD projects and programmes on global education and related topics</u>, eg. the »Traditional Slovenian Breakfast«, »Europe at School«, »Seeds of Change«, various projects financed through the European Social Fund, eg. »Hand in hand« (strengthening the social and civic skills of professionals), »Strengthening the competencies of professionals in the management and enforcement of an innovative educational institution«, »Development and implementation of innovative learning environments and flexible forms of learning to raise general competencies«, etc. etc.
	Please also provide information about the incentives on the national level for implementing ESD through existing subjects etc.
	When participating in in-service training programmes, collaborating or managing projects, developing and introducing new and innovative forms of teaching, preparing teaching materials etc., <u>the professional staff in kindergartens and schools generally receive a certificate with a certain number of points</u> that they can submit for their professional promotions to titles and indirectly also to salary grades.
	The encouraging form for kindergartens and schools is also represented by <u>various tenders and competitions</u>, in which all the participants are "winners" - schools or individuals (teachers mentors, pupils) - and are also rewarded: they can receive money prizes or other awards (eg. honours, flags, professional or study visits in Slovenia or abroad, teaching materials and aids, free creative workshops for children, free education for professionals, etc.). This promotion mechanism is more frequent within NGO projects and programmes in cooperation with a wide range of donors, ministries and their agencies, companies, and other stakeholders interested in spreading ESD in kindergartens and schools.

Indicator 2.3	A whole-institution approach[14] to SD/ESD is promoted
Sub-indicator 2.3.1	**Do educational institutions[15] adopt a "whole-institution approach" to SD/ESD?**
Yes ☒ No ☐	*The Steering Committee has adopted as one priority action area that every school adopts an <u>ESD school plan</u> by 2019.[16] ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.* **Content and activities in the field of ESD are part of the »school's annual work plan« (often as a separate chapter "ESD") and »educational plan« (*vzgojni načrt*), in which the school plans long-term activities for the implementation of basic educational goals and values as a whole.** When planning content and activities, <u>the school is professionally autonomous</u>. Within each annual work plan (AWP), the kindergarten or school plans specific content and forms of activities for achieving the goals of the ESD. The AWP lists projects in which the kindergarten or school participates that year (concrete activities with persons responsible and time frames); links between subjects when there are topics or issues in common; activities included in routine schoolwork, such as the organization of exhibitions, work with parents, educational visits, cooperation with experts, seminars for teachers and students; planned thematic days (eg. Earth Day, Safer Internet Day, Healthy Eco-day, Slovenian Food Day, etc.), weeks (eg. Global Education Week, Sustainable Mobility Week, etc.), various events in cooperation with the local community, international cooperation of kindergarten and school. <u>In the AWPs of kindergarten and school, ESD is planned in an integrated way, since the activities are linked in a meaningful whole.</u> The integrated way also means that ESD in kindergartens and schools is not realized only through the teaching of ESD contents, but also<u> through a series of activities that change the everyday school order and habits of the kindergarten and school as a whole in the direction of a sustainable way of everyday life</u>. Moreover, the <u>changed habits are also transferred into homes and the immediate and wider local environment</u>. The <u>MESS does not have a systematic and comprehensive overview of the implementation of the curriculum and other activities in the field of ESD</u> (nor of the content of the so-called educational plans with which kindergartens and schools are obliged to plan education as comprehensively as possible, including the principles of ESD). Nevertheless, we can say that, on the basis of many projects and development activities in the field of ESD, <u>the number of schools and kindergartens implementing comprehensive institutional approaches in the implementation of the ESD has been generally increasing</u>. This means that it has permeated more and more aspects of everyday life and work in kindergartens and schools, including the aspect of sustainable food supply and changed habits dictated by the principles of sustainable mobility, healthy lifestyle etc. A <u>whole-institutional approach is being promoted and</u>

---

[14] A "whole institution approach" means that all aspects of an institution's internal operations and external relationships are reviewed and revised in the light of SD/ESD principles. Within such an approach each institution would decide on its own actions, addressing the three overlapping spheres of Campus (management operations); Curriculum; and Community (external relationships).

[15] For higher education institutions: whole-university, whole-college or whole-faculty approach (including inter-faculty approaches).

[16] See paragraph 20 of the framework for the future implementation of the UNECE Strategy for Education for Sustainable Development.

implemented in more and more projects and networks where kindergartens and schools have been involved in the area of ESD and global education, for example, in the networks of ECO schools, healthy schools, UNESCO schools, in the area of environmental protection, safe and sustainable mobility, a safe and stimulating learning environment, and the promotion of a healthy lifestyle. The national coordinator of the **Slovenian UNESCO ASP schools** (about 100 schools participating) reports that the whole school approach has been introduced as a possible approach to ESD and the first outcomes can be expected in the next few years.

Take, for example, the **network of Eco Schools in Slovenia**, which is definitely the most numerous in the field of ESD promotion - it already includes 700 educational institutions (kindergartens, primary schools, upper secondary schools, extra-curricular activities centres for outdoor education, residence halls for students and faculties) - and also the longest-running network. Its 7-step methodology is an example of a successful tool for promoting and directing educational institutions to the whole-school approach. Projects and activities in the Eco-Schools programme in Slovenia are based on the following topics enabling interdisciplinary implementation: waste, energy, water, food, sustainable mobility, biodiversity, school gardens, health and well-being and others. **In past two years, more focus has been put to promoting ESD and SDGs**. Each institution prepares plans, implements and controls its activities through the 7-step methodology of the Eco-Schools programme. The 7 steps methodology is a process of work of an individual institution to receive the Green flag, the internationally recognized label for sustainable education. The 7-step methodology is a series of carefully engineered measures to help schools maximize the success of their Eco-School ambitions. The method involves a wide diversity of individuals from the school community - with students playing primary roles in the process. Step 1: Form an Eco Committee. The Eco-School Committee is the driving force behind the Eco-School process and will represent the ideas of the whole school. Step 2: Carry out an Environmental Review. Carrying out an environmental review helps the school to identify its current environmental impact and highlights the good, the bad and the ugly. Step 3: Action Plan: The Action Plan is the core of the Eco-School work and should be developed using the results of the Environmental Review. Step 4: Monitor and Evaluate. To find out whether or not you are successfully achieving the targets set out in your Action Plan, you must monitor and measure your progress. Step 5: Curriculum Work. Besides increasing the status of the programme, linking Eco-Schools activities to the curriculum ensures that Eco-Schools are truly integrated within their school communities. Step 6: Inform and Involve. Get everyone on board! Actions should not just be confined to the school: for example, pupils should take ideas home to put them into practice. Step 7: Produce an Eco Code. A statement that represents the school's commitment to the environment. The Green Flag. Usually after two years of implementing the programme and reaching a high level of performance in complying with these seven steps (sometimes national mandatory criteria also apply), schools can then apply for and be awarded

the Green Flag label. Before receiving their first Green Flag, schools must be assessed by means of a visit. After the first Green Flag, other means of assessment are allowed, although visits are always recommended. Assessment should be carried out on a yearly basis.

It should be mentioned again that the **Faculty of Education in Ljubljana** is the first Eco-Faculty in Slovenia (it joined the Eco-Schools Slovenia programme in academic year 2013/2014), which <u>fully implements the whole-institution approach in its programme</u>. This means that the <u>SD contents are not only part of lectures and formal study obligations, but also a way of life of the faculty as a whole</u>. There is a committee at the faculty which coordinates the activities defined in the annual work plan in the field of SD. The committee consists of representatives of students, the teaching staff and support services at the faculty.

In general, the **whole-school approach depends on headmaster's school policy and its relationship to the local society and school climate as well**, which are all crucial for the success of this approach.

Let us finally mention the <u>last two partial analyses of the National Education Institute Slovenia</u> on the integration of ESD into the curriculum and daily life of the educational institution as a whole. Both analyses were carried out on a small (unrepresentative) sample of kindergartens and schools. The first was carried out <u>in school year 2016/2017</u> as a project assignment **"Knowledge and competences important for achieving the objectives of the green economy in relation to climate change at the level of pre-school education, primary school and general secondary schools"** and was financed by the MESP. The second partial analysis **"The analysis of examples of activities which support SD and GE"** (as a part of the broader *Mapping of GE and ESD in Slovenia* was carried out with the support of GENE <u>in school year 2018/2019</u>. (At the moment the concluding report is in the final stage of preparation.) <u>Both analyses show that the whole-school approach in kindergartens and schools has not been yet fully implemented</u>; in the final evaluation, both analyses include the whole-school approach among priority areas for further work. The final report of the aforementioned project assignment, including the recommendations for kindergartens and schools, is published on the website of the NEIS web site for ESD: https://skupnost.sio.si/enrol/index.php?id=8652. The results of the last partial analysis carried out in the years 2018 /2019 will also be published there.

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	✓
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	✔
	9. No information available	
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?**	
Yes ☒ No ☐	*If yes, please specify what schemes are available <u>for all levels of your education system</u>.* ***Guidelines for Education for Sustainable Development from Preschool to Pre-University Education*** (MESS, 2007). The Guidelines outline the principles of achieving the objectives of ESD, including the principle of an **integrated ESD approach**. This relates to the entirety and integration of various contents from the field of ESD and less to the institutional integrity of the ESD implementation. The **whole-school approach in the sense of institutional integrity** is implicit throughout the Guidelines document, through various principles of ESD implementation: in addition to the principle of the entirety of ESD, there are also the principles of responsible behaviour towards oneself, other people and nature, respect for human rights, intercultural dialogue, partnerships at the local, regional, national and international levels, social partnership; as an indication of the types of ESD activity at the level of kindergarten and school, e.g. creating and nurturing a co-operative atmosphere in kindergartens and schools; changing the attitudes,	

values and life habits of learners which ensure sustainable development; developing and implementing teaching methods that will implement the principles and objectives of sustainable development; involvement of all participants in the pedagogical process and other school staff in pursuit of sustainable development objectives; cooperation with the local community, economic and non-governmental organizations, etc. in the implementation of ESD, etc.

Quality criteria for schools that educate for sustainable development (National Education Institute, 2008). ESD quality criteria are divided into three sets: according to the quality of the learning process, the school policy and organization, and school relations with the environment. They <u>fully support and direct kindergartens and schools towards the implementation of a holistic institutional approach</u> in achieving ESD goals.

Recommendations on the ways of designing and implementing the educational plan of the primary school (MESS, 2008). The educational plan, which is a compulsory part of the school's annual work plan, must also include activities of achieving the basic goals of ESD. The principles of planning and implementing the educational plan or "education for values" <u>direct the school towards the implementation of a comprehensive institutional approach</u>. The emphasis is put on: the importance of experiential level and personal experience, the development of empathy and respect for other human beings and the natural environment, the importance of interpersonal relations and personal example, the setting up of an appropriate working climate and life style at school, the coherence of the school and parents' approaches, etc.

Many of the aforementioned programmes, for example, *Eco-Schools in Slovenia, Health Schools in Slovenia, Slovenian UNESCO ASP Schools, Coexistence Schools - Sustainable Development Schools*, **etc**., <u>have in-built conditions, criteria, principles, etc., which direct the participating schools to use the whole-school approach</u>, e.g. with emphasis on action, critical evaluation of statements and actions, connecting with all stakeholders at school (including parents) and also in the local environment (with economic and non-governmental organizations etc.). The **same applies to numerous projects, initiatives, tenders by NGOs, the economic sector, other ministries and their agencies**<u>: a whole school approach is often an important part</u>, even if it is not always explicitly stated, but implicitly present in elements of the programme, project, initiative, etc.

At regular annual meetings of these networks and (closing) conferences of various projects and the field of ESD, the **whole school approach (theory and practice) is often a special item on the agenda or programme** of conferences, trainings, etc., and thus an integral part of various publications and other materials and teaching aids (for teachers) and learning (for pupils).

The **whole school approach is a systematic topic of the developmental counselling and education work of all the main public developmental and counselling institutes in the field of education** (the National Education Institute, the Institute for Vocational Education and Training, the Slovenian Institute of Adult Education, the National School of Leadership in Education, the Curricular and Extracurricular

Activities Centre, etc.). The treatment of the entire institutional approach in the field of the ESD is integrated into various forms of education, counselling, and other forms of professional support to kindergartens and schools when it comes to achieving the objectives of ESD (e.g. in regular working meetings of teachers' circles of subjects and subject areas or study circles, which is a typical form of the SIAE work, in various other forms of training and exchange, e.g. regular annual conferences, periodic thematic conferences on the subject of ESD, etc.). The whole school approach is a topic that is never missing at a conference devoted to ESD and/or GE and is often placed in the centre of training or professional exchange. The last such conference with a holistic institutional approach at its centre included the presentation of some of the most successful examples from practice (kindergartens, primary and secondary schools) was organized under the title "Global Learning for Sustainable Development" on 7 December 2018 (the National Education Institute). At least once a year, the National Education Institute organizes a similar expert conference on ESD for kindergartens, primary and secondary schools. The ***Education and Training Journal***, published by the National Education Institute, occasionally includes a special thematic issue on the subject of ESD (the last such example was in 2017, no. 4 / year XLVIII, with an article by Saša Kregar, a counsellor at the Institute, entitled "An Integral Approach to the Inclusion of Education for Sustainable Development", pp. 27-33; in 2019, a new thematic number on the topic of "Global Learning for Sustainable Development" is being prepared, with a collection of papers from the aforementioned December conference on ESD and GE).

As mentioned above, the **Faculty of Education of the University of Ljubljana** is the first ECO-faculty in Slovenia (within the framework of the Eco-Schools programme) whose programme enforces a whole-institution approach with all the students and employees of the faculty invited, similarly to the activities of schools at the primary and secondary levels:
- saving energy and water: replacement of lamps with energy saving lights, encouraging building users to use energy and water economically;
- traffic mobility: the purchase and use of bicycles for the transport of employees;
- sustainable waste management: waste sorting, incentives to reduce waste, collection campaigns (paper, mobile phones, plastic stoppers, books);
- the Slovenian food day: the promotion of Slovenian food and breakfast;
- culinary characteristics of the European nations: intercultural integration, Erasmus students present national dishes of different nations;
- the environmental week at the Faculty of Education: encouraging employees and students to behave sustainably (lectures, workshops, promotions, etc.);
- putting up an observation bee hive;
- maintaining a raised garden bed of vegetables;

- recycling TetraPak packaging and making paper;
- workshops of making products from the bee hive;
- students' projects on sustainable consumption in the subject of Consumer Education;
- a responsible food management project whose goal is reducing the amount of food discards;
- making natural fiber products;
- a natural-science hike to Šmarna gora.

Last but not least, the changes to kindergartens and schools at a comprehensive institutional level from the point of view of SD values and goals are **also highlighted by various other horizontal (cross-sectoral) national SD documents**, eg. the *Indicative programme for the transition to a green economy* (2015). Among the measures to support the green growth of enterprises, the eighth measure is "Education and training for a green economy", where, among other things, we read the following: "Changed social circumstances and the challenges of transition to the green economy require a number of changes also in the way of implementing the educational activity, **eg. by making the educational infrastructure green, by reducing environmental impact, increasing material and energy efficiency, and by introducing a sustainable way of life and the functioning of educational institutions** (pp. 38-39).

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	✓
9. No information available	

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

While implementing various projects in the field of non-formal and informal education (youth work, agriculture and rural development, health and environment, global learning, cultural and arts education etc.), special attention is paid to an integrated approach in terms of interdisciplinary and multi-stakeholder approach, ie. integration, connection and cooperation of various fields, disciplines, aspects, perspectives and actors/participants in the project. One of the established forms of such an integrated (institutional) approach is the so-called **creative partnerships** and various **platforms of cooperation**.

Among the more noticed platforms in Slovenia, which particularly stimulates creative partnerships in various fields (from health, environment, social affairs, sport, agriculture and food, to tourism and economy), is the *Cultural Bazaar Movement*, which has turned from a unique one-day annual event into a year-long programme of activities, permeated with values and education for sustainable development. The *Cultural Bazaar* has combined the energies of the Ministry of Culture, the Ministry of Education, Science and Sport, the Ministry of Agriculture, Forestry and Food, the Ministry of Health, the Ministry of the Environment and Spatial Planning, the Slovenian National Commission for Unesco and the cultural institutions from all over Slovenia for the tenth consecutive year (see the website: http://www.kulturnibazar.si/domov/). A similar yearly event which gets a lot of public attention and connects many ministries and stakeholders is *the day of Slovenian food* (the third Friday in November since 2010) entitled the "Traditional Slovenian Breakfast" and organized by the MAFF together with kindergartens and schools, the MESS, MH, MC, MESP and many other partners (see the web site: http://tradicionalni-zajtrk.si/). Both projects or partnerships also promote an integrated institutional approach - the CB and TSB activities are aimed at integrating the educational institution as a whole, with all the participants, including parents, the kindergarten and school staff, and in cooperation with representatives and organizations in the local community.

In addition to a comprehensive institutional approach, adult education in the field of the ESD particularly emphasizes and develops the so-called **community approach** where, in addition to interdisciplinary

	connections, it is equally important to connect different stakeholders, institutions, generations and people, as well as linking and learning in a specific local environment, in the case of learning/exploring a sustainable solution (eg. in the form of study circles, see 2.1.3). In the two core adult education materials in the field of ESD (*Sustainability Reader*, 2009; and *Sustainability Signs*, 2013), examples of high-quality community-based sustainability practices are published which can help evaluating the quality of providers and practices of adult education in the field of ESD.
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.* We do not have information about the institutions developing their own SD / ESD indicator system. Years ago (2008), the National Education Institute translated, elaborated and published the *Quality Criteria for ESD Schools: Guidelines to Enhance the Quality of ESD*. The publication targets schools and educational authorities engaged in ESD. It proposes a non-exhaustive list of 'quality criteria' which can be used as a starting point. This proposal of quality criteria is one of the outcomes of the COMENIUS III European network 'School Development through Environmental Education' (SEED), where the National Education Institute was a project partner. No particular institutional criteria were developed and at the same time linked with SD initiatives on the non-formal education while high potential exists (see 2.3.2). Of course, **educational institutions and organizations make reasonable use of the above-mentioned quality criteria as well as other systems of criteria or indicators of ESD quality** (eg. standards of high-quality practice of ESD), which are part of various programmes and projects in the field of ESD, where kindergartens, schools, adult education organizations (eg. Eco-school programmes, Healthy schools, adult education study circles, etc.) participate. *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	

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	
9. No information available	✓

(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	
		9. No information available	✓

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?**

---

[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).

Please elaborate.

a,b)
Description of the existing system:

Evaluation of an educational institution (**ISCED 0, 1, 2, 3, 5**) may be **internal**, where participants in the educational process evaluate their activities themselves, or **external**, where the assessor is not directly involved in the process. The latter type of evaluation is one of the tasks of the Inspectorate of the Republic of Slovenia for Education and Sport. The Inspectorate supervises the implementation of laws, other regulations and acts regarding organization, the proper use of public funds and the provision of educational activities. In accordance with the *Law on the Organisation and Financing of Education* (Article 20a), the criteria and procedures for assessing and ensuring quality in kindergartens and schools at the national level and the proposals of the national evaluation studies are adopted by the Minister at the suggestion of the Council for Quality and Evaluation. The Council is appointed by the Minister, who also determines its responsibilities. In accordance with the *Law on the Organisation and Financing of Education* (Article 20), new state-approved programmes or new parts of state-approved programmes in public kindergartens and schools are monitored and evaluated by the following public institutions: the National Education Institut Slovenia (NEIS), the Slovenian Institute for Vocational Education and Training (SIVET), Slovenian Institute of Adult Education (SIAE) and The National Examinations Centre (NEC).

Evaluation of the educational system is carried out by **international and national evaluation studies** and by the implementation, monitoring and evaluation of new educational programmes, new programme elements and novelties. **International evaluation studies** provide comparable data needed for the education system analysis and form a basis for policy-making at the national level (for example: OECD PISA, TALIS, IEA TIMSS, PIRLS, ICCS, conducted by The Educational Research Institute, and OECD PIAAC, carried out by the Slovenian Institute for Adult Education, etc.). **National evaluation studies** consist of primary evaluation studies and secondary data analyses of international evaluation studies, which address systemic issues. The two types of national evaluation study are focused on development and research. The Council for Quality and Evaluation has an important role here and is appointed by the minister responsible for education. As we have already mentioned The Council for Quality and Evaluation plays an important role also in coordinating the monitoring of the implementation of new public programmes, programme elements and novelties. The following three public institutions are responsible for the implementation and monitoring: the National Education Institute Slovenia (general education programmes), the Slovenian Institute for Vocational Education and Training (VET programmes) and Slovenian Institute of Adult Education (programmes for adult education). All three institutes direct and promote the high-quality practice of ESD, inter alia, by publicizing examples of good practice (both in kindergartens and schools and in informal forms of education for young people and adults). The National Examinations Centre is a central institution for external national assesment of students' knowledge. There are three mandatory **external national assesments** of students' knowledge: at the end of the cumpulsory school (in grade 9), at the end of the *gimanzija* programme (the general matura) and at the end of the technical upper-secondary education programme (the vocational matura).

Evaluation of educational organisations **may be internal or external**. Internal evaluation is one of regular activities of the school. Groups of class teachers, teachers of individual subjects and teachers of the entire school analyse student achievements in individual subjects for each class and learning group at least at the end of each assessment period. The principal of the kindergarten or school evaluates the work of the preschool teacher or teacher within tasks assigned by law. According to the *Law on Organisation and Financing of Education* (Articles 48 and 49), the principal must ensure and assess the quality by self-evaluation and prepare **annual report on the self-evaluation of the school or kindergarten**.To determine the quality of the school, the data of national and international comparative studies of student achievements are also used. Each school is informed of the achievements of their students and the averages at the national level. Thus the schools themselves can assess the quality of their work. Part of the annual report of kindergarten or school is also the field of ESD, if (as already mentioned, see 2.3.1), the ESD (a single task or a set of interrelated tasks) is part of the kindergarten or school annual action plan.

We should add that **the system of quality assessment, assurance and development in VET in Slovenia** was established in 2007. It has been coordinated by

the Institute for Vocational Education and Training , and the national quality indicators have been adopted by the VET Expert Council. The European network of EQAVET (European Quality Assurance in VET) was established two years later, with 33 countries participating, including Slovenia. It has harmonised the national VET quality indicators with the common European reference framework or European quality indicators since then. Quality indicators are checked both at the system level and at the level of school or the education provider. Let us also mention that the quality system (setting up the reporting methodology, methods of data collection, etc.) is still under development for this level of education. It was in 2016 that the quality was first reported according to all identified quality indicators in the system Quality Report in the Field of VET. A generally accessible website: http://www.eqavet-nrp-slo.si/projekti/eqavet/ is dedicated to the quality system in VET. The Institute for VET is the coordinator of activities and offers expert support to schools and policy makers in the field of quality assessment and assurance in VET (manuals, instructions, guidelines, examples of good practice, education and training for the implementation of self-evaluation of the quality of schools; it coordinates the preparation of the system quality report and the annual national quality conference).

Accreditation and evaluation of study programmes (tertiary level/ISCED 6,7, 8) in Slovenia is carried out by the Agency for Quality Assurance in Higer Education, but there is no specific condition or criterion explicitly related to SD or ESD in the existing evaluation system.

Development activities/projects in the field of monitoring and evaluation of the quality of education (including ESD):
1) In April 2017, the National Framework for the Quality Assessment and Assurance in Education was adopted, which represents a framework for the implementation of the national (systemic) model for the quality evaluation of education at all levels and the system as a whole. Evaluation is foreseen in three basic areas of learning and teaching: a. pupils' achievements (values and attitudes, knowledge and skills), b. professional development of teachers, and c. social climate in the classroom and the school as a whole. A development project, co-financed by the European Social Fund, entitled "The establishment, complementation and pilot testing of the model of quality assessment and assurance in education" (2016-2019), supported by the Analytical Centre special group (appointed in March 2018 within the Office for Quality and Development at the ministry), connected with several other projects, for example, "Evaluation and monitoring of the quality of the educational system through international research and studies" (2016-2020), which aims at making the data of international research more useful (for the policy level and professional practice in kindergartens and schools), will have helped establish a **comprehensive and coherent systemic model of quality assessment and assurance in education by 2020**. The novelty is that kindergartens and schools will prepare a Quality Report (as a result of the self-evaluation and development process of the kindergarten or school) every three years, and, for the first time, a system quality evaluation report will be prepared - a partial system report on a yearly basis, and a comprehensive report on the quality of the education system in Slovenia every three years. At present, the first partial system report is being prepared (by the aforementioned Analytical Centre at the MESS). Legislative changes of the described changes in the field of quality assessment and assurance are under preparation. Thus the **ESD will be integrated in the formal education system in a more systematic, integrated and consistent way**. It will also be monitored and evaluated. The national framework and the emerging quality model will thus enable that the planning of activities in ESD will be more "evidence-based" than ever before.

2) As we have already mentioned (see 2.1.1), in the education system, another development process is important in terms of improving the monitoring and evaluation of the ESD as well: a pilot introduction of the proposal of the updated Extended programme in elementary school, **where the ESD** (at the level of content and didactic approaches, eg. developing a responsible attitude towards oneself, others and the environment with an emphasis on health, sport and exercise, a healthy lifestyle, the principle of action, cooperative learning and tolerance culture, etc.) **is integrated into the curriculum and everyday life of**
40

the elementary school in a much more complete, interdisciplinary and whole-institutional way.

To summarise: Schools educating for sustainable development have accepted quality criteria as a key element of their mission and the school curriculum. For them, sustainable development represents the main principle taken into account in planning everyday work, as well as in long-term development. The criteria by which the school quality is assessed are *Quality Criteria for ESD-Schools - Guidelines to enhance the quality of Education for Sustainable Development* (2008), which are also included in *Guidelines for Education for Sustainable Development from Preschool to Pre-university Education* (2007). As already mentioned above, in general the whole system of indicators for evaluating the education system as a whole is being prepared within the National Framework for the Quality Assessment and Assurance in Education (within the framework of already mentioned projects), therefore, some changes and new or upgraded guidelines are expected also in the field of achieving the objectives of the ESD.

c)
At the national level, the monitoring of the implementation of the Agenda 2030, and also of SDG4 and SDG 4.7, has been carried out within the Permanent Interdepartmental Working Group for Development Planning (at the Government Office for Development and European Cohesion Policy), see also 1.1.5 and 2.1.3 (*Implementing the 2030 Agenda for SD. 2018 Update*).

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).

The field of adult education in Slovenia has a well-designed quality assessment and assurance system based on the self-evaluation model called "Let us offer adults high-quality education", which was developed by the SIAE. It is also promoted by the name of the "Green Quality Label" (the right to use the quality label must be proven or renewed by the educational organization every three years). More on the SIAE website, which is a contact point for quality in AE and is available (also in English) at: https://kakovost.acs.si/home/. Based on research, other scientific foundations and many years of experience, various tools have been developed to support quality assessment and assurance of adult education, which are publicly accessible as an "online bookshelf", available at: https://kakovost.acs.si/razvoj_podrocja/publiciranje/ (in Slovenian). There is the manual "Results and impacts of the AE: the recommendations for assessing the

results and effects of education, educational activities and educational projects" (2016), and a number of other publications, analyses, research and evaluation reports and the contributions of practitioners to the quality assurance of education. In addition to internal self-evaluation, the system of quality assessment and assurance in AE also offers expert external evaluation (external assessment of the self-evaluation of the educational organization). In addition to the promotional publication/manual on the topic of expert external evaluation from 2013 (available at the SIAE website: https://kakovost.acs.si/doc/N-1032-1.pdf) and with the help of the MESS funds, the SIAE published a comprehensive self-evaluation study entitled "Adequacy of procedures and the effects of expert external evaluations in adult education" (available at: https://kakovost.acs.si/doc/N-1282-1.pdf, in Slovenian) in order to further encourage and support the mechanism of external expert evaluation of quality in AE in 2018. The described system is general, valid and in use for the AE programmes in the area of planning and implementing the ESD programmes as well.

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

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	✔	✔	✔
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	✔	-	✔
9. No information available			

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.
As mentioned above, an enhanced development process in the field of ESD will take place in the coming years: in years 2019-2020, the plan is to appoint an interdepartmental group for the ESD area and update the existing national *ESD Programme Guidelines* also with the aim of analysing the situation and current needs regarding the curriculum update from the ESD perspective. In years 2018-2020, an attempt has been made to update *The Extended Programme of Primary School* with a greater emphasis on content and the whole school approach of ESD, further implementation of the *National Framework of Quality Assessment and Assurance*, where it is expected that more regular processes of monitoring, evaluating and updating the curriculum will be available in the field of ESD as well; in vocational and technical education, the processes of systematic integration of SD competence (which is one of the key competences in the competence-based curriculum in VET) are under way as a compulsory part of the occupational standard (it should be included in all occupational standards by 2025); in the field of adult education, it is expected that the ESD will be strengthened in the future along with the process of improving the management of adult education in Slovenia in accordance with the *Skills Strategy Implementation Guidance for Slovenia*, created in cooperation with the OECD in the multiannual project (2016-2018). The guidelines are available (in English) at: http://www.oecd.org/education/skills-strategy-implementation-guidance-for-slovenia-9789264308459-en.htm), etc.

Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.
Please, see at the end of this reporting format **"The Appendix V (Slovenian)", Sub-indicator 2.4.2,** pp 85.

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						
9. No information available						

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.*

There are a lot of public awareness campaigns about SD. As explained above (see 1.2.1), SD is at the centre of *Vision of Slovenia 2050* and the *Slovenian Development Strategy 2030*; education, information and public awareness are integral parts of the implementation measures of all the most important sectoral and cross-sectoral policies (in the field of education of young people, adults, rural development, transition to the green economy, infrastructure, health and environment protection, adaptation to climate change etc.). This is precisely why there has been a noticeable shift towards a greater emphasis on the information and awareness raising activities of the general public in the area of all the most important sustainable development measures and policies in recent years. **There are more and more public events, announcements, advertisements, animation videos etc. in which one of the SD measures is promoted**. <u>We mark the international days of the Earth, Water, Forests, Democracy, Peace, Children, the "World Learning Hour", the "International Day of Bees" (on the recent initiative of Slovenia), the Slovenian Food Day, the Week of Lifelong Learning, the Global Learning Week, Sustainable Mobility Week, International Habitat Day, Month of Spatial Awareness, etc. with carefully planned and coordinated projects and actions.</u> **There are more and more organized campaigns aimed at the general public with the goal of raising awareness and changing habits towards sustainable development**, for example, <u>"I have my own bag", "Careful with the forest", "E-Cycle!", "Paying attention(!) to the environment", "Fresh food in your vicinity", "Think globally, act locally" etc</u>. Every project, programme, initiative, platform, partnership etc. has a **publicly accessible website with notifications of tenders, organized seminars, workshops, expert materials and tools issued, evaluation analyses, good practice cases, e-newsletters (weekly or monthly), press releases, announcements and reports of events, sometimes a blog can also be found as a form of communication and awareness**. The same applies to websites of development and advisory public institutions in the field of education (the NEIS, Institute for Vocational Education and Training, SIAE, Curricular and Extracurricular Activities Centre, etc.), NGOs, and other stakeholders as well as ministries. Over the last few years, there has been a noticeable shift from the use of traditional means of information to the use or publication of funds for the promotion of SD measures on the websites of the ministries (the MESP, MFA, MESS, MH, Ministry of Infrastructure, MPA, MAFF, MC, etc.) and the Government Office for Development and European Cohesion Policy (as the central government development service, where the *Vision of Slovenia 2050* and the *Development Strategy of Slovenia* were made and where their implementation is monitored and promoted in the closest connection with the implementation of the Agenda for the SD 2030 in Slovenia); one can find television and radio ads, links to broadcasts, printed advertisements, leaflets, animation videos and movie clips, quizzes, columns like "Did you know ...", "Questions and Answers" etc., as well as several comprehensive texts of informative nature and intended for reading and awareness-raising of the general public. **The communication strategies of all stakeholders seek out the best ways to get the information, skills and knowledge closer to the user.** One of the very common ways is to systematically publish examples of good practice (in the form of a publicly accessible bank, catalogue, shelf, etc.), increasingly in the form of a short film.

Let us briefly list at least some major and important projects: …

Please, see continuation at the end of this reporting format **"The Appendix V (Slovenian)", Sub-indicator 2.5.1**, pp 85. |
| 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.* There are an educational programme and learning materials for adult education as we have already described in 1.2.3 and 2.1.3. The SIAE continues with the initiative of the web-supported development for participants who call for continuation, which could also serve as a **platform for ESD in adult education**. **In the field of vocational and technical education, the dual (apprentice) form of education was formally introduced by the Apprenticeship Act in 2017** and represents an important turning point in the direction of closer cooperation between education and the economy, between the educational process at school and the training process at a workplace in the company, thus strengthening mutual influence and constructive cooperation of both partners. In the apprenticeship form (which is voluntary both for students and for companies), education at the employer takes place in at least 50 % of the total hours of the programme. As part of a major project "Reform of vocational education 2016-2021", the holder of which is the Institute for Vocational Education and Training, a pilot introduction of the apprenticeship started in school year 2017/2018. The implementation of the three-year pilot introduction is evaluated in the framework of a national evaluation study (in 2018 the National Quality and Evaluation Council already discussed its first evaluation report). The pilot introduction of the apprenticeship and the evaluation of the experiment is financed by the MESS, the Ministry of Economic Development and Technology and ESF funds. The first report shows that the cooperation of all key partners is being successfully established and that such a form of education is welcomed by both students and companies. For many of the projects addressing SD issues (either national or international, in which Slovenia participates) - we should single out **Strategic Development and Innovation Partnerships (SDIP)** which are implementing the Strategy of Smart Specialization S4 and are most closely related to the *Slovenian Development Strategy 2030* and the *Agenda for Sustainable Development 2030* (see also 1.2.1) - it is considered that, as a rule, many partners (companies, research organizations, trade unions, development agencies and centres, chambers, associations, various initiatives, etc.) are involved . SDIP are established in the following areas of SD: 1) smart cities 2) smart buildings, homes and wood chains, 3) network for transition to a circular economy, 4) sustainable food production, 5) factories of the future, 6) sustainable tourism, 7) health-medicine and 8) development of materials as products. Each SDIP has its own website (also in English). Information on and access to all partnerships and their websites can be found on the website of the Government Development Service: http://www.svrk.gov.si/en/areas_of_work/slovenian_smart_specialisation_strategy_s4/strategic_research_and_innovation_partnerships_srip_in_detail/ **A concrete example of work-based learning of wide partnership is the "Learning Polygon for Self-Care Dole"**, an "open classroom in nature", which was established back in 2010 (as part of a multi-annual project financed by the MESS and ESF) and which successfully continues to this day and has been developed through numerous new development projects of a wider range – *the Dravinja Valley*, which succeeded to establish itself as an important tourist region in Slovenia in the field of SD learning, with emphasis on experiential learning – learning from experience and work-based learning. The Learning polygon for permaculture, agroecology and eco remediation Dole is intended for educational institutions (kindergartens, schools), adult education, and the general population. An example is presented in the publication "True Stories as an Inspiration for a Sustainable Lifestyle" (2017), created in the framework of the international project "MeWeWhole", funded by EC/Erasmus + and the Turkish National Agency. Four countries participated in the project: Turkey, England, Italy and Slovenia (Faculty of Arts of the University of Maribor - Centre for Eco Remediation). The publication with special stories from all four countries entitled "True Stories as an Inspiration of a Sustainable Way of Life" (2017) is available on the project's website: http://www.ff.um.si/dotAsset/68892.pdf (in Slovenian). The Slovenian case is available in English in the report on the working meeting of the project in Slovenia in 2017 on the aforementioned Slovenian project website: http://www.ff.um.si/dotAsset/68921.pdf.

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.* See 2.4.1.
Indicator 2.6	**ESD implementation is a multi-stakeholder process**[18]
Sub-indicator 2.6.1	**Is ESD implementation a multi-stakeholder process?**
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.* **As a rule, ESD is a multi-stakeholder process**. For example, the eco-schools national coordinator reports that the eco-school programme is primarily focused on youth, youngsters, teachers and mentors in educational institutions. The great amount of projects is planned as a multi stakeholder process, addressing and/or including stakeholders: local community representatives, educators, teachers, professors, management (headmaster, director), technical staff, professional organizations, societies, companies, other organizations. More on the eco-schools website: https://ekosola.si/projekti-2018-2019/ (in Slovenian). The same applies to the implementation of projects within the UNESCO network of schools, healthy schools, cohabitation schools, etc. More on their websites: https://www.unesco-sole.si/projekti/, http://www.nijz.si/sl/slovenska-mreza-zdravih-sol, http://www.drustvo-sobivanje.si/ (all in Slovenian). At this point, it should again be **emphasized that various partnerships, platforms, coalitions, etc. in the field of ESD implementation continue to emerge**. See also examples described in 2.5.1 and 2.5.2.
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.*

---

[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).

| | *Please address in particular the following questions:*

Which actions and/or initiatives have been particularly successful and why?
We believe that in the recent period, there has been: 1) **a general increase in ESD activities**, especially at the level of the work of various NGOs, 2**) greater expansion in the development of various partnerships in the field of ESD**, and 3) the **development of various tools for raising awareness and informing the expert and general public on the importance and implementation of SDGs**.

What challenges did your country encounter when implementing this objective?
As already indicated, the weak points in the ESD system are: 1) <u>coordination </u>of the whole activity or the most important actors/holders of ESD activities in formal and non-formal education, 2) <u>systematic monitoring</u> of this large variety of activities and their holders at all levels of education, including adult education, 3) a <u>comprehensive and in-depth content analysis of the curriculum </u>from the perspective of integration of important content from the field of ESD (for now, only partial analyses are available), 4) in this particular field, we should establish <u>appropriate forms of cooperation also with the higher education</u> system.

What other considerations have to be taken into account in future ESD implementation concerning this objective?
All of these problems (including this report on the implementation of the ESD strategy and its goals) probably beg the **question of the definition of ESD in relation to the definition of education as such** (based on the doctrine of human rights, equal opportunities, tolerance and solidarity, the culture of nonviolence, etc.). Both at the levels of the system and of the educational institution, the contents and activities of ESD are to a large extent hidden or implicitly present, since they do not occur and are not asserted under the common umbrella of ESD. Finding an explicit presence of ESD and its contents is therefore difficult. The outcome of this problem is perhaps in redefining the ESD concept in terms of <u>more explicit linking of ESD content to SDGs</u> (the proposal of the new post-GAP ESD, July 2018). Indeed, Slovenia needs a (common, interdepartmental) re-thinking of concepts for the ESD due to the aforementioned problems. |

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]**
	In particular specify which ESD competences[21] are explicitly included in the study programmes. As already mentioned, we <u>do not have a systematic analysis</u> of study programmes, and consequently no analysis from this particular aspect. Our answer is based on the <u>data from two faculties of education</u> (University of Ljubljana and University of Maribor), provided during the preparation of responses to this questionnaire. The "Table of learning outcomes" (see Appendix I/b) contains a number of competences which are important for the field of ESD and are developed by future teachers at both pedagogical faculties within their formal initial training and informal activities of the Eco-school programme in which the **Faculty of Education UL** is participating. Occasionally using a special questionnaire for students, the Faculty of Education UL checks their knowledge and skills in the field of ESD, as well as their views on the role of the future teacher in this field. For example, the results of the "ESD analysis at the Faculty of Education Ljubljana - the case of the Home Economics study programme" (2014), reported by the Faculty of Education UL, show a significant increase in students' ESD knowledge after they were first interviewed in Year 1 and then again in Year 3. The difference was also reflected in students' views on the role of the future teacher in transferring knowledge and values of ESD and the importance of learning, based on their personal experience and the teacher's exemplary behaviour in accordance with SD principles. The Faculty of Education trains students of all study courses for this important comprehensive institutional and action approach to developing the necessary competences in the framework of the Eco-school programme implementation (activities of the eco-faculty programme are described in 2.3.2). The **Faculty of Education UM** lists the following competences that students develop during their teacher studies: to understand the complexity of the SD concept; to know and understand the root causes, extent, ways of solving problems which threaten sustainable development; to understand the objectives of ESD and the close relationship between knowledge, thinking, attitudes, values and responsible behaviour; to develop a responsible attitude towards various resources; students are able to concretise the ESD objectives and their integration into the pre-school curriculum; students are trained in evaluation and planning approaches to achieving the ESD goals; to participate in team and project work in the realization of the ESD objectives.
Sub-indicator 3.1.2	**Is ESD a part of the educators' in-service training?[22]**

---

[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.* The right and duty of professional staff in kindergartens and schools (ISCED 0-5) to in-service training is defined by law and the Collective Agreement for the Education Sector; it is regulated in more detail by the Rules. The collective agreement defines the right of professional workers in kindergartens and schools to a minimum of 5 days of further education and training per year or up to 15 days per three years. The costs of education, including salary compensation, are borne by employer (i.e., kindergarten or school). <u>Every year, the kindergarten or school makes the annual plan of the in-service training programme and prepares a report on the implementation of the plan.</u> Successfully completed further education is one of the important criteria for the promotion of professionals to the titles of mentor, advisor and councillor; the professional staff receive certificates for a successful completion of training. The <u>Ministry of Education publishes in-service programmes each year and co-finances them on the basis of mandatory evaluations</u> of the programme implementation (by interviewing participants in the programme). The offered programmes are published in the *Catalogue of programmes for further education and training of professional workers in education*. The catalogue is publicly available on the MESS website (in Slovenian): https://paka3.mss.edus.si/katis/Uvodna.aspx. It is worth mentioning that, in the last tender from spring 2018 (for school year 2018/2019), the MESS defined **seven priority topics of further education, including the ESD topic**. In *Catalogue 2018/2019*, there are 54 programmes offered under the ESD priority topic, which is 16 % of programmes in all priority areas. However, it is important to emphasize that the share is even higher, since the contents of the programmes of some priority areas overlap considerably: the ESD priority topic especially with the priority topics of "safe and stimulating learning environment" (117 programmes offered) and "inclusion of diversity" (49 programmes offered). The data on the actual implementation of the programmes and the evaluation of their implementation will have been available by the end of the school year. … Please, see continuation at the end of this reporting format **"The Appendix V (Slovenian)", Sub-indicator 3.1.2**, pp 93. *Please also update the information provided under the phase III national implementation reporting in appendix III.* Unfortunately, we <u>do not have the accurate data</u>. However, it may well be argued that the share of programmes (of both initial and further education and training of teachers) which contain topics of SD or take place under the direct title of ESD has **increased over the last years** (especially in the last two years, when the ESD was ranked among the priority topics of the ministry's tenders). The share of professionals who are participating in the programmes of in-service teacher training in the current year is extremely high due to the above-mentioned legal rights and duties (between 80 and 100 %).

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.* The aforementioned provision of the Collective Agreement for the Education Sector in the Republic of Slovenia (Official Gazette of the Republic of Slovenia, No. 52/94) also applies to heads, namely the right to in-service training up to a minimum of 5 days per year or 15 days every three years (Article 53). Heads are also promoted to titles (mentor, advisor, councillor); therefore participation in education is important for them, too. A special public institution in the field of education which primarily takes care of the area of education of heads and managers of educational institutions is the **National School of Leadership in Education (NSLE)**, established by the Government of the Republic of Slovenia. The NSLE is a developmental and advisory institution that provides support to directors, heads and their assistants in the management of an educational institution or centre. The NSLE organizes and manages several forms of education, some of which are also published in the ministerial catalogue of in-service training programmes; all their programmes are published on their website: http://en.solazaravnatelje.si/ (in Slovenian). Anyone who wants to run for the head of a kindergarten or school must submit a certificate of the successful completion of the one-year "Headship License Programme". Furthermore, the NSLE offers a "Mentoring Programme for newly appointed head teachers", a "Headship Development Programme" (a two-year programme after two mandates of headship) and a number of other in-service training for raising professionalism in the management and development of an educational institution (e.g. a programme to support 'development teams' in kindergarten and school, a programme of a network of kindergartens and schools which is intended for mutual learning and exchange of good practice between kindergartens and schools, etc.). <u>The ESD is not explicitly stated in the Catalogue of Knowledge Standards of the compulsory programme of the NSLE (for the head examination); however, it includes various aspects important for the implementation of the ESD in kindergartens and schools (teamwork, problem learning, conflict resolution, school vision, action plans, etc.). A quick overview of other programmes does not reveal an explicitly stated area of ESD learning as a single entity either; however, important individual topics from the field of ESD are present.</u> The NSLE and the MESS organize two-day meetings for heads and separate ones for their assistants from each level of education (kindergartens, primary and secondary schools). In addition, the NSLE organizes a thematic national or international conference every year for principals and other interested professionals, representatives of the MESS, development institutes, faculties etc. Before the start of each school year (from 2016), heads are invited by NEIS for a one-day consultation and education. <u>All these are educational opportunities, which include ESD topics (civic education, environmental education, cooperative learning, health and a healthy lifestyle, the importance of exercise, climate change, intercultural dialogue, innovative learning environment, etc.).</u> At regular annual conferences and symposiums, the topics discussed are related to the priority areas and guidelines of the MESS (in the current mandate, they include citizenship education, work with migrants and the gifted, development of innovative learning environments, career development of teachers, etc.). …
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?**

Sub-indicator 3.2.2	**Are ESD networks/platforms supported by the Government in any way?[23]**
Yes ☒ No ☐	*Please specify how, listing the major ones, and describing them as appropriate.* ESD networks are supported by the NEIS; the entire institute's work is carried out according to its annual plan, adopted and financed by the MESS, which is also the case in the IVET, where they offer support to the network of educators by giving them teaching advice, tools for SD, information about SD, etc. The SIAE offers support and maintenance of the network of educators in the field of adult education, while NSLE offers support for the headteacher network programmes. Networking of teachers (mentors, co-coordinators) within the framework of Eco-schools, Healthy Schools, UNESCO schools, cohabitation schools, Europe in School, National Children's Parliament, Global Learning Teachers Club, etc. is supported by various ministries (MFA, MESP, MH, etc.), as well as companies, funds, foundations, etc.
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.* Progress has been made, especially by connecting teachers from different schools into teachers' networks and headteachers as well. There is more of it than it used to be, both in the framework of public developmental institutions in the field of education and of various NGO projects and networks. The main aim of all these networks is to strengthen collaborative learning and good practices. Since sustainable development is part of the national legislation and the curricula, educators are empowered in this field through many official (National Educational Institute, Institute for Vocational Education and Training, Slovenian Institute of Adult Education, National School of Leadership in Education, ministries, National Commission for UNESCO, etc.) and unofficial ways (NGO's; conferences by various organisers). We could conclude that in general, ESD is considered too much as an implicit topic; in the future, more effort will be needed to place it on the agenda as a specific, explicit, more visible topic.
	Please address in particular the following questions: In the field of education of teachers and educators for implementing ESD, we need more transparency and more systematic integration. The most recent challenge remains the lack of finances for more in-service teacher training and the lack of staff in all the aforementioned public institutions in the field of education, in particular the NEIS, SIAE and NSLE. In the future, more attention should be paid to the education of headteachers, not just teachers (ESD as an explicit topic, the role of headteacher in the implementation of a holistic institutional approach, etc.). For this purpose, a greater role of the NSLE, the leading public support and development institute in the field of headteacher education, is expected in the future.
Issue 4.	**Ensure that adequate tools and materials for ESD are accessible**

---

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

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 ☐	There is no specific strategy for the development and production of ESD materials and tools; however, the importance of ESD materials is stressed in the *Guidelines for Education for Sustainable Development from Pre-School to Pre-University Education*, where one of the aims is to provide appropriate didactic and other materials for the implementation of ESD. According to the *Guidelines*, **public educational institutions (mainly NEIS and IVET) have been the main drivers for the development and production of ESD tools and materials**. They should »systematically provide informative and expert materials such as handbooks, computer and video materials for various target groups: children, pupils, students, teachers, parents« (2007, p. 7). A **large part of expert materials, learning resources and tools for the field of ESD (including translations) is created within a variety of programmes and projects implemented by NGOs** (e.g. in the framework of the Eco-school programme, Healthy Schools, UNESCO Schools, Eco-school Gardens, Europe in School, The Seeds of Change, Children's Parliament, With Global Learning towards Global Objectives, etc.) and freely available on their websites. In the last few years (after 2015, with the implementation of the *Agenda for SD 2030*), the production of NGOs is again particularly strong (stronger than the current production of public institutions, which has not yet reached the level from the period of the "Decade of the ESD" when the majority of fundamental and high-quality learning resources was created for ESD implementation in kindergartens and schools). Let us list a few handbooks and learning aids (didactic games) helping kindergartens and schools in the ESD implementation that emerged over the last period: *Global Learning to Global Goals* (2016, SLOGA Platform), available at: https://issuu.com/focusdrutvozasonaravenrazvoj/docs/ctr_issuu); the guide *The goals of sustainable development - the future we want* (2017, Association for the United Nations for Slovenia), available at: http://www.poznavalec.si/wp-content/uploads/2017/11/SDG_2017.pdf; *Teacher Handbook on SDGs and Migration: Start the Change!* (translation, 2017, Amnesty International Slovenia), available at: http://sola.amnesty.si/prirocniki.html; the didactic board game *Go Goals! Play and Build the Future* (translation, 2018, SVRK), available at: https://go-goals.org/sl/; *17 Goals for Changing the World* (2017, United Nations Association for Slovenia), available at: http://www.mzz.gov.si/fileadmin/pageuploads/Zunanja_politika/ZDH/Ozavescanje_javnosti/Didakticna_gradiva/17_ciljev_za_spremembo_sveta_UNAS.pdf; *A Handbook on Global Education, Theatre Peadgogy and Peer Education* (2018, Humanitas – Centre for Global Learning and Cooperation), available in English at: http://www.humanitas.si/data/useruploads/files/1538234577.pdf?fbclid=IwAR2iLQESya20CxfnDPl98_sJ4aeyKbZvyJf-dxulMXMVsTcOkJ-JC4sXrf8, etc.
Sub-indicator 4.1.2	**Is public (national, subnational, local) authority money invested in this activity?**

Yes ☒ No ☐	The MESS and other ministries (e.g. MESP, MH, MFA etc.) have financed several developmental projects in which appropriate expert materials, tools, didactic games, and other learning resources relevant to the implementation of the ESD are developed (see also 2. 5.1 etc.); unfortunately, they are not grouped by thematic areas, therefore we cannot provide the requested information.
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 ☐	Slovenian textbooks used in public education are adopted by governmental Councils of Experts in the field of education. **All approved textbooks have to be in accordance with legislative objectives and aims of the curricula and subject syllabuses**. In addition to the above, the *Rules on the Approval of Textbooks* (Official Gazette of the Republic of Slovenia, No. 27/17) <u>also determine the following criteria</u> which should be taken into account in the process of the textbook approval: <u>compliance with modern findings of disciplines, methodological and didactic relevance, suitability to the development stage and age of the participants of education, linguistic correctness and relevance, technical relevance, the textbook must be aesthetically and visually appropriately designed</u>. For the textbooks of the first three years of basic school, an assessment of <u>suitability from the point of view of developmental psychology</u> is obligatory. The *Rules* also specify the criterion relating to the weight of school bags: the <u>textbook should not contribute to increasing the weight of the school bag</u>. Textbooks must not contain advertising messages. The Rules distinguish between three types of textbooks: printed, electronic (e-textbooks) and interactive (i-textbooks). The provisions apply to all three types of textbooks. Approved textbooks are published in the *Catalogue of Approved Textbooks* (see further below). <u>Schools and teachers are professionally autonomous in the selection of textbooks (and other teaching materials)</u>. A proposed list of textbooks and other materials for the next school year is determined by the school itself; before it is published on the school's website, it must be confirmed by the parents' council. **Public institutions in the field of education (NEIS, IVET and SIAE) are responsible for the curricular development, thus also for the continuous analysis of textbooks, the need for textbooks and the updating of existing ones (from the Catalogue)**. The proposer or the preparer of the textbook (author, translator, company, institute, etc.) must contact the NEIS or the IVET in order to ensure that the expert review procedure is carried out before submitting the textbook to the competent Expert Council. Both public institutions offer the necessary professional support to the preparers or proposers with appropriate instructions on how to prepare a high-quality textbook and learning material, including through training for such expert work (e.g. IVET with the "How to write a textbook?" seminar). The <u>NEIS</u> also offers expert support to schools with annual *Recommendations for the selection of textbooks and school materials* for the next school year. All necessary information on the subject of textbooks and teaching aids is accessible to schools on the NEIS website (https://www.zrss.si/ucilna-zidana/ucbeniki-ucila/ucbeniki - in Slovenian) and that of IVET (http://www.cpi.si/izobrazevalni-programi/podlage-za-pripravo-izobrazevalnih/ucbeniki.aspx - in Slovenian). On the <u>IVET website</u>, the "Corner for authors of learning materials" contains, among others, "Quality Criteria for Learning Materials Co-Funded by Public Resources", "Guidelines for Textbook Authors", "Reminder for Authors of Learning Materials", "Learning Folder - Flexible Learning Material", etc.
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 ☐	Tools and materials are available in national languages.
(b) Yes ☒ No ☐	Some good materials and tools from abroad are also translated.

Some materials are in English and it is up to teacher to decide, which one to use. If there is a possibility of translation, such a material and tools are normally translated and are available.

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	✔
9. No information available	

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 accordance with the *Rules on the Approval of Textbooks* (Article 5), the ***Catalogue of Approved Textbooks*** must be published (as a rule, on the websites of the MESS and public institutions, in particular NEIS, IVET and SIAE). In the case of an e-textbook, the access link to the e-textbook is part of the published data on the textbook. The *Catalogue of Approved Textbooks* is available on the web pages of the MESS and public institutions (in the form of the web application TRUBAR): https://paka3.mss.edus.si/Trubar/Javno/Default.aspx (in Slovenian). The catalogue, in addition to the list of approved textbooks for primary and secondary schools, contains a list of other learning materials and tools. The catalogue also includes a list of textbooks for the blind and partially sighted. **Other materials for teachers and pupils (manuals, didactic games, etc.) that are not part of the** *Catalogue of Approved Textbooks* (because they have not been verified through the above-described regulated textbook approval process) are generally freely accessible on the websites of many networks and programmes, various development projects, etc., within which they were created. **Publication and promotion on the internet-sites is the most common form of information and dissemination**, especially for e-materials (or, increasingly, i-materials, such as quizzes, etc.). The printed material is promoted on the web pages of the NEIS, IVET and SIAE publishing houses; some are payable, some (also co-financed by ESF) are not. An important part of the dissemination process is the **provision of education and training for the use of new materials** or, for example, inviting kindergartens and schools to pilot test and evaluate the usefulness of new materials. For the last few years, the **creation of various collection sites have been observed in the form of a digital library, a reading room, a treasury, a stack of learning resources and good practices of the ESD** for the exchange of results, tools, devices and mutual encouragement of the development of ESD activities. Let us mention a few: within the Eco-schools Network, an "eco-stack" is being created, ie. an open collection of good practices of Slovenian eco-kindergartens and schools as well as other participating institutions and organizations in the Eco-school programme: https://www.ekoskladovnica.si/ (in Slovenian); a "source of knowledge", an online library for vocational and technical education (a collection of all supporting materials for vocational and technical schools, including for the teaching of the ESD): http://www.izvirznanja.si/ (in Slovenian). The NEIS and SIAE also have a similarly ramified online library. Within the international project "Know your life style" (Umanotera - the Slovenian Foundation for Sustainable Development participating), an open collection of didactic materials is created for the implementation of workshops on education and awareness raising on sustainable consumption: http://www.knowyourlifestyle.eu/. In its report, the SLOGA Platform announces an online library of publications and materials on global learning in Slovenian and English, which will build on the previous activities of collecting materials on the web pages of the Ministry of Foreign Affairs and various projects of the SLOGA Platform, e.g. the embryo form of such a site was created within "Tudi TI" ("As well You") project: http://tuditi.si/gradiva/ (in Slovenian). The Humanitas Association website "We Read" contains all the materials created in the Society's projects: http://www.humanitas.si/?subpageid=253; furthermore, the SLOGA Platform reports on the 'physical' library of the House of the Worlds – Centre for Global Education, which is part of the Oton Župančič City Library in Ljubljana, which offers a number of materials of GE and ESD in the physical form (manuals, didactic games, films etc.). Information on this specialized library, which will be continually upgraded, and on its activities is available on the Humanitas website: http://www.humanitas.si/index.php?subpageid=65.
Sub-indicator 4.3.2	**Is public authority money invested in this activity?**

Yes ☒ No ☐	In accordance with the *Rules on the Approval of Textbooks* (Article 5), public institutions in the field of education (NEIS, SIVET and SIAE), established by the Government of the Republic of Slovenia, are responsible for publishing the list of approved textbooks (the *Catalogue of Approved Textbooks*) and links to access e-materials. This task is one of their core activities financed by the MESS.

Sub-indicator 4.3.3	**Are approved ESD teaching materials available through the Internet?**
Yes ⊠ No ☐	The *Catalogue of Approved Textbooks* is available at https://paka3.mss.edus.si/Trubar/Javno/Default.aspx. You can access the website also via the MESS site (http://www.mizs.gov.si/si/delovna_podrocja/urad_za_razvoj_in_kakovost_izobrazevanja/sektor_za_razvoj_izobrazevanja/ucbeniki - in Slovenian) and the two public institutions responsible for the implementation of textbook policy, ie. the NEIS (https://www.zrss.si/ucilna-zidana/ucbeniki-ucila - in Slovenian) and the IVET (http://www.cpi.si/izobrazevalni-programi/podlage-za-pripravo-izobrazevalnih/ucbeniki.aspx - in Slovenian).
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 ☐	Collections are available on the websites of development and advisory public institutions in the field of education, on the websites of programmes, projects and networks which implement the ESD. Materials and games are also available in physical school libraries and local libraries.
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.* The most recent challenge represents the lack of finances for more tools and materials and the lack of staff at the National Educational Institute, IVET and SIAE, which, in the past more than lately, also provided a lot of relevant and quality materials on ESD.
	Please address in particular the following questions: *Which actions and/or initiatives have been particularly successful and why?* Collecting and offering e-materials (including the good practices as an important learning resource) on the websites of public institutions and major projects in the field of the ESD (digital libraries, readers, stacks, etc.). *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?* 1) The lack of financial and human resources as part of the basic activities of central public institutions in the field of education (NEIS, IVET, SIAE) which are the most responsible for the curriculum development and, consequently, for the development of expert and learning materials in support of the curriculum implementation. 2) The future challenge remains to find ways of identifying, providing and validating the quality of ESD materials produced in a number of projects and programmes outside the described regulated system for the preparation and approval of textbooks, and, ultimately, their inclusion into catalogues of approved textbooks and lists of recommended learning materials prepared by NEIS, IVET, SIAE. 3) Therefore, in the future, the formal system of education should be connected to the informal system and the NGO system more than it is now, since the production of the latter two in the field of the ESD is strong, often very innovative and of high quality. An increased cooperation between the two systems would improve the quality of the production of ESD materials and aids and, consequently, high-quality materials would be even more attractive to users in kindergartens and schools.

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).

On the level of the systemic educational, scientific and research policies 2017-2019, there were no ESD research (scientific) projects put out to tender. A new ESD project is planned for the new Target-Research Programme 2019 (the tender proposal is still under preparation). The National Forum on GE and ESD (May 2018) showed the need for a (re)conceptualisation of ESD in the direction of a clearer connection (or demarcation) between similar concepts, especially GE and civic education, and for a closer connection with SDGs and a further detailed elaboration of ESD implementation in the curriculum and everyday life of kindergarten and school, as already indicated by the last *White Paper on Education* (2011). Research work in the field of ESD is carried out professionally autonomously as part of the higher-education process (within the framework of the seminar, diploma, master's and doctoral work of students). This is reported by both faculties of education participating in this report (UL and UM). Let us mention two important developmental-analytical project assignments in the field of ESD, carried out by NEIS in the last two years (2017 – with the support of the MESP, 2018 – with the support of the GENE). Unfortunately, we do not have systematic analyses and information on a rigorous research work from the point of view of ESD issues, even if such an analysis would be interesting for our further work.

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?**

---

[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.

Yes ☒ No ☐	A list of students' graduate and master theses with the environmental content is posted on the website of the **Faculty of Education, University of Ljubljana**, more precisely <u>on the website of the "ECO faculty"</u>. The bachelor's or master's thesis is publicly accessible by clicking on the title (both a summary and a full thesis). The list is updated annually; in recent years, <u>the number of environmental research topics in graduate theses has been increasing</u>. The list currently contains 78 titles. As these are **students' final works**, they are most closely related to the content and methods of ESD implementation in kindergartens and schools. Let us give a few titles: Construction of forest bivouacs from natural materials as an opportunity for learning; Awareness of basic school pupils about environmental pollution in the Zasavje region; Awareness of basic school pupils and teachers about climate change; Knowledge of environmental contents in pupils of Year 7 of basic school; Ecocriticism: the relationship between human and animals in selected animal fairy tales of Svetlana Makarovič; Inclusion of organic food in basic school nutrition; The influence of forest pedagogy on the development of environmental ethics in preschool children, etc. Bachelor's and Master's theses of Faculty of Education students related to ESD issues (key words: ecological literacy, ecological psychology, ecological education, ecosystem approach, ecosystem services, environmental ethics, environmental literacy, environmental problems, pollution, sustainable consumption, sustainable development, green households, environmental protection, etc.) are available on the website of the faculty: https://www.pef.uni-lj.si/uploads/media/okolje.pdf. From **among scientific articles**, the Faculty of Education in Ljubljana singles out the following title for this report: ERJAVŠEK, Martina, KOSTANJEVEC, Stojan, LOVŠIN, Francka. Vzgoja in izobraževanje za trajnostni razvoj na Pedagoški fakulteti Ljubljana - primer študijskega programa Gospodinjstvo z vezavami (Education for sustainable development at the Faculty of Education Ljubljana - an example of the study course Home Economics as a two-course study). In: *Vzgoja in izobraževanje*, ISSN 0350-5065, 2014, volume 45, issue 4, pp. 31-36, graphical diagrams, tables. [COBISS.SI-ID 10243401] … Please, see continuation at the end of this reporting format **"The Appendix V (Slovenia)", sub-indicator 5.1.1**, pp 96.
Sub-indicator 5.1.2	**Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?**

| Yes ☒ No ☐ | At this point, we should first mention two analytical surveys which are more directly related to the evaluation of the implementation of the UNECE ESD Strategy or the National Guidelines for ESD (2007):

1) "Knowledge and competences relevant to achieving the objectives of the green economy in relation to climate change for the levels of kindergarten-primary school-gimnazija" (2016/2017), task holder: NEIS, task client/financer: MESP/Climate Change Fund.
A content analysis of the existing curricula (of pre-school education, compulsory primary education and gimnazija) was carried out in terms of the inclusion of (new) green-economy objectives in relation to climate change, together with the case study of examples of the curriculum implementation at all three levels of education (on a small sample of kindergartens and schools) and with recommendations for kindergartens and schools (implementing guidelines in line with the wider concept of ESD). Following is a brief summary of the main conclusions and recommendations of the project task:
– in examining the curricula, certain terminological and conceptual dilemmas have been identified, which should be dealt with by an in-depth and comprehensive conceptual analysis;
– insufficient inclusion of some objectives and topics relevant from the point of view of recent SD findings and issues (in particular environmental and economic aspects, including mitigation and adaptation to climate change) and the transition to the green economy; it is essential to update the existing curricula;
– on the level of the curriculum implementation, there is still too much emphasis on the environmental dimension, there is a lack of an integrated institutional approach and a need for putting more emphasis on collaborative and experiential learning outside the school walls, an interdisciplinary and ecosystem approach in addressing and solving problems in the area of SD, with teachers wanting more high-quality and regular annual opportunities for in-service teacher training in the field of ESD.

2) "Mapping of Global Education and Education for Sustainable Development" (2018/2019), task holder: NEIS, with financial support of GENE (Administrative Agreement on the Technical Assistance, 2018).
The goal of the task (the report is in the final stage of the preparation) is a review of the key legal and content documents which govern the field of GE and ESD in Slovenia and a short pilot situation survey. The review will serve as a starting point for a continued overview of the activities and main actors in the field of GE and ESD. Here are some of the main findings:
…
Please, see continuation at the end of this reporting format **"The Appendix V (Slovenian)", Sub-indicator 5.1.2**, pp.97. |

Sub-indicator 5.1.3	**Are post-graduate programmes available:** **(1) On ESD:[26] (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 ☐	For master's theses, see also: 5.1.1. RAJŠP, Martina. *Nove strategije načrtovanja in izvajanja okoljske vzgoje v prvem triletju osnovne šole (New strategies of planning and implementing environmental education in the first cycle of basic school): doctoral disertation*. [Maribor: M. Rajšp], 2013. 235 p., illustr. https://dk.um.si/Dokument.php?id=53894&lang=eng (data source: Faculty of Education, University of Maribor) Unfortunately, we do not monitor or dispose of this type of data. It is very likely that the title analysis of the master's and doctoral theses would reveal some titles on the ESD or at least relating to it.
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 ☐	Unfortunately, we do not have any data (there are mechanisms of scholarships and study grants available for the master's and doctorate level).
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?[27]**
Yes ☒ No ☐	Many national and international developmental projects, involving NGOs, research institutions, public institutions in the field of education, focus on innovating existing ESD practices, especially projects on GE and SDGs, whose special characteristic is the promotion and development of innovative approaches, e.g. *The Seeds of Change*, *Sustainably.Locally.Globally*, *Through Global Learning to Global Goals*, *Europe in School*, etc. (see at 2.5.1). We should mention the annual call for tenders of GENE (Global Education Network Europe) on the promotion of innovative approaches in the field of GE , to which Slovenian NGOs regularly apply and achieve visible results (In 2018, one of the recipients of the award was Humanitas Association with the project "Club of global education teachers"), see at: https://gene.eu/awardees-2018/.
Indicator 5.3	**Dissemination of research results on ESD is promoted**
Sub-indicator 5.3.1	**Is there any public authority support for mechanisms[28] to share the results of research and examples of good practices in ESD[29] among authorities and stakeholders?**

---

[26] ESD is addressed by substance and/or by approach.

[27] Activities may include projects, action research, social learning and multi-stakeholder teams.

[28] E.g., conferences, summer schools, journals, periodicals, networks.

[29] E.g., the "participatory approach"; links to local, regional and global problems; an integrative approach to environmental, economic and social issues; an orientation to understanding, preventing and solving problems.

Yes ☒ No ☐	*Please specify and provide information about where published research and dissertations are accessible.* **Research on ESD** (either entirely or in a summary form) is available in scientific and professional journals (eg. the NEIS magazine *Education and Training*, the journal of the Association of Teachers' Societies of Slovenia *Journal of Contemporary Educational Studies*, the international journal of the Educational Research Institute *The School Field* etc., on the websites of faculties and institutes, partly on the websites of ministries and public institutions. **Collections of examples of good practice** are published by numerous projects, programmes and networks operating in the field of ESD (see also 4.3.1 and 4.3.3). An important novelty - a new opportunity to publish research results and good practice examples in the field of the ESD - is a ministerial collection *Quality in Education*, established in 2018 and aimed at a greater enforcement of evidence-based policies, namely a greater use of research results in the planning and implementation of development policies.

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).* Between 2011-2014, the NEIS was publishing a journal for professional staff in kindergartens and schools, which was dedicated entirely to the field of ESD *Sustainable development in kindergarten and school*. Since the journal ceased publication, a thematic issue of the main (general) professional journal of the NEIS *Education and training* has been published occasionally, which has been dedicated to the issues of ESD (two thematic issues so far: in 2015 and in 2017). The function of a special journal is (partly) replaced by the online classroom "ESD", intended for the exchange of content, tools and experience in this field. At times, initiatives are revived to reissue a special journal dedicated to the issues of ESD. Individual articles from the field of ESD are published in various general and sectoral scientific journals (for example, an especially important journal in the field of education is the *Journal of Contemporary Educational Studies*, published by the Association of Teachers' Societies of Slovenia, another one is *The School Field*, published by the Educational Research Institute. The **Faculty of Education Maribor** reports on a publication addressing ESD, which includes authors, teachers and researchers of the faculty: CELEC, Robert (ed.) (2017). *Development of ecological responsibility*, (Erziehung - Unterricht - Bildung, ISSN 0945-487X, Bd. 181). Hamburg: Verlag Dr. Kovač.
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.* There are many studies in different areas of SD (due to the internal development of the knowledge and of sciences themselves). Recently, the MESS has been somewhat silent with regard to promoting research in ESD (the MESP has been more active in this regard). However, the call for a new research project is on the table on the topic of a (re)conceptualisation of ESD in relation to GE and civic education. In the field of promoting research work on the topic of the ESD, more interconnection between different ministries is planned in the future (MESP, MESS, MFA, Government Office for Development and European Cohesion Policy, etc.).
	– *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[30] networks on ESD?

---

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

Yes ☒ No ☐	In the last two years, the **MESS reclaimed or re-established membership in some networks and international working bodies which direct and promote ESD**: in addition to the representative of the MFA, the MESS representative has also participated in regular GENE working meetings since 2017; in 2017, the MESS revived the cooperation with UNECE; in July 2018, the MESS representative attended the UNESCO Technical Consultation Meeting on the Future of the ESD; The **MFA reports on the progress made in the long-term cooperation of the MFA with GENE**, which provides professional and financial assistance. The <u>MFA and the MESS strengthened the cooperation</u> in this framework. The ministries organised the *Forum on Global Education and ESD* in May 2018, which brought together all the main stakeholders in this field (policy-makers, academia, NGOs, etc.). GENE also provided a co-funding mechanism, which means that GENE co-financed one of the Global Education projects. Furthermore, <u>GENE supported the mapping of GE and ESD activities in Slovenian schools</u>. The **SLOGA Platform has been maintaining a long-standing cooperation with the North-South Centre of the Council of Europe**. Under the auspices of this centre, the SLOGA Platform organizes a *Global Learning Week in Slovenia* every year. In November 2018, the SLOGA Platform and the North-South Centre organized a regional Global Learning Seminar for the Mediterranean and Southeastern Europe.
Sub-indicator 6.1.2	**Do educational institutions or organizations (formal and non-formal) in your country participate in international networks related to ESD?**
Yes ☒ No ☐	The most important international networks of schools in which Slovenia participates in the field of ESD are: Eco-schools, Healthy Schools, UNESCO Schools. Kindergartens and schools are included in networks of learning communities within various international development projects, unfortunately, we do not have an overview of the international activities of Slovenian schools. It has been definitely increasing in recent years.
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 ☐	No data available
Sub-indicator 6.1.4	**Does your Government take any steps to promote ESD in international forums outside the ECE region?**
Yes ☒ No ☐	The Government of the Republic of Slovenia decided to carry out the <u>first voluntary national review of the implementation of *Agenda 2030*</u> already in the second year of the validity of the Agenda. The report was presented at a high-level political forum on sustainable development between 10 and 19 July 2017 in New York.
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*
	The MESS has <u>strengthened the interest in international cooperation in the field of ESD</u> and the connection with the MFA recently (despite the general shortage of staff and time; eg. in the context of joint cooperation with the GENE network). In the future, more intersectoral cooperation is planned, even when it comes to monitoring international processes and international cooperation in the field of SDGs and 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 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 emphasis on respecting, integrating, preserving and developing local and traditional knowledge is very much present in the content (and approach!) to the work of **AE study circles** (see 2.1.3). From this point of view, we should also point out the activities developing within the **large movement of the *Cultural Bazaar*** (see 2.3.2). And last but not least, there are efforts in the field of **sustainable school architecture** (see 2.1.1), which consider many old – traditional – school buildings to be of high quality (eg. "Navinšek schools without corridors") and, in relation to them, draw critical attention to the problematic, unsustainable effects of various modern restoration interventions (even in the name of sustainable development!).

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

This is an important aspect in our country and will remain so in the future. It is included in the *Guidelines for ESD*.

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

The remaining challenges:
- to improve the cooperation between stakeholders, since ESD is not just an educational content (even more so since the adoption of the Agenda for SD 2030, which puts education as one of the key tools for realizing SDGs, not only as one of the content objectives),
- to focus on both formal and informal education and to strengthen cooperation between the two,
- to update curricular documents for ESD and recommendations for the implementation of the curriculum,
- to strengthen the monitoring and evaluation of the implementation of ESD (with a sensible and clear/explicit/visible enough placing of the ESD in the *National Framework for the Quality Assessment and Assurance in the Field of Education*),
- financial and personnel deficits,
- etc.

See also challenges at Issues 2, 3, 4 and 5.

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.)	✔	✔	✔		✔	✔				✔	✔	✔	

Some key themes covered by sustainable development	ISCED Levels 2011*												
	0	1	2	25	3	35	4	45	5	55	6	7	8
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)	✓	✓	✓		✓	✓				✓	✓	✓	
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	19	19	20		23	23				23	22	22	5
Violence (peer violence, a safe and stimulating learning environment, etc.)	✓	✓	✓		✓	✓				✓	✓	✓	
Suistanable buildings (spatial literacy for sustainable development and sustainable construction)	✓	✓	✓		✓	✓				✓	✓	✓	

* Data sources for ISCED 0, 1, 2, 3 and 5: 1) the curricula and syllabi for individual levels of education; and 2) the final report of the "Knowledge and competences relevant to the achievement of the objectives of the green economy in relation to climate change for the levels of pre-school education-basic school-gimnazija" project (2016, Institute of Education of the Republic of Slovenia as the contractor, Ministry of the Environment and Spatial Planning as the fund provider); for ISCED 6, 7, 8, the data are provided by both faculties of education of the two central Slovenian universities (UL and UM) for the purpose of this questionnaire.

** In Slovenia, individual elements of global citizenship are an integral part of citizenship education as such - presented as a global dimension of citizenship education. Some other elements of the global dimension of citizenship education are an integral part of school subjects and activities in the field of the ESD as well. In many ways there is a kind of overlap between citizenship education, global education and ESD.

*** Concepts of the circular economy, the green economy, green economic growth, green jobs, social entrepreneurship, etc.

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[31] 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	**6**	**6**	**6**		**6**	**6**				**6**	**6**	**6**	**6**
	- 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	**6**	**6**	**6**		**6**	**6**				**6**	**6**	**6**	**6**

---

[31] At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels												
		0	*1*	*2*	*25*	*3*	*35*	*4*	*45*	*5*	*55*	*6*	*7*	*8*
	- other? (*countries to add as many as needed*)													

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	**4**	**4**	**4**		**4**	**4**				**4**	**4**	**4**	**4**
	- 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	**6**	**7**	**7**		**7**	**7**				**7**	**7**	**7**	**7**
	- 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	**9**	**13**	**14**		**14**	**14**				**14**	**14**	**14**	**14**
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	**6**	**7**	**7**
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 awareness	*Quality education*	*Reorienting education*	*Training*	*Social learning*
NGOs	✔	✔	✔	✔	✔
Local government	✔	✔	✔	✔	✔
Organized labour	✔	✔	✔	✔	✔
Private sector	✔	✔	✔	✔	✔
Community-based	✔	✔	✔	✔	✔
Faith-based					
Media	✔	✔	✔	✔	✔
Total	**6**	**6**	**6**	**6**	**6**
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																		
9. No information available/ there are only partial and diffuse data	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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** *(with important remark: needed to be updated)*	☐ 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 1.1	**Prerequisite measures are taken to support the promotion of ESD**	☐ 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

Separate text due to technical problems with filling in the form…

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.
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)	(b)	(c)	(d)	(e)	(f)
	Yes	*Yes*	*Yes*	*Yes*	*Yes*	*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	✓	✓	✓	✓		
9. No information available						

Sub-indicator 2.5.1
Are SD issues addressed in informal and public awareness-raising activities?

The Seeds of Change are a new developmental pilot project of the Government Office for Development and European Cohesion Policy (GODC), whose primary objective is to encourage primary schools (with teachers and pupils of the 5th grade participating as a rule) to become the bearers of change ("seeds of change"). They are encouraged to think about the future of education and life and to implement sustainable values, written in the Vision of Slovenia 2050. The project puts emphasis on changing the continuing school practices of learning and teaching with the aim of achieving concrete changes in everyday habits towards sustainable development (in class, at school and in the wider local environment). The project is based on the principle of value-based education and on experiential learning. Special emphasis is put on the active role of the student, who co-creates the educational process and that of everyday life in the classroom, at school and in the wider local area.
The project started in school year 2017/2018 (with more than 100 primary schools from all over Slovenia participating) and continues in school year 2018/2019. Within the framework of the project, an idea manual / teacher's guide was prepared (a collection of ideas and suggestions on possible concrete projects, approaches and activities in the classroom), regular educational and evaluation meetings with teachers have been organized. In 2018, a translation of a didactic

game was published with the aim of learning about SDGs »Go Goals! Let's play and build the future "(the original game was published by the UN Regional Information Centre). A copy of the Sustainable Goals was received by every primary school in Slovenia.
Project website: https://slovenija2050.si/sole/. A short presentation (a report of participating teachers) about the project in school year 2017/2018 can also be seen in the animation film: https://www.youtube.com/watch?v=vrxcWD9Abss

Europe in School is a traditional annual competition: it has been organised for the 20th year in 2018/19. The network of the primary and secondary schools and boarding schools applying for the competition is relatively strong and stable (on average, 500-600 schools apply). The project is under the auspices of the SAFY (Slovenian Association of Friends of Youth), which cooperates with several ministries (MFA, MESS, MC, MESP, etc.). From the very beginning, when it was still supported by the EC, the project has aimed at supporting schools in teaching and raising awareness of the young about the common challenges of Europe and the world, and national and local challenges as part of European and global challenges (global learning). In recent years (after the adoption of the Agenda 2030) and presumably by 2030, the content of the competition will have related explicitly to the SDGs. In the school year of 2017/2018, i.e. the European Year of Cultural Heritage, goal 11.4 (the protection and conservation of the world's cultural and natural heritage) was at the forefront; in 2018/2019, the competition entitled "Let us take off the pink-blue glasses – let us create a society of equal opportunities for girls and boys" focuses on the 5th sustainable goal - gender equality. The competition (literary, artistic, photographic and/or video competition) goes on at the school, municipal, regional and national levels. The project also has its own "linking part", with which schools are encouraged to link with each other and with the local environment. Trainings of school mentors and municipal and regional coordinators are organized every year on the topic of the competition. A final event takes place in the capital city of Ljubljana in May every year, and several regions have been organizing their regional events for many years. The power of the project lies particularly in the fact that it is not limited only to school, but also resonates in the local and wider regional environments. With regular annual publications, an exhibition of award-winning achievements which travels through various environments, and with accompanying media responses, the project, which is primarily implemented by schools, spreads the awareness about the values and goals of sustainable development beyond the school walls. The project website: http://www.zpms.si/programi-in-projekti/evropa-v-soli/

Children's Parliament is a public debate of children on a theme chosen by primary school pupils at National Children's Parliament. Children's Parliament is a programme for the education of children and adolescents for democracy. As a form of democratic dialogue and cooperation, it is implemented in primary schools throughout Slovenia. There are parliaments at the town, municipal and regional levels with national children's parliament at the top. The SAFY has been implementing the project since 1990 (since Slovenia's independence). The project represents one of the original forms of encouraging children to express their own opinions on issues that they themselves choose in a democratic process. The programme involves pupils and students from most Slovenian schools with the support of mentors and volunteers. The topics discussed are various, each year a new one, with the exception of the last, when the children's parliamentarians chose a major topic of "Education and the school system". They have focused on the topic for two years (the school year 2018/2019 is the second year of the democratic dialogue on this subject). In the history of children's parliaments, there are also topics on SD: a healthy and safe school environment, the well-being of pupils and teachers at school, emotional and social literacy, childhood without violence and abuse, intergenerational cooperation, stereotypes, racism and discrimination in school daily routine, media literacy, equity and equal opportunities for boys and girls, etc. In the first year of discussing the school system, young parliamentarians highlighted, among other things, the introduction of new subjects and contents, including "ecological topics" and "sustainable mobility", more hours for civic education, more variety of interest activities, the introduction of the extracurricular activity of tourism, planning the so-called "open curriculum" in which pupils and students want to participate, etc. Within the project, trainings for mentors and coordinators are organized every year. An e-

manual has been issued for them, which is published on the project's website. Other supporting expert materials, reports and conclusions from the parliamentary sessions (on regional and national levels) can also be found there. The project website: http://www.zpms.si/programi-in-projekti/otroski-parlament/

Among the examples of good practice in achieving the 4th sustainable objective, which covers the field of education, Slovenia reports on the project also in the first voluntary national report on the implementation of Agenda 2030: "Slovenia - Voluntary National Review on the Implementation of the 2030 Agenda. Report to the UN High Level Political Forum 2017 on Sustainable Development" (p. 27), accessible (in English) on the website of the Government Office for Development and European Cohesion Policy: http://www.svrk.gov.si/fileadmin/svrk.gov.si/pageuploads /Documents_for_communication_state_states / Slovenia_VNR_2017_-_Full_Report.pdf

Open Educational Resources (OER) is the second project Slovenia lists as an example of good practice of implementing the 4th Sustainable Goal in the above-mentioned national report. Freely accessible educational resources are of paramount importance in the implementation of the SDG4 agenda: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." In 2014, Slovenia launched the OpeningUpSlovenia Initiative and became a leading reference country on an international scale in this important area. In cooperation with the UNESCO and the Government of the Republic of Slovenia, the UNESCO Department of Open Technologies for Free Accessible Learning Resources and Open Learning was established at the central research institute in Slovenia - the Institute of Jožef Stefan (https://unesco.ijs.si/).

In the autumn of 2017, Slovenia hosted the 2nd World Open Educational Resources Congress, under the title "OER for Inclusive and Equitable Quality Education: from Commitment to Action", where the "Ljubljana OER Action Plan" was adopted, which included "Recommendations for mainstreaming OER in support of SDG4 «(pp. 2-3). The action plan is accessible (in English) on the project's website: .

https://en.unesco.org/sites/default/files/ljubljana_oer_action_plan_2017.pdf . Briefly about the project also in the aforementioned national report (pp. 27): http://www.svrk.gov.si/fileadmin/svrk.gov.si/pageuploads/Dokumenti_za_objavo_na_vstopni_strani/Slovenia_VNR_2017_-_Full_Report.pdf

Projects of the Eco Schools programme in Slovenia, see also 2.3.1 (p. 31). After 2015, with the adoption of the Agenda 2030, these projects are explicitly linked to SDGs. The programme's website is extremely rich, where all projects, tenders, reports, teaching and learning materials are published; since school year 2017/2018, also the collection of examples of good practice in the field of environmental education and ESD ("eco-stack"), available at the Ecoportal of the Eco School programme: https://eko-portal.si/home. From the viewpoint of informing and awareness-raising of the general public, we should especially mention the daily "News" (https://ekosola.si/novice/), and since 2015 also the monthly "Eco-school paper", the online newsletter of the Eco School programme (https://ekosola.si/ekosolski-list-spletno-glasilo-programa-ekosola/).

Projects of the UNESCO ASPnet programme, a network of kindergartens and schools which have been operating in Slovenia for 25 years (since 1993; Slovenia became a member of the UNESCO in 1992) in line with the UNESCO ASPnet's international guidelines with the aim of implementing the UNESCO (global) content in work and everyday life of the school. In accordance with the ASPnet strategy 2014-2021, the focus of the Slovenian network (of many projects involving schools and kindergartens) in recent years is on the promotion of SDGs and global citizenship, and from the point of view of approaches and methods of work, the focus is on the whole-school approach and opening into the local environment and across the border, including the establishment of various partnerships (within the UNESCO schools network, within various school networks at the national and international levels, with organisations in the local environment as well as across the border). From the projects promoting and raising awareness of the school as well as the general public about SD and SDGs, let us mention two: after the adoption of the Agenda 2030, kindergartens and schools throughout Slovenia voluntarily carry out the World's Largest Lesson on SDGs between September and November every year, with the UNESCO ASPnet encouraging them and offering them support. In 2018, when the project was carried out under the motto "It's All About Action!", the network started collecting feedback on the implementation of this special project at schools. In the future, this unique global campaign/lesson for schools will be further strengthened and expanded to as many schools as possible. Another project that we would like to single out is an interdisciplinary research and creative 4-day "Plečnik Camp", organized for the past 15 years by the Jože Plečnik Gimnazija from Ljubljana for gimnazijas and secondary schools included in the UNESCO network and the Eco School Network as well as for secondary school students from neighbouring countries. The camp programme is primarily aimed at developing the competences of secondary school students in the field of ESD as defined in

the cross-curricular field "Environmental education as an ESD" (see also 2.1.1, the curriculum is available on the MESS website: http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/ss/programi/2008/Gimnazije/K_OKOLJ_VZGOJA_gimn.pdf). For the last two years, the UNESCO School network has begun to further develop and strengthen various partnerships, including cooperation with the UNESCO Youth Platform, which, together with the UNESCO Schools network, shares the vision and strategy for the implementation of the Agenda 2030, in particular in the area of youth awareness and education as well as in the area of the general public. The website of the Slovenian network of UNESCO ASPnet: http://www.aspnet.si/. A promotional leaflet is available at: https://www.unesco-sole.si/doc/unesco-asp-mreza-lovenije-zlozenka.pdf.

The UNESCO Youth Platform is a unique Slovenian project, implemented by the **United Nations Association for Slovenia** since 2015. Its partner is the **Slovenian National Commission for UNESCO**. The aim of the project is spreading and improving promotional activities for raising awareness among young people in particular (aged 15-29), as well as among the general public on the content and operation of the UNO, UNESCO, the Agenda 2030 and the SDGs. Within the framework of the project "Stand Up, Take Action: For the Future We Want" (2016-2018), financed by the Ministry of Foreign Affairs, the UNESCO Youth Platform established a new online medium "pOZNavalec" in 2016. Its main objective is to promote UNESCO-related content, especially the SDGs, while strengthening critical thinking and research journalism among young people, thus contributing to the pluralism of the media landscape in Slovenia. The programme for 2018 emphasized that they would continue to contribute to raising awareness of the objectives of the SD and the importance of achieving them. In order to do so, the cooperation with UNESCO schools in joint projects should be strengthened, inter alia, by modernization and a more systematic promotion of the 2012 "Stronger Together" online portal, a learning tool and an open educational source for primary and secondary schools, where teachers and pupils as well as the general public can find relevant information and content from the field of SDGs and UN activities. The platform programme includes plans for workshops to promote and train teachers and pupils to use this open educational source in the field of SDGs. The new medium website: http://www.poznavalec.si/. And the website of the "Stronger Together" portal: http://www.skupaj-mocnejsi.si/.
Within the same project "Stand Up, Take Action: For the Future We Want" (2016-2018), the "All-Slovenian Guidelines for the Dissemination of SDGs and International Development Cooperation and Humanitarian Aid 2018-2020" (United Nations Association for Slovenia, 2017) were prepared. Their aim is to support an effective dissemination of SDGs among the population with the emphasis on positive effects and changes to the implementation of SDGs. The Eurobarometer Report (2016) data show that 63 % of the European population has not yet heard of the SDGs; a similar percentage applies to Slovenians. This is one of the key reasons that the Ministry of Foreign Affairs included the task of preparing "communication guidelines" to this project. The target audiences defined in the guidelines are: the general public, children and youth, the public sector, the private sector, political decision-makers. The Guidelines provide a slogan consistent with the UN slogan: "17 goals for the change of the world". It is recommended to use local stories, examples of good practice from abroad put in the national and/or local context. It is important to strengthen empathy (not pity), the principle of reality etc. The key messages recommended by the guidelines in accordance with the Slovenian Development Strategy 2030 relate, inter alia, to the preservation of a healthy natural environment, learning for and through life, an inclusive, healthy and responsible society, etc.

In connection with the concept of the above-mentioned new Internet medium "pOZNavalec", we should briefly mention another similar attempt: the promotion of a new "critical" web medium intended for children and adolescents, **the first online newspaper for children: "Časoris (The Newswork), My First Online Magazine",** which started in 2015. More about the initial cause and reasons on the website (in English): https://casoris.si/about-us/. The publisher of the new online medium is Časoris, the Institute for Information and Education (with partial support from the SAFY, MC and MESS). The director of the institute and editor of the newspaper is a recognized Slovenian journalist Dr. Sonja Merljak Zdovc. In addition to the editor, the project, whose main purpose is to contribute

to the education of a new generation of readers who will be able to think critically and demand high-quality media content, involves other interested journalists, editors, proofreaders, teachers, psychologists, pedagogues as well as children. The web site of the first online children's magazine: https://casoris.si/; some of the contents are also available in English: https://casoris.si/category/english/. The promotional movie is available on the You Tube portal: https://www.youtube.com/watch?v=qmjEw3_qX3o.

The project connects with and complements many other projects of NGOs, ministries, etc., which develop approaches of critical evaluation and awareness-raising of individuals and groups in various ways and with various contents - including SD contents closely related to SDGs, eg. in the field of gender equality in the framework of the **project "I am a woman"** with numerous projects of the Equal Opportunities Sector at the Ministry of Labour, Family, Social Affairs and Equal Opportunities (and some other ministries). The project's online magazine Časoris aims to establish a platform for discussion about gender stereotypes in the classroom. It includes a variety of communication channels, alongside the online magazine there are also its channel on YouTube and social networks (Facebook, Twitter, Snapchat) to help reach as many children, teachers and parents as possible. With short video and written contributions they want to contribute to the recognition and awareness of the problem of gender stereotypes among children. See the web pages of Časoris: https://casoris.si/category/sola-se-predstavi/tudi-jaz-sem-zenska/; available also in English: https://casoris.si/category/english/). The Ministry of Labour has an extremely rich website on the topic of gender equality; eg., there is information on the international conference "Non-stereotypically about stereotypes" from October 2018: (http://www.mddsz.gov.si/en/delovna_podrocja/enake_moznosti/tematski_posveti/nestereotipno_o_stereotipih/). It was organised in cooperation with the Ministry of Foreign Affairs and the Slovenian Association of Friends of Youth (project "Europe at school" above). There are conference contributions, various already developed and successful tools, examples of good practice, expert and teaching materials on slackening and eliminating gender stereotypes; the "useful links" also include **three recent major Ministry of Labour projects on gender equality** (SDG 5 and, at the same time, an important area of the ESD), which are very important and useful in the field of education, too: "Odklikni.si" (2017-2019), "Aktivni.Vsi" (2016-2017), "Let's balance the relations of power between the sexes "(2013-2016): http://www.enakostspolov.si/ (part of the contents is also available in English).

The Slovenian network of healthy schools for promotion and awareness of health in the school environment celebrated its 25th anniversary in 2018. It is coordinated by the National Institute of Public Health. In 2016/2017, 375 primary and secondary schools, secondary schools' residential facilities and schools for children with special needs participated in the healthy schools network. "Healthy schools" participate in several programmes aimed at learning and raising awareness about healthy eating habits, healthy lifestyles, environmental protection and ecology, intergenerational cooperation, and in the last period (2016/2017, 2017/2018), a large part of programmes aimed at protecting mental health and emphasized care for regular physical activity. Lately, the healthy schools programme has been more closely defined by the principles and goals of sustainable development (Agenda 2030). Let us name just a few projects implemented by the Slovenian Network of Healthy Schools in the framework of the above-mentioned programmes: Eco School Gardens, Eat and Think globally, Sport Jest (socializing and exercise of all generations), Symbiosis (younger people helping older by using computers), the European Village (a cooking workshop with the women farmer group), Healthy Diet, the Traditional Slovenian Breakfast, the School Fruit and Vegetable Scheme (promotion of local food), Green Monday (meatless day), etc. 69 % of participating schools in school year 2016/2017 and 75 % in school year 2017/2018 reported about the integrated school health policy as part of their school's educational and annual work plans. News, reports, promotional materials, expert materials, etc. are available to both participants in the network of healthy schools and the general public on the network's website: http://www.nijz.si/sl/slovenska-mreza-zdravih-sol (in Slovenian).

SLOGA, Slovenian Global Action, is the largest platform of NGOs in Slovenia in the field of international development cooperation, humanitarian aid and global education. It is of great importance both for formal and non-formal education and for the general public. In recent years - with the adoption of the Agenda 2030 - a large part of GE projects has focused on education and awareness of SDGs, the promotion of partnerships for the implementation of SDGs, the innovation of pedagogical practices of learning and teaching in the field of GE and ESD, the collection of examples of good practices, etc. SLOGA pays particular attention to information, awareness-raising and education. It publishes news on current events on the topic of national and international key activities for the implementation of Agenda 2030 and SDGs on its content-rich and carefully updated website: http://www.sloga-platform.org/. It informs about international and national calls for tenders, educational courses, national and international conferences, new expert materials; it organizes numerous online

awareness-raising campaigns, it publishes invitations and links to relevant sources of information and materials, etc. The platform is active on Facebook, Twitter and Instagram under #GlobalnoUčenje. The SLOGA platform has also established Infofon (040 204 464), where interested parties can obtain all information about GE and the wider developmental area. Especially for the GE field, a thematic site has been set up: www.tuditi. Among other things, a collection of materials is published there, which will be updated in the future. Materials can be found in the following 'drawers': intercultural dialogue; consumerism and consumer society; flows of globalization; media literacy; reports from conferences and other public events; official documents, recommendations, guidelines; research; video materials; other links. Since 2010, the platform has regularly published Slogopis, an informative newspaper for developmental themes. GE was the leading topic in three thematic issues: in October 2016 under the title "Slogopis on global learning: You are part of the global world, too" (available on the MFA website: http://www.mzz.gov.si/fileadmin/pageuploads/Zunanja_politika/ZDH/Novice_MRS/2017/Slogopis_GU.pdf), in September 2018 under the title "Slogopis on global volunteering" (available on the platform's website: http://www.sloga-platform.org/wp-content/uploads/2018/09/SLOGA_casopis_28st_SPLET.pdf) and again in November 2018 "Slogopis on global learning" (available on the platform's website: http://www.sloga-platform.org/wp-content/uploads/2018/11/SLOGA_casopis_29st_SPLET.pdf). At the end of 2018, **the initiative "Coalition 2030"** was launched. "Every organization which shares the principles of sustainable development" was invited in order to be even stronger in their efforts, so that Slovenia as a member of the EU, in accordance with its global responsibility, does everything in its power, both at home and in the international community, to fulfil the commitment to meet global SDGs, which are in line with the Agenda for Sustainable Development 2030 at the UN level. The invitation to participate in the Coalition 2030 is published on the SLOGA website: http://www.sloga-platform.org/wp-content/uploads/2018/09/Koalicija-2030-Poslanstvo-in-vizija.pdf.

In 2016-2017 (a total of 17 months), the Sloga Platform was the coordinator of **the project "With Global Learning towards Global Objectives"**, with a wide range of NGOs working in the field of GE participating (including the Humanitas Society, Umanotera, Focus Society, the United Nations Society for Slovenia, the Peace Institute, etc.); the project was funded by the MFA. Within the project, NGOs conducted GE workshops for children, young people and teachers in various places in Slovenia, organized a national conference and a motivational day for teachers, issued a promotional leaflet, the above-mentioned thematic Slogopis issue on GE (2016) and monthly newsletters for teachers; it carried out a Global Learning Week in November 2016, promoted it in 2017 and conducted a comprehensive awareness-raising campaign online. Within the campaign, thematic months were carried out, where NGOs presented one of the SDGs each month and linked it with global learning. An example of a monthly e-newsletter (SDG13): http://tuditi.si/wp-content/uploads/sites/2/2016/05/01-NOVI%C4%8CNIK-ZA-U%C4%8CITELJE-S-PODRO%C4%8CJA-GLOBALNEGA-U%C4%8CENJA.pdf. All 17 posts (17 monthly newsletters) are collected in a single publication (a handbook) on SDGs in conjunction with global learning titled "Through Global Learning towards Global Objectives!" The handbook - an excellent awareness-raising and educational tool for young and adult learners, for schools and general public - is available at: http://tuditi.si/wp-content/uploads/sites/2/2017/10/Zbirnik-FIN.compressed.pdf.

The project "Sustainable.Local.Global" (2018-2020) is also run by the SLOGA platform and financed by the Ministry of Foreign Affairs and involves an even larger circle of NGOs (a total of 20). In order to increase the multiplicative effect of project activities, the NGO consortium is also linked to other stakeholders such as the Faculty of Social Sciences (University of Ljubljana), the Faculty of Education (UL), the Statistical Office of the Republic of Slovenia, Radio-television Slovenia, etc. The project is aimed at raising awareness of the various circles of the public about the importance and role of international development cooperation, international humanitarian aid and global learning. At the same time, it raises awareness about the SDGs, increases their visibility, draws attention to their realization and to the role of the state, of the local community and of every individual. The project envisages the implementation of more than 270 events throughout Slovenia, from global learning workshops for young people and educators, the organization of a national conference on global

learning, the organization of motivational days to guest appearances at regional radio and television stations. Various materials and standpoints arise, which are addressed to political decision makers. There is a permanent online campaign under the key #SustainablyLocallyGlobally with the aim of raising awareness and encouraging individuals to active citizenship for sustainable development. The above-mentioned thematic issue of the Global Education Slogopis was prepared in November 2018. Since February 2018, monthly e-newsletters for educators have been published. More than ever, the development of innovative and creative approaches to information, awareness-raising and education is in the forefront with a view to reaching as wide a population as possible (e.g. the implementation of Moodle e-workshops for educators, the use of Instagram campaigns, blogs, Slogopis etc.). All information, invitations, appeals, materials and other important links are available on the project's website: http://www.sloga-platform.org/projekti/trajnostno-lokalno-globalno/).

Umanotera, Slovenian Foundation for Sustainable Development (NGO), collected more than 100 examples of good practices from various projects ("Slovenia reduces CO2: good practices", "Promoting green jobs", "Enough for all - community management of living resources", etc., funded by the MESP (Fund for Climate Change and other resources) between 2011-2018, with the aim of raising awareness, disseminating knowledge, promoting good practice and empowering for the necessary changes towards sustainable development. Examples are from seven areas of SD: sustainable energy, sustainable mobility, forest and timber, ecological farming, sustainable rural and municipal development, sustainable production and consumption, adaptation to climate change. They are published in publicly available Good Practice Catalogues and presented in a number of short promotional films, e.g.: https://www.youtube.com/watch?v=p4r5GKZ0nEE). The catalogues are published on the project's website: www.slovenija-co2.si, www.zelenadelovnamesta.si, www.dovoljzavse.si. Furthermore, recommendations to decision makers were made for the further dissemination, promotion and use of good practice. One of the recent documents of project activities (from 2017) is to be mentioned, ie. "Municipal budget in support of the sustainable development of the local community. A guide to greening the municipal budget" (http://www.umanotera.org/wp-content/uploads/2016/09/Priročnik-za-ozelenjevanje-občinskega-proračuna.pdf).

Slovenia is implementing a four-year project **LIFE ClimatePath 2050**, where expert bases and tools will be prepared to support Slovenia's decision-making in planning, monitoring and improvement of climate measures or the implementation of the Paris Agreement (both at the national and local levels). The project will have completed by 2020 with an international conference. In 2018, the first publication "Climatic Mirror 2018" was published, which provided an important insight into the present situation and thus the basis for Slovenia's planning of climate policy in the period 2020-2030 and for the creation of a vision by 2050. The data are presented at national level, and local community levels are presented in the form of a "Local Climate Activity Monitor". A number of consultations, round tables and workshops have been organized, informative and awareness-raising material, reports and other publications have been prepared, also various expert support tools for decision making, etc. - notices and all materials are freely available on the project's website: https://www.podnebnapot2050.si/. The project is managed by Jožef Stefan Institute with partners (Institute for Economic Research, Agricultural Institute, Forestry Institute, Building and Civil Engineering Institute ZRMK, etc.), and is guided by a wide group of partners (Steering Committee of the project), composed of representatives of the MESP, Ministry of Infrastructure, MAFF, Government Office for Development and European Cohesion Policy, Association of Municipalities and Towns of Slovenia. There are also three EU experts working on the project. The project is financed by the LIFE financial mechanism, managed by the European Commission and by the Climate Fund of the Ministry of the Environment and Spatial Planning of the Republic of Slovenia.

The all-Slovenian project **Traditional Slovenian breakfast** is implemented by the MAFF together with a variety of partners (MESS, MH, MESP, MC, Slovenian Beekeeper's Association, Chamber of Agriculture and Forestry of Slovenia, National Institute of Public Health, Chamber of Commerce and Industry of Slovenia – Chamber of Agricultural and Food Enterprises, National Education Institute Slovenia, etc.). Its aim is to raise awareness of the objectives and reasons for local self-sufficiency, domestic production and processing and to promote the activities of locally produced food supply in the public procurement system. The MAFF also issued orientations and recommendations for the planning and implementation of extracurricular education activities, which support the basic objective and intention of the project. The aim is to make sure that as many Slovenian children as possible are included in the programme at the time of this event (Slovenian food day on the third Friday in November), of activity days (e.g. natural science day), of open-air school and in the course of the school year in general. The project website: http://tradicionalni-zajtrk.si/ includes news about events in Slovenia, instructions for the implementation of the project,

expert support materials and suggestions of activities in the main content areas of the project, which are complemented over the years: agriculture, environment, beekeeping, health, food processing, sustainable consumption and waste management. The project focuses not only on children, educators and teachers in kindergartens and schools, but also addresses parents and other professionals in both kindergartens and schools as well as from the local environment to which kindergartens and schools are connected and with which they participate in joint campaigns of awareness-raising and promoting sustainable values and practices from the above-mentioned project areas (e.g. by organizing lectures, workshops etc. for chefs at school and in the local area, for health workers, agricultural consultants, etc.).

Another important project related to the above is the **School Fruit and Vegetable Scheme**, supported by the EC (this is a measure of the EU agricultural policy) and also run by the MAFF together with many partnerships (the Agency for Agricultural Markets and Rural Development, MH, MESS, National Institute of Public Health and the Chamber of Agriculture and Forestry of Slovenia) since 2009. Today more than 90 % of all kindergartens and schools are involved in the project. Within the project, free fruit and vegetables are provided to schoolchildren, the development of healthy eating habits is promoted, numerous educational and awareness-raising activities are offered in order to raise awareness of the importance of fruit and vegetables in the diet (e.g. visits to farms, school gardens, cooking courses, etc.). Participating kindergartens and schools adopt a yearly plan and report on activities that raise awareness of and increase the share of fruit and vegetables in daily food intake, directing children to selecting healthy crops and cooperating with local food and vegetable producers. In implementing the project, kindergartens and schools are most closely connected with the local environment. In 2017, the Minister of Agriculture, in agreement with the Minister of Health and the Minister of Education, adopted the Strategy for the Implementation of the School Fruit and Vegetable Scheme for the new six-year period from 2017/2018 to 2022/2023. The project website, which is not intended only for the participating schools and kindergartens, but is open to the general public (http://www.shemasolskegasadja.si/), is very diverse: in addition to news, notices, instructions, and other basic documents one can also find various other means of informing and raising awareness, for example, sections like "Do You Know?", "Questions and Answers", "Quiz", etc.

Campaign "I Have My Bag": a campaign on the impact of excessive consumption of plastic bags on the environment is a project implemented by the MESP in 2018 in cooperation with MESS, NEIS and numerous other partners (DOVES FEE Society - Eco School Programme, Chamber of Agriculture and Forestry, shopping centres of Hofer, Lidl, Mercator, Spar, the Slovenian Energy Company Petrol, Association of Environmental Movements of Slovenia, Association of parents, etc.), it continues in school year 2018/2019. The goals of the campaign are to increase the visibility of the problem and of the consequences of pollution and the plastic bag burden on the environment, and to encourage a sustained reduction in their consumption by the end of 2019 to less than 90 bags per person and by the end of 2019 to less than 40 bags per person. The campaign does not focus on how to handle the bag properly as waste, but rather on the awareness of waste prevention, which means sustainable consumption – raising awareness of and encouraging the individual to buy as few bags as possible, to use every bag as often as possible, because this also has an impact on the quality of the environment in which we live. The campaign is aimed at the general public with an emphasis on educating young people. Information brochures and awareness posters (for shops and schools) were designed and various expert support materials for educators in kindergartens and schools were prepared. All materials are freely available on the MESP web pages: http://www.mop.gov.si/si/delovna_podrocja/odpadki/akcije_ozavescanja_javnosti/. The leaflet is also available in English: http://www.mop.gov.si/fileadmin/mop.gov.si/pageuploads/podrocja/odpadki/vrecke_zgibanka_2018_ang.pdf, as well as a poster intended for consumers when visiting stores: http://www.mop.gov.si/fileadmin/mop.gov.si/pageuploads/podrocja/odpadki/vrecke_plakat_trgovine_2018_ang.pdf. Some materials on the prevention of the use of plastic bags were published earlier in SOBIVANJE, a free educational and entertaining magazine for big and small, dedicated to

promoting the creativity of children in the field of ESD, published by Sobivanje – Društvo za trajnostni razvoj (Co-existence - Society for Sustainable Development). The magazine is available on the website: http://www.drustvo-sobivanje.si/revija-sobivanje/.

In the field of informal adult education (according to SIAE and MESP), we should single out at least three important projects aimed at raising awareness, promotion and empowerment for changes towards SD: 1) regulary once a year »Education for sustainability week« (2018) (financed by MESS): https://www.esdw.eu/events/studijski-krozki-v-slovenskem-prostoru-slovenian-study-circles-2/ , 2) »Implementation of an adult training programme for sustainable development and transition to the green economy in relation to climate change«, SIAE, 2016-2017, financed by the Climate Change Fund, MESP and 3) the international project, in which Slovenia was participated (2015-2018), »Cooperation for innovative approach in sustainable forest management training – CIA2SFM«, financed by EC/Erasmus+ (more on project available at: https://www.acs.si/projekti/mednarodni/cia2sfm/).

Sub-indicator 3.1.2
Is ESD a part of the educators' in-service training?

The right and duty of professional staff in kindergartens and schools (ISCED 0-5) to in-service training is defined by law and the Collective Agreement for the Education Sector; it is regulated in more detail by the Rules. The collective agreement defines the right of professional workers in kindergartens and schools to a minimum of 5 days of further education and training per year or up to 15 days per three years. The costs of education, including salary compensation, are borne by employer (i.e., kindergarten or school). Every year, the kindergarten or school makes the annual plan of the in-service training programme and prepares a report on the implementation of the plan. Successfully completed further education is one of the important criteria for the promotion of professionals to the titles of mentor, advisor and councillor; the professional staff receive certificates for a successful completion of training.

The Ministry of Education publishes in-service programmes each year and co-finances them on the basis of mandatory evaluations of the programme implementation (by interviewing participants in the programme). The offered programmes are published in the *Catalogue of programmes for further education and training of professional workers in education*. The catalogue is publicly available on the MESS website (in Slovenian): https://paka3.mss.edus.si/katis/Uvodna.aspx.

It is worth mentioning that, in the last tender from spring 2018 (for school year 2018/2019), the MESS defined **seven priority topics of further education, including the ESD topic**. In *Catalogue 2018/2019*, there are 54 programmes offered under the ESD priority topic, which is 16 % of programmes in all priority areas. However, it is important to emphasize that the share is even higher, since the contents of the programmes of some priority areas overlap considerably: the ESD priority topic especially with the priority topics of "safe and stimulating learning environment" (117 programmes offered) and "inclusion of diversity" (49 programmes offered). The data on the actual implementation of the programmes and the evaluation of their implementation will have been available by the end of the school year.

Since 2017, the catalogue has included a wider range of programmes in all areas of further education, because the only formal condition in the tender is that the applying organization, which is the programme holder, is registered as an education provider. Thus, a much wider range of organizations can apply for the MESS calls for tenders, in particular numerous NGOs that have already offered and carried out various ESD educational programmes in kindergartens and schools (e.g. the aforementioned NGOs gathered within the SLOGA Platform and many others). With their publication in the *Catalogue*, they also get the possibility of being co-financed by the MESS, on the basis of a mandatory evaluation of the participants in the programme. Another novelty is that kindergartens and schools are invited to publish all further education programmes which they offer and implement themselves within various development projects, both national and international, co-financed by national budget and ESF funds. The goal of the MESS is to gradually gain insight into the entirety of further education programmes attended by professional staff in kindergartens and schools (also from the field of ESD).

Unfortunately, so far we have not got a comprehensive overview of the content of further education and training of preschool and school teachers, because heads of kindergartens and schools are professionally autonomous in the selection of programmes. Many ESD training courses are carried out within development projects, initiatives, networks (eco schools, UNESCO schools, healthy schools, sustainable mobility projects, healthy lifestyles, intercultural cooperation and global learning, safe and stimulating learning environment, etc.) in which kindergartens and schools participate.

The draft of the latest analysis *Mapping of GE and ESD* (2018/2019) prepared by National Education Institute and financed by GENE, reports that further education programmes in the field of ESD and GE (various workshops, lectures, conferences, campaigns, "thematic days" and "weeks of learning" etc.) have **recently focused more on contemporary didactic approaches to the implementation of ESD and GE than on the content** with the aim of maximizing student participation in the process of learning and changing values, attitudes, behaviours and habits (e.g. formative monitoring/assessment, consideration of the pupil's voice, promotion of the active role of the pupil, education for intercultural dialogue, development of systemic thinking, problem-based and cooperative learning, interdisciplinary approach etc.). The surveyed teachers and educators (coming from 47 kindergartens, elementary and secondary schools) give various examples of education and training they participate in within a wide range of projects, e.g. the Fruit-at-school scheme, Slovenian breakfast, Seeds of Change, global learning projects (Ecological Gardens, With Global Learning Towards Global Goals etc.), which have been already presented earlier (see 2.5.1, 2.5.2). As only a small proportion of kindergartens and schools participated in the survey, this analysis cannot offer a full review and evaluation. The mapping which has been done is a pilot phase of a more comprehensive mapping, which is planned for the future.

Special emphasis should be given to **some forms of education on ESD and GE, which are yearly provided to educators** by either public developmental and advisory institutes in the field of education (NEI, Institute for Vocational Education and Training, Slovenian Institute for Adult Education) or NGOs:
− Every year the **NEI** prepares a thematic SD educational conference; the last one with the title "Global Learning Promoting Sustainable Development in Education" took place in December 2018, with heads and professional staff from kindergartens, primary and secondary schools attending. The conference programme and report are published on the NEI website. Expert materials are published in the e-classroom of the online community of ESD teachers (also from the annual conferences mentioned above). A thematic issue of the professional journal *Education and training*, published by NEI, will contain the contributions to the conferences. The *Education and Training* journal is available on the NEI website: https://www.zrss.si/strokovne-resitve/digitalna-bralnica (in Slovenian). The journal is published six times a year; occasionally a special thematic issue is published for the ESD field; otherwise, various articles from the field of the ESD are published there (contents which is broadly related to the field of ESD). See, for example, the article by Saša Kregar "An Integrated Approach to ESD Inclusion", in *Education and Training* (2017), 4/XLVIII, pp.27-33. ESD content is implicitly often addressed in study groups of online communities of other teachers (e.g. for biology, geography, civic education, etc.). The NEI offers thematic conferences as a special form of education also to preschool and school teachers' assemblies in kindergartens and schools; and there, the content is often linked to the ESD as well.
− The **SIAE** has implemented the "Basic Training for Sustainable Development" programme since 2007 (since the adoption of the National ESD Guidelines albeit with some interruptions) for AE educators (AE professionals and mentors of study circles) and the interested expert public. A turning point in the implementation of the programme came about in 2016, when the providers updated and expanded it by means of the MESP funds, and set up a new website and a new logo: https://znamenjatrajnosti.si/. The new website includes educational programmes in study circles, examples of sustainable practice (in the fields of energy, salt farming, agriculture, natural resources, etc.), news (e.g. Invitation to participate in the European Week for Sustainable Development where examples of sustainable practice on the common European platform are published, etc.). Educational resources for the participants are publicly available through the registration system. ESD is also systematically included in the annual AE event of the "Lifelong Learning Week". The programme of

educational events which take place all over Slovenia within a special section entitled "Let's go green!" also includes the content of sustainable development and is publicly available on the SIAE website: http://tvu.acs.si/presentation/

- The **SLOGA Platform** (with the MFA support) organises a recognized and diverse "Global Learning Week" every year in November. In recent years, the content of educational events and actions has been more and more related to the Agenda for Sustainable Development 2030, SDGs and consequently also to the ESD. Every year, the SLOGA platform publishes an invitation on their website to participate with proposals of educational, promotional, and other activities (lectures, workshops, debates, round tables, exhibitions, doors open days, collecting signatures of support, thematic home-class hours, art competitions etc.), various supporting materials, useful links etc. for kindergartens, schools, the interested professional and general public; e.g., for 2018 (events were held under the slogan: "The world is changing. What about us?"): http://tuditi.si/wp-content/uploads/sites/2/2018/10/SLOGA-TEDEN-GLOBALNEGA-UČENJA-2018-vabilo.pdf (in Slovenian). An educational national conference on global learning has been organised within the framework of the Global Learning Week every year since 2015, which is always closely connected with the *Agenda for Sustainable Development 2030* and the ESD.

- **Networks of eco-schools, healthy schools, UNESCO schools, cohabitation schools** etc., organize regular annual conferences for the participating kindergartens and schools, which are also dedicated to education (lectures, workshops, round tables, exhibitions and other forms of exchanging ideas, experience and good practice).

- It is worth to mention various trainings (whether mandatory or optional) available to kindergartens, schools and AE educators within the framework of the already mentioned projects (**Europe at School**, **National Children's Parliament**, **Eco-school Gardens**, **Seeds of Change**, etc.). Typically, all these trainings are very practical, since they are adapted to the specific needs of educational institutions and the local environment.

- An important event for ESD and GE took place in May 2018, which will very likely turn into a regular event happening every few years, i.e. the Slovenian National Forum on GE and ESD. It was **first organized jointly by the MFA, MESS and GENE, in cooperation with the NEIS, Centre for European Perspective, Humanitas Society, Equitable Development Forum, SLOGA platform and the Slovenian National Commission for UNESCO**. The Forum highlighted the importance, role and various aspects of GE and ESD, and outlined the situation by identifying key stakeholders, activities and challenges in this field in Slovenia. In addition to the professional staff from kindergartens and schools, the Forum was attended by representatives of ministries and government departments, all key public developmental institutions in the field of education, numerous NGOs working in the field of GE and ESD, various agencies and companies working with kindergartens, schools, faculties, NGOs, representatives of faculties and institutes, and the international network GENE. See https://www.sta.si/2514659/na-nacionalnem-forumu-poudarili-potrebo-po-krepitvi-globalnega-ucenja (in Slovenian). The main conclusions of the Forum are: 1) the participants welcomed this kind of cooperation and the exchange of views, knowledge and practices, and called for the continuity of the dialogue following the example of the first national forum; 2) a variety of stakeholders, activities and projects in the field of GE and ESD in Slovenia was recognized; at the same time, the need for coordination of this wide area was highlighted with the help of an interdepartmental or multi-agency body; 3) the participants stressed the importance of continuity, connectivity and monitoring of the area; 4) they emphasized the need for education and training in this field, including at the higher-education level, and the need for greater support for teachers; 5) the need for a clearer definition of both concepts (GE and ESD) was underlined. The event was reported on the websites of all participating organizations and numerous general media; an article under the title "The National Forum on GE and ESD: More Integration, Continuity, Monitoring and Exchange of Good Practices" (by Irma Šinkovec, MFA, and Ksenija Bregar Golobič , MESS) was published in the main Slovenian newspaperin the field of education *Šolski razgledi*, no. 12, 15 June 2018, p. 4.

Sub-indicator 3.1.3:
Is ESD a part of training of leaders and administrators of educational institutions?

(continuing)

… <u>Other forms</u> of education offered by the **NSLE** <u>follow the specific needs of educational institutions</u>. The heads and other executives select the type of education themselves in accordance with the policy of in-service training of their institution, as is evident in the education plan and report prepared by the school council according to the *Collective Agreement*, Article 56. In 2018, heads were also hosted at the above-mentioned central national conferences, which were devoted specially to the discussion of the ESD and GE (see 3.1.2). All **developmental and advisory public institutions responsible for the curricula** (NIES, IVET, SIAE etc.) at individual levels of education organize courses during the year in various subject areas (e.g. safe use of the Internet, care for the environment, safe mobility, healthy eating, intercultural dialogue, etc.), where teachers and heads are invited. The <u>annual offer of education of these public institutions is rich and diverse - including the content and approaches relevant to the field of the ESD</u>.

Sub-indicator 3.2.1:
Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?

(continuing)

… Various headteacher networks operate within the framework of the NSLE, for example, <u>headteachers' network for leadership development</u>, the <u>network of learning schools and kindergartens</u>, the <u>network of kindergartens and schools for the development of quality</u>, etc., whose aim is to strengthen cooperation and joint learning of small groups of headteachers from various backgrounds. Network participants meet alternately at the institutions from which they come and learn about various management and problem-solving practices etc. in Slovenia and abroad. The network represents an important professional incentive and support for all participating headteachers. **ESD issues are also an (explicit or implicit) subject of working meetings of headteachers within these networks**. Headteachers are connected <u>by regional units (regions)</u> of the NEIS. Occasionally ESD topics are discussed at their regular working meetings as well.

Sub-indicator 5.1.1
Is research that addresses content and methods for ESD supported?

A list of students' graduate and master theses with the environmental content is posted on the website of the **Faculty of Education, University of Ljubljana**, more precisely <u>on the website of the "ECO faculty"</u>. The bachelor's or master's thesis is publicly accessible by clicking on the title (both a summary and a full thesis). The list is updated annually; in recent years, <u>the number of environmental research topics in graduate theses has been increasing</u>. The list currently contains 78 titles. As these are **students' final works**, they are most closely related to the content and methods of ESD implementation in kindergartens and schools. Let us give a few titles: Construction of forest bivouacs from natural materials as an opportunity for learning; Awareness of basic school pupils about environmental pollution in the Zasavje region; Awareness of basic school pupils and teachers about climate change; Knowledge of environmental contents in pupils of Year 7 of basic school; Ecocriticism: the relationship between human and animals in selected animal fairy tales of Svetlana Makarovič; Inclusion of organic food in basic school nutrition; The influence of forest pedagogy on the development of environmental ethics in preschool children, etc. Bachelor's and Master's theses of Faculty of Education students related to ESD issues (key words: ecological literacy, ecological psychology, ecological education, ecosystem approach, ecosystem services, environmental ethics, environmental literacy, environmental problems, pollution, sustainable consumption, sustainable

development, green households, environmental protection, etc.) are available on the website of the faculty: https://www.pef.uni-lj.si/uploads/media/okolje.pdf.
From **among scientific articles**, the Faculty of Education in Ljubljana singles out the following title for this report: ERJAVŠEK, Martina, KOSTANJEVEC, Stojan, LOVŠIN, Francka. Vzgoja in izobraževanje za trajnostni razvoj na Pedagoški fakulteti Ljubljana - primer študijskega programa Gospodinjstvo z vezavami (Education for sustainable development at the Faculty of Education Ljubljana - an example of the study course Home Economics as a two-course study). In: *Vzgoja in izobraževanje*, ISSN 0350-5065, 2014, volume 45, issue 4, pp. 31-36, graphical diagrams, tables. [COBISS.SI-ID 10243401]

The Faculty of Education at the University of Maribor reports about **final (graduate and master) theses of their students** of the first cycle of basic education on the subject of eco-schools, healthy schools and the implementation of methods and forms of work to promote the achievement of the ESD objectives, which are <u>available in the digital library</u> of the University of Maribor, e.g. https://dk.um.si/IzpisGradiva.php?id=68785, https://dk.um.si/IzpisGradiva.php?id=68731, https://dk.um.si/IzpisGradiva.php?id=66366.
They specify the publication of a <u>scientific article</u> with examples of the evaluation of the practical application of models for the development of the ESD: GOLOB, Nika. Acid rain as an experiment for science education in primary school. In: CELEC, Robert (ed.). *Development of ecological responsibility*, (Erziehung - Unterricht - Bildung, ISSN 0945-487X, Bd. 181). Hamburg: Verlag Dr. Kovač. 2017, pp 39-51.
Each year, the Faculty of Education Maribor co-organizes the <u>international conference "Ecology for a Better Tomorrow"</u>, where evaluated ESD teaching materials are presented from pre-school to secondary and university education. <u>The collection of conference papers is published annually and represents a good source of didactic material.</u> The Proceedings of the last International Conference (March 2018) is available on the web pages: https://www.ris-dr.si/data/attachment/dc1e5e97b303462f6c9a009994f17fb83d9f7624/1529565399XIII._MEDNARODNA_ZNANSTVENA_KONFERENCA_EKOLOGIJA_ZA_BOLJ_I_JUTRI.pdf

Following are two much-noticed <u>original scientific articles</u> (conference contributions) from the **field of adult education**:
KRAJTER OSTOIĆ, Silvija, HUBER, Patrick, CURMAN, Marta, WOLFSLEHNER, Bernhard, JANDL, R., BOGATAJ, Nevenka, ROGELJA, Todora, BREZNIKAR, Andrej, KRAJNC, Nike, HORVATINČIĆ, Karolina, TIŠMA, Sanja, HORVATIČ, Mateja, VULETIĆ, Dijana. Training Programmes in Sustainable Forest Management in Austria, Croatia and Slovenia. South-east European forestry, ISSN 1849-0891, 2017, vol. 8, iss. 2, 10 p. https://www.seefor.eu/vol-8-no-2-krajter-et-al-training-programmes.html.
SLAPNIK, Marko, BOGATAJ, Nevenka. Solčavsko kot primer lokalne odgovornosti in integralne zelene ekonomije (Solčavsko as a case of local responsibility and integral green economy). In: MULEJ, Matjaž (ed.), HRAST, Anita (ed.), LORBEK, Darija (ed.). Načrtovanje in poročanje o družbeni odgovornosti : novi znanstveni in strokovni pogledi s primeri dobrih praks : zbornik prispevkov (Planning & reporting about social responsibility: newest scientific and practical views with case studies: conference proceedings). Maribor: IRDO Institute (Institute for the development of social responsibility). 2015. http://www.irdo.si/skupni-cd/cdji/cd-irdo-2015/referati/27-marko-slapnik-nevenka-bogat.pdf .

Sub-indicator 5. 1. 2
Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?

(continuing)

−   … the analysis of curricular documents highlights the predominant representation of operational objectives at lower taxonomic levels, which is contrary to the concept of ESD and GE, a focus on achieving targets at higher taxonomic levels with emphasis on critical thinking, systematic treatment and evaluation, and high ethical operation in accordance with principles of the SD. Both the syllabi and the implementation curricula require updates from this important aspect;

- the above finding relates to the following one: in the syllabi and in the implementation curricula, there are not enough objectives of a more in-depth awareness and understanding of the reasons for contemporary environmental problems and climate change, with an emphasis on the consideration of the long-term consequences of established views and well-functioning practices;

- of all surveyed kindergartens and schools (the sample is not representative as it is a pilot phase of the project), only half of them carry out GE and ESD activities. Since GE and ESD were not specifically defined in the questionnaire (except in some general places), such a result can be the consequence of this fact, and, at the same time, of the fact that the definition of ESD is not sufficiently explained or is too broad (what is there left to education when we define the ESD through all three or even four substantive dimensions: social, environmental, economic and cultural?). The authors of the paper (Saša Kregar, Klavdija Šipuš, MSc) emphasize that "a wider, holistic view of ESD and GE is needed from a conceptual point of view" (p. 49);

- only a third of surveyed headteachers report that they monitor the implementation of the principles and objectives of the ESD systematically, with another third reporting that they need help in monitoring and evaluation;

- in the future, more systematic attention should be given to further education and in-service teacher training, and to the development and accessibility of learning materials and tools.

Slovenia participates in **international large-scale surveys** to measure student achievements: OECD PISA, IEA TIMSS and IEA ICCS, thus monitoring and analysing pupils' achievements and views from the perspective of the ESD. In 2019 (presumably by the end of March), the researchers of the Educational Research Institute (the contractor of all three international research studies in Slovenia) will prepare a special report on the results of the latest conducted studies (PISA and TIMSS 2015, ICCS 2016), as well as trends of knowledge, competencies and attitudes of pupils in connection with ESD topics.

A **thematic Eurydice Network study entitled *Citizenship Education in Schools in Europe - 2017*** was published in November 2017 (EC/EACEA/Eurydice, 2017. Eurydice Report. Luxembourg: Publications Office EU), which also included Slovenia. With regard to the inclusion of individual dimensions of civic education, the analysis of the curricula of European countries shows that in general the ecological dimension ("environmental protection") in the curriculum is included more often than the area of "sustainable development". **Slovenia** is classified in the group of countries or education systems whose curriculum includes a "relatively more specialised topic of sustainable development" (p. 65).