



**FORMAT FOR REPORTING
ON IMPLEMENTATION OF THE UNECE STRATEGY FOR
EDUCATION FOR SUSTAINABLE DEVELOPMENT**

*Within the framework of the
United Nations Decade of Education for Sustainable Development (2005–2014)*

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

Name of officer (national focal point) responsible
for submitting the report: **Alexander Renner**

Signature:

Date:

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Commission for UNESCO, Langwartweg 72, 53129 Bonn, Germany, +49-(0)228-68844411,
leicht@esd.unesco.de**

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; on how the stakeholders were consulted and how the outcome of this consultation was taken into account; and on the material used as a basis for the report.

Governmental institutions (*please specify*): Federal Ministry of Education and Research, Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany

Stakeholders:

NGOs (*please specify*) see below under “Other”

Academia (*please specify*): Institute for Sustainability Communication (INFU) of the Leuphana University of Lüneburg, Future Institute of the Faculty of Education (Institut Futur) of the Free University of Berlin, individual researchers – all consulted in consultation with the German Commission for UNESCO

Business (*please specify*) _____

Other (*please specify*) German Commission for UNESCO, coordinating body for the UN Decade of Education for Sustainable Development in Germany (Decade activities funded by the Federal Ministry of Education and Research); individual members of the National Committee for the Decade, which was instituted by the German Commission for UNESCO in consultation with the Federal Ministry of Education and Research.

A draft of this report was produced on behalf of the German Commission for UNESCO by a researcher at the Institute for Sustainability Communication of the Leuphana University of Lüneburg, who also consulted with the Future Institute of the Faculty of Education of the Free University of Berlin. National, Federal State and other relevant documents were consulted as well as relevant websites. The Secretariat of the National Committee for the UN Decade of Education for Sustainable Development (DESD) at the German Commission for UNESCO subsequently also contributed to the draft. The German Commission for UNESCO ensures in particular the exchange between politics and civil society in the implementation of the DESD. The final version was approved by the Federal Ministry of Education and Research in consultation with the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany.

- 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.)

At the level of the federal government, the Federal Ministry of Education and Research is the lead ministry for the DESD. In general, responsibilities for education in Germany rest largely with the 16 Federal States. Within the Federal States, different responsibilities concerning decision making for various education levels can be allocated to different ministries, as for example, while a Federal State ministry of social affairs can be in charge for developing guidelines for ESD in elementary education, another ministry may be responsible for the ESD education of elementary educators.

On the basis of a unanimous decision by the German Parliament and with funding from the Federal (National) Ministry of Education and Research, the German Commission for UNESCO coordinates the activities for the implementation of the DESD in Germany. It instituted a National Committee for the DESD, with representatives from Federal Ministries, the Federal States, civil society, and the business sector.

Various questions of the report below could only be addressed on the basis of estimates. Providing precise numbers would have required major research activities which would have taken up an amount of resources not acceptable for this exercise.

TEMPLATE FOR REPORTING

ISSUE ¹ 1. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	German
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	(1) Alexander Renner, Federal Ministry of Education and Research; (2) Alexander Leicht, German Commission for UNESCO, Secretariat UN Decade of Education for Sustainable Development
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The implementation of the DESD is coordinated by a National Committee convened by the German Commission for UNESCO. The National Committee is supported by a Secretariat at the German Commission for UNESCO set up with the financial assistance of the Federal Ministry of Education and Research, the lead ministry for the DESD in Germany. Furthermore, a Round Table and Working Groups contribute to implementing the DESD in Germany.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The National Plan of Action for the DESD was adopted by the National Committee in 2004. It was updated in 2008.
Sub-indicator 1.1.5	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the United Nations Decade of ESD, ³ and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	German activities regarding the UNECE ESD Strategy are carried out within the framework of the implementation of the DESD and are thus fully compatible with UNESCO activities on ESD. The DESD National Committee, the DESD Roundtable, over 1000 DESD projects selected by the National Commission for UNESCO, and numerous other stakeholders working for the implementation of the DESD in Germany can thus be seen to be contributing also to the implementation of the UNECE Strategy.
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)?

¹ Issues 1 to 6 are in accordance with the objectives of the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1).

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

³ The United Nations General Assembly in its resolution 57/254 of 20 December 2002 proclaimed the 10-year period beginning on 1 January 2005 the United Nations Decade of Education for Sustainable Development.

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

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>There is an official report of the Federal Government on ESD to the federal parliament once every parliamentary term; ESD is also reflected in the National Sustainability Strategy adopted by the Federal Government in 2002.</p> <p>The National Plan of Action for the DESD, adopted by the National Committee, is the central policy document for implementing the DESD in Germany. It was developed on the basis of a unanimous resolution on the DESD of the German Parliament in 2004.</p> <p>In addition, 11 of the 16 German Federal States (Baden Württemberg, Bavaria, Hamburg, Hessen, Mecklenburg West-Pomerania, North-Rhine Westphalia, Rhineland Palatinate, Saarland, Saxony Anhalt, Schleswig Holstein, and Thuringia) have formulated their own action plans for the DESD.</p> <p>Furthermore, there are official recommendations and orientative documents regarding ESD in schools and in higher education, among others.</p>																													
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/requirements; at all levels of formal education, as understood by your education system in accordance with ISCED? ⁵																													
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>If yes, please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.</i></p> <table border="1" data-bbox="940 532 1314 857"> <thead> <tr> <th rowspan="2">ISCED levels ⁶</th> <th>(a)</th> <th>(b)⁷</th> </tr> <tr> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>V</td> <td>V</td> </tr> <tr> <td>1</td> <td>V</td> <td>V*</td> </tr> <tr> <td>2</td> <td>V</td> <td>V*</td> </tr> <tr> <td>3</td> <td>V</td> <td>V*</td> </tr> <tr> <td>4</td> <td></td> <td></td> </tr> <tr> <td>5⁸</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> </tr> <tr> <td>Teacher education</td> <td></td> <td></td> </tr> </tbody> </table> <p><i>* At ISCED level 1 (Primary education) ESD is included in general studies subjects. At level 2 and 3 (Secondary education I and II) ESD is only integrated in the education standards for the school subjects "Biology" and "Geography".</i></p> <p><i>Please note:</i> Education legislation is largely within the responsibility of the Federal States in Germany. Therefore, each of them has formulated its individual education regulation/curricula for each education level. ESD has not been addressed in national legislation as such. However, at school level there exists a Cross-Curricular Framework on Global Development Education in the Context of ESD adopted by the Standing Conference of the Ministers of Education and Cultural Affairs and the Federal Ministry of Economic Cooperation and Development, and a Recommendation for ESD in Schools adopted by the Standing Conference and the German Commission for UNESCO. For higher education, there only exists a statement of the Conference of University Rectors and the German Commission for UNESCO, which includes ESD but no legislation or curricula.</p> <p>The ticks above are to be understood in the sense that in some Federal States ESD is integrated into regulatory documents or curricula.</p>	ISCED levels ⁶	(a)	(b) ⁷	Yes	Yes	0	V	V	1	V	V*	2	V	V*	3	V	V*	4			5 ⁸			6			Teacher education		
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⁵ International Standard Classification of Education (ISCED), UNESCO, 1997 (http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm).

⁶ Education level in accordance with ISCED.

⁷ National curricula and/or national standards/ordinances/requirements.

⁸ For higher education institutions when answering: (1) regarding national legislation: this objective is focusing equally at the first stage of tertiary education (Bachelor), the second stage (MSc) and the third stage (PhD) while covering various aspects such as **service agreements/contracts, national strategies of Research and Development, university organization and studies acts, or general laws of higher educations**; (2) regarding national

and/or subnational standards/ordinances/requirements: special attention shall be devoted to indications of linking systems of **quality assurance and accreditation** (with regard to the Bologna process; see http://www.coe.int/t/dg4/highereducation/EHEA2010/BolognaPedestrians_en.asp for information) for higher education institutions with ESD, as well as to **regulations of study programmes and study fields** which reflect the principles of ESD.

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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	The importance of non-formal and informal ESD is addressed in the report of the Federal Government on ESD and in the National Plan of Action and existing action plans of the Federal States.
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Raising of public awareness in relation to ESD is addressed in the National Plan of Action and in the action plans of the Federal States.
Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁹ cooperation relevant to ESD exist in your Government?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>In May 2004, the German Commission for UNESCO instituted a National Committee in consultation with the Federal Ministry of Education and Research. This Committee represents Federal and State Ministries, the Parliament, non-governmental organizations, media, the private sector and the scientific community. All 16 Federal States are represented at the Round Table for the DESD. The multi-stakeholder Round Table comprises some 130 members in total.</p> <p>Since 2007 a working group with representatives of the 16 Federal States and of the Federal Ministry of Economic Cooperation and Development is carrying out projects for the implementation of the Cross-Curricular Framework on Global Development Education in the Context of ESD. For 2011 it is planned to prepare a revised and enhanced version of the Cross-Curricular Framework as an official cooperation-project between the Standing Conference of the Ministers of Education and Cultural Affairs and the Federal Ministry of Economic Cooperation and Development.</p>
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ¹⁰
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	See answer to sub-indicator 1.2.5
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>On the national level, different German Federal ministries support ESD. In particular, the Federal Ministry of Education and Research, the Federal Ministry for the Environment, Nature Conservation and Nuclear Safety, and the Federal Ministry for Economic Cooperation and Development have allocated financial resources to ESD activities. Because ESD-related activities are under the domain of various sections, it is not possible to give precise total numbers. An as yet unpublished report on “Indicators for ESD”, a project by the University of Lüneburg on behalf of the Federal Ministry of Education and Research, concludes that funding specifically for ESD research amounted to 1,644,000.00 Euro in 2007 and to 3,521,000.00 Euro in 2008.</p> <p>At the Federal State level, there exist different promotion funds as well. Moreover, several funding institutions, like the Deutsche Forschungsgemeinschaft, the Deutsche Bundesstiftung Umwelt (DBU), the VW Foundation, have been funding ESD projects in the last years. As one of Europe’s largest foundations, the DBU is funding innovative environmental projects. In their annual report 2008 they report having supported 59 projects in ESD with a total of 6,617,108.00 Euro.</p> <p>In 2009, 24 calls for competitions/awards went out that were dedicated to ESD, targeting mainly school students but also associations, institutions, companies and the general public. About 1/3 of all environmental competitions/awards is dedicated to ESD. Remunerations vary from small initial funding to major awards.</p>
Indicator 1.3 National policies support synergies between processes related to SD and ESD	

⁹ Between State bodies.

¹⁰ For explanation see paragraph 46 of the UNECE Strategy for ESD.

Sub-indicator 1.3.1	Is ESD part of SD policy(s) if such exist in your country?																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	In 2002, the Federal government published the National Sustainability Strategy. ESD is part of this strategy.																								
Issue 2. PROMOTE SD THROUGH FORMAL, NON-FORMAL AND INFORMAL LEARNING																									
Due to the federal and decentralized nature of education in Germany, precise comprehensive data is not available regarding the integration of SD issues into education at the various levels. For example, for grade eight in secondary education alone, there exist 1,193 different curricula in Germany. The below responses are therefore estimates.																									
Indicator 2.1 SD key themes are addressed in formal education																									
Sub-indicator 2.1.1	Are key themes of SD ¹¹ addressed explicitly in the curriculum ¹² /programme of study at various levels of formal education?																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify in the table in appendix I (a) and use the scale. Indicate the results in the box below.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>												
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>																				
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹³ /programme of study at various levels of formal education?																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify in the table in appendix I (b) and use the scale. Indicate the results in the box below.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>												
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>																				
Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum ¹⁴ /programme of study at various levels of formal education?																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify in the table in appendix I (c) what methods are of particular significance in your country and use the scale. Indicate the results in the box below.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table> <p style="text-align: center;"><i>Non-formal education</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Indicator 2.2 Strategies to implement ESD are clearly identified																									

¹¹ For explanation see paragraph 15 of the UNECE Strategy for ESD.

¹² At the State level, where relevant.

¹³ See footnote 12.

¹⁴ See footnote 12.

Sub-indicator 2.2.1	Is ESD addressed through: ¹⁵ (a) existing subjects ¹⁶ only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project? ¹⁷ (e) other approaches?																																																											
<p>(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(d) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(e) Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Phase II: If yes, please specify for different levels of education system in accordance with ISCED by ticking (V) in the table as appropriate.</i></p> <table border="1" data-bbox="779 272 1478 574"> <thead> <tr> <th rowspan="2">ISCED levels</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> <th>(d)</th> <th>(e)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>1</td> <td>V</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>2</td> <td>V</td> <td>V</td> <td>V</td> <td>V</td> <td></td> </tr> <tr> <td>3</td> <td>V</td> <td>V</td> <td>V</td> <td>V</td> <td></td> </tr> <tr> <td>4</td> <td>V</td> <td>V</td> <td>V</td> <td>V</td> <td></td> </tr> <tr> <td>5</td> <td>V</td> <td>V</td> <td>V</td> <td>V</td> <td></td> </tr> <tr> <td>6</td> <td>V</td> <td>V</td> <td>V</td> <td>V</td> <td></td> </tr> <tr> <td>Teacher education</td> <td>V</td> <td>V</td> <td>V</td> <td>V</td> <td></td> </tr> </tbody> </table> <p><i>Examples:</i></p> <p>(a) Within the education standards for the school subjects “Biology” and “Geography” ESD is integrated nationwide.</p> <p>(b) i) Within the national project Transfer 21 students explored various SD issues through workshops, student projects and expert talks. ii) The UNESCO Associated Project School are integrating DESD subjects through cross-circular projects.</p> <p>(c) Several subject programmes and courses concerned with sustainability issues are provided within the curricula of vocational schools, academies and higher education institutions, depending on the Federal State and the educational programme.</p> <p>(d) There are several stand-alone projects concerned with sustainability issues integrated into curricula at every education level, i.e. through workshops, project weeks and project periods, either taking place alongside regular teaching or in its place.</p> <p>Numerous specific examples can be found among the over 1,000 official German DESD projects selected by the German Commission for UNESCO.</p> <p><i>If you ticked (e), please specify the approaches.</i></p>	ISCED levels	(a)	(b)	(c)	(d)	(e)	Yes	Yes	Yes	Yes	Yes	0		V		V		1	V	V		V		2	V	V	V	V		3	V	V	V	V		4	V	V	V	V		5	V	V	V	V		6	V	V	V	V		Teacher education	V	V	V	V	
ISCED levels	(a)		(b)	(c)	(d)	(e)																																																						
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Teacher education	V	V	V	V																																																								
Indicator 2.3 A whole-institution approach¹⁸ to SD/ESD is promoted																																																												
Sub-indicator 2.3.1	Do educational institutions ¹⁹ adopt a “whole-institution approach” to SD/ESD?																																																											

¹⁵ For higher education institutions: These distinctions would be equal to: (a) **courses and disciplines**; (b) **interdisciplinary courses**; (c) **separate, specified SD courses or seminars**; and (d) **stand-alone projects** implemented by the department, faculty or inter-faculty structures.

¹⁶ E.g. geography or biology. For higher education, “subject” means “course”.

¹⁷ A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

¹⁸ A “whole institution approach” means that all aspects of an institution's internal operations and external relationships are reviewed and revised in 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).

¹⁹ For higher education institutions: **whole university, whole college or whole faculty approach** (including inter-faculty approaches).

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: If yes, please specify for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 2px 10px;">ISCED levels</th> <th style="padding: 2px 10px;">Yes</th> </tr> </thead> <tbody> <tr><td style="padding: 2px 10px;">0</td><td style="padding: 2px 10px;">V</td></tr> <tr><td style="padding: 2px 10px;">1</td><td style="padding: 2px 10px;">V</td></tr> <tr><td style="padding: 2px 10px;">2</td><td style="padding: 2px 10px;">V</td></tr> <tr><td style="padding: 2px 10px;">3</td><td style="padding: 2px 10px;">V</td></tr> <tr><td style="padding: 2px 10px;">4</td><td style="padding: 2px 10px;">V</td></tr> <tr><td style="padding: 2px 10px;">5</td><td style="padding: 2px 10px;">V</td></tr> <tr><td style="padding: 2px 10px;">6</td><td style="padding: 2px 10px;">V</td></tr> <tr><td style="padding: 2px 10px;">Teacher education</td><td style="padding: 2px 10px;">V</td></tr> </tbody> </table> <p><i>Please note:</i> Numerous, yet not all, German education institutions are adopting ESD in a “whole-institution approach”. For example, more than 10% of German schools were part of the Transfer 21 project and, thus, are applying ESD; the majority of those schools have adopted an integrated approach. UNESCO Associated Project Schools have also to be mentioned in this context. In addition, a growing number of German educational institutions within all educational levels are applying the principles of environmental management (EMAS and ISO 14001 or IWA 2:2007), which facilitates and supports a whole-institution approach.</p> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify (provide examples on how it is done).</i></p>	ISCED levels	Yes	0	V	1	V	2	V	3	V	4	V	5	V	6	V	Teacher education	V
ISCED levels	Yes																		
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3	V																		
4	V																		
5	V																		
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Teacher education	V																		

Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support “a whole institution approach to SD/ESD”?																		
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: If yes, please specify what schemes are available for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.</i></p> <table border="1" data-bbox="968 347 1291 626"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>V</td> </tr> <tr> <td>1</td> <td>V</td> </tr> <tr> <td>2</td> <td>V</td> </tr> <tr> <td>3</td> <td>V</td> </tr> <tr> <td>4</td> <td>V</td> </tr> <tr> <td>5</td> <td>V</td> </tr> <tr> <td>6</td> <td>V</td> </tr> <tr> <td>Teacher education</td> <td>V</td> </tr> </tbody> </table> <p><i>Please note:</i> Institutions applying a whole-institution approach can apply for recognition as an Official DESD Project. Various additional support structures have been instituted in the context of the DESD at the Federal and the State levels</p> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).</i></p>	ISCED levels	Yes	0	V	1	V	2	V	3	V	4	V	5	V	6	V	Teacher education	V
ISCED levels	Yes																		
0	V																		
1	V																		
2	V																		
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4	V																		
5	V																		
6	V																		
Teacher education	V																		

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																																				
<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Phase II: If yes, please specify for all levels of your education system in accordance with ISCED, by ticking (V) in the table as appropriate:</i></p> <p><i>(a) For formal institutions.</i></p> <table border="1" data-bbox="976 349 1283 630"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0</td><td>V</td></tr> <tr><td>1</td><td>V</td></tr> <tr><td>2</td><td>V</td></tr> <tr><td>3</td><td>V</td></tr> <tr><td>4</td><td>V</td></tr> <tr><td>5</td><td>V</td></tr> <tr><td>6</td><td>V</td></tr> <tr><td>Teacher education</td><td>V</td></tr> </tbody> </table> <p><i>(b) For non-formal and informal education.</i></p> <table border="1" data-bbox="976 683 1283 964"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0</td><td>V</td></tr> <tr><td>1</td><td>V</td></tr> <tr><td>2</td><td>V</td></tr> <tr><td>3</td><td>V</td></tr> <tr><td>4</td><td>V</td></tr> <tr><td>5</td><td>V</td></tr> <tr><td>6</td><td>V</td></tr> <tr><td>Teacher education</td><td>V</td></tr> </tbody> </table> <p><i>If relevant data are available, please also specify (i.e. provide examples on how it is done).</i></p>	ISCED levels	Yes	0	V	1	V	2	V	3	V	4	V	5	V	6	V	Teacher education	V	ISCED levels	Yes	0	V	1	V	2	V	3	V	4	V	5	V	6	V	Teacher education	V
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4	V																																				
5	V																																				
6	V																																				
Teacher education	V																																				

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? (b) Do they address ESD ²⁰ ? (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?																																								
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Phase II: If yes, please specify for various levels of your education system in accordance with ISCED, by ticking (V) in the table as appropriate.</i></p> <table border="1"> <thead> <tr> <th>ISCED levels</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> </tr> <tr> <td></td> <td>Yes</td> <td>Yes</td> <td>Yes</td> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>V</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>V</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>V</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>V</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>V</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Teacher education</td> <td>V</td> <td></td> <td></td> </tr> </tbody> </table> <p><i>Please note:</i> Education quality assessment is in the responsibility of the Federal States. Considering the ESD aspects of Appendix I (a), in the assessment documents of the Federal States ESD is primarily addressed in the context of the aspect “cultural diversity”. A national education quality assessment system was initiated in 2009 for secondary education first stage (ISCED level 2) for the subjects “German”, “English” and “French” and will continue in 2011 with primary education (ISCED level 1).</p> <p><i>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).</i></p>	ISCED levels	(a)	(b)	(c)		Yes	Yes	Yes	0				1	V			2	V			3	V			4	V			5	V			6				Teacher education	V		
	ISCED levels	(a)	(b)	(c)																																					
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5	V																																								
6																																									
Teacher education	V																																								
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify.</i>²¹</p> <p>Numerous activities in informal and awareness raising for SD are taking place throughout Germany. Governmental institutions, NGOs, and other initiatives organize workshops, conferences, public seminars, public lectures and festivals on SD. TV and radio programmes disseminate the idea of SD. Individual newspaper articles and article series deal with SD aspects, such as sustainable energy supply and consumption, water supply, and organic farming.</p> <p>Awareness raising specifically for ESD is taking place, among other things, through the publicly announced award scheme for German DESD Projects, annual action days for ESD, and a major ESD internet portal.</p> <p>One of the various private sector initiatives that can be mentioned is the partnership project of the major drugstore chain dm with the German Commission for UNESCO. On the basis of a broad public call for projects, dm funds over 1,200 individual ESD projects with 1,000 Euros each; they are selected from over 4,400 applications.</p>																																								
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?																																								

²⁰ 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).

²¹ Please describe how this is done, e.g. in press articles, TV and radio programmes or public lectures promoting environmentally friendly goods and services, sustainable lifestyles.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify and provide examples.</i></p> <p>In Germany, there are numerous training programmes that qualify employees in diverse work contexts. This may include further training for investment consultants in “sustainable investment”, environmental management for company managers, as well as sustainability pedagogy for educators, or organic farming for farmers. Work-based conferences on SD issues addressed to company managers and educators also regularly take place.</p>																																				
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.</i></p> <p>The results of the initiatives mentioned under 2.5.1 are regularly internally monitored and evaluated.</p>																																				
Indicator 2.6 ESD implementation is a multi-stakeholder process²²																																					
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?																																				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify in the table in appendix II (a) and (b) and use the scale. Indicate the results in the boxes below.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="6" style="text-align: left;">(a) According to the UNECE Strategy on ESD</th> <th colspan="6" style="text-align: left;">(b) According to the UN DESD</th> </tr> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>F</th> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>F</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input checked="" type="checkbox"/></td><td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table> <p>For examples of good practice of ESD as a multi-stakeholder process, see the explanation of DESD implementation in Germany in other parts of this document.</p>	(a) According to the UNECE Strategy on ESD						(b) According to the UN DESD						A	B	C	D	E	F	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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Issue 3. EQUIP EDUCATORS WITH THE COMPETENCE TO INCLUDE SD IN THEIR TEACHING																																					
<p><i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i></p> <p>No precise numbers/percentages are available that refer to educators who have received initial and in-service training on ESD, neither there are for leaders/administrators. In most of the Federal State ordinances for educators’ initial training ESD is not mentioned. Only in the education and examination regulations of the Federal State “Saarland” it says that, for example, ESD is to be included in general and special instruction. However, several ordinances refer to environmental education (Baden Württemberg, Saxony-Anhalt, Schleswig-Holstein and Thuringia). Moreover, three Federal States have initiated regulations that show links with ESD (Bavaria, Saxony-Anhalt and Rhineland-Palatinate). In the online database of the study guide “studies and research for sustainability” (Studium und Forschung zur Nachhaltigkeit) six teacher training programmes are listed that are concerned with sustainability issues. There is no data available about graduates of those study programmes and universities. Thus, in Germany, the main focus in ESD for educators is in further training measures and seminars or workshops.</p>																																					
Indicator 3.1 ESD is included in the training²³ of educators																																					
Sub-indicator 3.1.1	Is ESD a part of educators’ initial training? ²⁴																																				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify by filling in the table in appendix III.</i>																																				

²² 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).

²³ ESD is addressed by content and/or by methodology.

²⁴ For higher education institutions: The focus is here on existing **teacher training at universities/colleges** regarding SD and ESD for university/college teachers.

	For sub-indicators 3.1.1, 3.1.2, 3.1.1: Not enough data is available to specify the results in Appendix III.
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²⁵
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify by filling in the table in appendix III.</i>
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify by filling in the table in appendix III.</i> Through the organizational structure of DESD implementation in Germany, ESD is regularly communicated to leaders and administrators. Various Official DESD Projects and activities by other stakeholders focus on the training of leaders in ESD.
Indicator 3.2 Opportunities exist for educators to cooperate on ESD	
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify (provide examples on how this is done).</i> One central feature of German DESD implementation – with its National Committee, its Round Table, its working groups, and the award scheme for DESD projects – is that it provides a platform for the cooperation of education administrators and practitioners. The ESD internet portal run by the German Commission for UNESCO with funding from the Federal Ministry of Education and Research lists many hundreds of initiatives that can be contacted regarding cooperation on ESD, including at Federal State level.
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²⁶
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify how, listing the major ones, and describing them as appropriate.</i> The Federal Ministry of Education and Research funds the organizational structure of DESD implementation in Germany. State Ministries fund networking initiatives at the State level.
Issue 4. ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 4.1 Teaching tools and materials for ESD are produced	
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of development and production of ESD tools and materials exist?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The Cross-Curricular Framework on Global Development Education in the Context of ESD by the Standing Conference of the Ministers of Education and Cultural Affairs and the Federal Ministry of Economic Cooperation and Development provides an orientation for the development of teaching materials. Within the award scheme for DESD projects, the development of teaching materials is also encouraged.
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?

²⁵ 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.

²⁶ Including assistance through direct funding, in-kind help, political and institutional support.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in USD) for annual expenditures on ESD-related research and development.</i></p> <p>Funding at Federal and State level for ESD teaching materials exists. Precise figures are not available.</p>
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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

Phase I: For (a) and (b), please describe.

Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c), please also describe. Please also provide your own examples, as appropriate.

Teaching materials that relate entirely or fully to ESD and that are used in publicly recognized education institutions are subject to the same comprehensive quality criteria as all other education materials used in public education.

Sub-indicator 4.2.2 Are ESD teaching tools/materials available: (a) in national languages? (b) for all levels of education according to ISCED?

(a) Yes No
 (b) Yes No

Phase I: For (a) please specify.

(a) Teaching material is available in German.

Phase II: If yes for (b), please specify by ticking (V) in the table as appropriate.

ISCED levels	(b) Yes
0	V
1	V
2	V
3	V
4	V
5	V
6	V
Teacher education	V

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

Phase II: Please describe.

One key avenue for the dissemination of ESD materials is the major internet portal on ESD funded by the Federal Ministry of Education and Research. Other ministries at Federal and State level run additional activities.

Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify to what extent by providing an indication of the amount in USD, giving the annual expenditures for ESD-related research and development.</i> See above. No precise figures are available.
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	See above.
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 <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>For (a) and (b) please specify.</i> (a) See above: www.bne-portal.de , and others such as www.lehrer-online.de and www.BMU.de . (b) Information on ESD teaching materials is commonly provided at workshops, seminars and conferences, at higher education institutions, or at public libraries.
Issue 5. PROMOTE RESEARCH ON AND DEVELOPMENT OF ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 5.1 Research²⁷ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁸ supported?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify what kind of research (content and methods). Please provide the total amount annually over the reporting period, and if feasible, as a percentage of the total research budget.</i> The Federal Ministry of Research and Technology (BMBF) is allocating financial resources to research and development in ESD. An as yet unpublished report on “Indicators for ESD”, a project by the University of Lüneburg on behalf of the Federal Ministry of Education and Research, concludes that ESD research funding amounted to 1,644,000.00 Euro in 2007 and to 3,521,000.00 Euro in 2008. Other funding institutions, such as foundations, provide support for ESD research as well. Precise figures cannot be given.
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify what kind of research (content and methods).</i>

²⁷ These include support from various sources, such as State, local authorities, business and non-governmental sources.

²⁸ E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology; means of evaluation including socio-economic impacts.

	<p>In Germany, evaluation research refers to ESD implementation in general. In that sense, it also evaluates the implementation of the UNECE Strategy. The UNECE Strategy, however, does not play a major role in guiding research, the key international activity in this regard is the DESD.</p> <p>Three research initiatives that can be mentioned by way of example: In 2007, a project started examining the effects of the Federal Government/State Commission of Educational Planning (BLK) project “Transfer 21” at teacher, school and system level as well as on teaching methods and cognitive attributes of pupils through transfer research. Another project was dedicated to evaluating the measures of the National Action Plan and the Official DESD Projects. Furthermore, in an international project together with Switzerland and Austria, German universities are working on an interdisciplinary project to develop indicators for ESD.</p> <p>A study commissioned by the Federal Ministry of Education and Research has been looking at deficits and potentials of ESD research in Germany. The results will be available shortly.</p>
Sub-indicator 5.1.3	<p>Are post-graduate programmes available: (1) on ESD:²⁹ (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?</p>
<p>(1) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/> (2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Phase II: Please specify what kind of programmes are available for (1) (a) and (b); (2) (a) and (b).</i></p> <p>(1) (a) i) A Master of Arts programme called “Education for Sustainable Development/Geography“ is offered by the University of Eichstätt-Ingolstadt. ii) The University of Applied Science in Erfurt is planning a Master programme in “Network Management with the major field of study in ESD”. iii) The University of Rostock is offering an in-service master programme in “Environment and Education” which equals a Master in ESD. The same university offers further training programmes in ESD that are mainly aimed at post-graduates.</p> <p>(2) (a) The following post-graduate programmes which include ESD in their curricula: - Master of Education for German primary and secondary schools; subject: social and general studies (Osnabrück University) - Master of Educational Science for German primary, secondary and secondary modern schools; subject: Geography (University of Vechta) - Master of Educational Science for German primary, secondary and secondary modern schools; subject: Biology (major: sustainable development) (University of Freiburg)</p> <p>Also, the following post-graduate programmes include environmental education (with an orientation towards ESD) into their curricula: - Master of Arts in Sustainable Tourism Management (University for Sustainable Development Eberswalde) - Master of Science in Regional Development and Conservation (University for Sustainable Development Eberswalde) - Master in Environmental Sciences: Human and environment in history, present and future (University of Hildesheim)</p> <p>In addition, there are five study programmes for educators dealing with ESD that lead to a “state examination” certification, which is equivalent to a Masters degree.</p> <p>(1) (b) + (2) (b) Obtaining a doctorate in Germany does usually not include lectures or seminars. Thus, it depends solely on the PhD student, and consultations with the supervisor, to decide to include ESD into her/his doctoral work.</p>
Sub-indicator 5.1.4	<p>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?</p>

²⁹ ESD is addressed by substance and/or by approach.

(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify for (a) and (b).</i></p> <p>There are no specific scholarships merely dedicated to ESD research at master or doctoral level. However, various funding institutions, such as the DBU, support ESD research, including at master and doctoral level.</p>
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? ³⁰
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify and provide the total amount annually over the reporting period.</i></p> <p>Numerous activities carried out in the context of DESD implementation support innovation and capacity-building in ESD practice. The title of Official German DESD Project is awarded for, among other things, innovative approaches. Capacity-building is carried out through workshops, seminars, publications and multi-stakeholder teams such as the Working Groups set up in the context of the DESD organizational structure.</p> <p>DESD implementation by the German Commission for UNESCO is supported with around 450,000 Euros per year by the Federal Ministry of Education and Research. Further funding for ESD, mostly from the Federal Ministry of Education and Research but also from other institutions, is available. Precise figures cannot be given.</p>
Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ³¹ to share the results of research and examples of good practices in ESD ³² among authorities and stakeholders?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify and provide the total amount annually over the reporting period.</i></p> <p>An important objective of the German DESD implementation outlined above is the dissemination of good-practice and research results through workshops, seminars, the internet portal, committee meetings, publications. Addressees are decision makers, education authorities, other education stakeholders, as well as the interested general public. For total numbers, see above.</p>

³⁰ Activities may include pilot projects, action research, social learning and multi-stakeholder teams.

³¹ E.g. conferences, summer schools, journals, periodicals, networks.

³² 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.

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase I: For (a), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i> A considerable number of scientific publications on ESD and addressing ESD is being published every year. No precise numbers can be given.
	<i>Phase II: For (b), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i> See above for (a).
Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
To strengthen international cooperation for ESD is one of the four overarching objectives of the National Plan of Action for the DESD. Numerous activities are under way in this context. Germany, moreover, co-organized and funded the major event for international exchange on ESD in the last years, the UNESCO World Conference on Education for Sustainable Development in 2009 in Bonn with 900 representatives from 150 states, including around 50 ministers and five ministers, attending.	
Indicator 6.1 International cooperation on ESD is strengthened within the UNECE region and beyond	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international ³³ networks on ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify for national, subnational and local levels and list major networks.</i> German public authorities have a wealth of experience in international networks, working groups, associations on ESD at all educational levels. Examples for international exchange include the global network of UNESCO National Commissions. Numerous organizations active in the DESD work internationally, such as InWEnt Capacity Building International, which just have initiated a major international capacity-building project for ESD.
Sub-indicator 6.1.2	Do educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify. List major networks.</i> While activities in this area could be expanded, international cooperation by educational institutions and organizations is well established. Important networks on ESD or with a focus on ESD include the UNESCO Associated Schools Project Network, the Copernicus Alliance in the field of higher education, and Eco Schools of the Foundation for Environmental Education. Hessen is part of the international network "ENSI"
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify and list the major ones.</i>

³³ In this context, international associations, working groups, programmes, partnerships, etc. means those at the global, regional and subregional levels.

	ESD plays an increasing role in German development cooperation activities, see the InWEnt project listed above.
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please list and describe.</i></p> <p>Germany has been actively supporting DESD implementation by UNESCO, the lead organization for the DESD within the UN. This includes co-organizing and funding the UNESCO World Conference on Education for Sustainable Development in 2009 in Bonn, as explained above. Starting in 2010 the Federal Ministry for Economic Cooperation and Development (BMZ) established an international ESD Expert network including Germany, India, Mexico and South Africa (five experts from each country coordinated by InWent)</p>
Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLES, AS WELL AS LOCAL AND TRADITIONAL KNOWLEDGE, IN ESD	
<i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i>	
Not applicable to any major extent. Local and traditional knowledge regarding ESD is fostered by some Official DESD Projects.	
<i>Phase II: Please provide the updated information to indicate changes over time.</i>	
See above.	
<i>Phase III: Please provide the updated information to indicate changes over time.</i>	
Issue 8. DESCRIBE ANY CHALLENGES AND OBSTACLES ENCOUNTERED IN THE IMPLEMENTATION OF THE STRATEGY	
<i>Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible.</i>	
<p>Implementation of the DESD in Germany has been considerably successful since 2005 compared to similar initiatives. The German Parliament supported the DESD in a unanimous resolution in 2005. DESD implementation is carried out under the patronage of the German Federal President. Hundreds of stakeholders participate in the organizational structure set up by the German Commission for UNESCO with funding from the Federal Ministry of Education and Research. Over 1,000 good-practice projects have been awarded the title of Official German DESD Project on the basis of a competitive application process.</p> <p>Challenges and obstacles include:</p> <ul style="list-style-type: none"> - Some major stakeholders from the education and sustainable-development fields are not part of DESD implementation yet. - ESD is still being perceived as an add-on to the curriculum and not as a cross-cutting principle. - Integration of ESD into curricula and other normative documents needs to be further increased. - ESD stakeholders need to undertake increased efforts to communicate ESD to other education stakeholders and reach out beyond their own community. It needs to be clarified how ESD can contribute to the increase of overall educational quality. - ESD research needs to link up better with existing education and sustainable-development research. - A systematic evaluation of learning outcomes regarding ESD should be considered. 	
<i>Phase II: Please provide the updated information to indicate changes over time.</i>	
See above. No major strategic adjustments in ESD implementation need to be undertaken at this stage. However, efforts need to be increased if ESD is to become a major element of quality education.	

Phase III: Please provide the updated information to indicate changes over time.

Issue 9. DESCRIBE ANY ASSISTANCE NEEDED TO IMPROVE IMPLEMENTATION

Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible.

- In order to tackle the challenges outlined under Issue 8, continued and further expanded commitment of decision-makers, funding institutions and individual stakeholders is required.
- With regard to the international level, and specifically the UNECE Steering Committee on ESD, the following suggestions are made: focus less on resource-consuming evaluation exercises and more on a systematic exchange of innovative good practices; promote the development and innovation of ESD concepts and practices; provide assistance to stakeholders in how to link the case for ESD to the broader political agenda in the fields of education and sustainable development.

Phase II: Please provide the updated information to indicate changes over time.

See above.

Phase III: Please provide the updated information to indicate changes over time.

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 (V) 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.)

Some key themes covered by sustainable development	ISCED Levels					
	0	1	2	3	4	5
Peace studies (e.g. international relations, security and conflict resolution, partnerships)				V	V	V
Ethics and philosophy				V	V	V
Citizenship, democracy and governance				V	V	V
Human rights (e.g. gender and racial and inter-generational equity)	V	V	V	V	V	V
Poverty alleviation	V	V	V	V	V	V
Cultural diversity	V	V	V	V	V	V
Biological and landscape diversity	V	V	V	V	V	V
Environmental protection (waste management, etc.)	V	V	V	V	V	V
Ecological principles/ecosystem approach	V	V	V	V	V	V
Natural resource management (e.g. water, soil, mineral, fossil fuels)	V	V	V	V	V	V
Climate change		V	V	V	V	V
Personal and family health (e.g. HIV/AIDS, drug abuse)			V	V	V	V
Environmental health (e.g. food and drinking; water quality; pollution)	V	V	V	V	V	V
Corporate social responsibility						V
Production and/or consumption patterns			V	V	V	V
Economics			V	V	V	V
Rural/urban development				V	V	V
Total	8	9	12	16	16	17
Other (countries to add as many as needed)						

NB: 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 (max. 102 ticks; “other” not counted) is:

No. of ticks	0–5	6–10	11–25	26–50	51–75	76–100
Scale	A	B	C	D	E	F

Could you specify which specific themes are of critical important in your countries and why? Please specify for different ISCED levels, as appropriate.

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 curriculum³⁴/programme of study at various levels of formal education, by filling in the table below.

(Please tick (V) 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	3	4	5
Learning to learn Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?			V			V
	- understanding complexity/systemic thinking?	V	V	V	V	V	V
	- overcoming obstacles/problem-solving?			V	V	V	V
	- managing change/problem-setting?						V
	- creative thinking/future-oriented thinking?	V	V	V	V	V	V
	- understanding interrelationships across disciplines/holistic approach?				V	V	V
	Total	2	2	4	4	4	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?	V	V	V	V	V	V
	- decision-making, including in situations of uncertainty?			V	V	V	V
	- dealing with crises and risks?				V	V	V
	- acting responsibly?	V	V	V	V	V	V
	- acting with self-respect ?	V	V	V	V	V	V
	- acting with determination?			V	V	V	V
	Total	3	3	5	6	6	6
	- other (countries to add as many as needed)?						
-							
Learning to be Does education at each level enhance learners' capacity for:	- self-confidence?	V	V	V	V	V	V
	- self-expression and communication?	V	V	V	V	V	V
	- coping under stress?				V	V	V
	- ability to identify and clarify values (for phase III)?	V	V	V	V	V	V
	Total	3	3	3	4	4	4

³⁴ At the State level, where relevant.

	-	other (countries to add as many as needed)?							
	-								
		Expected outcomes	0	1	2	3	4	5	
Learning to live and work together Does education at each level enhance learners' capacity for:	-	acting with responsibility (locally and globally)?			V	V	V	V	
	-	acting with respect for others?	V	V	V	V	V	V	
	-	identifying stakeholders and their interests?				V	V	V	
	-	collaboration/team working?			V	V	V	V	
	-	participation in democratic decision-making?	V	V	V	V	V	V	
	-	negotiation and consensus-building?	V	V	V	V	V	V	
	-	distributing responsibilities (subsidiarity)?	V	V	V	V	V	V	
		Total		4	4	6	7	7	7
	-	other (countries to add as many as needed)?							
	-								

NB: Your response will reflect the variety of ESD learning outcomes 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 (max. 138 ticks; "other" not counted) is:

No. of ticks	0–7	8–14	15–35	36–70	71–104	105–138
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 (V) relevant teaching/learning methods for each level. Use the blank rows to insert additional teaching/learning methods that are considered to be key methods in your country in teaching-learning for sustainable development.)

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy ³⁵	ISCED Levels					
	0	1	2	3	4	5
Discussions			V	V	V	V
Conceptual and perceptual mapping		V	V	V	V	V
Philosophical inquiry			V	V	V	V
Value clarification	V	V	V	V	V	V
Simulations; role playing; games	V	V	V	V	V	V
Scenarios; modeling				V	V	V
Information and communication technology (ICT)			V	V	V	V
Surveys				V	V	V
Case studies				V	V	V
Excursions and outdoor learning	V	V	V	V	V	V
Learner-driven projects	V	V	V	V	V	V
Good practice analyses				V	V	V
Workplace experience				V	V	V
Problem-solving				V	V	V
Total	4	5	8	14	14	14
Other (countries to add as many as needed)						

NB: Your response will reflect the variety of ESD teaching/learning methods 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 (max. 84 ticks; "other" not counted) is:

No. of ticks	0–5	6–28	29–35	36–50	51–65	66–84
Scale	A	B	C	D	E	F

³⁵ Please refer to paragraph 33 (e) of the UNECE Strategy for ESD.

Table of teaching-learning methods in non-formal education

Some key ESD teaching/learning methods proposed by the Strategy ³⁶	ISCED Levels					
	0	1	2	3	4	5
Discussions	V	V	V	V	V	V
Conceptual and perceptual mapping	V	V	V	V	V	V
Philosophical inquiry		V	V	V	V	V
Value clarification	V	V	V	V	V	V
Simulations; role playing; games	V	V	V	V	V	V
Scenarios; modeling			V	V	V	V
Information and communication technology (ICT)	V	V	V	V	V	V
Surveys		V	V	V	V	V
Case studies		V	V	V	V	V
Excursions and outdoor learning	V	V	V	V	V	V
Learner-driven projects	V	V	V	V	V	V
Good practice analyses	V	V	V	V	V	V
Workplace experience				V	V	V
Problem-solving	V	V	V	V	V	V
Total	9	12	13	14	14	14
Other (<i>countries to add as many as needed</i>)						

No. of ticks	0-5	6-28	29-35	36-50	51-65	66-84
Scale	A	B	C	D	E	F

³⁶ Please refer to paragraph 33 (e) of the UNECE Strategy for ESD.

Appendix II

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent is ESD implementation a multi-stakeholder process by filling in the table below. Please provide examples of good practice. (Please tick (V) in both (a) and (b) template-tables 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	V	V	V
Local government	V	V	V
Organized labour		V	V
Private sector		V	V
Community-based	V	V	V
Faith-based		V	V
Media		V	V
Total	3	7	7
Other (countries to add as many as needed)			

The scoring key for this table (max. 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	V	V	V	V	V
Local government	V	V	V	V	V
Organized labour	V	V	V	V	V
Private sector	V	V	V	V	V
Community-based	V	V	V	V	V
Faith-based	V	V	V	V	V
Media	V	V	V	V	V
Total	7	7	7	7	7
Other (countries to add as many as needed)					

The scoring key for this table (max. 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 is ESD a part of the initial and/or in-service educator’s training, by filling in the table below by ticking (V) as appropriate.

ISCED levels	Percentage of education professionals who have received training ³⁷ to integrate ESD into their practice: <i>(see key below)</i>																	
	Educators												Leaders/administrators ³⁸					
	<i>Initial*</i>						<i>In service**</i>						<i>In service***</i>					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0																		
1																		
2																		
3																		
4																		
5																		
6																		
Non-formal																		
Informal																		

The scoring key for this table (max. 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

- * 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.
- ** 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.
- *** 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.

³⁷ Training is understood to include at least one day (a minimum of five contact hours).

³⁸ See paragraphs 54 and 55 of the UNECE Strategy for ESD.

Appendix IV

Summary and self-assessment³⁹ by countries:

1	Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
2	Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
3	Indicator 1.3	National policies support synergies between processes related to SD and ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
4	Indicator 2.1	SD key themes are addressed in formal education	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
5	Indicator 2.2	Strategies to implement ESD are clearly identified	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
6	Indicator 2.3	A whole-institution approach to ESD/SD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
7	Indicator 2.4	ESD is addressed by quality assessment / enhancement systems	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
8	Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
9	Indicator 2.6	ESD implementation is a multi-stakeholder process	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
10	Indicator 3.1	ESD is included in the training of educators	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
11	Indicator 3.2	Opportunities exist for educators to cooperate on ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
12	Indicator 4.1	Teaching tools and materials for ESD are produced	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
13	Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
14	Indicator 4.3	Teaching tools and materials for ESD are accessible	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
15	Indicator 5.1	Research on ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
16	Indicator 5.2	Development of ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
17	Indicator 5.3	Dissemination of research results on ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
18	Indicator 6.1	International cooperation on ESD is strengthened within the UNECE region and beyond	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed

³⁹ 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.