



**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 **Malta** 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: Marie Louise Mangion

Signature:

Date: 9 November 2010

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- 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.

The report was prepared by the Centre for Environmental Education & Research (CEER) from documents available and research results. There was no public consultation exercise.

Governmental institutions (*please specify*) _____

Stakeholders:

NGOs (*please specify*) _____

Academia (*please specify*): *CEER, of the University of Malta, is the main ESD agency in the country*

Business (*please specify*) _____

Other (*please specify*) _____

- 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.)

The role of ESD in promoting sustainable development is acknowledged. However, it is still not considered as a top national priority that warrants clear national policies. Most of the ESD activities occurring are still sporadic, initiated at the grassroots level and (in the majority of the cases) supported by the authorities. To date there is still no plan that would co-ordinate ESD initiatives.

TEMPLATE FOR REPORTING

ISSUE¹ 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). ESD initiatives have been going on in Malta for quite some time. The current phase that Malta is going through is that of integrating ESD in its national policies. New policies that are being drafted are addressing ESD. The major stumbling block is that such plans falter at the implementation stage for lack of the required supporting infrastructure. This might be due to the fact that ESD is not yet a national priority.</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"/>	<i>English</i>
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"/>	<i>The Centre for Environmental Education & Research (CEER)</i>
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD. CEER has unofficially been given the mandate to co-ordinate ESD initiatives and to see to the implementation of the UNECE strategy for ESD.</i>
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD. A document highlighting the major routes in developing a National Strategy for Environmental Education was produced in the late 90s. However, no attempt has been done to either review it or set up an ESD strategy</i>
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"/>	<i>Please specify. CEER is the main environmental education (ESD) agency in the country. It aims to become a hub that will co-ordinate environmental education initiatives; increase the opportunity for environmental education research; make scientific and technological research results more accessible and facilitate resource transfer and capacity building in Malta and the Euro-Med region.</i>
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and list major document(s). Sustainable Development Strategy for the Maltese Islands National Action Plan for Employment National Environmental Health Action Plan</i>

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.

	<p><i>Environmental Protection Act, 2001</i> <i>Environment and Development Planning Act, 2010</i> <i>Numerous other sectoral environmental policy documents include an educational/awareness component.</i></p>																													
Sub-indicator 1.2.2	<p>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</p>																													
<p>(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>If yes, please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.</i></p> <table border="1"> <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></td> <td></td> </tr> <tr> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></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>	ISCED levels ⁶	(a)	(b) ⁷	Yes	Yes	0			1			2			3			4			5 ⁸		✓	6			Teacher education		✓
ISCED levels ⁶	(a)		(b) ⁷																											
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Teacher education		✓																												
Sub-indicator 1.2.3	<p>Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?</p>																													
<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Please specify.</i> <i>Sustainable Development Strategy for the Maltese Islands</i> <i>Environmental Protection Act, 2001</i> <i>Environment and Development Planning Act, 2010</i> <i>State of the Environment Report 2008</i> <i>Numerous other sectoral environmental policy documents include an educational/awareness component.</i></p>																													
Sub-indicator 1.2.4	<p>Is public awareness in relation to ESD addressed in relevant national document(s)?</p>																													
<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Please specify.</i> <i>Sustainable Development Strategy for the Maltese Islands</i> <i>Environmental Protection Act, 2001</i> <i>Environment and Development Planning Act, 2010</i> <i>State of the Environment Report 2008</i> <i>Numerous other sectoral environmental policy documents include an educational/awareness component.</i></p>																													

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 1.2.5	Does a formal structure for interdepartmental ⁹ cooperation relevant to ESD exist in your Government?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify. The setting up of CEER was a specific attempt to achieve this goal ... but its utilization for this purpose was very limited.</i>
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"/>	<i>Please specify. The setting up of CEER was a specific attempt to achieve this goal ... but its utilization for this purpose was very limited.</i>
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"/>	<i>Please specify. Allocations for ESD have featured in government budgets. However, compared to the need for ESD they are still limited.</i>
Indicator 1.3 National policies support synergies between processes related to SD and 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"/>	<i>Please specify. Besides permeating various sections of the Sustainable Development Strategy for the Maltese Islands, Section 3.3.3 of the document is specifically dedicated to ESD.</i>

Issue 2. PROMOTE SD THROUGH FORMAL, NON-FORMAL AND INFORMAL LEARNING

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

Examples of initiatives related to ESD are available in all sectors. However, to date there is no common national strategic approach that would target issues in a holistic manner. Consequently some overlap exists.

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"/>	<i>Phase II: Please specify in the table in appendix I (a) and use the scale. Indicate the results in the box below. No formal complete curriculum audit has yet been done to provide an exact picture of the situation. The data provided is an estimate based on a random sample of subject syllabi and course programmes.</i>												
<table border="1" style="margin: auto;"> <tr> <td style="padding: 2px;">A</td> <td style="padding: 2px;">B</td> <td style="padding: 2px;">C</td> <td style="padding: 2px;">D</td> <td style="padding: 2px;">E</td> <td style="padding: 2px;">F</td> </tr> <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> </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"/>
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"/>								
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"/>	<i>Phase II: Please specify in the table in appendix I (b) and use the scale. Indicate the results in the box below. No formal complete curriculum audit has yet been done to provide an exact picture of the situation. Most of the programmes of study emphasise the cognitive component rather than the affective and psychomotor components. The data provided is also an estimation based on a random sample of subject syllabi and course programmes.</i>												

⁹ Between State bodies.

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

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

¹² At the State level, where relevant.

¹³ See footnote 12.

	<table border="1"> <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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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> <p><i>No formal complete curriculum audit has yet been done to provide an exact picture of the situation. The data provided is also an estimation based on a random sample of subject syllabi, course programmes and site visits.</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 checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table> <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> <p><i>No data is available.</i></p>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								

Indicator 2.2 Strategies to implement ESD are clearly identified																																																													
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?																																																												
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (d) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (e) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<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" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>ISCED levels</th> <th>(a)*</th> <th>(b)*</th> <th>(c)*</th> <th>(d)**</th> <th>(e)</th> </tr> <tr> <td></td> <td>Yes</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td><input checked="" type="checkbox"/></td> <td></td> <td><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td>1</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td></td> <td><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td>2</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td></td> <td><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td>3</td> <td><input checked="" type="checkbox"/></td> <td></td> <td></td> <td><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td>4</td> <td><input checked="" type="checkbox"/></td> <td></td> <td></td> <td><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td>5</td> <td><input checked="" type="checkbox"/></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> <td><input checked="" type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>Teacher education</td> <td><input checked="" type="checkbox"/></td> <td></td> <td><input checked="" type="checkbox"/></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>* Any reference to ESD themes is mostly done during lessons of specific subjects. There is no intension to develop ESD into a formal curriculum subject as this would prove to be too heavy a burden on teaching time. ESD is viewed as a cross-curricular theme and there are instances where this is happening. However, this has yet to be formalised. Although there are plans of featuring ESD in the national curriculum, to date there is no formal educational policy about ESD and therefore educational institutions are technically not bound to address it.</i></p>	ISCED levels	(a)*	(b)*	(c)*	(d)**	(e)		Yes	Yes	Yes	Yes	Yes	0		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		3	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		4	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		5	<input checked="" type="checkbox"/>					6			<input checked="" type="checkbox"/>			Teacher education	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
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¹⁴ See footnote 12.

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.

	<p><i>** Malta participates in FEE's (Foundation for Environmental Education) Eco-Schools programme (locally called EkoSkola) that promotes ESD in schools through a whole institution participatory approach based on EMAS / ISO 14001. Currently there are 102 educational institutions participating in this programme ... amounting to about 59% of the country's total number of schools available. If you ticked (e), please specify the approaches.</i></p>
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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?																		
<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. This occurs where the EkoSkola programme is functioning</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">ISCED levels</th> <th style="text-align: center;">Yes</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">0</td><td style="text-align: center;">✓</td></tr> <tr><td style="text-align: center;">1</td><td style="text-align: center;">✓</td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">✓</td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">✓</td></tr> <tr><td style="text-align: center;">4</td><td style="text-align: center;">✓</td></tr> <tr><td style="text-align: center;">5</td><td></td></tr> <tr><td style="text-align: center;">6</td><td></td></tr> <tr><td style="text-align: center;">Teacher education</td><td></td></tr> </tbody> </table> <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> <p><i>No data is available. However, there are plans to extend the EkoSkola programme to organisations within the non-formal sector (e.g. Scouts & Girl Guides; religious organisations; parish groups).</i></p>	ISCED levels	Yes	0	✓	1	✓	2	✓	3	✓	4	✓	5		6		Teacher education	
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Teacher education																			
Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support “a whole institution approach to SD/ESD”?																		
<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<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" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">ISCED levels</th> <th style="text-align: center;">Yes</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">0</td><td style="text-align: center;">✓</td></tr> <tr><td style="text-align: center;">1</td><td style="text-align: center;">✓</td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">✓</td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">✓</td></tr> <tr><td style="text-align: center;">4</td><td style="text-align: center;">✓</td></tr> <tr><td style="text-align: center;">5</td><td></td></tr> <tr><td style="text-align: center;">6</td><td></td></tr> <tr><td style="text-align: center;">Teacher education</td><td></td></tr> </tbody> </table> <p><i>Institutions participating in the EkoSkola programme are awarded the Green Flag if they meet the required quality criteria.</i></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> <p><i>No data is available. However, at a national level funds are available for environmental initiatives through various Ministries. Maltese SMEs, public authorities and NGOs also have access to funding programmes of the EU Commission. A number of these programmes are directly relevant to the environmental sector while also addressing sustainable development as a cross cutting priority.</i></p>	ISCED levels	Yes	0	✓	1	✓	2	✓	3	✓	4	✓	5		6		Teacher education	
ISCED levels	Yes																		
0	✓																		
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Teacher education																			

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).

Sub-indicator 2.3.3

Do institutions/learners develop their own SD/ESD indicators for their institution/organization?

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:

(a) For formal institutions. Only where the EkoSkola programme is functioning

ISCED levels	Yes
0	✓
1	✓
2	✓
3	✓
4	✓
5	
6	
Teacher education	

Yes No

(b) For non-formal institutions for non-formal and informal education.

No data is available.

ISCED levels	Yes
0	
1	
2	
3	
4	
5	
6	
Teacher education	

If relevant data are available, please also specify (i.e. provide examples on how it is done).

Indicator 2.4 ESD is addressed by quality assessment/enhancement systems																																									
Sub-indicator 2.4.1	<p>(a) Are there any education quality assessment/enhancement systems? (b) Do they address ESD²⁰? (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?</p> <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" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">ISCED levels</th> <th style="text-align: center;">(a)</th> <th style="text-align: center;">(b)</th> <th style="text-align: center;">(c)</th> </tr> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">Yes</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Teacher education</td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> </tbody> </table> <p>(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> <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> <i>No data is available.</i></p>	ISCED levels	(a)	(b)	(c)		Yes	Yes	Yes	0	✓			1	✓			2	✓			3	✓			4	✓			5	✓			6	✓			Teacher education	✓		
ISCED levels	(a)	(b)	(c)																																						
	Yes	Yes	Yes																																						
0	✓																																								
1	✓																																								
2	✓																																								
3	✓																																								
4	✓																																								
5	✓																																								
6	✓																																								
Teacher education	✓																																								
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	<p>Are SD issues addressed in informal and public awareness-raising activities?</p> <p><i>Phase II: Please specify.</i>²¹ <i>Several initiatives are undertaken by the Malta Environment and Planning Authority as well as through the Ministry for Resources and Rural Affairs; and the Parliamentary Secretariat for Tourism, the Environment and Culture. Activities are also undertaken by NGOs and Local Councils.</i></p>																																								
Sub-indicator 2.5.2	<p>Is there any support for work-based learning (e.g. for small companies, farmers, trade unions, associations) which addresses SD issues?</p> <p><i>Phase II: Please specify and provide examples.</i> <i>There is both national and EU support for work based learning, which addresses, SD issues among other topics. In the case of government employees, an initiative was launched aimed towards meeting government's corporate responsibilities with regard to the environment and sustainable development. A Green Leader was appointed and trained in each Ministry with the responsibility to promote environmental awareness and implementing eco-friendly practices within their respective Ministry. This resulted in a green network across the public sector, instilling sustainability values and attitudes in all government departments, agencies, and local councils. CEER was also asked by companies, trade unions and NGOs to provide ESD training to their members.</i></p>																																								
Sub-indicator 2.5.3	<p>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?</p> <p><i>Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.</i> <i>Research in this area is currently being done through CEER..</i></p>																																								

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.

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"> <thead> <tr> <th colspan="6">(a) According to the UNECE Strategy on ESD</th> <th colspan="6">(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><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> <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> </tbody> </table>	(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 type="checkbox"/>
(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 type="checkbox"/>																										
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). The Faculty of Education (University of Malta) is the sole teacher training institution in the country. There are two main initial teacher training programmes: a 4-year B.Ed. (Hons) for primary and secondary education, and a Post Graduate Certificate in Education (PGCE) for secondary education. Since 1991, ESD has been addressed in the initial teacher training programmes and under/post graduate students were also able to conduct research in the area.</i></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"/>	<p><i>Phase II: Please specify by filling in the table in appendix III. All ESD components found in the academic programmes are on a voluntary basis (except for the programme directed for primary school teachers) and so no accurate data is available to fill in Annex 3</i></p>																																				
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"/>	<p><i>Phase II: Please specify by filling in the table in appendix III. All ESD programmes are offered on a voluntary basis and so no accurate data is available to fill in Annex 3</i></p>																																				
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"/>	<p><i>Phase II: Please specify by filling in the table in appendix III. All ESD programmes are offered on a voluntary basis and so no accurate data is available to fill in Annex 3. During the 2009-2010 academic year, CEER participated in an EU funded project called 3EMI (I Level Master on Intercultural and Environmental Management of Schools) that targeted school administrators. 20 students have successfully completed the programme.</i></p>																																				
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 type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify (provide examples on how this is done). The EkoSkola School network The Maltese Association of Environmental Educators (MAEE) CEER</i></p>																																				
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²⁶																																				

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.

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>Please specify how, listing the major ones, and describing them as appropriate.</i> <i>The EkoSkola School network is supported by the Ministry of Education, Employment and the Family; the Ministry for Resources and Rural Affairs; HSBC Bank; and WasteServ (Malta's waste management agency).</i> <i>CEER of the University of Malta is supported by the Ministry of Education, Employment and the Family; the Ministry for Resources and Rural Affairs; and the Malta Environment and Planning Authority (MEPA).</i></p>
Issue 4. ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE	
<p><i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i> <i>Tools and materials have been developed through the work done by the Faculty of Education (University of Malta). However, due to a lack of funds the majority of the materials produced are not disseminated, although they are available for reference.</i></p>	
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"/>	<p><i>Please describe.</i> <i>CEER provides the mechanism to promote the development of ESD tools and materials.</i></p>
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
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> <i>It is not possible to quantify the sums of money dedicated to awareness raising initiatives and their R&D component. Education on sustainable development and environment carried out by MEPA's communication office through various initiatives. The Ministry for Resources and Rural Affairs; and the Parliamentary Secretariat for Tourism, the Environment and Culture also promote sustainable development and environment through its own initiatives.</i> <i>To date sustainable development was always packaged mainly as promotion of environmental concerns.</i></p>
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 <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase I: For (a) and (b), please describe.</i></p> <p><i>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.</i> <i>Most materials target the formal sector. An integral part of each research project producing these materials involves piloting and modification of the materials.</i></p>
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 <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase I: For (a) please specify.</i> <i>In Maltese and also in English</i></p>

	<p><i>Phase II: If yes for (b), please specify by ticking (V) in the table as appropriate.</i></p> <table border="1"> <thead> <tr> <th>ISCED levels</th> <th>(b) Yes</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>✓</td> </tr> <tr> <td>1</td> <td>✓</td> </tr> <tr> <td>2</td> <td>✓</td> </tr> <tr> <td>3</td> <td>✓</td> </tr> <tr> <td>4</td> <td></td> </tr> <tr> <td>5</td> <td></td> </tr> <tr> <td>6</td> <td></td> </tr> <tr> <td>Teacher education</td> <td>✓</td> </tr> </tbody> </table>	ISCED levels	(b) Yes	0	✓	1	✓	2	✓	3	✓	4		5		6		Teacher education	✓
ISCED levels	(b) Yes																		
0	✓																		
1	✓																		
2	✓																		
3	✓																		
4																			
5																			
6																			
Teacher education	✓																		
Indicator 4.3 Teaching tools and materials for ESD are accessible																			
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?																		
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please describe.</i>																		
Sub-indicator 4.3.2	Is public authority money invested in this activity?																		
Yes <input type="checkbox"/> No <input checked="" 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>																		
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?																		
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please describe. Materials related to the EkoSkola programme are available. Other material (related to EU funded projects) are also available on the internet</i>																		
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. (a) since English one of the official languages, interested individuals can make use of the various websites dedicated to ESD provided by the EU, the UN and other organisations (b) together with MAEE, CEER is developing an online database of local ESD material</i>																		
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>																		

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.

	<i>ESD research is not financially supported but human resources are available to offer support.</i>
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify what kind of research (content and methods).</i>
Sub-indicator 5.1.3	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?
(1) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify what kind of programmes are available for (1) (a) and (b); (2) (a) and (b). Staff from CEER offer students at both levels the opportunity to carry out ESD related research</i>
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 <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify for (a) and (b). The scholarships available are not specifically focusing on ESD, but the opportunities for scholarships do allow individuals interested in ESD to further their studies in this area.</i>
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"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period. It is not possible to specify the total amount of available funds. Being a Member of the European Union, Malta is eligible for funds for technical assistance, research, capacity building exercises with the aim of promoting sustainable values and environmental awareness. Projects include both those specifically targeted for awareness raising, as well as others with a strong awareness raising component. This was for example the case with the project led by MEPA titled "Building Capacity to comply with the EU Environmental Aquis through improved enforcement". This project was funded from Transition Facility funds, and included an environmental awareness and communication workshop.</i>
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"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period. This role falls within CEER's remit, however currently there is no specific mechanism for the dissemination of research.</i>
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" 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. Phase II: For (b), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i>
Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION	

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

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.

<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
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. The Eco-Schools network (national and international) The EU Green Spider Network for Environmental Communicators</i>
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. The Eco-Schools network</i>
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. Apart from this UNECE initiative, Malta is party to a number of conventions which include an ESD Component. As an EU Member, Malta is also required to implement the EU Acquis, which includes both specific obligations outlined in the 'Aarhus Directives' (namely Directive 2003/4/EC of the European Parliament and of the Council of 28 January 2003 on public access to environmental information and repealing Council Directive 90/313/EEC and Directive 2003/35/EC of the European Parliament and of The Council of 26 May 2003 providing for public participation in respect of the drawing up of certain plans and programmes relating to the environment and amending with regard to public participation and access to justice Council Directives 85/337/EEC and 96/61/EC) and general obligations on stakeholder involvement outlined in most environmental legislation in the various fields, for example Directive 2000/60/EC of 23 October 2000 establishing a framework for Community action in the field of water policy (see also the "Water Framework Directive, which stipulates a 6 month public consultation period on River Basin Management Plans and . namely Directive 2001/42/EC of 27 June 2001 on the assessment of certain plans and programmes on the environment. . Malta has also secured financial assistance from United Kingdom for instance with components aimed at improving ESD. The EU Green Spider Network brings together those responsible for communication in the environmental field in various EU member states & accession countries</i>
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"/>	<i>Please list and describe. Public officers who represent Malta in various committees and fora at the EU level endeavour to promote ESD</i>
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. This section is not applicable</i>	
<i>Phase II: Please provide the updated information to indicate changes over time.</i>	
<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. Although ESD is gradually but surely gaining importance in Malta, other priorities (including implementation of the EU Acquis) result in ESD having to compete for scarce</i>	

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

<i>human and financial resources.</i>
<i>Phase II: Please provide the updated information to indicate changes over time. ESD is considered an important theme that needs to be developed but it is not given top priority. The major obstacle is the mentality that ESD is needed but not indispensable for the success of a sustainable development strategy. Therefore, ESD initiatives are supported but there is no active planning for them. Consequently, progress although slow is sure and targeted.</i>
<i>Phase III: Please provide the updated information to indicate changes over time.</i>
Issue 9. DESCRIBE ANY ASSISTANCE NEEDED TO IMPROVE IMPLEMENTATION
<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. Strong political commitment across the board, a greater stimulus at EU level and financial assistance would improve implementation.</i>
<i>Phase II: Please provide the updated information to indicate changes over time. As with other sustainable development related activities, ESD needs to be specifically targeted through appropriate funding and the setting up of a national ESD policy that would give clout to ESD claims.</i>
<i>Phase III: Please provide the updated information to indicate changes over time.</i>

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)			✓	✓	✓	✓
Ethics and philosophy				✓	✓	✓
Citizenship, democracy and governance	✓	✓	✓	✓	✓	✓
Human rights (e.g. gender and racial and inter-generational equity)		✓	✓	✓	✓	✓
Poverty alleviation						✓
Cultural diversity			✓	✓	✓	✓
Biological and landscape diversity	✓	✓	✓	✓	✓	✓
Environmental protection (waste management, etc.)	✓	✓	✓	✓	✓	✓
Ecological principles/ecosystem approach			✓	✓	✓	✓
Natural resource management (e.g. water, soil, mineral, fossil fuels)	✓	✓	✓	✓	✓	✓
Climate change		✓	✓	✓	✓	✓
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			✓	✓	✓	✓
Economics				✓	✓	✓
Rural/urban development			✓	✓	✓	✓
Total	6	8	13	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?						✓
	- understanding complexity/systemic thinking?			✓	✓	✓	✓
	- overcoming obstacles/problem-solving?			✓	✓	✓	✓
	- managing change/problem-setting?						✓
	- creative thinking/future-oriented thinking?		✓	✓	✓	✓	✓
	- understanding interrelationships across disciplines/holistic approach?					✓	✓
	Total		1	3	3	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?			✓	✓	✓	✓
	- decision-making, including in situations of uncertainty?		✓	✓	✓	✓	✓
	- dealing with crises and risks?					✓	✓
	- acting responsibly?		✓	✓	✓	✓	✓
	- acting with self-respect ?						
	- acting with determination?		✓	✓	✓		
	Total		3	4	4	4	4
	- other (countries to add as many as needed)?						
-							
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 (for phase III)?						
	Total		3	3	3	3	3
	- other (countries to add as many as needed)?						
-							

³⁴ At the State level, where relevant.

	Expected outcomes	0	1	2	3	4	5
		- 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			5	5	6	6	6
- other (<i>countries to add as many as needed</i>)?							
-							

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		✓	✓	✓	✓	✓
Conceptual and perceptual mapping			✓			✓
Philosophical inquiry						✓
Value clarification			✓	✓	✓	✓
Simulations; role playing; games		✓	✓	✓	✓	✓
Scenarios; modeling						✓
Information and communication technology (ICT)	✓	✓	✓	✓	✓	✓
Surveys				✓	✓	✓
Case studies					✓	✓
Excursions and outdoor learning	✓	✓	✓	✓	✓	✓
Learner-driven projects		✓	✓	✓	✓	✓
Good practice analyses						✓
Workplace experience				✓	✓	✓
Problem-solving				✓	✓	✓
Total	2	5	7	9	10	14
Other <i>(countries to add as many as needed)</i>						

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.

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	✓	✓	✓
Local government	✓	✓	✓
Organized labour		✓	✓
Private sector	✓	✓	✓
Community-based		✓	✓
Faith-based	✓	✓	✓
Media	✓	✓	✓
Total	5	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	✓	✓	✓	✓	✓
Local government	✓	✓	✓	✓	✓
Organized labour	✓			✓	✓
Private sector	✓			✓	
Community-based	✓			✓	✓
Faith-based	✓	✓	✓	✓	✓
Media	✓	✓		✓	✓
Total	7	4	3	7	6
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.

Since ESD is not a compulsory component in any of the programmes on offer the data requested by the table cannot be provided. A rough (and safe) estimation of individuals receiving formal training in ESD would be:

Initial: 70%

In-Service: 40%

Leaders/administrators: 10%

ISCED levels	Percentage of education professionals who have received training ³⁶ to integrate ESD into their practice: (see key below)																	
	Educators												Leaders/administrators ³⁷					
	Initial*						In service**						In service***					
	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.

³⁶ Training is understood to include at least one day (a minimum of five contact hours).

³⁷ See paragraphs 54 and 55 of the UNECE Strategy for ESD.

Appendix IV

Summary and self-assessment³⁸ by countries:

1	Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
2	Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input 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 checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
5	Indicator 2.2	Strategies to implement ESD are clearly identified	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
6	Indicator 2.3	A whole-institution approach to ESD/SD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
7	Indicator 2.4	ESD is addressed by quality assessment / enhancement systems	<input checked="" type="checkbox"/> Not started	<input 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 checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
9	Indicator 2.6	ESD implementation is a multi-stakeholder process	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
10	Indicator 3.1	ESD is included in the training of educators	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" 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 checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
12	Indicator 4.1	Teaching tools and materials for ESD are produced	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input 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 checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input 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 checked="" type="checkbox"/> In progress	<input 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 checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed

³⁸ 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.