**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 Poland in accordance with the decision of the UNECE Steering Committee on Education for Sustainable Development.

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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 preparation of the report was coordinated by the Ministry of the Environment. The consultation process run mainly through electronic media and included stakeholders which actively participate in discussion and exchanging information on ESD, started by the Ministry of the Environment last year (conference and workshops on ESD). This group included nongovernmental organisations, teachers, representatives of local authorities, representatives of protected areas, business, media and science. The consultation covered also partners from the related processes – global/development education.

Below only these institutions and stakeholders which contributed to the preparation of the report are mentioned.

☒ Governmental institutions *(please specify) Ministry of National Education*

   Stakeholders:

☒ NGOs *(please specify) Polish Ecological Club Pomeranian, Polish Humanitarian Organisation*

☒ Academia *(please specify) The University Centre for Environmental Studies*

As a basis for the report the pilot report submitted by Poland in Phase I (by 2007) has been used. Beside, outcome of the conference and workshop on ESD has been used – which was diagnosis of curriculum in terms of SD content, existing activities and needs in formal, non formal and

informal education for sustainable development.

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

ISSUE[1] 1. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD	
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national[2] language(s)?
Yes ☒ No ☐	*Please specify languages.* *Polish*
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes ☒ No ☐	Ministry of the Environment – Department of Environmental Education, Wawelska 52/54 St., 00-922 Warsaw, Poland, phone +48 22 5792615, fax +48 22 5792473, e-mail: magdalena.cheda@mos.gov.pl
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes ☐ No ☒	*Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.*
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes ☐ No ☒	*Please specify whether this plan includes implementation of the UNECE Strategy for ESD.* *The preparation of the national implementation plan is under process*
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 ☒ No ☐	*Please specify* *There are synergies on the non-formal level and on the level of cooperation between NGOs and formal education e.g. seminars, trainings and conferences are organised with participation of key actors relevant to ESD.*
Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD	
Sub-indicator 1.2.1	Is ESD reflected in any national policy[4] document(s)?
Yes ☒ No ☐	*Please specify and list major document(s).* *Act on System of Education, New National Curricula (Act of Minister of National Education from 23 december2008 on all levels of education)* *National Environmental Education Strategy "Through Education to Sustainable Development"* *The National Environmental Policy for 2009-2012 and its 2016 outlook.*

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[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.

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 ☒ No ☐ (b) Yes ☒ No ☐	*If yes, please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.*

ISCED levels [6]	(a)	(b)[7]
	Yes	*Yes*
0	x	
1	X	x
2	x	x
3	x	X
4	x	X
5[8]	X	X
6	x	x
Teacher education		

Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?
Yes ☒ No ☐	*Please specify.* *National Environmental Education Strategy "Through Education to Sustainable Development" – One part of this document is devoted to extracurricular education including education in the workplace, education in the family, education by media, non-governmental organizations, local government institutions.* *The National Environmental Policy for 2009-2012 and its 2016 outlook.*
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes ☒ No ☐	*Please specify.* *National Environmental Education Strategy "Through Education to Sustainable Development"* *The National Environmental Policy for 2009-2012 and its 2016 outlook.*
Sub-indicator 1.2.5	Does a formal structure for interdepartmental[9] cooperation relevant to ESD exist in your Government?
Yes ☐ No ☒	*Please specify.*

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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.

[9] Between State bodies.

Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government?[10]
Yes ☒ No ☐	*Please specify.* - *Informal Group for Support of UN Decade on Education for Sustainable Development – patronage of the Minister of the Environment and with participation of representatives of the Ministry of the environment.* - *Interdepartmental process on the agreement on global education with participation of representatives of the Ministry of National Education, Ministry of Foreign Affairs, Ministry of the Environment, NGOs, educators.*
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes ☒ No ☐	*Please specify.:* *e.g. Projects on promoting environmental awareness, protecting children against health threats, scientific and research work and for obtaining expert opinions financed by the National Fund for Environmental Protection and Water Management which, together with the Voivodeship Funds for Environmental Protection, forms the backbone of the system for financing environmental protection projects in Poland http://www.nfosigw.gov.pl* *Ministry of Foreign Affairs grants for global/development l education projects http://www.polskapomoc.gov.pl*
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 ☒ No ☐	*Please specify Act :.* *e.g. The National Environmental Policy for 2009-2012 and its 2016 outlook.* *The National Strategy of changing production and consumption patterns in favour of the principles of sustainable development.* *National Culture Development Strategy for 2004-2013.* *The Environmental Protection Programmes for Voivodeships, Poviats and Municipalities.*
Issue 2. PROMOTE SD THROUGH FORMAL, NON-FORMAL AND INFORMAL LEARNING	
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 2.1 SD key themes are addressed in formal education	
Sub-indicator 2.1.1	Are key themes of SD[11] addressed explicitly in the curriculum[12]/programme of study at various levels of formal education?
Yes ☒ No ☐	*Phase II: Please specify in the table in appendix I (a) and use the scale. Indicate the results in the box below.* A ☐ B ☐ C ☐ D ☐ E ☒ F ☐
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum[13]/programme of study at various levels of formal education?

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[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.

Yes ☒ No ☐	*Phase II: Please specify in the table in appendix I (b) and use the scale. Indicate the results in the box below.* A ☐ B ☐ C ☐ D ☐ E ☒ F ☐
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 ☐ No ☐	*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.* A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ *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).*

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[14] See footnote 12.

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?					

Phase II: If yes, please specify for different levels of education system in accordance with ISCED by ticking (V) in the table as appropriate.

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

ISCED levels	(a) Yes	(b) Yes	(c) Yes	(d) Yes	(e) Yes
0					
1					
2	X				
3	X				
4	X				
5	X				
6	X	x	x	x	x
Teacher education			x	x	X

If you ticked (e), please specify the approaches.

Indicator 2.3 A whole-institution approach[18] to SD/ESD is promoted	
Sub-indicator 2.3.1	Do educational institutions[19] adopt a "whole-institution approach" to SD/ESD?
Yes ☒ No ☐	*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.* **ISCED levels** — *Yes* **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).**

The Phase II table for Sub-indicator 2.3.1:

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

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 ☐ No ☒	*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.*

The Phase II table for Sub-indicator 2.3.2:

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

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).

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[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?
Yes ☒ No ☐	*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.* *(b) For non-formal institutions for non-formal and informal education.* *If relevant data are available, please also specify (i.e. provide examples on how it is done).*

(a) For formal institutions.

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

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

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

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?

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.

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

ISCED levels	(a) Yes	(b) Yes	(c) Yes
0			
1	x	x	
2	x	x	
3	x	x	
4	x	x	
5	x	x	
6			
Teacher education			

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

The number of projects on eco schools and schools for ESD are in place e.g. Green Certificate for schools http://www.zielonycertyfikat.org ,

Schools for Sustainable Development program has been implemented in Poland since 2001. Starting in 2007, SSD has become part of the international Eco-Schools Program, which is administered by the Foundation for Environmental Education with the support of Polish Ministry of the Environment and Ministry of National Education. Schools can obtain a certificate awarded for model management of the school environment (1st level: status of Local Center for Environmental Action, 2nd level: international "Green Flag" certificate awarded in 46 countries around the world as part of the Eco-Schools program). http://www.ekoszkola.pl

Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice	
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?

Yes ☒ No ☐

Phase II: Please specify.21

There is plenty of activities aimed at raising public awareness on SD organized by different institutions and stakeholders.

e.g. Ministry of the Environment social campaigns changing lifestyle and consumption patterns – "European Mobility Week" (sustainable transport), "Keep your soul unpolluted" (campaign on waste management), "Eco-Schick" (sustainable shopping), "Partnership for climate" (climate change), competition "Unusual Biological Diversity Lessons", "Biodiversity Zone" (biological diversity), www.mos.gov.pl

Ministry of Foreign Affairs "Global Education Week" - an annual educational event aimed at raising awareness among young people of problems

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[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.

	and challenges of the today's world, shape their ability to solve these problems, enable good communication with people from other cultures as well as promote attitudes of respectfulness for cultural differences, http://www.polskapomoc.gov.pl
	The Institute for Sustainable Development ‑ Eko-Herkules – project for the active education for sustainable development http://www.ine-isd.org.pl
	The Earth Day - provides the opportunity for raising awareness of the general public on important issues like biological diversity, sustainable consumption etc. http://www.dzienziemi.org.pl
Sub-indicator 2.5.2	Is there any support for work-based learning (e.g. for small companies, farmers, trade unions, associations) which addresses SD issues?
Yes ☒ No ☐	*Phase II: Please specify and provide examples.*
	e.g. Open Bid Competition named "The Environment Marks Your Personal Success" which covers education curricula and is aimed at training the staffs of both the authorities and companies in the field of promoting the principles of sustainable development at their workplaces.
	The information campaign promoting the Community Eco-Management and Audit Scheme (EMAS). Its aim is to promote the importance of this scheme and potential thereof in making aware choice of good products and services provided by the companies who have implemented EMAS, and thus acknowledged their willingness to reduce their ecological footprint, including abatement of their adverse environmental impact. The Campaign is thought to making both the entrepreneurs and the business circles in general prone to accessing this scheme, since it secures introduction of new and innovative commercial quality. http://www.emas.mos.gov.pl
Sub-indicator 2.5.3	Are there any instruments (e.g. research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?
Yes ☒ No ☐	*Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.* *There*
	e.g. In 2010 Ministry of the Environment carried out two nationwide surveys - on sustainable transport and biological diversity - which aim was not only to diagnose the knowledge of Poles but also behaviour and attitudes towards these important topics.
	Cyclical surveys are carried out by the Institute for Sustainable Development to examine the environmental awareness of Poles and to assess progress in sustainable development in four subject areas: transport, rural areas, urbanization, industry. The monitoring results were recorded in (regional and national) quarterly reports published at the ISD website. http://www.ine-isd.org.pl

Indicator 2.6 ESD implementation is a multi-stakeholder process[22]	
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes ☒ No ☐	*Phase II: Please specify in the table in appendix II (a) and (b) and use the scale. Indicate the results in the boxes below.* (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 ☐ ☐ ☐ ☐ ☐ ☒ ☐ ☐ ☒ ☐ ☐ ☐

Issue 3. EQUIP EDUCATORS WITH THE COMPETENCE TO INCLUDE SD IN THEIR TEACHING
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).

Indicator 3.1 ESD is included in the training[23] of educators	
Sub-indicator 3.1.1	Is ESD a part of educators' initial training?[24]
Yes ☒ No ☐	*Phase II: Please specify by filling in the table in appendix III.*
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training?[25]
Yes ☒ No ☐	*Phase II: Please specify by filling in the table in appendix III.*
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes ☐ No ☒	*Phase II: Please specify by filling in the table in appendix III.*

Indicator 3.2 Opportunities exist for educators to cooperate on ESD	
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?
Yes ☒ No ☐	*Phase II: Please specify (provide examples on how this is done).* *e.g. Network of Centres for Environmental Education* *The network of teachers participating in GLOBE Project - UNEP/GRID-Warsaw Centre http://www.gridw.pl/globe*
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way?[26]
Yes ☒ No ☐	*Please specify how, listing the major ones, and describing them as appropriate.*

Issue 4. ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).

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[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.

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 ☒ No ☐	*Please describe.* *e.g. Green Pack - a multi-medium environmental education curriculum kit to teach children about environmental protection and sustainable development.* http://www.rec.org.pl
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes ☒ No ☐	*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.* *e.g. National Fund for Environmental Protection and Water Management* http://www.nfosigw.gov.pl *Voivodeship Funds for Environmental Protection,* *The Operational Programme Infrastructure and Environment and Regional Operational Programmes* http://www.pois.gov.pl
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.*
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.* *Phase II: If yes for (b), please specify by ticking (V) in the table as appropriate.*

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 ☒ No ☐	*Phase II: Please describe.*
Sub-indicator 4.3.2	Is public authority money invested in this activity?

Yes ☒ No ☐	*Please specify to what extent by providing an indication of the amount in USD, giving the annual expenditures for ESD-related research and development.* *e.g. National Fund for Environmental Protection and Water Management*
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes ☒ No ☐	*Please describe.* *Several web pages provided by NGO or Centres for Environmental Education e.g.: web of Institute for Sustainable Development, UNEP-GRID, University Centre for Environmental Studies, Polish Ecological Club* *e.g. of the project: Education for Change (Polish Ecological Club) is a project aiming at enhancing the competence of teachers, both school and university teachers, on how to implement the concept of Sustainable Development in their education. This is international project with participation of Estonia, Finland, Latvia, Lithuania, Russia, Sweden and Poland. The project offers practical handbook for teaching sustainable development for teachers, Manual for Participants of Study Circles and a Guidelines for Consultants of Study Circles that contain more information on how to successfully use the Study Circle method. All materials are available in national language on the web site http://www.pke.gdansk.pl*
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet? (b) provided through other channels?
(a) Yes ☐ No ☒ (b) Yes ☒ No ☐	*For (a) and (b please specify* *Database of ESD teaching tools and materials is accessible in several materials like recommended publications and several Internet web-sides contain list of recommended materials for different levels of education ex http://www.ekoedu.uw.edu.pl*
	Issue 5. PROMOTE RESEARCH ON AND DEVELOPMENT OF ESD
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
	Indicator 5.1 Research[27] on ESD is promoted
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD[28] supported?
Yes ☒ No ☐	*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.* *e.g. :University of Warsaw Centre for Environmental Studies: research on indicators for ESD http://ucbs.geo.uw.edu.pl/* *Institute for Educational Studies- research on ESD in curricula*
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes ☐ No ☒	*Please specify what kind of research (content and methods). Several academic institutions provide research on methods, content and results of ESD*
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 ☒ No ☐	*Phase II: Please specify what kind of programmes are available for (1) (a) and (b); (2) (a) and (b).* *Programmes are available for instance on Inter- Faculty Environmental Studies on University of Warsaw and several Economical Universities*

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[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.

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

(b) Yes ☒ No ☐ (2) (a) Yes ☒ No ☐ (b) Yes ☒ No ☐	
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?
(a) Yes ☒ No ☐ (b) Yes ☒ No ☐	*Phase II: Please specify for (a) and (b).*
Indicator 5.2 Development of ESD is promoted	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice?[30]
Yes ☒ No ☐	*Phase II: Please specify and provide the total amount annually over the reporting period.*
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 ☒ No ☐	*Phase II: Please specify and provide the total amount annually over the reporting period.* *e.g. conference and workshops organised by Ministry of the Environment in 2009 and 2010. The aim of these meetings bringing together educators, representatives of NGOs, science, governmental institutions was to provide an opportunity to summarise the general outlook of implementation in Poland of the UN Decade of Education for Sustainable Development, create a platform for cooperation and exchange of experience on education for sustainable development and to deliver the follow-up recommendations.*
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?
(a) Yes ☒ No ☐ (b) Yes ☒ No ☐	*Phase I: For (a), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.* *e.g. 4 vol. materials from conference Education for sustainable development . Ed T.Borys. Jelenia Góra2010,*
	Phase II: For (b), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones. *Over 100publications* *e.g. Selected issues on sustainable development. Ed. A. Kalinowska , W.Lenart. Warszawa 2008*
Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION	
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 6.1 International cooperation on ESD is strengthened within the UNECE region and beyond	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international[33] networks on ESD?
Yes ☒ No ☐	*Phase II: Please specify for national, subnational and local levels and list major networks.* *e.g. CBSS Expert Group on Sustainable Development - Baltic 21* *Global Education Network Europe*
Sub-indicator 6.1.2	Do educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD?

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

Yes ☒ No ☐	*Please specify. List major networks.* *CEC IUCN* *Baltic Sea Project* *The UNESCO Associated Schools Project Network* *The UNESCO University Twinning and Networking Programme* *GLOBE Programme (Global Learning and Observation to Benefit the Environment)* *BEAGLE (EU Comenius LLP),* *Partnership for Environment*
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes ☒ No ☐	*Phase II: Please specify and list the major ones.* e.g. *CBSS Expert Group on Sustainable Development - Baltic 21, Baltic Sea Project*
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?
Yes ☒ No ☐	*Please list and describe.*

Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLES, AS WELL AS LOCAL AND TRADITIONAL KNOWLEDGE, IN ESD
Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible. *e.g. The ecomuseum network – the project of Polish Environmental Partnership Foundation – is an initiative, based on local knowledge and intimate connection to the region, which seeks to draw out the history and tradition of a place by presenting them in an active and interesting way. Both heritage protection and economic benefits for local people are assured. An ecomuseum seeks to draw attention to the authenticity of a place through natural and cultural resources and related community activities, including promotion, education and regional development, aimed at joint action. http://www.fpds.pl*
Phase II: Please provide the updated information to indicate changes over time. Promotion of local and traditional knowledge is positively changed and developed through different courses and trainings connected with ecological farming and agro-tourism
Phase III: Please provide the updated information to indicate changes over time.

Issue 8. DESCRIBE ANY CHALLENGES AND OBSTACLES ENCOUNTERED IN THE IMPLEMENTATION OF THE STRATEGY
Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible.
Phase II: Please provide the updated information to indicate changes over time.
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.
Phase II: Please provide the updated information to indicate changes over time.
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)			X	X	X	
Ethics and philosophy			X	X	X	X
Citizenship, democracy and governance			X	X	x	X
Human rights (e.g. gender and racial and inter-generational equity)			X	X		
Poverty alleviation			X	X	x	
Cultural diversity			X	X		
Biological and landscape diversity	X	X	x	X	x	X
Environmental protection (waste management, etc.)		X	X	X	x	X
Ecological principles/ecosystem approach			X	X	x	X
Natural resource management (e.g. water, soil, mineral, fossil fuels)			X	X	x	X
Climate change			X	X	x	X
Personal and family health (e.g. HIV/AIDS, drug abuse)			X	X	x	
Environmental health (e.g. food and drinking; water quality; pollution)		X	X	X	x	X
Corporate social responsibility					x	X
Production and/or consumption patterns		X	X	X	x	X
Economics				X	x	X
Rural/urban development			X	X	x	X
Total	1	4	15	16	15	12
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.

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum[34]/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		ISCED Levels					
	Expected outcomes	**0**	**1**	**2**	**3**	**4**	**5**
	- posing analytical questions/critical thinking?		x	x	x	x	X
	- understanding complexity/systemic thinking?		x	x	x	x	X
Learning to learn Does education at each level enhance learners' capacity for:	- overcoming obstacles/problem-solving?	x	x	x	x	x	X
	- managing change/problem-setting?		x	x	x	x	X
	- creative thinking/future-oriented thinking?		x	x	x	x	X
	- understanding interrelationships across disciplines/holistic approach?						X
	Total	1	5	5	5	5	6
	- other (*countries to add as many as needed*)?						
	-						
	Expected outcomes	**0**	**1**	**2**	**3**	**4**	**5**
	- applying learning in a variety of life-wide contexts?				x	x	X
	- decision-making, including in situations of uncertainty?				x	x	X
Learning to do Does education at each level enhance learners' capacity for:	- dealing with crises and risks?				x	x	X
	- acting responsibly?	x	x	x	x	x	X
	- acting with self-respect ?	x	x	x	x	x	X
	- acting with determination?						
	Total	2	2	2	5	5	5
	- other (*countries to add as many as needed*)?						
	-						
	Expected outcomes	**0**	**1**	**2**	**3**	**4**	**5**
	- self-confidence?			x	x	x	X
Learning to be Does education at each level enhance learners' capacity for:	- self-expression and communication?				x	x	X
	- coping under stress?				x	x	X
	- ability to identify and clarify values (*for phase III*)?	x	x	x	x	x	X
	Total	1	1	2	4	4	4
	- other (*countries to add as many as needed*)?						
	-						

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[34] At the State level, where relevant.

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)?	x	x	x	x	x	X
- acting with respect for others?	x	x	x	x	x	X
- identifying stakeholders and their interests?	x	x	x	x	x	X
- collaboration/team working?	x	x	x	x	x	X
- participation in democratic decision-making?	x	x	x	x	x	X
- negotiation and consensus-building?					x	X
- distributing responsibilities (subsidiarity)?	x	x	x	x	x	X
Total	6	6	6	6	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

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						
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

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[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	X	X	X
Local government	X	X	X
Organized labour		X	X
Private sector		X	X
Community-based	X	X	X
Faith-based	X	X	X
Media	X	X	X
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**

e.g. Polish Environmental Partnership Foundation – Project "Partnership Group for Sustainable Development" is a coalition of individuals and organizations drawn from the public, private and civil society sectors committed to take joint action to achieve social, economic and environmental improvement of a specific geographic area. The Polish Network of Partnership Groups consists of 22 Partnership Groups (12 members and 10 candidates), uniting all together about 600 local partners (200 not-for-profit organizations, 300 public institutions and 100 businesses). They operate mainly in rural areas, especially in regions of poor socio-economic circumstances (http://grupypartnerskie.pl/en/polish-network-of-partnership-groups).

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	X	x		X	
Local government	X	x		X	
Organized labour				X	
Private sector	X			X	
Community-based	X				
Faith-based	X				
Media	X				X

Total	6	2		4	1
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[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.

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[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-assessment[38] by countries:

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

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[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.