United Nations
Economic Commission for Europe

REPORT
ON IMPLEMENTATION OF THE UNECE STRATEGY FOR
EDUCATION FOR SUSTAINABLE DEVELOPMENT[1]

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

SUBMITTED BY MALTA

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:
Mr Godwin Cassar
Signature:
Date: 10th January 2006
Full name of the institution: Malta Environment & Planning Authority (MEPA)
Postal address: St. Francis Ravelin
                    Floriana
                    Malta
Telephone:
Fax:
E-mail: Godwin.Cassar@mepa.org.mt
Website: http://www.mepa.org.mt

Contact officer for national report (if different from above):
Dr Paul Pace
Director, Centre for Environmental Education & Research (CEER)
Room 327, Faculty of Education,
University of Malta
Msida – Malta
paul.j.pace@um.edu.mt

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

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[1] The document was not formally edited

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.)

TEMPLATE FOR REPORTING

ISSUE[2] 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) *Initiatives (both at policy level and at the level of implementation) related to ESD 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 systematically addressing ESD needs. The major stumbling block is that funds made available are not always commensurate with the requirements outlined in the policies to enable full implementation.*	
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[3] language(s)?
Yes ✔ No ☐	English
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes ✔ No ☐	The Centre for Environmental Education & Research (CEER)
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.* CEER has been given the mandate to co-ordinate ESD initiatives and to see to the 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.* A National Environmental Education Strategy (NEES) was compiled in the late 90s and a discussion policy document was published in 2004. There is no reference to the UNECE strategy. However plans are underway to initiate a revision of the document to bring it in line with the UN ESD.
Sub-indicator 1.1.5	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the UN Decade of ESD,[4] and other policy processes relevant to ESD?
Yes ✔ No ☐	*Please specify.* Although still in its infancy CEER has already established itself as 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
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[5] document(s)?

Yes ✔ No ☐	*Please specify and list major document(s))*
	     Sustainable Development Strategy for the Maltese Islands
	     National Action Plan for Employment
	     National Environmental Health Action Plan (still in draft stage)

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[2] Issues 1 to 6 are in accordance with the objectives of the Strategy.

[3] 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 substate entities.

[4] 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.

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

	Environmental Protection Act Numerous other sectoral environmental policy documents include an educational/awareness component.	
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?[6]	

(a) Yes ☐ No ✔ (b) Yes ✔ No ☐	*Please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.*

ISCED[7]	(a)		(b)[8]	
	Yes	No	Yes	No
0		✔		✔
1		✔		✔
2		✔		✔
3		✔		✔
4		✔		✔
5[9]		✔	✔	
6		✔		
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.* Sustainable Development Strategy for the Maltese Islands Environmental Protection Act State of the Environment Report 2005 Numerous other sectoral environmental policy documents include an educational/awareness component.
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes ✔ No ☐	*Please specify.* Sustainable Development Strategy for the Maltese Islands Environmental Protection Act State of the Environment Report 2005 Numerous other sectoral environmental policy documents include an educational/awareness component.
Sub-indicator 1.2.5	Does a formal structure for interdepartmental[10] cooperation relevant to ESD exist in your government?

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[6] International Standard Classification of Education (ISCED), UNESCO, 1997 (http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm).

[7] Education level in accordance with ISCED.

[8] National curricula and/or national standards/ordinances/requirements.

[9] For higher education institutions when answering: (1) regarding national legislation: this objective is focussing 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 R&D**, **university organisation and studies acts**, or **general laws of higher educations**.; (2) regarding national and/or national standards/ ordinances/ requirements: special attention shall be devoted to indications of linking systems of **quality assurance and accreditation** (with regard to the Bologna process) for higher educations institutions with ESD, as well as to **regulations of study programmes and study fields** which reflect the principles of ESD.

[10] Between state bodies.

Yes ✔ No ☐	*Please specify.* The setting up of CEER was a specific attempt to achieve this goal
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your government?[11]
Yes ✔ No ☐	*Please specify.* The setting up of CEER was a specific attempt to achieve this goal
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes ✔ No ☐	*Please specify.* Allocations for ESD have lately become a regular feature in government budgets. However, compared to the need for ESD they are still limited.

<table>
<tr><td colspan="2" align="center">Indicator 1.3 National policies support synergies between processes related to SD and ESD.</td></tr>
<tr><td>Sub-indicator 1.3.1</td><td>Is ESD part of SD policy(s) if such exist in your country?</td></tr>
<tr><td>Yes ✔ No ☐</td><td><i>Please specify.</i>
Besides permeating various sections of the Sustainable Development Strategy for the Maltese Islands (Draft), Section 3.3.3 of the document is specifically dedicated to ESD</td></tr>
</table>

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[12] addressed explicitly in the curriculum[13]/programme of study at various levels of formal education?
Yes ✔ No ☐	*Phase II: please specify in the table in Annex 1 (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.

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[14]/programme of study at various levels of formal education?
Yes ✔ No ☐	*Phase II: Please specify in the table in Annex 1 (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.

A	B	C	D	E	F
☐	☐	☒	☐	☐	☐

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[11] For explanation see paragraph 46 of the Strategy.
[12] For explanation see paragraph 15 of the Strategy.
[13] At the state level, where relevant.
[14] See footnote 14.

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]

Phase II: For (a)–(d) please specify for different levels of education system in accordance with ISCED in the table by ticking (V) as appropriate.

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

ISCED levels	(a) *		(b) *		(c)		(d)**	
	Yes	No	No	Yes	Yes	No	Yes	No
0		✔		✔			✔	
1	✔			✔			✔	
2	✔			✔	✔		✔	
3	✔		✔		✔		✔	
4	✔		✔		✔			✔
5	✔		✔		✔			✔
6		✔	✔			✔		✔
Teacher education	✔		✔		✔			✔

* 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 and to date there is no formal educational policy about ESD and therefore educational institutions are technically not bound to address it.

** 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 48 educational institutions participating in this programme.

Indicator 2.3 A whole-institution approach[18] to ESD/SD is promoted.	
Sub-indicator 2.3.1	Do educational institutions[19] adopt a "whole-institution approach" to SD/ESD?

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

[16] E.g. geography or biology. For higher education "subject" means "course".

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

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

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

Yes ✔ No ☐	*Phase II: please specify for all levels of your education system in accordance with ISCED in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.* This occurs where the EkoSkola programme is functioning **ISCED levels** / *Yes* / *No*: _Table follows_

ISCED levels	Yes	No
0	✔	
1	✔	
2	✔	
3	✔	
4		✔
5		✔
6		✔
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"?

Yes ✔ No ☐	*Phase II: Please specify what schemes are available for all levels of your education system in accordance with ISCED in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.*

ISCED levels	Yes	No
0	✔	
1	✔	
2	✔	
3	✔	
4	✔	
5	✔	
6	✔	
Teacher education	✔	

Institutions participating in the EkoSkola programme are awarded the Green Flag if they meet the required quality criteria. In the case of non formal and informal education, at a national level funds are available for environmental initiatives through the Malta Environment and Planning Authority as well as through the Ministry for Rural Affairs and the Environment. These may also be applied to Educational initiatives in the environmental field. It should also be noted that the EU Commission has over 450 funding programmes for SMEs, public authorities and NGO's from various countries within and outside the EU. A number of these programmes are directly relevant to the environmental sector while also addressing sustainable development as a cross cutting priority. Being a member of the EU, Malta is also eligible for these funding programmes.

Sub-indicator 2.3.3	Do institutions/learners develop their own SD indicators for their institution/organization?

<table>
<tr><td rowspan="8">Yes ✔ No ☐</td><td>Phase II: Please specify for all levels of your education system in accordance with ISCED, in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.
Only where the EkoSkola programme is functioning</td></tr>
</table>

ISCED levels	Yes	No
0	✔	
1	✔	
2	✔	
3		
4		
5		
6		
Teacher education		

Indicator 2.4 ESD is addressed by quality assessment/enhancement systems.

Sub-indicator 2.4.1	Are there any education quality assessment/enhancement systems that include criteria on ESD[20] in: (a) national systems? (b) other?

Phase II: Please specify for various levels of your education system in accordance with ISCED, in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.

(a) Yes ☐ No ✔
(b) Yes ✔ No ☐

ISCED levels	(a)		(b)*	
	Yes	No	No	Yes
0		✔		✔
1		✔		✔
2		✔		✔
3		✔	✔	
4		✔	✔	
5		✔	✔	
6		✔	✔	
Teacher education		✔	✔	

* Only where the EkoSkola programme is functioning

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]* Several initiatives are undertaken by the Malta Environment and Planning Authority as well as through the Ministry for Rural Affairs and the Environment. Activities are also undertaken by NGOs and Local Councils.

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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 – for example, in press articles, TV and radio programmes or public lectures promoting environmentally friendly goods and services, sustainable lifestyles.

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.* 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.
Sub-indicator 2.5.3	Are there any instruments (e.g. research, survey, 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.* Some research is already going on and CEER's brief is that of providing this data. Some surveys have taken place on the topic but these are ad hoc.

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 Annex 2 (a) and (b) and use the scale. Indicate the results in the boxes below.*

(a) according to the UNECE Strategy on ESD

A	B	C	D	E	F
☐	☐	☐	☐	☐	☒

(b) according to the UN DESD

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)
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 students (under and post graduate) were also able to conduct research in the area.

Indicator 3.1 ESD is included in the training[23] of educators.

Sub-indicator 3.1.1	Is ESD a part of the initial educators' training?[24]
Yes ✔ No ☐	*Phase II: Please specify by filling in the table in Annex 3.* All ESD components found in the academic programmes are on a voluntary basis (expect for the programme directed for primary school teachers) and so no accurate data is available to fill in Annex 3
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 Annex 3.* All ESD components found in the academic programmes are on a voluntary basis and so no accurate data is available to fill in Annex 3
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?

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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 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.

Yes ✔ No ☐	*Phase II: Please specify by filling in the table in Annex 3.* All ESD components found in the academic programmes are on a voluntary basis (expect for the programme directed for primary school teachers) and so no accurate data is available to fill in Annex 3
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.*
	      The EkoSkola School network
	      The Maltese Association of Environmental Educators (MAEE)
	      CEER

Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way?[26]

Yes ✔ No ☐	*Please specify how. Please list major ones and describe as appropriate.*
	      The EkoSkola School network
	      CEER (the centre was set up as a joint partnership between: the Ministry of Education, Youth and Employment (MOEYE), the Ministry for Rural Affairs and the Environment (MRAE), the University of Malta (UOM) and the Malta Environment and Planning Authority (MEPA)

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) 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.	
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.* CEER provides the mechanism to promote the development of ESD tools and materials.
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 authority money is invested in this activity, by providing an indication of the amount (in USD) referring to the amount of ESD-related research and development expenditures, annually.* 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 Rural Affairs and the environment also promotes sustainable development and environment through its own initiatives. To date sustainable development was always packaged mainly as promotion for environment. However, MEPA is developing a proposal funded under Structural Funds 2007 – 2013, which will have a component dealing specifically with the development and pilot implementation of a national strategy for sustainable development education.
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?

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

(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. Most materials target the formal sector. An integral part of each research project producing these materials involves piloting and modification of the materials.
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.* In Maltese and also in English *Phase II: For (b) please specify in the table by ticking (V) as appropriate.*

ISCED levels	(b)	
	No	*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.* Dissemination of ESD tools and materials is considered insufficient and inconsistent.
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 referring to the amount of ESD related R&D expenditures, annually.* CEER is allotted public funds. Other initiatives do not receive regular funding.
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes ✔ No ☐	*Please describe.* Materials related to the EkoSkola programme are available. Some teaching materials are also available in the Progett Skart website (http://www.wasteservmalta.com/page.jsp?id=29&siteid=1&mainid=29).
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in 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.* (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 currently exploring the possibility of setting up an online database of local ESD material
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 and provide the total amount annually over the reporting period, and if feasible, as % of the total research budget.* ESD research is not financially supported but human resources are available to offer support.
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes ☐ No ✔	*Please specify.*
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 ✔ (b) Yes ☐ No ✔ (2) (a) Yes ✔ No ☐ (b) Yes ✔ No ☐	*Phase II: Please specify for (1) (a) and (b); (2) (a) and (b).* (2) staff from CEER offer students at both levels the opportunity to carry out ESD related research
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).* 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.
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.* 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.
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?

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[27] These includes 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 ICT; means of evaluation including socio-economic impacts.
[29] ESD is addressed by substance and/or by approach.
[30] Activities may include pilot projects, action research, social learning, multi-stakeholder teams.

Yes ✔ No ☐	*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.
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.*
	Phase II: For (b) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.

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.* The Eco-Schools network (national and international) The EU Green Spider Network for Environmental Communicators
Sub-indicator 6.1.2	Do educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD?
Yes ✔ No ☐	*Please specify. List major networks.* The Eco-Schools network
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.* 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 general (e.g. Directive on Access to Environmental Information) and specific obligations on stakeholder involvement in the various fields. Malta has also secured financial assistance from United Kingdom for instance with components aimed at improving ESD. CEER is currently involved in negotiations to establish co-operation links with **UNEP** and the **European Centre of Excellence on Education for Sustainable Development** **The EU Green Spider Network brings together those responsible for communication in the environmental field in various EU member states & accession countries**
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.* Public officers who represent Malta in various committees and fora at the EU level endeavour to promote ESD.
Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLE IN ESD	

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

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

[33] In this context, "international associations, working groups, programmes, partnerships etc. covers "global", "regional" and "subregional".

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*
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 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. 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 human and financial resources.
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. Strong political commitment across the board, a greater stimulus at EU level and financial assistance would improve implementation.
Phase II: please provide the updated information to indicate changes over time.
Phase III: please provide the updated information to indicate changes over time.

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 sustainable development.)

Some key themes covered by sustainable development	ISCED Levels					
	0	*1*	*2*	*3*	*4*	*5*
Peace studies (international relations, security and conflict resolution, partnerships, etc.)			✓	✓	✓	✓
Ethics and philosophy				✓	✓	✓
Citizenship, democracy and governance	✓	✓	✓	✓	✓	✓
Human rights, (including gender, 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 (including water, soil, mineral, fossil fuels, etc…)	✓	✓	✓	✓	✓	✓
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 The indicator will be reflected by (a) a scale based on the sum of ticks and (b) changes in the pattern of response between subsequent reports.

The assessment 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

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 sustainable development.)

Table of learning outcomes

Competence		ISCED Levels					
	Expected outcomes	**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			2	2	2	2
	- other (*countries to add as many as needed*)						
	-						
Learning to do Does education at each level enhance learners' capacity for:	**Expected outcomes**	**0**	**1**	**2**	**3**	**4**	**5**
	- 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			1	1	1	1
	- other (*countries to add as many as needed*)						
	-						
Learning to be Does education at each level enhance learners' capacity for:	**Expected outcomes**	**0**	**1**	**2**	**3**	**4**	**5**
	- self-confidence						
	- self-expression and communication						
	- coping under stress						
	- ability to identify and clarify values (*for phase III*)						
	Total						
	- other (*countries to add as many as needed*)						

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[34] At state level, where relevant.

Learning to live and work together		0	1	2	3	4	5
	-						
Learning to live and work together Does education at each level enhance learners' capacity for:	**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			3	3	3	3
	- other (*countries to add as many as needed*)						
	-						

NB The indicator will be reflected by (a) a scale based on the sum of ticks and (b) changes in the pattern of response between subsequent reports.

The assessment 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 2.6, sub-indicator 2.6.1
Please specify to what extent is ESD implementation is a multi-stakeholder process, by filling in the table below? Please provide examples of good practice.
(Please tick (V) in what type of education stakeholders are involved in both (a) and (b) template-tables.)

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 assessment 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 UN DESD

Stakeholders	Classification by UN DESD				
	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 assessment 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

Indicator 3.1, sub-indicator 3.1.3

Since ESD is not a compulsory component in any of the programmes on offer this 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%

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	% of education professionals who have received training[35] to integrate ESD into their practice: *(see key below)*																	
	Educators												Leaders/administrators[36]					
	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 assessment key for this table (max. 100%) is:

% 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 % of educators who have received initial training on ESD to total number of educators by the reporting date.
**   Please indicate the % of educators who have received training on ESD to total number of educators who received in-service teacher training by the reporting date.
***   Please indicate the % of leaders/administrators who have received training on ESD to total number of leaders/administrators who received in-service teacher training by the reporting date.

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[35] Training is understood to include at least one day (a minimum of 5 contact hours).
[36] Paragraphs 54 and 55 of the UNECE Strategy on ESD.

Annex 4

Summary and self-assessment[37] 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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[37] 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. For the self-assessment, the sub-indicators having the status of "proposed" should be ignored.