**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 SLOVAKIA

The following report is submitted on behalf of the Government of **the Slovak Republic** 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:
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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 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.

The report has been prepared by members of National committee for ESD that has been established in 2005 for preparation of National strategy for ESD and its Action plan. The committee will be also responsible body for coordination of all relevant stakeholders and for monitoring of the progress of implementation of Action plan. This report is thus the collective and consensual work done by representatives of the Ministry of Education, the Ministry of Environment, universities, NGOs and other institutions. The report represents the first attempt to assess the current state of ESD in Slovakia. The report has been elaborated upon the knowledge that was available at the time to all members of the committee. Unfortunately due to lack of time the experts

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[1] This document was not formally edited

on ESD in Slovakia has certain problems to get all relevant data necessary to fill the report in a good and workmanlike manner. Respective members of the committee who were responsible for particular parts of the report (pre-primary, primary and secondary schools, universities, NGOs, further education) have contacted and involved into the process also other experts in the respective area.

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
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 ☐   *Slovak language*
Sub-indicator 1.1.2   Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes ☒ No ☐   *The Ministry of Education of the SR*
Sub-indicator 1.1.3   Do you have a coordinating body for implementation of ESD?
Yes ☒ No ☐   *Joint committee of Ministry of Education and Ministry of Environment for ESD with participation of representatives of other ministries, universities, NGOs and other relevant stakeholders has been established in 2005 and started intensive work during 2006 on implementing the objectives of ESD into all levels of educational system in the Slovak republic.. Its mandate fully covers implementation of the UNECE Strategy for ESD, which is their main long-term task.*
Sub-indicator 1.1.4   Do you have a national implementation plan for ESD?
Yes ☒ No ☐   *In December 2006 the Action plan for ESD in the SR has been approved by minister of education and minister of environment.*
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 ☒   *The only effort made up to now in the interest of ensuring certain synergy on national level is the cooperation with national coordinator for SD on governmental level and the participation of representative of the above mentioned committee in the work of SD governmental council.*
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 ☐   *National strategy for sustainable development (2001), Action plan for SD for 2005-2010 (2005), Operational programmes prepared in relation to the National Strategic Reference Framework (2007-2013)*
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]

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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.

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

		ISCED[7]	(a)		(b)[8]	
			Yes	No	Yes	No
(a) Yes ☐ No ☒ (b) Yes ☐ No ☒		**0**		X		X
		1		X		X
		2		X		X
		3		X		X
		4		X		X
		5[9]		X		X
		6		X		X
		Teacher education		X		X

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 ☐	*In the Conception of the environmental education, published by the Ministry of Environment of the SR. as well as in the frame of Action plan for ESD in the SR*
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes ☒ No ☐	*National strategy for sustainable development (2001), Action plan for SD for 2005-2010 (2005), Operational programmes prepared in relation to the National Strategic Reference Framework (2007-2013), Action plan for ESD in the SR*
Sub-indicator 1.2.5	Does a formal structure for interdepartmental[10] cooperation relevant to ESD exist in your government?
Yes ☒ No ☐	*Joint committee of Ministry of Education and Ministry of Environment for ESD is established on cross-sectoral and participatory base of relevant stakeholders, including representatives of other state bodies.*
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your government?[11]
Yes ☒ No ☐	*The above mentioned intersectoral committee on ESD has beside the representatives of both ministries also members representing NGOs, State Pedagogic Institute and universities. In due time the representatives of other ministries , state bodies and other stakeholders will be involved in its work by means of expert groups preparing concrete implementation plans according to approved Action plan for ESD.*
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?

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[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.

[11] For explanation see paragraph 46 of the Strategy.

Yes ☐ No ☒	*Some potential financial allocation supporting ESD is provided through Operational programme Education, but not as a specific budget devoted to ESD, only as a part of eligible activities which ESF together with national budget could in 2007-2013 finance.*

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 ☒	------

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[12] addressed explicitly in the curriculum[13]/programme of study at various levels of formal education?

Yes ☒ No ☐	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 ☐	A ☐ B ☐ C ☐ D ☐ E ☒ F ☐

Indicator 2.2 Strategies to implement ESD are clearly identified.

Sub-indicator 2.2.1	Is ESD addressed through:[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]

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

B) *The only existing instrument applying cross-curriculum approach seems to be the project "Green school" at primary and secondary schools.*

(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		x	x			x		x
1		x		x		x	x	
2		x		x		x	x	
3		x		x	x		x	
4	x		x		x			x
5	x		x		x		x	
6	x		x		x		x	
Teacher education		x	x			x		

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?

Yes ☐ No ☒

ISCED levels	Yes	No	
0		x	
1	x		
2	x		
3	x		Green schools
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"?

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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).

Yes ☒ No ☐	**ISCED levels**	*Yes*	*No*
	0	x	
	1	x	
	2	x	
	3	x	
	4		x
	5		x
	6		x
	Teacher education		x

The only funding scheme for basic, secondary and partly pre-primary educational institutions is the "Green school" which supports a whole institution approach to SD/ESD.

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

Yes ☒ No ☐	**ISCED levels**	*Yes*	*No*
	0	x	
	1	x	
	2	x	
	3	x	
	4		x
	5		x
	6		x
	Teacher education		x

Only within the scheme "Green schools" in which the participating schools are obliged to choose indicators. The chosen indicators has been monitored in involved schools for three years.

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?

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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).

<table>
<tr><td rowspan="2">(a) Yes ☐ No ☒
(b) Yes ☐ No ☒</td><td colspan="4">

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

</td></tr>
</table>

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 ☐	*TV and radio have some special programmes devoted to environmental education and there are special seminars, workshops organised by Slovak National Environmental Agency as well.*
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 ☒	------
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 ☒	------

Indicator 2.6 ESD implementation is a multi-stakeholder process.[21]

Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?

Yes ☒ No ☐

(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)

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[21] 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).

Indicator 3.1 ESD is included in the training[22] of educators.	
Sub-indicator 3.1.1	Is ESD a part of the initial educators' training?[23]
Yes ☐ No ☒	
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training?[24]
Yes ☐ No ☒	
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes ☐ No ☒	
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 ☐	*The Slovak National Environmental Agency has a special educational programme for teachers and leaders. There area also voluntary "platforms" supporting also ESD –e.g. Slovak association for Sustainable living, Slovak Association for Landscape Ecology, Colloquium for Landscape – oriented departments at Slovak universities etc.*
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way?[25]
Yes ☐ No ☒	-------
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)	
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 ☐	*Action plan for SD for the years 2005-2010 (2005), Action plan for ESD (2006), Governmental Council for SD, Policy for Nature Conservation (2006), Environmental Film Festival*
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes ☐ No ☒	------
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 ☒	------

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[22] ESD is addressed by content and/or by methodology.

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

[24] 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.

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

(b) Yes ☐ No ☒ (c) Yes ☐ No ☒	*Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c) please also describe.*
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 ☐	 *In NGO sector a number of teaching materials has been prepared, mainly for basic and secondary schools (e.g. "Green package")*

Table for Sub-indicator 4.2.2:

ISCED levels	(b)	
	No	*Yes*
0	x	
1		x
2		x
3		x
4		x
5		x
6		x

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 ☒	------
Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes ☐ No ☒	------
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes ☒ No ☐	*Teaching materials mentioned in 4.2.2 are partly available on internet.*
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 ☒	------
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[26] on ESD is promoted.	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD[27] supported?

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[26] These includes support from various sources, such as state, local authorities, business and non-governmental sources.

[27] 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.

Yes ☐ No ☒	------
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes ☐ No ☒	------
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD:[28] (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 ☒	------
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 ☒	------
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?[29]
Yes ☐ No ☒	------
Indicator 5.3 Dissemination of research results on ESD is promoted.	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms[30] to share the results of research and examples of good practices in ESD[31] among authorities and stakeholders?
Yes ☐ No ☒	------
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?
(a) Yes ☐ No ☒ (b) Yes ☒ No ☐	------ *There are regularly organised conferences on SD, including ESD issue in the SR. In December 2006 the first international conference specifically devoted to ESD was also organised. From all of these events publications are issued. These could be considered as scientific publications as their authors are scientists/experts on SD/ESD.*
Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION	

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

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

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

[31] 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.

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[32] networks on ESD?
Yes ☒ No ☐	*Representatives of respective ministries/national focal point attend regular meetings of Steering committee of UNECE region in Geneva, universities are involved in programme Copernicus-Campus and other international networks*
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 ☐	*Schools and NGOs engaged in project "Green school" are the part of network Ecoschools. SEVO ŠPIRÁLA is the member of Foundation for Environmental Education. Association for SD is also the member of various networks.Selected Slovak universities are members of Campus-Copernicus (3 universities) and programme Baltic universities (6 Slovak universities).*
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes ☐ No ☒	------
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?
Yes ☐ No ☒	------

Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLE 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. ------
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
- *non-existence of instruments for implementation of anyhow ambitious theories and plans;* - *low decision makers´ awareness of the importance of institutional or financial promotion of ESD;* - *insufficiently applied partnership in the process;* - *insufficient human resources on governmental level designated to ESD;* - *hard discussion between the Ministry of Education and Ministry of Environment about the appointing the national focal point* - *certain formality of the process*
Phase II: please provide the updated information to indicate changes over time. ------

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

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

Issue 9. DESCRIBE ANY ASSISTANCE NEEDED TO IMPROVE IMPLEMENTATION
Assistance needed regarding methodologies and best practice in areas of: <ol type="a"> *securing political commitment, real support from authorities (politicians should show direction)*   *securing access to financial resources for both the coordinating body as well as implementation, creating efficient, multisourced and transparent grant mechanism fair to all applicants, which could promote particular points of AP ESD*   *mapping existing practice in education in respect to key themes and learning outcomes*   *effective stakeholder involvement, especially at the local level*   *institutional performance (SD and ESD performance of learning institutions)*   *reorienting education to ESD key themes and learning outcomes*   *creating of systematic instruments for implementation of Action plan for ESD*   *legislation shouldn´t be against SD principles*   *sufficiently efficient and incorruptible control mechanisms*
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.)			x	x	x	x
Ethics and philosophy			x	x	x	x
Citizenship, democracy and governance			x	x	x	x
Human rights, (including gender, racial and inter-generational equity;)		x	x	x	x	x
Poverty alleviation			x	x	x	x
Cultural diversity		x	x	x	x	x
Biological and landscape diversity		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 (including water, soil, mineral, fossil fuels, etc…)			x	x	x	x
Climate change			x	x	x	x
Personal and family health (e.g. HIV/AIDS, drug abuse, …)	x	x	x	x	x	x
Environmental health (e.g. food and drinking; water quality; pollution)	x	x	x	x	x	x
Corporate social responsibility			x	x	x	x
Production and/or consumption patterns			x	x	x	x
Economics				x	x	x
Rural/urban development				x	x	x
Total **64**	2	6	15	17	17	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[33]/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**
	- posing analytical questions/critical thinking			x	x	x	x
	- understanding complexity/systemic thinking			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
	- managing change/problem-setting						x
	- creative thinking/future-oriented thinking	x	x	x	x	x	x
	- understanding interrelationships across disciplines/holistic approach			x	x	x	x
	Total	**1**	**3**	**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	x
	- decision making, including in situations of uncertainty			x	x	x	x
Learning to do Does education at each level enhance learners' capacity for:	- dealing with crises and risks			x	x	x	x
	- acting responsibly			x	x	x	x
	- acting with self-respect				x	x	x
	- acting with determination						x
	Total	**0**	**3**	**5**	**5**	**5**	**6**
	- 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			x	x	x	x
	- self-expression and communication			x	x	x	x
	- coping under stress				x	x	x
	- ability to identify and clarify values (*for phase III*)				x	x	x
	Total	**0**	**2**	**4**	**4**	**4**	**4**
	- other (*countries to add as many as needed*)						

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[33] At state level, where relevant.

Learning to live and work together Does education at each level enhance learners' capacity for:	Expected outcomes	0	1	2	3	4	5
	-						
	Expected outcomes	**0**	**1**	**2**	**3**	**4**	**5**
	- acting with responsibility (locally and globally)		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
	- collaboration/team working	x	x	x	x	x	x
	- participation in democratic decision making			x	x	x	x
	- negotiation and consensus building			x	x	x	x
	- distributing responsibilities (subsidiarity)				x	x	x
	Total	**2**	**3**	**6**	**7**	**7**	**7**
	- 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		x	x	x
Local government				x
Organized labour				
Private sector			x	x
Community-based			x	x
Faith-based			x	
Media			x	x
Total	**11**	1	5	5
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		x	x	x	x	x
Local government		x	x		x	x
Organized labour						
Private sector		x			x	x
Community-based		x			x	x
Faith-based		x			x	x
Media		x				
Total	**19**	6	2	1	5	5
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

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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	% of education professionals who have received training[34] to integrate ESD into their practice: *(see key below)*																	
	Educators												Leaders/administrators[35]					
	*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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[34] Training is understood to include at least one day (a minimum of 5 contact hours).
[35] Paragraphs 54 and 55 of the UNECE Strategy on ESD.

Annex 4

Summary and self-assessment[36] 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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[36] 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.