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ECONOMIC COMMISSION FOR EUROPE

COMMITTEE ON ENVIRONMENTAL POLICY

UNECE Steering Committee on Education for Sustainable Development

Third meeting

Geneva, 31 March–1 April 2008

**REPORT OF THE UNECE STEERING COMMITTEE ON EDUCATION FOR
SUSTAINABLE DEVELOPMENT ON ITS THIRD MEETING**

Addendum

Reporting format¹

1. The reporting format provided in this document was developed following the adoption by the UNECE Steering Committee on Education for Sustainable Development (ESD) of the Work Plan for the Implementation of the UNECE Strategy for Education for Sustainable Development, 2005–2007 (CEP/AC.13/2005/8), which contains the procedure for the review of implementation of the UNECE Strategy for ESD. The reporting format also takes into account the pilot reporting exercise and feedback from countries on the workability and feasibility of the indicators and the requested information for reporting.

2. The *set of indicators* was developed by the UNECE Expert Group on Indicators for ESD that was set up by the High-Level Meeting of Environment and Education Ministries (Vilnius, 17–18 March 2005). Three complementary progress reports provide the information on the developed set of indicators (see documents CEP/AC.13/2005/9, ECE/CEP/AC.13/2006/5 and

¹ Prepared by the Chair of the Expert Group on Indicators for ESD with the assistance of the secretariat. The revised reporting format was endorsed by the Steering Committee at its third meeting. To facilitate reporting, the reporting format will be accompanied by informal guidance on reporting, as well as by quality criteria: (a) a set of criteria/thresholds to assess/monitor success in the implementation of the Strategy and (b) a set of descriptors comprising explanatory notes on relevant indicators/sub-indicators and providing good practices and examples for each of these indicators/sub-indicators.

ECE/CEP/AC.13/2008/4).

3. Following the request of the High-level Meeting and the decision by the Joint Session on ESD at the Sixth Ministerial Conference “Environment for Europe” (Belgrade, 10–12 October 2007), the *reporting requirements* were streamlined by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and UNECE. Thus, UNECE member States will be able to submit a single report on the implementation of the UNECE Strategy that can also serve as a report on the implementation of the United Nations Decade of ESD. A standard reporting format would provide a useful structure for processing the information received and would facilitate comparison of reports. Therefore, UNECE, in cooperation with UNESCO, developed the reporting template that appears in this document.

4. Following are the main elements of the reporting procedure:

(a) UNECE Member States should prepare reports² through a transparent consultative process involving all relevant stakeholders at the national/State level;

(b) Thirty-six member States reported on voluntary basis by preparing reports for the Belgrade Ministerial Conference in 2007. The first formal call for reporting will take place in 2010. Thereafter, an updated version of the report will be prepared by the respective member States for 2015;

(c) Reports should be submitted to the secretariat electronically in Word format. The text should be in English. Member States are also encouraged to provide the text in the two other official languages of the UNECE, French and Russian. Reports will be made available in the languages in which they are received. No editing will be provided;

(d) Deadlines for submission to the secretariat will take into account United Nations document management procedures and will be communicated by the secretariat in due course;

(e) UNECE will post the reports on its website. It will also ensure the distribution of hard copies to the UNECE member States and key stakeholders. UNESCO will ensure access to the reports through its website and will use them for its work;

(f) The first progress report on the basis of the voluntary reporting by countries was prepared for the Belgrade Ministerial Conference (ECE/BELGRADE.CONF/2007/INF/3 - ECE/CEP/AC.13/2007/2). The UNECE secretariat will prepare a synthesis report for 2010 and for 2015, highlighting progress made, identifying challenges and drawing up recommendations;

(g) Key stakeholders are encouraged to provide the secretariat with their reports on programmes or activities that support the implementation of the Strategy;

(h) Meetings of the Steering Committee will be a forum for considering reports. The “Environment for Europe” Ministerial Conferences will be informed of progress as appropriate, and will be encouraged to hold joint environment/education sessions as needed.

² Countries with a federal structure will submit one consolidated report based on subnational/State inputs.

Annex

**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 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:

Signature:

Date:

Full name of the institution:

Postal address:

Telephone:

Fax:

E-mail:

Website:

Contact officer for national report (if different from above):

- A. Provide brief information (not more than half a page) on the process by which this report has been prepared, including information on which types of public authorities were consulted or contributed to its preparation; on how the stakeholders were consulted and how the outcome of this consultation was taken into account; and on the material used as a basis for the report.

Governmental institutions (*please specify*) _____

Stakeholders:

NGOs (*please specify*) _____

Academia (*please specify*) _____

Business (*please specify*) _____

Other (*please specify*) _____

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

TEMPLATE FOR REPORTING

ISSUE¹ 1. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify languages.</i>
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</i>
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD.</i>
Sub-indicator 1.1.5	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the United Nations Decade of ESD, ³ and other policy processes relevant to ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i>
Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD	
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and list major document(s).</i>

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

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

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

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

Sub-indicator 1.2.2	Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards/ordinances/requirements; at all levels of formal education, as understood by your education system in accordance with ISCED? ⁵																													
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>If yes, please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">ISCED levels ⁶</th> <th>(a)</th> <th>(b)⁷</th> </tr> <tr> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0</td><td></td><td></td></tr> <tr><td>1</td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td></tr> <tr><td>5⁸</td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td></tr> <tr><td>Teacher education</td><td></td><td></td></tr> </tbody> </table>	ISCED levels ⁶	(a)	(b) ⁷	Yes	Yes	0			1			2			3			4			5 ⁸			6			Teacher education		
ISCED levels ⁶	(a)		(b) ⁷																											
	Yes	Yes																												
0																														
1																														
2																														
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4																														
5 ⁸																														
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 <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i>																													
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?																													
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i>																													
Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁹ cooperation relevant to ESD exist in your Government?																													
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i>																													
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ¹⁰																													
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i>																													
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?																													
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i>																													

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.

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

Indicator 1.3 National policies support synergies between processes related to SD and ESD													
Sub-indicator 1.3.1	Is ESD part of SD policy(s) if such exist in your country?												
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i>												
Issue 2. PROMOTE SD THROUGH FORMAL, NON-FORMAL AND INFORMAL LEARNING													
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>													
Indicator 2.1 SD key themes are addressed in formal education													
Sub-indicator 2.1.1	Are key themes of SD ¹¹ addressed explicitly in the curriculum ¹² /programme of study at various levels of formal education?												
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify in the table in appendix I (a) and use the scale. Indicate the results in the box below.</i> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> <td style="text-align: center;">C</td> <td style="text-align: center;">D</td> <td style="text-align: center;">E</td> <td style="text-align: center;">F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹³ /programme of study at various levels of formal education?												
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify in the table in appendix I (b) and use the scale. Indicate the results in the box below.</i> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> <td style="text-align: center;">C</td> <td style="text-align: center;">D</td> <td style="text-align: center;">E</td> <td style="text-align: center;">F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum ¹⁴ /programme of study at various levels of formal education?												
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify in the table in appendix I (c) what methods are of particular significance in your country and use the scale. Indicate the results in the box below.</i> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> <td style="text-align: center;">C</td> <td style="text-align: center;">D</td> <td style="text-align: center;">E</td> <td style="text-align: center;">F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).</i></p>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								

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

¹² At the State level, where relevant.

¹³ See footnote 12.

¹⁴ See footnote 12.

Indicator 2.2 Strategies to implement ESD are clearly identified

Sub-indicator 2.2.1

Is ESD addressed through:¹⁵ (a) existing subjects¹⁶only? (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)	(b)	(c)	(d)	(e)
	Yes	Yes	Yes	Yes	Yes
0					
1					
2					
3					
4					
5					
6					
Teacher education					

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

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.

Indicator 2.3 A whole-institution approach¹⁸ to SD/ESD is promoted																			
Sub-indicator 2.3.1	Do educational institutions ¹⁹ adopt a “whole-institution approach” to SD/ESD?																		
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: If yes, please specify for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th style="padding: 2px 5px;">ISCED levels</th> <th style="padding: 2px 5px;">Yes</th> </tr> </thead> <tbody> <tr><td style="padding: 2px 5px;">0</td><td style="padding: 2px 5px;"></td></tr> <tr><td style="padding: 2px 5px;">1</td><td style="padding: 2px 5px;"></td></tr> <tr><td style="padding: 2px 5px;">2</td><td style="padding: 2px 5px;"></td></tr> <tr><td style="padding: 2px 5px;">3</td><td style="padding: 2px 5px;"></td></tr> <tr><td style="padding: 2px 5px;">4</td><td style="padding: 2px 5px;"></td></tr> <tr><td style="padding: 2px 5px;">5</td><td style="padding: 2px 5px;"></td></tr> <tr><td style="padding: 2px 5px;">6</td><td style="padding: 2px 5px;"></td></tr> <tr style="background-color: #cccccc;"> <td style="padding: 2px 5px;">Teacher education</td> <td style="padding: 2px 5px;"></td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify (provide examples on how it is done).</i></p>	ISCED levels	Yes	0		1		2		3		4		5		6		Teacher education	
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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 <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: If yes, please specify what schemes are available for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th style="padding: 2px 5px;">ISCED levels</th> <th style="padding: 2px 5px;">Yes</th> </tr> </thead> <tbody> <tr><td style="padding: 2px 5px;">0</td><td style="padding: 2px 5px;"></td></tr> <tr><td style="padding: 2px 5px;">1</td><td style="padding: 2px 5px;"></td></tr> <tr><td style="padding: 2px 5px;">2</td><td style="padding: 2px 5px;"></td></tr> <tr><td style="padding: 2px 5px;">3</td><td style="padding: 2px 5px;"></td></tr> <tr><td style="padding: 2px 5px;">4</td><td style="padding: 2px 5px;"></td></tr> <tr><td style="padding: 2px 5px;">5</td><td style="padding: 2px 5px;"></td></tr> <tr><td style="padding: 2px 5px;">6</td><td style="padding: 2px 5px;"></td></tr> <tr style="background-color: #cccccc;"> <td style="padding: 2px 5px;">Teacher education</td> <td style="padding: 2px 5px;"></td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).</i></p>	ISCED levels	Yes	0		1		2		3		4		5		6		Teacher education	
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0																			
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4																			
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6																			
Teacher education																			

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

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

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

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

(a) For formal institutions.

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

Yes No

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

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

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

Indicator 2.4 ESD is addressed by quality assessment/enhancement systems																																								
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems? (b) Do they address ESD ²⁰ ? (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?																																							
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/> (c) Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: If yes, please specify for various levels of your education system in accordance with ISCED, by ticking (V) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2" style="text-align: center;">ISCED levels</th> <th style="text-align: center;">(a)</th> <th style="text-align: center;">(b)</th> <th style="text-align: center;">(c)</th> </tr> <tr> <th style="text-align: center;">Yes</th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">Yes</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">0</td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">1</td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">2</td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">3</td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">4</td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">5</td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">6</td><td></td><td></td><td></td></tr> <tr> <td style="text-align: center;">Teacher education</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this data (i.e. provide examples on how the data was compiled).</i></p>	ISCED levels	(a)	(b)	(c)	Yes	Yes	Yes	0				1				2				3				4				5				6				Teacher education			
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Teacher education																																								
Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice																																								
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?																																							
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify.²¹</i>																																							
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 <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify and provide examples.</i>																																							
Sub-indicator 2.5.3	Are there any instruments (e.g. research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?																																							
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.</i>																																							

²⁰ For higher education institutions: either **national centres for quality assessment in higher education** or cooperation with general quality assessment agencies such as the European Foundation for Quality Management (EFQM).

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

Indicator 2.6 ESD implementation is a multi-stakeholder process²²																																					
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?																																				
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify in the table in appendix II (a) and (b) and use the scale. Indicate the results in the boxes below.</i></p> <table border="1"> <thead> <tr> <th colspan="6">(a) According to the UNECE Strategy on ESD</th> <th colspan="6">(b) According to the UN DESD</th> </tr> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>F</th> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>F</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </tbody> </table>	(a) According to the UNECE Strategy on ESD						(b) According to the UN DESD						A	B	C	D	E	F	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(a) According to the UNECE Strategy on ESD						(b) According to the UN DESD																															
A	B	C	D	E	F	A	B	C	D	E	F																										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																										
Issue 3. EQUIP EDUCATORS WITH THE COMPETENCE TO INCLUDE SD IN THEIR TEACHING																																					
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>																																					
Indicator 3.1 ESD is included in the training²³ of educators																																					
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ²⁴																																				
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify by filling in the table in appendix III.</i>																																				
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²⁵																																				
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify by filling in the table in appendix III.</i>																																				
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?																																				
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify by filling in the table in appendix III.</i>																																				
Indicator 3.2 Opportunities exist for educators to cooperate on ESD																																					
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?																																				
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify (provide examples on how this is done).</i>																																				
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²⁶																																				
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify how, listing the major ones, and describing them as appropriate.</i>																																				
Issue 4. ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE																																					
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>																																					

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 <input type="checkbox"/> No <input type="checkbox"/>	<i>Please describe.</i>																	
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?																	
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in USD) for annual expenditures on ESD-related research and development.</i>																	
Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist																		
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities? (b) approved by public authorities? (c) tested and recommended for selection by educational institutions?																	
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/> (c) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase I: For (a) and (b), please describe.</i>																	
	<i>Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c), please also describe. Please also provide your own examples, as appropriate.</i>																	
Sub-indicator 4.2.2	Are ESD teaching tools/materials available: (a) in national languages? (b) for all levels of education according to ISCED?																	
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase I: For (a) please specify.</i>																	
	<i>Phase II: If yes for (b), please specify by ticking (V) in the table as appropriate.</i> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="padding: 2px;">ISCED levels</th> <th style="padding: 2px;">(b) Yes</th> </tr> </thead> <tbody> <tr><td style="text-align: center; padding: 2px;">0</td><td style="width: 40px;"></td></tr> <tr><td style="text-align: center; padding: 2px;">1</td><td></td></tr> <tr><td style="text-align: center; padding: 2px;">2</td><td></td></tr> <tr><td style="text-align: center; padding: 2px;">3</td><td></td></tr> <tr><td style="text-align: center; padding: 2px;">4</td><td></td></tr> <tr><td style="text-align: center; padding: 2px;">5</td><td></td></tr> <tr><td style="text-align: center; padding: 2px;">6</td><td></td></tr> <tr><td style="text-align: center; padding: 2px;">Teacher education</td><td></td></tr> </tbody> </table>	ISCED levels	(b) Yes	0		1		2		3		4		5		6		Teacher education
ISCED levels	(b) Yes																	
0																		
1																		
2																		
3																		
4																		
5																		
6																		
Teacher education																		
Indicator 4.3 Teaching tools and materials for ESD are accessible																		
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?																	
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please describe.</i>																	
Sub-indicator 4.3.2	Is public authority money invested in this activity?																	
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify to what extent by providing an indication of the amount in USD, giving the annual expenditures for ESD-related research and development.</i>																	

Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please describe.</i>
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet? (b) provided through other channels?
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>For (a) and (b) please specify.</i>
Issue 5. PROMOTE RESEARCH ON AND DEVELOPMENT OF ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 5.1 Research²⁷ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁸ supported?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify what kind of research (content and methods). Please provide the total amount annually over the reporting period, and if feasible, as a percentage of the total research budget.</i>
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify what kind of research (content and methods).</i>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: ²⁹ (a) for the master's level? (b) for the doctorate level? (2) addressing ESD: (a) for the master's level? (b) for the doctorate level?
(1) (a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/> (2) (a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify what kind of programmes are available for (1) (a) and (b); (2) (a) and (b).</i>
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify for (a) and (b).</i>
Indicator 5.2 Development of ESD is promoted	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? ³⁰
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period.</i>

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

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

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

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

Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ³¹ to share the results of research and examples of good practices in ESD ³² among authorities and stakeholders?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period.</i>
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?
(a) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase I: For (a), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i>
(b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: For (b), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i>
Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 6.1 International cooperation on ESD is strengthened within the UNECE region and beyond	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international ³³ networks on ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify for national, subnational and local levels and list major networks.</i>
Sub-indicator 6.1.2	Do educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify. List major networks.</i>
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify and list the major ones.</i>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please list and describe.</i>
Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLES IN ESD	
<i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i>	
<i>Phase II: Please provide the updated information to indicate changes over time.</i>	
<i>Phase III: Please provide the updated information to indicate changes over time.</i>	

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.

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)						
Ethics and philosophy						
Citizenship, democracy and governance						
Human rights (e.g. gender and racial and inter-generational equity)						
Poverty alleviation						
Cultural diversity						
Biological and landscape diversity						
Environmental protection (waste management, etc.)						
Ecological principles/ecosystem approach						
Natural resource management (e.g. water, soil, mineral, fossil fuels)						
Climate change						
Personal and family health (e.g. HIV/AIDS, drug abuse)						
Environmental health (e.g. food and drinking; water quality; pollution)						
Corporate social responsibility						
Production and/or consumption patterns						
Economics						
Rural/urban development						
Total						
Other (countries to add as many as needed)						

NB: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (max. 102 ticks; "other" not counted) is:

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

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

Appendix I (b)

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum³⁶/programme of study at various levels of formal education, by filling in the table below.

(Please tick (V) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)

Table of learning outcomes

Competence	Expected outcomes	ISCED Levels					
		0	1	2	3	4	5
Learning to learn Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?						
	- understanding complexity/systemic thinking?						
	- overcoming obstacles/problem-solving?						
	- managing change/problem-setting?						
	- creative thinking/future-oriented thinking?						
	- understanding interrelationships across disciplines/holistic approach?						
	Total						
	- 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						
- 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)?						

³⁶ 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)?					
	-	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						
-	other (<i>countries to add as many as needed</i>)?						
-							

NB: Your response will reflect the variety of ESD learning outcomes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (max. 138 ticks; "other" not counted) is:

No. of ticks	0-7	8-14	15-35	36-70	71-104	105-138
Scale	A	B	C	D	E	F

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

Please indicate the teaching/learning methods used for ESD at the different ISCED levels.

(Please tick (V) relevant teaching/learning methods for each level. Use the blank rows to insert additional teaching/learning methods that are considered to be key methods in your country in teaching-learning for sustainable development.)

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy ³⁷	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 <i>(countries to add as many as needed)</i>						

NB: Your response will reflect the variety of ESD teaching/learning methods distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (max. 84 ticks; “other” not counted) is:

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

³⁷ Please refer to paragraph 33 (e) of the UNECE Strategy for ESD.

Appendix II

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent is ESD implementation a multi-stakeholder process by filling in the table below. Please provide examples of good practice. (Please tick (V) in both (a) and (b) template-tables to indicate what types of education stakeholders are involved.)

Table (a) According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	Formal	Non-formal	Informal
NGOs			
Local government			
Organized labour			
Private sector			
Community-based			
Faith-based			
Media			
Total			
Other (countries to add as many as needed)			

The scoring key for this table (max. 21 ticks; “other” not counted) is:

No. of ticks	0–1	2	3–5	6–10	11–15	16–21
Scale	A	B	C	D	E	F

Table (b) According to United Nations Decade of ESD

Stakeholders	Classification by United Nations Decade of ESD				
	Public awareness	Quality education	Reorienting education	Training	Social learning
NGOs					
Local government					
Organized labour					
Private sector					
Community-based					
Faith-based					
Media					
Total					
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 ³⁸ to integrate ESD into their practice: (see key below)																	
	Educators												Leaders/administrators ³⁹					
	<i>Initial*</i>						<i>In service**</i>						<i>In service***</i>					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0																		
1																		
2																		
3																		
4																		
5																		
6																		
Non-formal																		
Informal																		

The scoring key for this table (max. 100%) is:

Percentage of educated trainers	0–5	6–10	11–25	26–50	51–75	76–100
Scale	A	B	C	D	E	F

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

³⁸ Training is understood to include at least one day (a minimum of five contact hours).

³⁹ See paragraphs 54 and 55 of the UNECE Strategy for ESD.

Appendix IV

Summary and self-assessment⁴⁰ by countries:

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

⁴⁰ 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.