

**EXTRACT OF ISSUES RELEVANT TO COMPETENCES IN ESD FROM THE REPORTING FORMAT**

**Indicators/sub-indicators under issues for reporting 2 and 3**

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 <sup>1</sup> addressed explicitly in the curriculum <sup>2</sup> /programme of study at various levels of formal education?												
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify in the table in appendix I (a) and use the scale. Indicate the results in the box below.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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 <sup>3</sup> /programme of study at various levels of formal education?												
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify in the table in appendix I (b) and use the scale. Indicate the results in the box below.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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 <sup>4</sup> /programme of study at various levels of formal education?												
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify in the table in appendix I (c) what methods are of particular significance in your country and use the scale. Indicate the results in the box below.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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"/>								
Indicator 2.2 Strategies to implement ESD are clearly identified													

<sup>1</sup> For explanation see paragraph 15 of the UNECE Strategy for ESD.

<sup>2</sup> At the State level, where relevant.

<sup>3</sup> See footnote 12.

<sup>4</sup> See footnote 12.

Sub-indicator 2.2.1 Is ESD addressed through:<sup>5</sup> (a) existing subjects<sup>6</sup>only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project?<sup>7</sup> (e) other approaches?

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

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

ISCED levels	(a) Yes	(b) Yes	(c) Yes	(d) Yes	(e) Yes
0					
1					
2					
3					
4					
5					
6					
<b>Teacher education</b>					

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

**Indicator 2.3 A whole-institution approach<sup>8</sup> to SD/ESD is promoted**

Sub-indicator 2.3.1 Do educational institutions<sup>9</sup> adopt a “whole-institution approach” to SD/ESD?

Yes  No

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

ISCED levels	Yes
0	
1	
2	
3	
4	
5	
6	
<b>Teacher education</b>	

*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).*

<sup>5</sup> 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.

<sup>6</sup> E.g. geography or biology. For higher education, “subject” means “course”.

<sup>7</sup> A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

<sup>8</sup> 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).

<sup>9</sup> For higher education institutions: **whole university, whole college or whole faculty approach** (including inter-faculty approaches).

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 data-bbox="398 225 1955 284"><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" data-bbox="1032 284 1379 584"> <thead> <tr> <th data-bbox="1032 284 1305 322">ISCED levels</th> <th data-bbox="1305 284 1379 322">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="1032 322 1305 360">0</td> <td data-bbox="1305 322 1379 360"></td> </tr> <tr> <td data-bbox="1032 360 1305 399">1</td> <td data-bbox="1305 360 1379 399"></td> </tr> <tr> <td data-bbox="1032 399 1305 437">2</td> <td data-bbox="1305 399 1379 437"></td> </tr> <tr> <td data-bbox="1032 437 1305 475">3</td> <td data-bbox="1305 437 1379 475"></td> </tr> <tr> <td data-bbox="1032 475 1305 513">4</td> <td data-bbox="1305 475 1379 513"></td> </tr> <tr> <td data-bbox="1032 513 1305 552">5</td> <td data-bbox="1305 513 1379 552"></td> </tr> <tr> <td data-bbox="1032 552 1305 590">6</td> <td data-bbox="1305 552 1379 590"></td> </tr> <tr> <td data-bbox="1032 590 1305 628">Teacher education</td> <td data-bbox="1305 590 1379 628"></td> </tr> </tbody> </table> <p data-bbox="398 616 1966 675"><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																			
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Teacher education																			

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																																				
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> <p><i>(a) For formal institutions.</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="padding: 2px;">ISCED levels</th> <th style="padding: 2px;">Yes</th> </tr> </thead> <tbody> <tr><td style="padding: 2px;">0</td><td style="padding: 2px;"> </td></tr> <tr><td style="padding: 2px;">1</td><td style="padding: 2px;"> </td></tr> <tr><td style="padding: 2px;">2</td><td style="padding: 2px;"> </td></tr> <tr><td style="padding: 2px;">3</td><td style="padding: 2px;"> </td></tr> <tr><td style="padding: 2px;">4</td><td style="padding: 2px;"> </td></tr> <tr><td style="padding: 2px;">5</td><td style="padding: 2px;"> </td></tr> <tr><td style="padding: 2px;">6</td><td style="padding: 2px;"> </td></tr> <tr style="background-color: #e0e0e0;"> <td style="padding: 2px;">Teacher education</td> <td style="padding: 2px;"> </td> </tr> </tbody> </table> <p><i>(b) For non-formal institutions for non-formal and informal education.</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="padding: 2px;">ISCED levels</th> <th style="padding: 2px;">Yes</th> </tr> </thead> <tbody> <tr><td style="padding: 2px;">0</td><td style="padding: 2px;"> </td></tr> <tr><td style="padding: 2px;">1</td><td style="padding: 2px;"> </td></tr> <tr><td style="padding: 2px;">2</td><td style="padding: 2px;"> </td></tr> <tr><td style="padding: 2px;">3</td><td style="padding: 2px;"> </td></tr> <tr><td style="padding: 2px;">4</td><td style="padding: 2px;"> </td></tr> <tr><td style="padding: 2px;">5</td><td style="padding: 2px;"> </td></tr> <tr><td style="padding: 2px;">6</td><td style="padding: 2px;"> </td></tr> <tr style="background-color: #e0e0e0;"> <td style="padding: 2px;">Teacher education</td> <td style="padding: 2px;"> </td> </tr> </tbody> </table> <p><i>If relevant data are available, please also specify (i.e. provide examples on how it is done).</i></p>	ISCED levels	Yes	0		1		2		3		4		5		6		Teacher education		ISCED levels	Yes	0		1		2		3		4		5		6		Teacher education	
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Teacher education																																					
<b>Indicator 2.4 ESD is addressed by quality assessment/enhancement systems</b>																																					
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems? (b) Do they address ESD <sup>10</sup> ? (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?																																				

<sup>10</sup> 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).

(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"> <thead> <tr> <th>ISCED levels</th> <th>(a) Yes</th> <th>(b) Yes</th> <th>(c) Yes</th> </tr> </thead> <tbody> <tr><td>0</td><td></td><td></td><td></td></tr> <tr><td>1</td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td></tr> <tr><td>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) Yes	(b) Yes	(c) Yes	0				1				2				3				4				5				6				Teacher education			
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5																																					
6																																					
Teacher education																																					
<b>Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice</b>																																					
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.</i> <sup>11</sup>																																				
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>																																				

<sup>11</sup> 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.

<b>Indicator 2.6 ESD implementation is a multi-stakeholder process<sup>12</sup></b>																									
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> <p>(a) According to the UNECE Strategy on ESD</p> <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table> <p style="margin-left: 150px;">(b) According to the UN DESD</p> <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input 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"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																				
<b>Issue 3. EQUIP EDUCATORS WITH THE COMPETENCE TO INCLUDE SD IN THEIR TEACHING</b>																									
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>																									
<b>Indicator 3.1 ESD is included in the training<sup>13</sup> of educators</b>																									
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? <sup>14</sup>																								
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? <sup>15</sup>																								
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>																								
<b>Indicator 3.2 Opportunities exist for educators to cooperate on ESD</b>																									
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? <sup>16</sup>																								
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify how, listing the major ones, and describing them as appropriate.</i>																								

<sup>12</sup> 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).

<sup>13</sup> ESD is addressed by content and/or by methodology.

<sup>14</sup> For higher education institutions: The focus is here on existing **teacher training at universities/colleges** regarding SD and ESD for university/college teachers.

<sup>15</sup> 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.

<sup>16</sup> Including assistance through direct funding, in-kind help, political and institutional support.

**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						
<b>Total</b>						
Other <i>(countries to add as many as needed)</i>						

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 curriculum<sup>17</sup>/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
<b>Learning to learn</b> 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?						
	<b>Total</b>						
	- other (countries to add as many as needed)?						
<b>Learning to do</b> Does education at each level enhance learners' capacity for:	<b>Expected outcomes</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	- 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?						
	<b>Total</b>						
- other (countries to add as many as needed)?							
<b>Learning to be</b> Does education at each level enhance learners' capacity for:	<b>Expected outcomes</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	- self-confidence?						
	- self-expression and communication?						
	- coping under stress?						
	- ability to identify and clarify values (for phase III)?						
	<b>Total</b>						
	- other (countries to add as many as needed)?						

<sup>17</sup> At the State level, where relevant.

	Expected outcomes					
	0	1	2	3	4	5
<b>Learning to live and work together</b> 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)?					
	<b>Total</b>					
- 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 <sup>18</sup>	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						
<b>Total</b>						
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

<sup>18</sup> 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			
<b>Total</b>			
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					
<b>Total</b>					
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 <sup>19</sup> to integrate ESD into their practice: (see key below)																	
	Educators												Leaders/administrators <sup>20</sup>					
	<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.

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<sup>19</sup> Training is understood to include at least one day (a minimum of five contact hours).  
<sup>20</sup> See paragraphs 54 and 55 of the UNECE Strategy for ESD.