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 on ESD. Two Three complementary progress reports provide the information on the developed set of indicators (see documents CEP/AC.13/2005/9 and ECE/CEP/AC.13/2006/5 and 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 Belgrade Ministerial Conference “Environment for Europe”, the reporting requirements were streamlined by 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 UN 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 which appears in this document.

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

   (i) UNECE Member States should prepare reports through a transparent consultative process involving all relevant stakeholders at the national/state level.
(ii) 36 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. However, Member States would start reporting voluntarily by preparing reports for the Belgrade Conference.

(iii) 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.

(iv) Deadlines for submission to the secretariat will take into account UN document management procedures and will be communicated by the secretariat in due course.

(v) 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.

(vi) 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 the progress made, identifying challenges and drawing up recommendations.

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

(viii) 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.

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

☐ 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

#### ISSUE 1. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD

*If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)*

<table>
<thead>
<tr>
<th>Indicator 1.1</th>
<th>Prerequisite measures are taken to support the promotion of ESD.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-indicator 1.1.1</td>
<td>Is the UNECE Strategy for ESD available in your national language(s)?</td>
</tr>
<tr>
<td>Yes ☐ No ☐</td>
<td>Please specify languages.</td>
</tr>
<tr>
<td>Sub-indicator 1.1.2</td>
<td>Have you appointed a national focal point to deal with the UNECE Strategy for ESD?</td>
</tr>
<tr>
<td>Yes ☐ No ☐</td>
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<tr>
<td>Sub-indicator 1.1.3</td>
<td>Do you have a coordinating body for implementation of ESD?</td>
</tr>
<tr>
<td>Yes ☐ No ☐</td>
<td>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</td>
</tr>
<tr>
<td>Sub-indicator 1.1.4</td>
<td>Do you have a national implementation plan for ESD?</td>
</tr>
<tr>
<td>Yes ☐ No ☐</td>
<td>Please specify whether this plan includes implementation of the UNECE Strategy for ESD.</td>
</tr>
<tr>
<td>Sub-indicator 1.1.5</td>
<td>Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the UN Decade of ESD, and other policy processes relevant to ESD?</td>
</tr>
<tr>
<td>Yes ☐ No ☐</td>
<td>Please specify.</td>
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</table>

<table>
<thead>
<tr>
<th>Indicator 1.2</th>
<th>Policy, regulatory and operational frameworks support the promotion of ESD.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-indicator 1.2.1</td>
<td>Is ESD reflected in any national policy document(s)?</td>
</tr>
<tr>
<td>Yes ☐ No ☐</td>
<td>Please specify and list major document(s).</td>
</tr>
<tr>
<td>Sub-indicator 1.2.2</td>
<td>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?</td>
</tr>
<tr>
<td>Yes ☐ No ☐</td>
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</tbody>
</table>

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

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 substate 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.

If “yes” then please specify for (a) and (b). Fill in the table by ticking (√) as appropriate.

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<tr>
<th>ISCED</th>
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Teacher education

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</tbody>
</table>

**Sub-indicator 1.2.3** Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?

Yes [ ] No [√]

**Please specify.**

**Sub-indicator 1.2.4** Is public awareness in relation to ESD addressed in relevant national document(s)?

Yes [ ] No [✓]

**Please specify.**

**Sub-indicator 1.2.5** Does a formal structure for interdepartmental cooperation relevant to ESD exist in your government?

Yes [ ] No [✓]

**Please specify.**

**Sub-indicator 1.2.6** Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your government?

Yes [ ] No [✓]

**Please specify.**

**Sub-indicator 1.2.7** Are public budgets and/or economic incentives available specifically to support ESD?

Yes [✓] No [ ]

**Please specify.**

**Indicator 1.3 National policies support synergies between processes related to SD and ESD.**

**Sub-indicator 1.3.1** Is ESD part of SD policy(s) if such exist in your country?

Yes [ ] No [✓]

**Please specify.**

---

*Education level in accordance with ISCED.

*a* 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 R&D, university organisation and studies acts, or general laws of higher education; (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.

**11** Between state bodies.

**12** For explanation see paragraph 46 of the Strategy.
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.

<table>
<thead>
<tr>
<th>Sub-indicator 2.1.1</th>
<th>Are key themes of SD(^{13}) addressed explicitly in the curriculum(^{14})/programme of study at various levels of formal education?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ☐ No ☐</td>
<td>Phase II: please specify in the table in Annex 1 (a) and use the scale. Indicate the results in the box below.</td>
</tr>
</tbody>
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</table>

Sub-indicator 2.1.2 Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum\(^{15}/\)programme of study at various levels of formal education?

<table>
<thead>
<tr>
<th>Yes ☐ No ☐</th>
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</thead>
<tbody>
<tr>
<td>Phase II: Please specify in the table in Annex 1 (b) and use the scale. Indicate the results in the box below.</td>
</tr>
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Sub-indicator 2.1.3 Are teaching/learning methods that support ESD addressed explicitly in the curriculum\(^{16}/\)programme of study at various levels of formal education?

<table>
<thead>
<tr>
<th>Yes ☐ No ☐</th>
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<tbody>
<tr>
<td>Phase II: Please specify in the table in Annex 1 (c) what methods are of particular significance in your country and use the scale. Indicate the results in the box below.</td>
</tr>
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</table>

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).

Indicator 2.2 Strategies to implement ESD are clearly identified.

<table>
<thead>
<tr>
<th>Sub-indicator 2.2.1</th>
<th>Is ESD addressed through:(^{17}) (a) existing subjects(^{18}) only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project?(^{19}) (e) other approaches?</th>
</tr>
</thead>
</table>

\(^{13}\) For explanation see paragraph 15 of the Strategy.

\(^{14}\) At the state level, where relevant.

\(^{15}\) See footnote 15.

\(^{16}\) See footnote 15.

\(^{17}\) 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.

\(^{18}\) E.g. geography or biology. For higher education “subject” means “course”.

\(^{19}\) A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.
Phase II: If “yes” then please specify for different levels of education system in accordance with ISCED in the table by ticking (V) as appropriate.

<table>
<thead>
<tr>
<th>ISCED levels</th>
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</table>

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

**Indicator 2.3 A whole-institution approach\(^\text{20}\) to ESD/SD is promoted.**

<table>
<thead>
<tr>
<th>Sub-indicator 2.3.1</th>
<th>Do educational institutions(^\text{21}) adopt a “whole-institution approach” to SD/ESD?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
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</table>

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

<table>
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<th>ISCED levels</th>
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<td>Teacher education</td>
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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).

<table>
<thead>
<tr>
<th>Sub-indicator 2.3.2</th>
<th>Are there any incentives (guidelines, award scheme, funding, technical support) that support “a whole institution approach to SD/ESD”?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
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\(^{20}\) 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).

\(^{21}\) For higher education institutions: Whole university, whole college or whole faculty approach (including inter-faculty approaches).
Phase II: If “yes” then Please specify what schemes are available for all levels of your education system in accordance with ISCED in the table below by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.

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</table>

Teacher education

Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).

Sub-indicator 2.3.3

Do institutions/learners develop their own SD/ESD indicators for their institution/organization?
Phase II: if “yes” then please specify
(a) for formal institutions for all levels of your education system in accordance with ISCED, in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.

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<th>ISCED levels</th>
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Teacher education

(b) for non-formal institutions for non-formal and informal education, as appropriate.

<table>
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<th>ISCED levels</th>
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Teacher education

If relevant data are available please also specify (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 include criteria on ESD? (c) Are there any education quality assessment/enhancement systems that address ESD in national systems? (b) other?

---

22 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).
Phase II: If “yes” then please specify for various levels of your education system in accordance with ISCED, in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.

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<th>ISCED levels</th>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher education

Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).

Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice.

Sub-indicator 2.5.1 Are SD issues addressed in informal and public awareness-raising activities?

Yes [ ] No [ ]

Phase II: Please specify.23

Sub-indicator 2.5.2 Is there any support for work-based learning (e.g. for small companies, farmers, trade unions, associations), which addresses SD issues?

Yes [ ] No [ ]

Phase II: Please specify and provide examples.

Sub-indicator 2.5.3 Are there any instruments (e.g. research, survey, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?

Yes [ ] No [ ]

Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.

Indicator 2.6 ESD implementation is a multi-stakeholder process.24

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

Yes [ ] No [ ]

Phase II: Please specify in the table in Annex 2 (a) and (b) and use the scale. Indicate the results in the boxes below.

(a) according to the UNECE Strategy on ESD

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
</table>

(b) according to the UN DESD

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
</table>

---

23 Please describe how this is done – for example, in press articles, TV and radio programmes or public lectures promoting environmentally friendly goods and services, sustainable lifestyles.

24 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).
### Issue 3. EQUIP EDUCATORS WITH THE COMPETENCE TO INCLUDE SD IN THEIR TEACHING

If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)

#### Indicator 3.1 ESD is included in the training\(^26\) of educators.

<table>
<thead>
<tr>
<th>Sub-indicator 3.1.1</th>
<th>Is ESD a part of the initial educators’ training?(^26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes □ No □</td>
<td><em>Phase II: Please specify by filling in the table in Annex 3.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-indicator 3.1.2</th>
<th>Is ESD a part of the educators’ in-service training?(^27)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes □ No □</td>
<td><em>Phase II: Please specify by filling in the table in Annex 3.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-indicator 3.1.3</th>
<th>Is ESD a part of training of leaders and administrators of educational institutions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes □ No □</td>
<td><em>Phase II: Please specify by filling in the table in Annex 3.</em></td>
</tr>
</tbody>
</table>

#### Indicator 3.2 Opportunities exist for educators to cooperate on ESD.

<table>
<thead>
<tr>
<th>Sub-indicator 3.2.1</th>
<th>Are there any networks / platforms of educators and/or leaders/administrators who are involved in ESD in your country?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes □ No □</td>
<td><em>Phase II: Please specify ([provide examples on how this is done].)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-indicator 3.2.2</th>
<th>Are ESD networks/platforms supported by the government in any way?(^28)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes □ No □</td>
<td>Please specify how. Please list major ones and describe as appropriate.</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Sub-indicator 4.1.1</th>
<th>Does a national strategy/ mechanism for encouragement of development and production of ESD tools and materials exist?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes □ No □</td>
<td>Please describe.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-indicator 4.1.2</th>
<th>Is public (national, subnational, local) authority money invested in this activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes □ No □</td>
<td><em>Phase II: Please specify to what extent public authority money is invested in this activity, by providing an indication of the amount (in USD) referring to the amount of ESD-related research and development expenditures, annually.</em></td>
</tr>
</tbody>
</table>

#### Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist.

---

\(^{26}\) ESD is addressed by content and/or by methodology.

\(^{27}\) For higher education institutions: The focus is here on existing teacher training universities/colleges regarding SD and ESD for university/college teachers.

\(^{28}\) 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.

\(^{29}\) Including assistance through direct funding, in-kind help, political and institutional support.
<table>
<thead>
<tr>
<th>Sub-indicator 4.2.1</th>
<th>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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Yes ☐ No ☐</td>
<td>Phase I: for (a) and (b) please describe.</td>
</tr>
<tr>
<td>(b) Yes ☐ No ☐</td>
<td>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.</td>
</tr>
<tr>
<td>(c) Yes ☐ No ☐</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-indicator 4.2.2</th>
<th>Are ESD teaching tools / materials available: (a) in national languages? (b) for all levels of education according to ISCED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Yes ☐ No ☐</td>
<td>Phase I: For (a) please specify.</td>
</tr>
<tr>
<td>(b) Yes ☐ No ☐</td>
<td>Phase II: if “yes”, for (b) then please specify in the table by ticking (V) as appropriate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ISCED levels</th>
<th>(b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
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<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Teacher education

<table>
<thead>
<tr>
<th>Sub-indicator 4.3.1</th>
<th>Does a national strategy/mechanism for dissemination of ESD tools and materials exist?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ☐ No ☐</td>
<td>Phase II: Please describe.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-indicator 4.3.2</th>
<th>Is public authority money invested in this activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ☐ No ☐</td>
<td>Please specify to what extent by providing an indication of the amount in USD referring to the amount of ESD related R&amp;D expenditures, annually.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-indicator 4.3.3</th>
<th>Are approved ESD teaching materials available through the Internet?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ☐ No ☐</td>
<td>Please describe.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-indicator 4.3.4</th>
<th>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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Yes ☐ No ☐</td>
<td>For (a) and (b) please specify.</td>
</tr>
<tr>
<td>(b) Yes ☐ No ☐</td>
<td></td>
</tr>
</tbody>
</table>
## 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\(^n\) on ESD is promoted.

<table>
<thead>
<tr>
<th>Sub-indicator 5.1.1</th>
<th>Is research that addresses content and methods for ESD(^m) supported?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes □ No □</td>
<td><em>Phase II: Please specify what kind of research (content and methods), and provide the total amount annually over the reporting period, and if feasible, as % of the total research budget.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-indicator 5.1.2</th>
<th>Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes □ No □</td>
<td><em>Please specify what kind of research (content and methods).</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-indicator 5.1.3</th>
<th>Are post-graduate programmes available: (1) on ESD(^p): (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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) (a) Yes □ No □</td>
<td><em>Phase II: Please specify what kind of programmes are available for (1) (a) and (b); (2) (a) and (b).</em></td>
</tr>
<tr>
<td>(2) (a) Yes □ No □</td>
<td></td>
</tr>
<tr>
<td>(b) Yes □ No □</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-indicator 5.1.4</th>
<th>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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Yes □ No □</td>
<td><em>Phase II: Please specify for (a) and (b).</em></td>
</tr>
<tr>
<td>(b) Yes □ No □</td>
<td></td>
</tr>
</tbody>
</table>

### Indicator 5.2 Development of ESD is promoted.

<table>
<thead>
<tr>
<th>Sub-indicator 5.2.1</th>
<th>Is there any support for innovation and capacity-building in ESD practice?(^n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes □ No □</td>
<td><em>Phase II: Please specify and provide the total amount annually over the reporting period.</em></td>
</tr>
</tbody>
</table>

### Indicator 5.3 Dissemination of research results on ESD is promoted.

<table>
<thead>
<tr>
<th>Sub-indicator 5.3.1</th>
<th>Is there any public authority support for mechanisms(^n) to share the results of research and examples of good practices in ESD(^n) among authorities and stakeholders?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes □ No □</td>
<td><em>Phase II: Please specify and provide the total amount annually over the reporting period.</em></td>
</tr>
</tbody>
</table>

| Sub-indicator 5.3.2 | Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD? |

---

\(^n\) These includes support from various sources, such as state, local authorities, business and non-governmental sources.

\(^m\) 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.

\(^p\) ESD is addressed by substance and/or by approach.

\(^q\) Activities may include pilot projects, action research, social learning, multi-stakeholder teams.

\(^r\) E.g. conferences, summer schools, journals, periodicals, networks.

\(^s\) 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.
Phase I: For (a) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.

(a) Yes ☐ No ☐
(b) Yes ☐ No ☐

Phase II: For (b) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.

### Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION

If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)

#### Indicator 6.1 International cooperation on ESD is strengthened within the UNECE region and beyond.

| Sub-indicator 6.1.1 | Do your public authorities cooperate in/support international[^1] networks on ESD? |
| Yes ☐ No ☐ | Phase II: Please specify for national, subnational and local levels and list major 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 ☐ | Please specify. List major networks. |

| Sub-indicator 6.1.3 | Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component? |
| Yes ☐ No ☐ | Phase II: Please specify and list the major ones. |

| Sub-indicator 6.1.4 | Does your Government take any steps to promote ESD in international forums outside the UNECE region? |
| Yes ☐ No ☐ | Please list and describe. |

### Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLES 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

Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible.

---

[^1]: In this context, “international associations, working groups, programmes, partnerships etc. covers “global”, “regional” and “subregional”.
<table>
<thead>
<tr>
<th>Phase II: please provide the updated information to indicate changes over time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase III: please provide the updated information to indicate changes over time.</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Phase II: please provide the updated information to indicate changes over time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase III: please provide the updated information to indicate changes over time.</td>
</tr>
</tbody>
</table>
Annex 1 (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 sustainable development.)

<table>
<thead>
<tr>
<th>Some key themes covered by sustainable development</th>
<th>ISCED Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Peace studies (international relations, security and conflict resolution, partnerships, etc.)</td>
<td></td>
</tr>
<tr>
<td>Ethics and philosophy</td>
<td></td>
</tr>
<tr>
<td>Citizenship, democracy and governance</td>
<td></td>
</tr>
<tr>
<td>Human rights, (including gender, racial and inter-generational equity; )</td>
<td></td>
</tr>
<tr>
<td>Poverty alleviation</td>
<td></td>
</tr>
<tr>
<td>Cultural diversity</td>
<td></td>
</tr>
<tr>
<td>Biological and landscape diversity</td>
<td></td>
</tr>
<tr>
<td>Environmental Protection (Waste management, etc.)</td>
<td></td>
</tr>
<tr>
<td>Ecological principles/ecosystem approach</td>
<td></td>
</tr>
<tr>
<td>Natural resource management (including water, soil, mineral, fossil fuels, etc…)</td>
<td></td>
</tr>
<tr>
<td>Climate change</td>
<td></td>
</tr>
<tr>
<td>Personal and family health (e.g. HIV/AIDS, drug abuse, …)</td>
<td></td>
</tr>
<tr>
<td>Environmental health (e.g. food and drinking; water quality; pollution)</td>
<td></td>
</tr>
<tr>
<td>Corporate social responsibility</td>
<td></td>
</tr>
<tr>
<td>Production and/or consumption patterns</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>Rural/urban development</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Other (countries to add as many as needed)</strong></td>
<td></td>
</tr>
</tbody>
</table>

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. Indicators 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 scoring assessment key for this table (max. 102 ticks; “other” not counted) is:

<table>
<thead>
<tr>
<th>No. of ticks</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–5</td>
<td>A</td>
</tr>
<tr>
<td>6–10</td>
<td>B</td>
</tr>
<tr>
<td>11–25</td>
<td>C</td>
</tr>
<tr>
<td>26–50</td>
<td>D</td>
</tr>
<tr>
<td>51–75</td>
<td>E</td>
</tr>
<tr>
<td>76–100</td>
<td>F</td>
</tr>
</tbody>
</table>

Could you specify which specific themes are of critical importance in your countries and why? Please specify for different ISCED levels, as appropriate.
Annex 1 (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\(^\text{36}\) of 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>
<thead>
<tr>
<th>Competence</th>
<th>ISCED Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning to learn</td>
<td>Expected outcomes</td>
</tr>
<tr>
<td>Does education at each level enhance learners’ capacity for:</td>
<td>posing analytical questions/critical thinking</td>
</tr>
<tr>
<td></td>
<td>understanding complexity/systemic thinking</td>
</tr>
<tr>
<td></td>
<td>overcoming obstacles/problem-solving</td>
</tr>
<tr>
<td></td>
<td>managing change/problem-setting</td>
</tr>
<tr>
<td></td>
<td>creative thinking/future-oriented thinking</td>
</tr>
<tr>
<td></td>
<td>understanding interrelationships across disciplines/holistic approach</td>
</tr>
<tr>
<td></td>
<td>other (countries to add as many as needed)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Learning to do</td>
<td>Expected outcomes</td>
</tr>
<tr>
<td>Does education at each level enhance learners’ capacity for:</td>
<td>applying learning in a variety of life-wide contexts</td>
</tr>
<tr>
<td></td>
<td>decision making, including in situations of uncertainty</td>
</tr>
<tr>
<td></td>
<td>dealing with crises and risks</td>
</tr>
<tr>
<td></td>
<td>acting responsibly</td>
</tr>
<tr>
<td></td>
<td>acting with self-respect</td>
</tr>
<tr>
<td></td>
<td>acting with determination</td>
</tr>
<tr>
<td></td>
<td>other (countries to add as many as needed)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Learning to be</td>
<td>Expected outcomes</td>
</tr>
<tr>
<td>Does education at each level enhance learners’ capacity for:</td>
<td>self-confidence</td>
</tr>
<tr>
<td></td>
<td>self-expression and communication</td>
</tr>
<tr>
<td></td>
<td>coping under stress</td>
</tr>
<tr>
<td></td>
<td>ability to identify and clarify values (for phase III)</td>
</tr>
<tr>
<td></td>
<td>other (countries to add as many as needed)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

\(^{36}\)At state level, where relevant.
**Expected outcomes**

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>- acting with responsibility (locally and globally)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- acting with respect for others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- identifying stakeholders and their interests</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- collaboration/team working</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- participation in democratic decision making</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- negotiation and consensus building</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- distributing responsibilities (subsidiarity)</td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Total**

- other (countries to add as many as needed)

---

**Learning to live and work together**

Does education at each level enhance learners’ capacity for:

---

**Expected outcomes**

- 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 (countries to add as many as needed)

---

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

**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 scoring** key for this table (max. 138 ticks; “other” not counted) is:

<table>
<thead>
<tr>
<th>No. of ticks</th>
<th>0–7</th>
<th>8–14</th>
<th>15–35</th>
<th>36–70</th>
<th>71–104</th>
<th>105–138</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>F</td>
</tr>
</tbody>
</table>

---

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

**(Please tick (V) relevant teaching and 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**

<table>
<thead>
<tr>
<th>Some key ESD teaching-learning methods proposed by the Strategy</th>
<th>ISCED Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>discussions</td>
<td>0</td>
</tr>
<tr>
<td>conceptual and perceptual mapping</td>
<td></td>
</tr>
<tr>
<td>philosophical inquiry</td>
<td></td>
</tr>
<tr>
<td>value clarification</td>
<td></td>
</tr>
<tr>
<td>simulations; role playing; games</td>
<td></td>
</tr>
<tr>
<td>scenarios; modeling</td>
<td></td>
</tr>
<tr>
<td>information and communication technology (ICT)</td>
<td></td>
</tr>
</tbody>
</table>

---

**37 Refer to paragraph 33 (e) of the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1)**
<table>
<thead>
<tr>
<th>surveys</th>
<th>case studies</th>
<th>excursions and outdoor learning</th>
<th>learner-driven projects</th>
<th>good practice analyses</th>
<th>workplace experience</th>
<th>problem solving</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other (countries to add as many as needed)**

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

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

<table>
<thead>
<tr>
<th>No. of ticks</th>
<th>0–5</th>
<th>6–28</th>
<th>29–35</th>
<th>36–50</th>
<th>51–65</th>
<th>66–84</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>F</td>
</tr>
</tbody>
</table>
Annex 2

**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

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Classification by UNECE Strategy for ESD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Formal</td>
</tr>
<tr>
<td>NGOs</td>
<td></td>
</tr>
<tr>
<td>Local government</td>
<td></td>
</tr>
<tr>
<td>Organized labour</td>
<td></td>
</tr>
<tr>
<td>Private sector</td>
<td></td>
</tr>
<tr>
<td>Community-based</td>
<td></td>
</tr>
<tr>
<td>Faith-based</td>
<td></td>
</tr>
<tr>
<td>Media</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong> (countries to add as many as needed)</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>No. of ticks</th>
<th>0–1</th>
<th>2</th>
<th>3–5</th>
<th>6–10</th>
<th>11–15</th>
<th>16–21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>F</td>
</tr>
</tbody>
</table>
Table (b) According to UN DESD

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Public awareness</th>
<th>Quality education</th>
<th>Reorienting education</th>
<th>Training</th>
<th>Social learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGOs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local government</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organized labour</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private sector</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community-based</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faith-based</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (countries to add as many as needed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The assessment scoring key for this table (max. 35 ticks; “other” not counted) is:

<table>
<thead>
<tr>
<th>No. of ticks</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–5</td>
<td>A</td>
</tr>
<tr>
<td>6–11</td>
<td>B</td>
</tr>
<tr>
<td>12–17</td>
<td>C</td>
</tr>
<tr>
<td>18–23</td>
<td>D</td>
</tr>
<tr>
<td>24–29</td>
<td>E</td>
</tr>
<tr>
<td>30–35</td>
<td>F</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>ISCED levels</th>
<th>% of education professionals who have received training to integrate ESD into their practice: (see key below)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Educators</td>
</tr>
<tr>
<td></td>
<td>Initial*</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>% of total number of educators (total number of educators by the reporting date)</td>
</tr>
<tr>
<td>0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Non-formal</td>
<td></td>
</tr>
<tr>
<td>Informal</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>% of educated trainers</th>
<th>0–5</th>
<th>6–10</th>
<th>11–25</th>
<th>26–50</th>
<th>51–75</th>
<th>76–100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>F</td>
</tr>
</tbody>
</table>

* 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.

---

38 Training is understood to include at least one day (a minimum of 5 contact hours).
39 Paragraphs 54 and 55 of the UNECE Strategy on ESD.
### Annex 4

**Summary and self-assessment** by countries:

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

---

*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.*