National Implementation Report

(As submitted by: Bosnia and Herzegovina)

Format for reporting on implementation of the
UNECE Strategy for Education for Sustainable Development
Phase III: 2011–2015

The following report is submitted on behalf of the Government of Bosnia and Herzegovina in accordance with the decision of the ECE Steering Committee on Education for Sustainable Development.

Name of officer (national focal point) responsible
for submitting the report:

Suada Ninic

Signature:

Date: 27 October 2014.

Full name of the institution:Agency for Pre-primary,Primary and Secondary education

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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, 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)): Ministry of external trade and economical relations in Bosnia and Herzegovina, Agency for high education in Bosnia and Herzegovina, Agency for Pre-primary, Primary and Secondary education in Bosnia and Herzegovina, Ministry of Civil affairs, Ministry of education of Republic of Srpska, Ministrys of education and science of Federation of Bosnia and Herzegovina, Pedagogical institution of District of Brcko, Ministry of environment and tourism of Federation of Bosnia and Herzegovina

☐ Stakeholders: _____

☐ NGOs (please specify) _____

☐ Academia (please specify) _____

☐ Business (please specify) _____

☐ Other (please specify) International Organization – Regional Environmental Center for Central and Eastern Europe (REC) – Country Office Bosnia and Herzegovina

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.)

Questionnaire for answers is sent to above mentioned institutions.

Decision making is decentralized.

Ministry of external trade and economical relations in Bosnia and Herzegovina, Ministry of education of Republika of Srpska and Agency for high education Bosnia and Herzegovina did not answer mail, that was sent to them in order to answer the questions in questionnaire.

Issue[1] 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).	
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 ☒ No ☐	Croatian and Serbian language on UNECE website.
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes ☐ No ☐	It is not known to us.
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes ☐ No ☒	No.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes ☐ No ☐	It is not known to us..
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the UNESCO global process on the United Nations Decade of ESD,[3] and other policy processes relevant to ESD?
Yes ☐ No ☐	It is not known to us.

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[1] Issues 1 to 6 herein are in accordance with the objectives (a)-(f) set out in the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1, para. 7).

[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.**

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 ☐ No ☐	We have not found this information.
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 ☐ No ☐ (b) Yes ☐ No ☐	*If yes, please specify details for (a) and (b).* *Please also fill in the table by ticking (✔) as appropriate.*

ISCED levels	(a) *Yes*	(b) *Yes*
0. Early childhood education		
1. Primary education		
2. Lower secondary education		
3. Upper secondary education		
4. Post secondary non-tertiary education		
5. Short-cycle tertiary education		
6. Bachelor's or equivalent level		
7. Master's or equivalent level		
8. Doctoral or equivalent level		

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 ☐	We have not found this information.
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes ☐ No ☐	We have not found this information.

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

[5] See http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx.

Sub-indicator 1.2.5	Does a formal structure for interdepartmental[6] cooperation relevant to ESD exist in your Government?
Yes ☐ No ☒	No
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government?[7]
Yes ☐ No ☒	No
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes ☐ No ☒	No.
Indicator 1.3	**National policies support synergies between processes related to sustainable development (SD) and ESD**
Sub-indicator 1.3.1	Is ESD part of SD policy(ies) if these exist in your country?
Yes ☐ No ☒	No.
Concluding remarks on issue 1	*Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD*
	Please address in particular the following questions: – *Which actions/initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*

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[6] Between State bodies.
[7] For an explanation, see paragraph 46 of the UNECE Strategy for ESD.

Issue 2.	Promote SD through formal, non-formal and informal learning
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 2.1	**SD key themes are addressed in formal education**
Sub-indicator 2.1.1	Some of the SD key issues are in regular curriculum, but only as a part of regular programme of appropriate subjects, but not us issues related to SD.
Yes ☐ No ☐	*Please specify what SD issues are important in the country (i.e., biodiversity, gender, consumption/production, etc.) and how they are addressed in the curricula.* *Please update the table in appendix I (a) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.* A ☐ B ☐ C ☐ D ☐ E ☐ F ☐
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum[8]/programme of study at various levels of formal education? Learning outcomes are not defined by support of ESD and they are not explicitly pointed out in curriculum.
Yes ☐ No ☐	*Please specify what competences as learning outcomes are important in your country.* *Please update the table in appendix I (b) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.* A ☐ B ☐ C ☐ D ☐ E ☐ F ☐

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[8] Idem.

Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum[9]/programme of study at various levels of formal education?
	Teaching methods supported by ESD are not explicitly given in curriculum.
Yes ☐ No ☐	*Please specify what methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.*
	Please also update the table in appendix I (c) that was used to report on implementation phase II, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.

A	B	C	D	E	F
☐	☐	☐	☐	☐	☐

Indicator 2.2	**Strategies to implement ESD are clearly identified**
Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects[10] only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project?[11]; (e) other approaches?

(a) Yes ☐ No ☐

(b) Yes ☐ No ☐

(c) Yes ☐ No ☐

(d) Yes ☒ No ☐

(e) Yes ☐ No ☐

Please specify for different levels of education system in accordance with ISCED by ticking (✔) in the table as appropriate.

ISCED levels 2011	(a) Yes	(b) Yes	(c) Yes	(d) Yes	(e) Yes
0. Early childhood education					
1. Primary education				✔	
2. Lower secondary education					
3. Upper secondary education					
4. Post-secondary non-tertiary education					
5. Short-cycle tertiary education					
6. Bachelor's or equivalent level					
7. Master's or equivalent level					

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[9] Idem.

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

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

Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).

Indicator 2.3	A whole-institution approach[12] to SD/ESD is promoted
Sub-indicator 2.3.1	Do educational institutions[13] adopt a "whole-institution approach" to SD/ESD?

Yes ☐ No ☐

The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2015. ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.

Also, please provide information for all levels of your education system in accordance with ISCED by ticking (✓) in the table as appropriate and specify for non-formal and informal education, as appropriate.

ISCED levels 2011	Yes
0. Early childhood education	
1. Primary education	✓
2. Lower secondary education	
3. Upper secondary education	
4. Post-secondary non-tertiary education	
5. Short-cycle tertiary education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	

COMENT: Regional Environmental Center for Central and Eastern Europe (REC) has implemented comprehensive program "Education for Sustainable Development in Western Balkans" aims at supporting implementation of education sector reforms and ESD strategies in the Western Balkans by developing, implementation and dissemination of sustainable school concept at elementary school level. Purpose of this programme was to improve practices in schools and communities for sustainable development in the Drina River Basin area (Bosnia and Herzegovina, Montenegro, Serbia) and broader Western Balkans. The project worked with 10 schools and communities in Bosnia and Herzegovina: 5 in the Federation of B&H and 5 in the Republic of Srpska.

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[12] A "whole institution approach" means that all aspects of an institution's internal operations and external relationships are reviewed and revised in the 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).

[13] 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, including the implementation of ESD school plans?
Yes ☒ No ☐	*If yes, please specify what schemes are available for all levels of your education system.* *Please also provide information on all education levels in accordance with ISCED by ticking (✔) in the table as appropriate.*

ISCED levels 2011	Yes
0. Early childhood education	
1. Primary education	✔
2. Lower secondary education	
3. Upper secondary education	
4. Post-secondary non-tertiary education	
5. Short-cycle tertiary education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	

Please also specify for non-formal and informal education, as appropriate. If relevant information is available please also specify (provide examples).

COMENT: Through the program "Education for Sustainable Development in Western Balkans" Regional Environmental Center for Central and Eastern Europe (REC) focused activities on:

1. Adapting existing sustainable school concepts to meet local situation and respond to local needs

2. Introducing sustainable school concept into school policies and organization, teaching/learning processes and school management

3. Teacher education (in-service training in ESD)

Within this project 10 schools from Bosnia and Herzegovina developed document "School Development Plan". Also financial support was provided to target schools to implement the Sustainable School concept and realize a certain number of selected priority actions identified through developing school development plans.

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?
Yes ⊠ No ☐	*Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.* *Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✔) in the table as appropriate:* *(a) For formal institutions:*

(a) For formal institutions:

ISCED levels 2011	*Yes*
0. Early childhood education	
1. Primary education	(✔
2. Lower secondary education	
3. Upper secondary education	
4. Post-secondary non-tertiary education	
5. Short-cycle tertiary education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	

(b) For non-formal institutions:

ISCED levels 2011	*Yes*
0. Early childhood education	
1. Primary education	(✔
2. Lower secondary education	
3. Upper secondary education	
4. Post-secondary non-tertiary education	
5. Short-cycle tertiary education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	

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?:[14] (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?

(a) Yes ☐ No ☐ (b) Yes ☐ No ☐ (c) Yes ☐ No ☐	*Please elaborate.* *Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.*

ISCED levels 2011	(a) Yes	(b) Yes	(c) Yes
0. Early childhood education			
1. Primary education			
2. Lower secondary education			
3. Upper secondary education			
4. Post-secondary non-tertiary education			
5. Short-cycle tertiary education			
6. Bachelor's or equivalent level			
7. Master's or equivalent level			
8. Doctoral or equivalent level			

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).

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?

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[14] 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).

Yes ☒ No ☐	*Please specify and provide information on new developments and good practice examples.*
	YES:
	COMENT: Another program "GREEN PACK" was implemented by Regional Environmental Center for Central and Eastern Europe (REC). The Green Pack is a multi-medium environmental education curriculum kit to teach children about environmental protection and sustainable development. It is primarily intended for primary school teachers and their students. Green Packs are being prepared for the schools in Bosnia and Herzegovina (together with other Western Balkan Countries: Montenegro, Serbia and Kosovo) with the support of the Ministry of Foreign Affairs of Netherlands.
	Within the project:
	- Feasibility study on the current level of education for sustainable development is developed. - Specific Green Packs in three official languages (Bosnian, Bosnian/Croatian, and Bosnian/Serbian) were produced and disseminated to all primary schools in Bosnia and Herzegovina - 520 teachers educated for dissemination of Green Packs

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 ☐	We have not found this information.
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 ☐ No ☐	We have not found this information.
Indicator 2.6	**ESD implementation is a multi-stakeholder process**[15]
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes ☒ No ☐	
Concluding remarks on issue 2	*Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning*

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[15] 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).

	Please address in particular the following questions: – *Which actions/initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *Which other considerations have to be taken into account in future ESD implementation concerning this objective?* *Both projects implemented by* Regional Environmental Center for Central and Eastern Europe (REC) were valuable for our education system. The Green Pack project in Bosnia and Herzegovina was very successful and its appreciation was more than expected. Even though, the educational system is divided and different on entity levels, teachers' interest to participate in the project from all parts of the country were more than expected. Teachers/schools as direct beneficiaries showed huge interest in training participation as well gratefulness for GP toolkit development is such usable design that covers all hot environmental topics tailored for beneficiary country with updated information. Project results and achievements were also very attractive to all kind of media, since this kind of EE package is the first one prepared and distributed in BiH in term of quality, easy to use and attractiveness of design in recycled paper. Although the Green Pack is a tool for higher classes of the primary schools in BiH (V-IX grades), many school teachers requested a copy for their eventually use for I-V grades. Adaptation and implementation of GP for junior classes would fully integrated ESD into all strata of education in BiH, which automatically means continuation of implementation of UN/ECE Strategy on Education for Sustainable Development (ESD) signed by Bosnia and Herzegovina. The project Education for Sustainable Development in Western Balkan in which schools from Bosnia and Herzegovina participated build capacities of school beneficiaries (principals, teachers, management staff, students and representatives of Civil Society Organizations (CSOs)) on fundamentals of sustainable development, ESD, implementation of sustainable school concept (topics in line with the theoretical concept of sustainable schools: curriculum/teaching and learning, tolerance/equity/inclusion, maintenance/supplies, school management, networking, close environment as an exploring area, safety and well-being). Institutional capacity building is supported by introducing new widely applicable methods of teaching for sustainable development. Further, institutional capacity is enhanced by introducing competitive measures in funding local initiatives within this program.
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[16] of educators**
Sub-indicator 3.1.1	Is ESD a part of educators' initial training?[17]
Yes ☐ No ☒	No.

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

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

Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training?[18]
Yes ☐ No ☐	*In particular specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.* *Please also update the information provided under the phase II national implementation reporting in appendix III.*
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes ☐ No ☐	*Please specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional.*
Indicator 3.2	**Opportunities exist for educators to cooperate on ESD**
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?
Yes ☐ No ☐	*Please specify.*
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way?[19]
Yes ☒ No ☐	YES: RECs project were supported by all relevant Miniseries of education in Bosnia and Herzegovina. Also ministry representatives participated in programs as Steering Committee Members by providing in-kind, political and institutional support
Concluding remarks issue 3	*Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching*
	Please address in particular the following questions: – *Which actions/initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*
Issue 4.	**Ensure that adequate tools and materials for ESD are accessible**

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[18] 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.

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

Materials produced within the REC's "Green Pack" project are available online and in a hard copy.

The Green Pack includes 22 topics related to environmental protection and sustainable development, divided into five chapters:

- **Environmental Components**: air, water, soil and biodiversity;
- **Threats to the Environment**: urbanisation, noise, waste and chemicals;
- **Human Activities and Impacts**: energy, transport, industry, agriculture, forestry and tourism;
- **Global Challenges**: climate change, ozone depletion, acidification, and issues affecting seas and oceans;
- **Values**: ethics and values related to consumerism, human health and the environment, citizens' rights, and responsibility for the Earth's future.

Each of the main Green Pack components — the CD ROM, the teacher's handbook, the DVD video and the dilemma game — follows the same structure.

Indicator 4.1	Teaching tools and materials for ESD are produced
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?
Yes ☐ No ☐	*Please describe.*

Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes ☐ No ☒	No..

Indicator 4.2	**Quality control mechanisms for teaching tools and materials for ESD exist**
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities?; (b) approved by public authorities?; (c) tested and recommended for selection by educational institutions?
(a) Yes ☐ No ☒ (b) Yes ☐ No ☒ (c) Yes ☐ No ☒	No.

Sub-indicator 4.2.2	Are ESD teaching tools/materials available: (a) in national languages?; (b) for all levels of education according to ISCED?
(a) Yes ☒ No ☐ (b) Yes ☐ No ☒	*Please specify. If the answer is yes for (b), please specify by ticking (✔) in the table as appropriate.* YES: Materials produced within the REC's "Green Pack" project are available online and in a hard copy on three official languages of Bosnia and Herzegovina.

ISCED levels 2011[20]	Yes
0. Early childhood education	
1. Primary education	✔
2. Lower secondary education	
3. Upper secondary education	
4. Post-secondary non-tertiary education	
5. Short-cycle tertiary education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8 Doctoral or equivalent level	

Indicator 4.3	**Teaching tools and materials for ESD are accessible**
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?
Yes ☐ No ☒	No.

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[20] Education level in accordance with ISCED.

Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes ☐ No ☒	No
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes ☐ No ☒	*Please describe and name in particular official Internet sites.* *Materials produced within the REC's "Green Pack" project are approved as teaching tool by all relevant ministries.* All relevant ministries for education and environment gave full support to project activities and positive evaluation when project ended. *Materials are available online on www.rec.org*
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 ☐ No ☒ (b) Yes ☐ No ☒	*For (a) and (b) please specify and mention by whom it was established and by whom it is managed.*
Concluding remarks issue 4	*Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible*
	Please address in particular the following questions: – *Which actions/initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*
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[21] on ESD is promoted**
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD[22]supported?

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[21] These include support from various sources, such as State, local authorities, business and non-governmental organizations or institutions.

[22] E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology ;and means of evaluation, including socioeconomic impacts.

Yes ☒ No ☐	Within the RECs project "Education for Sustainable Development in Western Balkans "Competencies of *school management* to run "sustainable school" and to integrate sustainable practices into everyday school life have been addressed and improved through the following measures: • Development of training modules on "sustainable school management" targeting school management and mentorship during pilot project preparation provided; • Providing training on "sustainable school management" targeting school management (principals-psychologists-pedagogues) and representatives of local governments; • Change management trainings prepared and tailored for school managerial staff.
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes ☐ No ☐	We have not found this information. *Please specify what subjects were investigated and list major reports.*
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD:[23] (a) for the master's level?; (b) for the doctorate level?; (2) addressing ESD: (a) for the master's level?; (b) for the doctorate level?
(1) (a) Yes ☐ No ☐ (b) Yes ☐ No ☐ (2) (a) Yes ☐ No ☐ (b) Yes ☐ No ☐	*Please specify what programmes are available and list the most important academic dissertations that address ESD.*
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?
(a) Yes ☐ No ☐ (b) Yes ☐ No ☐	We have not found this information. *Please provide information on (a) and (b).*
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?[24]

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

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

Yes ☒ No ☐	*Please specify what main projects were/are being implemented to that end.* *YES: Two projects implemented by* Regional Environmental Center for Central and Eastern Europe (REC) "Green Pack" and "Education for Sustainable Development in Western Balkans"
Indicator 5.3	**Dissemination of research results on ESD is promoted**
Sub-indicator 5.3.1	Is there any public authority support for mechanisms[25] to share the results of research and examples of good practices in ESD[26] among authorities and stakeholders? Within the two RECs projects following actions were undertaken in order to widely disseminate results: - 10 Regional Trainings for teacher's education for dissemination of Green Packs were organized and 520 teachers were educated. 2 Closing Conferences were held in order to share and promote project results 9 mentoring visits, 17 trainings and 4 regional events were organized within the project "Education for Sustainable Development in Western Balkans"
Yes ☒ No ☐	*Please specify and provide information about where published research and dissertations are accessible.*

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

[26] 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.

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
(a) Yes ☒ No ☐ (b) Yes ☐ No ☒	*Please name the major publications for (a) and (b).* YES: • GREEN PACK (on three official languages of Bosnia and Herzegovina) • Analysis of current situation in primary education in the region current practices and policies of education for sustainable development and sustainable schools, that can be widely used for the elaboration of future national and regional strategies and policy formulations (developed within the RECs project "Education for Sustainable Development in Western Balkans") • Joint methodology for school sustainable development planning, that is piloted in tree countries and, following the experiences from the field, fine-tuned in accordance to existing situation (developed within the RECs project "Education for Sustainable Development in Western Balkans")
Concluding remarks on issue 5	*Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.*
	– *Which actions/initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*

Issue 6.	**Strengthen cooperation on ESD at all levels within the ECE 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 ECE region and beyond**
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international[27] networks on ESD?
Yes ☒ No ☐	*10 Municipalities from Bosnia and Herzegovina (together with 10 municipalities from Serbia and 5 municipalities from Montenegro) participated in REC's regional project/ program "Education for Sustainable Development in Western Balkans".* Significant improvements have been made in the Drina River Basin municipalities concerning local SD planning in recent years. Local sustainable development strategies have been developed. In addition, 10 municipalities have developed the General socio-economic development plan. It means that municipalities in the Drina River Basin have initiated their own Local Agenda 21 processes and introduced integrated strategic planning as a practice in the municipal management. Strategic documents that have been developed during this project are considered very useful for the improvement of local self-governments' opportunities to make the most of their development potentials and engage available resources for the financing of local development needs.

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[27] In this context, international associations, working groups, programmes, partnerships, etc., means those at the global, regional and subregional levels.

Sub-indicator 6.1.2	Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes ☐ No ☐	We have not found this information. *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 ☐	*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 ECE region?
Yes ☐ No ☐	*Please list and describe.*
Concluding remarks on issue 6	*Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region*
	Please address in particular the following questions: - *Which actions/ initiatives have been particularly successful and for which reason?* - *What challenges did your country encounter when implementing this objective?* - *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*
Issue 7.	**Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD**
We have not found this information. *Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.*	
What the role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.	
Issue 8.	**Describe any challenges and obstacles encountered in the implementation of the Strategy**
We have not found this information.	
Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.	
Please in particular discuss any challenges and obstacles encountered that were not yet mentioned in the concluding remarks on the implementation of the Strategy's main objectives (issues 1–6).	
Issue 9.	**Future implementation of Education for Sustainable Development**

Is there a political commitment/an indication that ESD implementation will continue to be supported after the end of phase III of the UNECE Strategy for ESD and after the United Nations Decade of ESD in your country? If yes, is there already an indication of implementation priorities?

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 (✔) 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.)*

Also, could you specify which specific themes are of critical importance in your country and why?

Some key themes covered by sustainable development	ISCED Levels 2011								
	0	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*
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 intergenerational 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									
Mines in Bosnia and Herzegovina (as environmental polluters)		✔							

   Note: 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 (maximum 153 ticks; "other" categories not counted) is:

No. of ticks	**0–9**	10–16	17–39	40–75	76–112	113–153
Scale	**A**	B	C	D	E	F

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[28]/programme of study at various levels of formal education, by filling in the table below. *(Please tick (✔) 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*	*6*	*7*	*8*
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:	- 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*)?									

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[28]   At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels								
		0	1	2	3	4	5	6	7	8
Learning to be Does education at each level enhance learners' capacity for:	- 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*)?									
	-									
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 (*countries to add as many as needed*)?									
	-									

Note: 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 (maximum 207 ticks; "other" not counted) is:

No. of ticks	0–11	12–21	22–53	54–105	106–156	157–207
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 (✔) 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[a]	ISCED Levels								
	0	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*
Discussions									
Conceptual and perceptual mapping									
Philosophical inquiry									
Value clarification									
Simulations; role playing; games									
Scenarios; modelling									
Information and communication technology (ICT)									
Surveys		✔							
Case studies		✔							
Excursions and outdoor learning		✔							
Learner-driven projects		✔							
Good practice analyses		✔							
Workplace experience		✔							
Problem-solving		✔							
Total									
Other (*countries to add as many as needed*)									

Note: 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.

[a] Please refer to paragraph 33(e) of the UNECE Strategy for ESD.

The scoring key for this table (maximum 126 ticks; "other" not counted) is:

No. of ticks	**0–8**	9–42	43–53	54–76	77–98	99–126
Scale	**A**	B	C	D	E	F

Appendix II

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent ESD implementation is a multi-stakeholder process by filling in the table below. Please provide examples of good practice. *(Please tick (✔) 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 (maximum 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 (maximum 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 ESD is a part of the initial and/or in-service educator's training, by filling in the table below by ticking (✓) as appropriate.

ISCED levels	Percentage of education professionals who have received training[a] to integrate ESD into their practice																	
	Educators												Leaders/administrators[b]					
	Initial[c]						In service[d]						In service[e]					
	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.																		
7.																		
8.																		
Non-formal																		
Informal																		

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

[b] See paras. 54 and 55 of the UNECE Strategy for ESD.

[c] 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.

[d] 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.

[e] 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.

The scoring key for this table (maximum 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

Appendix IV

Summary and self-assessment by countries

Please specify the status of efforts to implement the sub-indicators listed in the table below by ticking (✓) as appropriate.

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.

Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD	☐ Not started ☒ In progress ☐ Developing ☐ Completed
Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	☐ Not started ☒ In progress ☐ Developing ☐ Completed
Indicator 1.3	National policies support synergies between processes related to SD and ESD	☒ Not started ☐ In progress ☐ Developing ☐ Completed
Indicator 2.1	SD key themes are addressed in formal education	☐ Not started ☒ In progress ☐ Developing ☐ Completed
Indicator 2.2	Strategies to implement ESD are clearly identified	☒ Not started ☐ In progress ☐ Developing ☐ Completed
Indicator 2.3	A whole-institution approach to ESD/SD is promoted	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 2.4	ESD is addressed by quality assessment/enhancement systems	☒ Not started ☐ In progress ☐ Developing ☐ Completed
Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 2.6	ESD implementation is a multi-stakeholder process	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 3.1	ESD is included in the training of educators	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 3.2	Opportunities exist for educators to cooperate on ESD	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 4.1	Teaching tools and materials for ESD are produced	☒ Not started ☐ In progress ☐ Developing ☐ Completed
Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	☒ Not started ☐ In progress ☐ Developing ☐ Completed
Indicator 4.3	Teaching tools and materials for ESD are accessible	☒ Not started ☐ In progress ☐ Developing ☐ Completed
Indicator 5.1	Research on ESD is promoted	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 5.2	Development of ESD is promoted	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 5.3	Dissemination of research results on ESD is promoted	☐ Not started ☒ In progress ☐ Developing ☐ Completed
Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond	☐ Not started ☒ In progress ☐ Developing ☐ Completed