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Committee on Environmental Policy

United Nations Economic Commission for Europe Steering Committee on Education for Sustainable Development

Ninth meeting
Geneva, 3 and 4 April 2014
Item 2 (d) of the provisional agenda
Implementing the third phase of the UNECE Strategy for Education for Sustainable Development: mandatory national implementation reporting in 2014

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

Summary

By its terms of reference, the United Nations Economic Commission for Europe (ECE) Steering Committee for Education for Sustainable Development is charged with monitoring the progress of the implementation of the UNECE Strategy for Education for Sustainable Development (CEP/AC.13/2005/4/Rev.1, annex, para. 4 (b)).

On 1 November 2014, States participating in the Strategy are due to submit their national implementation reports. Reports are expected to reflect the progress made in the implementation of the Strategy at the national/State level during implementation phase III (2011–2015). This document presents the format for reporting. The set of indicators, on which the reporting format is based, was developed by the ECE Expert Group on Indicators. The reporting format has been slightly updated by the secretariat in consolidation with the Expert Group on Indicators to meet the reporting needs of phase III.

Based on national reports submitted, the secretariat will prepare a synthesis report in 2015, highlighting progress made, identifying challenges and drawing up recommendations. The synthesis report is vital for setting future priorities for implementing ESD and is expected to be presented to a high-level meeting of education and environment ministries in 2016.

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Contents

Introduction

1. The reporting format provided in this document was developed following the adoption by the United Nations Economic Commission for Europe (ECE) Steering Committee on Education for Sustainable Development of the workplan for the Implementation of the UNECE Strategy for Education for Sustainable Development (Strategy for ESD), 2005–2007 (CEP/AC.13/2005/8), which contains the procedure for the review of implementation of the 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. In addition, the workplan for implementation of phase III of the Strategy (2010–2015) sets out the timeline for the reporting exercise in 2014 (ECE/CEP/AC.13/2011/4, para. 47).

3. The set of indicators was developed by the ECE Expert Group on Indicators for Education for Sustainable Development set up by the High-level Meeting of Environment and Education Ministries (Vilnius, 17–18 March 2005). Three complementary progress reports provide information on the development of the indicators (see CEP/AC.13/2005/9, ECE/CEP/AC.13/2006/5 and ECE/CEP/AC.13/2008/4).

4. To reflect the requirements of phase III, in consolidation with the Expert Group on Indicators the secretariat has introduced the following changes to the reporting template developed by the Group:

(a) The reporting template was updated to use the revised International Standard Classification of Education (ISCED), as adopted by United Nations Educational, Scientific and Cultural Organization (UNESCO) member States in 2011;

(b) To gather important analytical information for the future implementation of education for sustainable development (ESD) (after the third phase of implementation comes to an end), countries are now given the possibility to add concluding remarks, i.e., on the main successes, challenges and implications for future implementation for each of the Strategy's objectives;

(c) Where appropriate, references to educator competences in ESD as developed by the ECE Expert Group on Competences were added (indicator 3.1);

(d) Where appropriate, references to the priority action areas as adopted by the Steering Committee at its seventh meeting (Geneva, 1–2 March 2012) (ECE/CEP/AC.13/2012/2, para. 48) were included (indicator 2.3);

(e) Descriptive remarks on indicators that referred only to phases I and II were revised to reflect the requirements of phase III, i.e., focusing on an analysis of implementation and implementation outcomes;

(f) Issue 9 of the 2010 reporting template ("describe any assistance needed to improve implementation") has been revised to read "future implementation of education for sustainable development", focusing on priorities for a future ESD implementation framework.

5. The main elements of the reporting procedure are as follows:

(a) ECE member States should prepare reports through a transparent consultative process involving all relevant stakeholders at the national/State level;

(b) Although the "yes/no" part of sub-indicators was required to be reported on in phase I (2007) and the "descriptive" part in phase II (by 2010) and phase III (by 2015),

countries are encouraged to report on the full set of indicators at the end of each phase, to the extent possible, in line with a country's progress in implementing the Strategy for ESD;

(c) Thirty-six member States reported on a voluntary basis by preparing reports for the Environment for Europe Ministerial Conference in Belgrade in 2007. Again, 36 member States responded to the first formal call for reporting in 2010. Countries are requested to prepare an updated version of the report for 2015;

(d) 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 ECE, French and Russian. Reports will be made available in the languages in which they are received. No editing will be provided;

(e) Deadline for submission to the secretariat, taking into account United Nations document management procedures, is 1 November 2014;

(f) The ECE secretariat will post the reports on its website;

(g) The ECE secretariat will prepare a synthesis report for 2015, highlighting achievements, identifying challenges and drawing conclusions regarding future ESD implementation. It is expected that the reporting results will be presented at the 10th meeting of the Steering Committee in 2015 and at a high-level meeting of education and environment ministries in 2016;

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

Annex

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 …….....
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:

Signature:

Date:

Full name of the institution: Council for Minister of Education, Canada

Postal address: 95 St. Claire Avenue West,

Telephone: Tel./tél.: 416-962-8100, ext./poste 247

E-mail: a.manca-mangoff@cmec.ca

Website:

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

A. Provide brief information (not more than half a page) on the process by which this report has been prepared, including information on which types of public authorities were consulted or contributed to its preparation, 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.

X Governmental institutions (please specify) _____

☐ Stakeholders: _____

X NGOs (please specify) _____

X 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.)

Because education is the jurisdiction of the ten provinces and three territories, Canada's response to UNECE is based on Canada's response to the UNESCO Questionnaire which was compiled using official responses from the responsible jurisdictions under the auspices of the Council of Minister of Education, Canada (CMEC). All ten provinces responded to the UNESCO questionnaire while the governments of the three territories indicated with regret that they were unable to do so. The responding provinces have a combined K-12 student population of 5,292,284, or 99.5 per cent coverage of the K-12 student population across the country.[1]

In many provinces, support for higher education is the responsibility of a government department or ministry that is separate from those that oversee K-12. Institutions of higher education in Canada have their own incorporation and governance structures, and function collaboratively but independent from provincial government departments. In this report, all of the provincial government respondents reported on activities from early childhood education and care through to K-12, but only four also included coverage of ESD/EE in higher education. Institutions in these four provinces have a combined student population of 545,492 — less than a third of all students in higher education across Canada.[2] Finally, most provincial government respondents indicated that it was outside of their mandate to report on non-formal education, training, and public education.

[1] As above.
[2] Based on Statistics Canada data for 2010/11. Accessed August 12, 2013 from http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/educ71a-eng.htm.

Issue[3] 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[4] language(s)?
Yes X No ☐	*Please specify languages.* English and French
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes X No ☐	*If yes, please specify in which ministrie(s)/department(s) the focal point(s) are located.* Antonella Manca-Mangoff, Coordinator, International Council of Ministers of Education, Canada In addition, The CMEC Education for Sustainable Development Working Group (CMEC ESDWG) has played an important coordinating role in sharing resources and successful practices among jurisdictions at the government level.
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes X No ☐	*Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.* At the beginning of the DESD, Canada identified three primary focal points for DESD implementation in order to establish a strong consensus among ESD/EE actors: • the Council of Ministers of Education, Canada (CMEC), the intergovernmental body that serves as a forum for policy and planning and as an instrument to represent the education interests of the provinces and territories internationally; • the federal department of environment (Environment Canada), which aims to reflect the national interest regarding environmental issues; • the Canadian Commission for UNESCO (CCUNESCO), which engages and consults with civil society.

[3] 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).

[4] 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.

Issue[3] 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).	
	These three groups, together with Manitoba Education, Learning for a Sustainable Future (LSF), and the J.W. McConnell Foundation, initiated Canada's response to the DESD, laying the groundwork for significant progress, achievements, and lessons learned over ten years. At the end of the DESD, there are now two ESD/EE focal points at the pan-Canadian level*:* • Council of Ministers of Education Canada (CMEC) ESD Working Group, made up of government representatives from provincial and territorial ministries of education (K-12 level)[5] • ESD Canada*,* a network that brings together a broad range of stakeholders from across the country to support systemic change toward ESD/EE within the formal, non-formal, and informal education systems. Hosted by LSD, ESD Canada meets formally through an annual conference call, and informally through related opportunities such as CCUNESCO and EECOM annual meetings.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes ☐ No X	*Please specify whether this plan includes implementation of the UNECE Strategy for ESD and please indicate the Internet address where it is accessible.* There is no national ESD plan in place.
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,[6] and other policy processes relevant to ESD?
Yes X No ☐	*Please specify and list major documents.* ESD leadership on an international level: Manitoba's Deputy Minister of Education and Learning, Gerald Farthing, is the current chair of the United Nations Economic Commission for Europe (UNECE) ESD steering committee. Canada is also a member of the UNECE expert group on competencies in ESD, which was mandated to prepare general recommendations for policy-makers and a range of competencies in ESD for educators. Among the 19 members of this group, the former Dean of the Faculty of Education at Université de Saint-Boniface, Dr. Len Rivard, represents Canada. Dr. Alex Michalos, University of Northern British Columbia and Brandon University, also served on the UNECE ESD indicators expert group. And Carolee Buckler, Sustainable Development Coordinator for Manitoba Education spent a year working for UNESCO's ESD Section. There is also close cooperation with the Canadian UNESCO commission and its activities. There are links between what is happening at the international level on ESD with what is happening in Canada on ESD.

[5] http://www.cmec.ca/147/Programs-and-Initiatives/Education-for-Sustainable-Development/Overview/index.html

[6] 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.

Issue[3] 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 1.2	**Policy, regulatory and operational frameworks support the promotion of ESD**
Sub-indicator 1.2.1	Is ESD reflected in any national policy[7] document(s)?
Yes X No ☐	*Please specify and list any major document(s).* ESD/EE is identified as one of eight priority areas in the Council of Ministers of Education's Learn Canada 2020 document. Because the lifespan of this document extends beyond the end of the UN DESD in 2014 it will continue to be on the CMEC agenda.
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?[8]
X Yes □ No (4 of 10 provinces)	*If yes, please specify details for (a) and (b).* Education is a provincial responsibility and the responses below reflect this. In the policies and documents of the provincial and territorial governments, the wide scope or particular aspects of ESD may be addressed in frameworks for teaching and learning or highlighted in strategy documents. In some provinces and territories, the vision and objectives for education may reflect the guiding principles of ESD without making direct reference to sustainability. Some examples include: In 2008, the British Columbia Ministry of Education established the Sustainability Education Framework to encourage the K–12 education system to show leadership in adopting and promoting environmentally sustainable practices and learning opportunities that support healthy, natural, social, and economic environments for current and future generations. This vision is aligned with the BC Energy Plan, which sets out a strategy to encourage British Columbians to take responsibility for the climate and the environment. The framework helps ensure that all K–12 students are being educated in the basics of living sustainably, examining issues within the context of economic prosperity, consumption, social justice, and ecological stewardship. The BC Sustainability Education Framework uses a wholeschool approach, involving teachers, students, parents, administrators, support staff, and the community. Among the objectives and key messages of the framework are: Sustainability requires a respect for all cultures and recognition of the interdependence of all people in the global community. In June 2007, the Working Group on Environmental Education in Ontario issued its report, Shaping Our

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

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

Schools, Shaping Our Future: Environmental Education in Ontario Schools. The report provided a vision for environmental education with four key areas of recommendations: the development of an environmental education policy; leadership and accountability in all parts of the province, the Ministry of Education, school boards, and schools; curriculum initiatives that include cross curricular integration and curriculum content; and teaching and resources. The policy framework for environmental education in Ontario schools, Acting Today, Shaping Tomorrow, was released in 2009. Situating itself in the context of the UN Decade of Education for Sustainable Development.

While ESD/EE is a stated priority for only one provincial education department, most of the provincial priorities for education align with quality education. (Many suggest that ESD/EE contributes to quality education). Provinces highlight their mandates for creating effective learning environments, ensuring student achievement, addressing literacy and numeracy skills, and improving completion rates.

> ESD-related learning outcomes are embedded throughout the K-7 [and] 8-12 curriculum in many subjects and grades. Because the learning outcomes are mandated, all BC students experience ESD.
>
> —BC Ministry of Education

Several provinces noted that ESD/EE learning outcomes are embedded in primary and secondary education curricula and curriculum policy, and learning resources are provided for teachers. as one province commented, "integration [of ESD/EE] continues to be a priority as curricula are renewed."

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 ☐	*Please specify.*

	Several provinces point to the role that the provincial ESD/EE working groups and ESD Canada have played in advancing ESD/EE in non-formal education, training, and public awareness. The network, working groups, RCEs, and other university centres have brought professional associations (such as the Association of Professional Engineers and Geoscientists of Saskatchewan) into their activities and have encouraged professional development within organizations such as provincial crown corporations/state enterprises and private-sector companies.
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes ☐ No ☐	*Please specify.* Examples of how ESD is included in non-formal and informal learning in Canada are plentiful — whether provided by governments, nongovernmental organizations, or the private sector. Often, all three groups are involved. Educational programs and public awareness campaigns are provided for adults, families, and children and young people in schools and in communities. Individual organizations active in public environmental education and outreach reported on a wide range of initiatives, from, water management, and waste reduction and recycling through to commuter challenges and promoting international campaigns such as Earth Hour. One specific example is the deliverey of nine Energy Awareness Training sessions to approx. 130 City of Saskatoon employees. The results led to reductions of approx. 230 tonnes of CO2e. These reductions were achieved by asking employees to commit to a number of environmental actions after learning about the behavioural changes they could each make to reduce energy consumption. ESD/EE experts have pointed to municipal governments as important actors in raising public awareness, and suggest that the private sector in Canada is doing a lot with respect to educating and informing businesses about corporate social responsibility and sustainable development (see, for example, the Excel Partnership, www.excelpartnership.ca).

Sub-indicator 1.2.5	Does a formal structure for interdepartmental[9] cooperation relevant to ESD exist in your Government?
Yes ☐ No X	*Please specify.* The Council for Minister's of Education, Canada ESD Working Group is a way for Ministries of Education to cooperative on ESD issues. There is no national formal structure in place for interdepartmental cooperation with other government departments (ministry of environment/conservation, etc).
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government?[10]
Yes ☐ No ☐	*Please specify.*
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes X No ☐	*Please specify.* The province Manitoba supports ESD within the Ministry of Education and Advanced Learning annual budget. This includes, providing two staff salaries to work on ESD. References to public funding ESD are found elsewhere in this report.
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 X No ☐	On a provincial level, ESD has been included in Manitoba's strategic document, *Tomorrow Now – Manitoba's Green Plan* (released in 2012), which provides guidance for the provincial government on sustainable development policy up until 2020.
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?*

[9] Between State bodies.

[10] 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	Are key themes of SD[11] addressed explicitly in the curriculum/programme of study at various levels[12] of formal education?
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.* Various topics of the sustainable development are addressed within the educational systems in Canada: health education, environmental education, citizenship education, consumer education and education for gender equality, biodiversity education, human rights education, peace education, etc. Numerous initiatives and projects have been organized in many schools. SD themes are often addressed in the broad learning outcomes for K-12 education, as well as integrated into various subjects in the curriculum. The teaching and learning methods and the learning outcomes may also encompass more active, critical, and involved educational practices, aligned with ESD principals. Post Secondary Institutions also offer a wide variety of programs that address the key themes of education for sustainable development. Nova Scotia has identified various curricula outcomes for various subjects that relate to ESD and has evaluated resources that has an ESD focus and approved many of these to the provincial list of authorised resources Manitoba Education and Advanced learning created the ESD Curriculum Correlation charts outlining where ESD learning outcomes can be found in the curriculum organized by grade level and by discipline at http://www.edu.gov.mb.ca/k12/esd/correlations/charts/index.html
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum[13]/programme of study at various levels of formal education?

[11] For details, see paragraph 15 of the UNECE Strategy for ESD.
[12] For the State or federal level, where relevant.
[13] Idem.

<table>
<tr>
<td>Yes ☐ No ☐</td>
<td>Please specify what competences as learning outcomes are important in your country.

In Canada, postsecondary institutions have autonomy in academic matters; curriculum and program content are the purview of the institutions. However, in general, postsecondary institutions' programs address many sustainability issues and challenges either directly or indirectly. For example, one of the priorities identified in University of Regina's strategic plan is to make the University a leader in environmental responsibility. Put sustainability at the core of our teaching, research and campus life.
—Saskatchewan Education

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.
<table>
<tr><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td></tr>
<tr><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td></tr>
</table>
</td>
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</table>

Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum[14]/programme of study at various levels of formal education?
Yes ☐ 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[15] only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project?[16]; (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)**	**(b)**	**(c)**	**(d)**	**(e)**
	Yes	*Yes*	*Yes*	*Yes*	*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					

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

[14] Idem.
[15] E.g., geography or biology. For higher education, "subject" means "course".
[16] A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

<table>
<tr><th>Indicator 2.3</th><th>A whole-institution approach[17] to SD/ESD is promoted</th></tr>
<tr><td>Sub-indicator 2.3.1</td><td>Do educational institutions[18] adopt a “whole-institution approach” to SD/ESD?</td></tr>
<tr><td>Yes ☐ No ☐</td><td>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.

<table>
<tr><th>ISCED levels 2011</th><th>Yes</th></tr>
<tr><td>0. Early childhood education</td><td></td></tr>
<tr><td>1. Primary education</td><td></td></tr>
<tr><td>2. Lower secondary education</td><td></td></tr>
<tr><td>3. Upper secondary education</td><td></td></tr>
<tr><td>4. Post-secondary non-tertiary education</td><td></td></tr>
<tr><td>5. Short-cycle tertiary education</td><td></td></tr>
<tr><td>6. Bachelor’s or equivalent level</td><td></td></tr>
<tr><td>7. Master’s or equivalent level</td><td></td></tr>
<tr><td>8. Doctoral or equivalent level</td><td></td></tr>
</table></td></tr>
</table>

[17] 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).

[18] 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 X No ☐	*If yes, please specify what schemes are available for all levels of your education system.* There are several recognition and reward programs, by showcasing commitment and innovation among the recipients, have had beneficial outcomes: • Learning for a Sustainable Future has created ESD innovation awards to inspire action and systemic change; the LSF Jack Layton Award for Youth Action in Sustainability honours passion and commitment for sustainability; and the LSF Greenest Teacher award recognizes those who demonstrate a commitment to education for sustainable development in the classroom. • The Saskatchewan RCE Recognition Event awards innovation in community-level sustainability projects • Manitoba's ECO-Globe recognition for individual schools "starts a dialogue" for schools seeking to attain a high level of sustainability performance across their whole school. Small grant mechanisms have demonstrated that small investments of a few hundred dollars can catalyze excitement and change within individual schools. Capital investments in green school construction (Leadership in Energy and Environmental Design – LEED certifications) can instil pride in communities with these buildings. *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).

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:

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	

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

<table>
<tr><th>Indicator 2.4</th><th>ESD is addressed by quality assessment/enhancement systems</th></tr>
<tr><td>Sub-indicator 2.4.1</td><td>(a) Are there any education quality assessment/enhancement systems?:[19] (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?</td></tr>
<tr><td>(a) Yes ☐ No ☐
(b) Yes ☐ No ☐
(c) Yes ☐ No ☐</td><td>Please elaborate.
The broader aspects of sustainability are being addressed at the Post Secondary Education Institutions mainly through AASHE and STARS reporting systems. This has been a major driver in many universities in Canada.
The quality assessment and evaluation systems for education for sustainable development are found largely in the learning outcomes in K-12 curriculum documents.

Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.
<table>
<tr><th>ISCED levels 2011</th><th>(a)
Yes</th><th>(b)
Yes</th><th>(c)
Yes</th></tr>
<tr><td>0. Early childhood education</td><td></td><td></td><td></td></tr>
<tr><td>1. Primary education</td><td></td><td></td><td></td></tr>
<tr><td>2. Lower secondary education</td><td></td><td></td><td></td></tr>
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<tr><td>4. Post-secondary non-tertiary education</td><td></td><td></td><td></td></tr>
<tr><td>5. Short-cycle tertiary education</td><td></td><td></td><td></td></tr>
<tr><td>6. Bachelor’s or equivalent level</td><td></td><td></td><td></td></tr>
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<tr><td>8. Doctoral or equivalent level</td><td></td><td></td><td></td></tr>
</table>
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).</td></tr>
</table>

[19] 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).

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 ☐	*Please specify and provide information on new developments and good practice examples.*

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 ☐	*Please specify and provide information on new developments and good practice examples.*
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 ☐	*Please specify in particular what instruments were the most effective in assessing the outcomes of ESD as a result of non-formal/ informal learning.*
Indicator 2.6	**ESD implementation is a multi-stakeholder process**[20]
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?

[20] 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).

Yes X No ☐	*Please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please update the information provided in the previous table for appendix II as appropriate.* During the UNECE strategy and UN DESD, most of the jurisdictions had working groups that were dedicated to education for sustainable development and that is also a member of ESD Canada. For example, The Sustainability Education Alliance of New Brunswick steering committee consisted of the Conservation Council of New Brunswick, Energia Inc., Learning for a Sustainable Future New Brunswick, the New Brunswick Department of Education, and Nature New Brunswick, as well as a very large group of participant organizations. The alliance has outlined an action plan with goals that reflect the UNECE strategy, which are aimed at developing and maintaining collaborative efforts by all stakeholders involved in sustainability education in New Brunswick. At the alliance's March 2010 conference, the progress of the teams who have been working to achieve these objectives was highlighted. Regional forums have taken place across the province to link schools, youth, and community groups and to support them in working toward local sustainability projects. A number of sustainability education action projects have resulted from these forums. The Canadian Commission for UNESCO has members and partners from across Canada at all levels of government, in professional associations, in academic institutions, and in civil society, who provide support for, and active contributions to, its work of achieving the ideals of UNESCO, including the implementation of the Decade of Education for Sustainable Development. On a continuous basis, the Commission collaborates with partners and the members of its Sectoral Commissions to promote UNESCO's Conventions, recommendations, decades, years, and projects. Through meetings, conference presentations, sponsorship of and involvement in events, and cooperative initiatives, the Canadian Commission for UNESCO has been working since 2005 with government and civil society to promote the Decade of Education for Sustainable Development.
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*
	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 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).

Policy frameworks, standards, curriculum guides, ESD/EE tool kits and resources, and guides for schools to address sustainability in their operations have been produced, with the potential to affect 4,337,652 K-12 students in the reporting jurisdictions, or 82 per cent of the Canadian provinces' K-12 population.[21] Those who provided website analytics demonstrate that the materials are accessed tens of thousands of times. In addition, several noted the regular production of ESD/EE newsletters distributed to school districts, teachers, and others, which provide, as New Brunswick reported, "connections to community activities and opportunities for teachers and students [and] connections to other schools."

Canadian stakeholders have been active in producing general teaching-support materials, such as OISE's work on *Natural Curiosity: Building Children's Understanding of the World through Environmental Inquiry*, and Learning for a Sustainable Future's "Connecting the Dots," which outlines learning strategies for embedding ESD/EE within the classroom. Other stakeholders have focused on specific issue support materials, such as climate change, sustainable consumption and production, and energy. Several organizations are building databases of resources (such as OISE's ESD website for pre-service teachers; the Saskatchewan RCE's catalogue of ESD resources; Green Manitoba's directory of ESD initiatives; and LSF's database of classroom resources, including lesson plans and literature.) Green Teacher webinars (1 hr evening professional development sessions) is another example where over 40 webinars have been completed, many explicitly about ESD. Over a thousand pre-service and in-service educators have participated in their webinars.

All provinces have been active in supporting workshops, meetings, and consultations on ESD/EE within their jurisdictions, with both BC and Manitoba also noting the reach of national conferences they have supported, such as the annual meetings of EECOM held in BC, Saskatchewan, Manitoba, and elsewhere and the "Choose the Future" national event in Manitoba. Jurisdictions also reported on similar activities under capacity building and training, but several provinces provided indicative numbers for the reach of their conference activities. For example, symposia and meetings have reached close to 1,000 teachers in Manitoba, over 600 in Ontario, 200 in Alberta, and 40 in Quebec.

Canadian stakeholders highlighted conferences that were important contributions to learning in their own sectors, including the National Conference of Sustainable Communities and Learning, and participation in International Polar Year (Polar Educators International group). The RCE North American and Global Conferences as well as the Bonn Conference were also noted as important to stakeholders.

Indicator 3.1 ESD is included in the training[22] of educators

[21] Not including the approximately 22,500 students in the territories.

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

Sub-indicator 3.1.1	Is ESD a part of educators' initial training?[23]
Yes ☐ No ☐	*In particular specify what ESD competences*[24] *are explicitly included in the study programmes.*

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

[24] For a set of core competences in ESD please see the report by the ECE Expert Group on Competences, *Learning for the future: Competences in Education for Sustainable Development* (ECE/CEP/AC.13/2011/6), available online from http://www.unece.org/education-for-sustainable-development-esd/publications.html.html.

Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training?[25]
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 X 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.* It is worth highlighting the investment that several jurisdictions have made in building capacity among school district administrators and system leaders to effect transformation across the whole education system. Newfoundland and Labrador has commissioned presentation and workshop materials to convey a consistent message of ESD/EE among jurisdictions. The Sustainability Education Academy, supported by the province of Manitoba in partnership with York University and LSF, has worked with school divisions and schools to reframe their division policies, curriculum teaching and learning, capacity building, facilities and operations, and partnerships around ESD/EE. Twenty-six of 37 divisions (affecting 497 schools) participated in Manitoba and are now on their way to contribute to the provincial goal of every school having a sustainability plan. Similar sessions have been held for school administrations in Saskatchewan. In Ontario, funding was provided in 2009/10 to support Regional Environmental Education Lead (REEL) positions in each of the six English-language and three French-language regions. The REELs helped support school boards, educators, and students to implement the EE Policy Framework's goals. An outcome of this work was that all of Ontario's 72 school boards now have an EE policy. The Ontario Institute for Studies in Education reports that over 1,000 teacher candidates have been reached
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?

[25] For higher education institutions: the focus is here on existing in-service training programmes regarding SD and ESD for university/college teachers in their own universities/colleges.

Yes X No ☐	*Please specify.* - In response to the UN Decade of Education for Sustainable Development, Learning for a Sustainable Future, in partnership with Manitoba Education and Environment Canada, established the ESD Canada Expert Council and Provincial/Territorial working groups. ESD Canada is comprised of leaders from the public, private, and civil society sectors across Canada who collaborates to support the UN's call for systemic change toward ESD. The Provincial/Territorial ESD working groups engage leaders to support the regional advancements of formal, nonformal, and informal ESD - The emergence of academic and research networks should also be recognized as an outcome of the DESD in Canada, including revitalized interest in a Pan-Canadian Network of Faculties of Education Supporting Sustainability and Stewardship (PANCANNET), and the new Sustainability and Education Policy Research Network. There are seven Regional Centres of Expertise for ESD (RCE) across the country, with locations in British Columbia, Saskatchewan, Ontario, Quebec, and the Tantramar region (New Brunswick and Nova Scotia). RCEs are established through a program of the United Nations University (UNU), designed to bring together existing formal, non-formal and informal education organizations to deliver education for sustainable development (ESD) to local and regional communities. The seven Canadian RCEs are part of a larger network of 127 RCEs around the world. - There are several professors within faculties of education in Canada, who are members of the UNESCO international network of teacher education intuitions towards sustainability chaired by Dr. Charles Hopkins, York University. - In 2012, Manitoba Education and Advanced Learning in partnership with senior-level representatives from educational organizations established the Education for Sustainable Development Leadership Council (ESD-LC), to support a whole-system approach towards promoting sustainable development in schools. The participants include faculties of education from Manitoba's universities, educational sector groups, and government departments, committed to the development and implementation of a provincial ESD action plan. - Community-based networks such as the African Nova Scotia Community Development Network, the Environmental Business Professionals Network of London and Area, and the Bluewater Sustainability initiative, bring together local communities, local industry, government, and small business to learn about and promote sustainability.
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way?[26]

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

Yes X No ☐	*Please specify how, listing the major ones, and describing them as appropriate.* In the early years of the UN DESD and the UNECE ESD Strategy, a small amount of funding was provided to Learning for a Sustainable Future by Environment Canada for the establishment of the ESD Canada Network. The funding is no longer provided. Another example of support provided by the Federal Government is funding in the amount of $2 million from the Social Sciences and Humanities Research Council (SSHRC) to establish in 2012 a national network of researchers and organizations advancing sustainability in education policy and practice. The network called, The Sustainability Education Policy Network (SEPN) is a partnership between Canadian and international researchers and learning Canadian and North American policy and educational organizations. SEPN's research examines the relationships between sustainability education policies and practices in early childhood to grade 12 education and post-secondary education in Canada with the goal of enabling educational change for a more sustainable future.
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**

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

- The guides and frameworks provided for sustainable development by the British Columbia Ministry of Education are all accessible through the Green Schools Web site created for educators. A Green Schools Newsletter was created in 2009, which covered sustainability initiatives at the ministry, school district, and school levels, as well resources for teaching and including assistance through direct funding, in-kind help, political and institutional support.

- Most jurisdictions have a process by which materials related to learning outcomes, including those for education for sustainable development, are authorized according to standard evaluation processes, in order to ensure that the resources meet specific criteria. For example, the criteria used by Alberta Education include factors such as congruence with curriculum, quality instructional and technical design, recognizing diversity, promoting respect, a preference for Canadian content, and the integration of valid Aboriginal content.

- All jurisdictions have tools and materials related to ESD on their resources lists. Information on a wide array of environmental education and ESD materials and opportunities available to New Brunswick teachers is provided through two online Department of Education sites: Greening Our Schools and Écoles Vertes. The secondary school science portal offers more links to, and resources for, ESD-related outcomes in the curriculum.

- Resources produced by other government departments are also available to teachers, such as in Nunavut, where sources include the Departments of the Environment; of Culture, Language, Elders, and Youth; and others. The Department of Education provides resources online, especially those linked with the new Language Arts program, on topics such as peace. As the new curriculum is developed, additional ESD resources will be developed. In Northwest Territories, the Department of the Environment and Natural Resources provides links to educational activities and to an extensive list of organizations that provide educational resources, such as Climate Change North, Parks Canada, Wild Education, EcoKids, the Canadian Forestry Association, Environmental Education North, and Environment Canada.

- Manitoba Education has an ESD Website where all of the ESD resources are available for download.

- Learning for a Sustainable Future works with jurisdictions to review learning resources and identify high-quality and relevant materials that support ESD. The review process focused on both quality and curriculum match. As well as dealing with multiple dimensions of sustainability, the materials must include activities or lesson plans and be a good fit with some age-appropriate curriculum expectation.

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 X	*Please describe.*

Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes X No ☐	*Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in United States dollars (USD)) for annual expenditures on ESD-related research and development.* The provincial, territorial, federal, university and some of the non-governmental activities are supported, in whole or in part, through government funding. The amount has not been determined.
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 ☐	Most jurisdictions have a process by which materials related to learning outcomes, including those for education for sustainable development, are authorized according to standard evaluation processes, in order to ensure that the resources meet specific criteria. For example, the criteria used by Alberta Education include factors such as congruence with curriculum, quality instructional and technical design, recognizing diversity, promoting respect, a preference for Canadian content, and the integration of valid Aboriginal content. In jurisdictions across Canada, materials are closely reviewed for bias, and resources for ESD are subject to the same process. In Nova Scotia, the document *Bias Evaluation Instrument* explains the learning resource assessment process and the assessment criteria used for evaluating bias related to belief system, appearance, ability/disability, family structures, gender, ethnocultural background, and socioeconomic status. This instrument is for educators, consultants, teachers, administrators, librarians, curriculum writers, and publishers so that they can review learning resources for use in public schools. Nova Scotia is also planning an ESD-specific Web site for all grades.
Sub-indicator 4.2.2	Are ESD teaching tools/materials available: (a) in national languages?; (b) for all levels of education according to ISCED?

<table>
<tr><td>(a) Yes ☐ No ☐
(b) Yes ☐ No ☐</td><td>ESD teaching tools are available in English and/or French however, it is difficult to assess whether it is available in all levels of education in all jurisdictions.

Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.

<table>
<tr><td>ISCED levels 2011[27]</td><td>Yes</td></tr>
<tr><td>0. Early childhood education</td><td></td></tr>
<tr><td>1. Primary education</td><td></td></tr>
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<tr><td>8 Doctoral or equivalent level</td><td></td></tr>
</table>
</td></tr>
<tr><td>Indicator 4.3</td><td>Teaching tools and materials for ESD are accessible</td></tr>
<tr><td>Sub-indicator 4.3.1</td><td>Does a national strategy/mechanism for dissemination of ESD tools and materials exist?</td></tr>
<tr><td>Yes ☐ No X</td><td>Please describe and in particular highlight what measures are the most efficient for dissemination.
There is no national strategy</td></tr>
</table>

[27] Education level in accordance with ISCED.

Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes X No ☐	*Please specify to what extent by providing an indication of the amount in USD, and please also mention any other significant sources of funding.* The provincial, territorial, and federal governments have supported the development and accessibility of tools by government departments and, in whole or in part, by numerous non-governmental organizations. The amount has not been determined.
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes X No ☐	*Please describe and name in particular official Internet sites.* Many provinces have approved teaching tools and materials related to ESD/EE available on their department websites.
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[28] on ESD is promoted**
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD[29]supported?

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

[29] 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 X No ☐	*Please specify in particular the most important outcomes of supported research.* A review of ESD/EE-related literature in Canada suggests that the links between research, development, and innovation have not yet been explored in the context of ESD/EE. However, it is still useful to collect information on where respondents consider there has been innovation in their ESD/EE activities over the past 10 years. The survey results suggest that innovation can be found in: • new education strategies that link education policy with provincial strategies for sustainable development and greening economies [3 mentioned]; • education programs' expansion to include environmental-focused skills development into specialist skills programs [1 mentioned]; • enhancements to the curriculum-development process that include third-party verification to ensure ESD/EE opportunities are appropriately embedded [1 mentioned]; • new education programs that include strong outdoor programming blended with traditional courses [several mentioned]; • new youth leadership programs introduced by stakeholders that take students into their communities for place-based learning and engagement [3 mentioned]; • connecting ESD/EE with ablism/disability studies [1 mentioned]; • cross-cultural exchanges among ESD/EE professionals [1 mentioned]; and • dedicated investment in research activities to identify ESD/EE leverage points (with reference to Manitoba Education's commissioning of research into school district policies, ESD in First Nations schools, ESD in TVET, and so forth) [1 mentioned] Many of the UNESCO Chairs held in universities in Canada have links to sustainable development. The UNESCO Chair in Sustainable Development at Laval University in Quebec, held by Dr. Philippe La Prestre, concentrates on analyzing the socio-political dimensions of development, using a multidisciplinary perspective to reinforce the development of policies that integrate the environment with development. The chair is affiliated with the Hydro-Québec Institute on the Environment, Development, and Society at Laval. Also at Laval University, Dr. Claude Dubé holds the UNESCO Chair in Cultural Heritage, promoting activities related to four themes: traditional crafts and knowledge; the media and heritage; cooperation and partnerships; and building public awareness about cultural heritage and the dissemination of research. Among the chair's research partnerships is one with the Économusée d'Europe du Nord, whose goal is to maintain vibrant and accessible cultural heritage in isolated regions. At the University of Montreal, the UNESCO Chair in Landscape and Environmental Design focuses on the social development and cultural characteristics of landscapes and territories, targeting three areas in its research: urban landscapes, rural issues, and the environment. Each year, the Chair, Dr. Philippe Poullaounec-Gonidec, organizes a workshop that gathers students, professors, and professionals from around the world to help cities resolve problems related to city planning. These events have been held in Morocco, Tunisia, Lebanon, South Korea, China, and Japan. The UNESCO Chair in Studies of Philosophic Foundations of Justice and Democratic Society is located at the University of Quebec at Montreal. Dr. Josiane BouladAyoub, the Chair, seeks to bring the rigour of philosophical reflection to world problems

Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes X No ☐	*Please specify what subjects were investigated and list major reports.* CMEC ESD/EE research and reporting on ESD/EE includes: • Education for Sustainable Development in Canadian Faculties of Education • Report to UNECE and UNESCO on Indicators of Education for Sustainable Development: Report for Canada (2007–2010) • Report to UNECE and UNESCO on Indicators of Education for Sustainable Development (2005-2007) • United Nations Decade of Education for Sustainable Development (2005-2014): Canada's Response to the UNESCO Questionnaire • Educating for Sustainability: The Status of Sustainable Development Education in Canada Of note is the work undertaken in Manitoba with the support of Dr. Alex Michalos (UNECE Indicators group) and the International Institute for Sustainable Development to develop and deploy standardized measures for assessing changes in knowledge, attitudes, and behaviours that might be correlated to investments in ESD.[30] A baseline was set in 2009/10 for Grade 10 students across the province. The survey was repeated in 2013/14 to see whether efforts to introduce ESD into the education system have led to real changes among the students themselves. In Alberta, student indicators have been developed for the Alberta Environmental Education Framework. Little was reported on ESD/EE monitoring and evaluation in other jurisdictions. While Canadian stakeholders have not developed specific indicators, the survey results suggest that there is an increased emphasis on community benchmarking and the preparation of institutional and municipal sustainability reports (in particular in higher education with the adoption of AASHE by some stakeholders), as well as feedback loops on school/community projects and resource kits. Nevertheless, work on monitoring and indicator development for ESD/EE outcomes is still limited across Canada.
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD:[31] (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?

[30] Michalos, A.C. et al., *Measuring knowledge, attitudes and behaviours concerning sustainable development among tenth grade students in Manitoba* (Winnipeg: IISD, 2010).

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

(1) (a) Yes X No ☐ (b) Yes X No ☐ (2) (a) Yes X No ☐ (b) Yes X No ☐	*Please specify what programmes are available and list the most important academic dissertations that address ESD.* There are several graduate and post graduate programmes available that either focus on ESD or address ESD and the following examples are only a few provided in Canada: • The Master's In Development Practice Backgrounder at the University of Winnipeg - The MDP is a two-year program of study and applied research designed to train aspiring development practitioners to understand and manage integrated approaches to global sustainable development challenges across the health sciences, natural sciences, social sciences and management. • MEd in Curriculum Studies, with a focus on Ecojustice & Sustainability Education at University of British Columbia. • A graduate degree program in adult education and community development are being offered by the Ontario institute for Studies in Education at the University of Toronto, with courses in adult education for sustainability. • PHD/Med. Education for Sustainability Well-Being (starting fall 2015) at the University of Manitoba. The program provides students with the opportunity to inquire critically into issue central to the roles and possibilities that formal, in-formal, and non-formal education hold for the developing the ecological, social and personal conditions for sustainability and well-being.
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 ☐	*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?[32]

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

Yes X No ☐	*Please specify what main projects were/are being implemented to that end.* Provinces and stakeholders provided insight on a range of capacity-building activities such as: • Training for staff within the provincial department of education itself • Training for school district administrations and system leaders • Training for pre-service and in-service teachers • Development of specific curricula on ESD/EE and related topics for students • Establishment of professional development programs based on ESD/learning approaches It is worth highlighting the investment that several jurisdictions have made in building capacity among school district administrators and system leaders to effect transformation across the whole education system. The goal has been to achieve 100 per cent coverage, although there is still work to be done in most cases. Newfoundland and Labrador has commissioned presentation and workshop materials to convey a consistent message of ESD/EE among jurisdictions. The Sustainability Education Academy, supported by the province of Manitoba in partnership with York University and LSF, has worked with school divisions and schools to reframe their division policies, curriculum teaching and learning, capacity building, facilities and operations, and partnerships around ESD/EE. Twenty-six of 37 divisions (affecting 497 schools) participated in Manitoba and are now on their way to contribute to the provincial goal of every school having a sustainability plan. Similar sessions have been held for school administrations in Saskatchewan. In Ontario, funding was provided in 2009/10 to support Regional Environmental Education Lead (REEL) positions in each of the six English-language and three French-language regions. The REELs helped support school boards, educators, and students to implement the EE Policy Framework's goals. An outcome of this work was that all of Ontario's 72 school boards now have an EE policy. The Ontario Institute for Studies in Education reports that over 1,000 teacher candidates have been reached. Stakeholders reported on similar efforts to prepare workshop materials and resource kits to support actions in their sectors, including webinars for several thousand educators, peer-training days for "green teachers," the establishment of ESD summer institutes for teachers, and a certificate and diploma program for ESD in community building ("Learning about Community Development").

Indicator 5.3	**Dissemination of research results on ESD is promoted**
Sub-indicator 5.3.1	Is there any public authority support for mechanisms[33] to share the results of research and examples of good practices in ESD[34] among authorities and stakeholders?
Yes ☐ No ☐	*Please specify and provide information about where published research and dissertations are accessible.*

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

[34] 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 X No ☐ (b) Yes X No ☐	*Please name the major publications for (a) and (b).* Alex C. Michalos, P. Maurine Kahlke, Karen Rempel, Anu Lounatvuori Anne MacDiarmid, Heather Creech, Carolee Buckler (2014). Progress in Measuring Knowledge, Attitudes and Behaviours Concerning Sustainable Development Among Tenth Grade Students in Manitoba. Social Indicators and Research Journal, Springer Science. Gregor Wolbring and Brigid Burke (2013). Reflecting on Education for Sustainable Development through Two Lenses: Ability Studies and Disability Studies. Sustainability in Education: a Critical Reappraisal of Practice and Purpose. Vaughter, P., Wright, T., McKenzie, M., & Lidstone, L. (2013). Greening the ivory tower: A review of educational research on sustainability in post-secondary education. Sustainability, 5, 2252-2271. Beveridge, D., McKenzie, M., Vaughter, P., & Wright, T. (in press). Sustainability in Canadian post-secondary institutions: The interrelationships among sustainability initiatives and geographic and institutional characteristics. International Journal of Sustainability in Higher Education . Lidstone, L., Wright, T., & Sherren, K. (in press). An analysis of Canadian STARS-rated higher education sustainability policies. Environment, Development and Sustainability. Lidstone, L., Wright, T., & Sherren, K. (in press). Canadian STARS-rated campus sustainability plans: Priorities, plan creation and design. Sustainability. Vaughter, P., Wright, T., & Herbert, Y. (in review). 50 shades of green: An examination of sustainability policy on Canadian campuses. Canadian Journal of Higher Education. Vaughter, P., McKenzie, M., Lidstone, L., & Wright, T. (in review). Campus sustainability governance in Canada: A content analysis of post-secondary institutions' sustainability policies. International Journal of Sustainability in Higher Education.
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[35] networks on ESD?
Yes ☐ No ☐	*Please specify concrete networks and explain who supports these networks.*
Sub-indicator 6.1.2	Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes X No ☐	Some
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes X No ☐	*Please specify and list the major ones.* The province of Manitoba has signed in October 2014 the following three MOUs with China • Anhui Department of Education (DoE) MOU on ESD • Ministry of Education (MOE) of People' Republic of China (PRC) MOU on ESD • Beijing Academy of Educational Sciences (BAES) MOU on ESD with a focus on These MOUs relate to: - Developing ESD partnerships at the technical and post secondary education levels; - Twinning ESD schools in Manitoba and China - Sharing ESD learning and resources on ESD Province of Manitoba is in the process of following up on these MOUS.
	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes ☐ No ☐	*Please list and describe.*

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

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**

Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.

Many provinces and territories are including First Nations/indigenous people's perspectives into mainstream curricula. For example,

- As part of its curriculum renewal, the Ministry of Education in Saskatchewan articulated its vision for First Nations and Métis education as part of a provincial education system that foundationally places First Nations and Métis ways of knowing together with the historical, contemporary, and future contributions of First Nations and Métis peoples to create a culturally responsive education system that benefits all learners. First Nations and Métis education is to be foundational in school division plans, in reviewing and revising current policies and practices at division and schools, in all areas of program planning, and in all subject areas.

- The Ministry of Education in British Columbia prepared the guide Shared Learnings: Integrating BC Aboriginal Content K–10 for use in all schools. It is organized by grade level and subject area, with each section containing Aboriginal content that is appropriate to the grades and subjects, suggestions for classroom integration, and lists of recommended and locally produced resources. The guide also includes information about Aboriginal peoples in BC.

- The integration of Aboriginal Perspectives is a significant element of Manitoba Curriculum in Social Studies from K-11, as well as in learning and teaching resources, including Grades 5 and 6 Social Studies textbooks developed by Manitoba Education. Social Studies curricula are developed with full and equal partnership of Aboriginal educators and community members. One of the five themes that are woven throughout the new grade 11 curriculum is dedicated to Aboriginal perspectives. The Grade 12 Global Sustainability and Citizenship curriculum includes the integration of Aboriginal perspectives.

- Within the policy division of the Assembly of First Nations, the Environmental Stewardship Unit (ESU) works on a broad spectrum of international, national, and regional/local environmental issues. The Assembly of First Nations is the national organization representing First Nations citizens in Canada. The ESU has a mandate to conduct research, develop policy, and advocate on behalf of First Nations, all of the unit's work being consistent with recognizing First Nations jurisdictions over the environment and conforming to Aboriginal and Treaty rights as they relate to environmental stewardship. Many of the ESU key issues and activities pertain to education, consultation, and awareness in relation to First Nations communities.

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

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).

Pan-Canadian

- Because formal education is a provincial responsibility in Canada, the priorities of each jurisdiction differ and ESD/EE does not always factor prominently.
- The federal government, through Environment Canada, participated only in the planning stages for Canadian actions, providing input and some financial support. There was no comparable federal-level stakeholder involved to promote sustainability in non-formal or informal/public education across the country.
- It took time to establish an ESD/EE framework among jurisdictions where commonalties could be found and the resources were not always available to implement the identified actions. As one thought leader suggests, there are many topics and issues addressed in education that are relevant to ESD/EE but they are not understood as such.
- Jurisdictions have different understandings of ESD/EE.

Provinces and territories

- Some find it challenging to align environmental sustainability objectives with economic prosperity.
- Some face changing priorities, financial constraints, and delays at the department level. In particular, we note competing priorities with increased emphasis on literacy and numeracy issues.
- Some identify that issues of timetabling, crowded curricula, consideration of ESD/EE as an "add-on" rather than a transformative approach to the curriculum, focus on exams, low collegial support, and lack of resources make it difficult to implementation ESD/EE at the classroom level.
- Some notice a lack of teachers trained for ESD/EE implementation, both in-service and pre-service. Faculties of education point to mandated course content that makes it a challenge to integrate ESD/EE into pre-service curricula. The autonomous nature of faculty members to decide whether they will integrate ESD/EE into their course content is another issue.
- Some see also a lack of channels for communicating and celebrating success in implementation.

Stakeholders and workshop participants

- There remains a significant gap in including First Nations/indigenous peoples in ESD/EE across Canada. In Canada, education for First Nations is supported at the federal level, but with ESD/EE considered a provincial jurisdiction, there has been no support for First Nations in ESD/EE activities.
- Shifting entrenched cultures within the education system can take time. Political will is absent in a number of jurisdictions — locally, many teachers and schools are not yet on board. Even with the increase in multi-stakeholder approaches, there is still no accessible, transparent process that allows the broader community to engage with the formal education system as a whole across the country.
- In Canada, not having a national ministry of education makes simple tasks more complicated; on the other hand, the provincial structure ensures that ESD/EE can be presented in a way that respects regional perspectives and challenges.
- Budget mechanisms can work against making operational changes: in school divisions, operating budgets and capital budgets are separate which does not allow money to be saved in one place (for example, from increased energy efficiency) and directed to support innovation in another.
- Challenges in influencing young people and in informal/public awareness include apathy, lack of trust in political and government institutions, competing influences, particularly with media messages promoting non-sustainable behaviours (transportation, consumption, etc.). Nevertheless, stakeholders have observed changes taking place, particularly where young people can become directly involved in action projects.
- Challenges for ESD/EE infusion in higher education include financial constraints, human resources, lack of mechanisms for knowledge sharing and networking, and constraints within the academic environment.

- Major challenges remain with respect to coordinating the wide range of ESD/EE-related activities across the country and

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?

Nearly all provinces and stakeholders alike intend to "stay the course" and advance their ESD/EE policies, curricular reforms, whole-school approaches, and professional development, while noting that changes in government always influence priorities and abilities:

- British Columbia notes how provincial legislation on carbon neutrality has refocused attention on ESD/EE.
- Alberta's continuing support of ESD/EE will be realized through its Curriculum Redesign initiative, which includes a focus on cross-curricular competencies connected to ESD, such as the ability to demonstrate global and cultural understanding, considering the economy and sustainable development.
- Saskatchewan will continue to incorporate ESD/EE concepts and principles in K-12 curricula as they are renewed.
- Manitoba will continue to implement actions toward their three priorities: ensuring there is an ESD/EE school plan in every school by 2015; promoting ESD/EE in teacher education; and reorienting TVET (planning, curriculum, teaching, learning) in support of sustainable development and the transition to a green economy.
- Ontario plans to continue to implement and further develop its environmental education policy in support of boards, teachers, and students.
- Quebec will build its network of partners (teachers and counsellors) and promote its guide to the integration of sustainable development into the school system.
- New Brunswick will continue to promote and support sustainability initiatives in schools.
- Prince Edward Island reports that during its curriculum revision process, it will continue to integrate education for sustainable development within the provincial curriculum.

There is interest among several of the provinces to continue the collaboration among them that the DESD helped to foster in order to share information, successful practices, and monitoring and reporting among jurisdictions at the pan-Canadian level. As Quebec notes, "It would be desirable for the education community to be consulted on integrating sustainable development in teaching to ensure that the sector's needs and specific situations are taken into account." Newfoundland and Labrador in particular calls for greater provincial-federal cooperation to address ESD that may lead to a national strategy at the K-12 level involving all jurisdictions and relevant departments (not at the postsecondary level given the high level of institutional autonomy in this sector). Alberta and Ontario reaffirm the independence of each jurisdiction and that decisions on ESD/EE policy, planning, and resource allocation in postsecondary education should be best left to each province and territory.

British Columbia suggests that "development of a post-2014 framework should take into consideration the nature of ESD/EE, combined with the best practices described in the research literature, while incorporating enough flexibility for each country, province, region, etc. to customize an approach that best suits the needs of their respective audience. To achieve this, the framework should be co-developed by key partners with enough flexibility for others to tailor it to their specific priorities and needs."

Manitoba emphasizes the importance of Canada's international connections and that Manitoba will continue to be a member and support the priorities of the UNECE ESD steering committee and will continue to support ESD/EE through UNESCO's new Global Programme on Education for Sustainable Development (2015–2024).

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									
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 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[36]/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*)?									

[36] 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.

	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]*					
ISCED levels	**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