National Implementation Report
(As submitted by: Ireland)

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 Ireland 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: Breda Naughton, Principal Officer, Department of Education and Skills

Signature:Breda Naughton

Date: 27th February 2015

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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) Department of Education and Skills; Irish Aid (an agency of the Department of Foreign Affairs and Trade)

x☐ Stakeholders:

x☐ NGOs (please specify) representatives on the National Advisory Group on Education for Sustainable Development

x☐ Academia (please specify) representatives on the National Advisory Group on Education for Sustainable Development

☐ Business (please specify) _____

x☐ Other (please specify) National Advisory Group on Education for Sustainable Development

This report has been prepared by the Department for Education and Skills in consultation with the National Advisory Group on Education for Sustainable Development. The membership of the Advisory Group on ESD comprises the following:

1. Department of Education and Skills (Chair)

2. Curriculum Development Unit, City of Dublin Education and Training Board

3. Development and Intercultural Education (DICE) Project

4. Department of the Environment, Community and Local Government

5. ECO-UNESCO

6. The Environmental Pillar

7. Higher Education Authority

8. Irish Development Education Association (IDEA)

9. National Council for Curriculum and Assessment

10. WorldWise Global Schools

11. Irish Aid, Department of Foreign Affairs and Trade

12. Sustainable Energy Authority of Ireland

13. An Taisce

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.)

Ireland's first National Strategy on Education for Sustainable Development was published in July 2014. The National Strategy aims to promote ESD across the education continuum. It also aims to coordinate the activities of the many stakeholders working in this sector.

Issue[1] 1.	Ensure that policy, regulatory and operational frameworks support the promotion of ESD
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 1.1	**Prerequisite measures are taken to support the promotion of ESD**
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national[2] language(s)?
Yes x☐ No ☐	*Please specify languages.* It is available in English, but not available in Irish (Gaeilge)
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.* **Department of Education and Skills**
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.* A National Advisory Group on Education for Sustainable Development was established in October 2014. The mandate of the Group is to: • highlight existing activity relating to ESD, new developments and resources, and share best practice; • make the findings of ESD research available through the proposed ESD web portal, and consider the issues arising from the findings of such research; • build partnerships and mobilise stakeholders; • contribute to the planning of an annual ESD forum which will invite a wide range of relevant stakeholders to consider issues arising from the work of the Advisory Group; • monitor progress on the recommendations in the National Strategy for ESD, and report annually to the High Level Group on Sustainable Development; and • contribute to a mid-term review of overall progress on the National Strategy in 2017.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?

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

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

Issue[1] 1.	Ensure that policy, regulatory and operational frameworks support the promotion of ESD
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Yes X☐ No ☐	*Please specify whether this plan includes implementation of the UNECE Strategy for ESD and please indicate the Internet address where it is accessible.* The first National Strategy on ESD was published by the Department of Education and Skills in July 2014. Reference is made in the strategy to the UNECE Strategy on ESD. The strategy is available at http://www.education.ie/en/Publications/Education-Reports/National-Strategy-on-Education-for-Sustainable-Development-in-Ireland-2014-2020.pdf
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the UNESCO global process on the United Nations Decade of ESD,[3] and other policy processes relevant to ESD?
Yes X☐ No ☐	*Please specify and list major documents.* The individual members of the National Advisory Group on ESD are jointly playing an important role in relation to all of these developments and policy processes. For example, Green-Schools is a programme of FEE (Foundation for Environmental Education). An Taisce (operators of Green-Schools in Ireland) are the FEE member for Ireland. FEE is a non governmental organisation (NGO) Official Partner of UNESCO. In addition, ECO-UNESCO, (the Irish National Federation of UNESCO Clubs affiliated to WFUCA) is playing a central role in relation to all of these developments and policy processes.

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

Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD
Sub-indicator 1.2.1	Is ESD reflected in any national policy[4] document(s)?
Yes x☐ No ☐	*Please specify and list any major document(s).* ESD is reflected in the following: • the National Strategy on ESD • the Statement of Strategy for the Department of Education and Skills, 2015-2017. • Irish Aid's Development Education Strategy plan for 2007-2015 (it will also be reflected in the successor strategy) • It will also be reflected in a number of national strategies that are currently being developed. These include a National Youth Strategy, and a National Strategy on Children and Young People's Participation.
Sub-indicator 1.2.2	Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards/ordinances/requirements at all levels of formal education, as understood by your education system in accordance with ISCED?[5]

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

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

(a) Yes ☐ No x ☐	*If yes, please specify details for (a) and (b).*
(b) Yes x☐ No ☐	*Please also fill in the table by ticking (✓) as appropriate.* The National Strategy on ESD supports the integration of ESD principles into all relevant curricula and this process is underway on a phased basis and as appropriate. Principles associated with ESD are currently reflected in early years education (Aistear, the national framework for early childhood education) and through a process of reform that is currently underway at Junior Cycle (lower secondary education). ESD principles are also being integrated into relevant curricula at Senior Cycle (upper secondary education) as these curricula are revised. There are also opportunities arising from a reform of the primary curriculum that will be initiated later in 2015. ESD principles are reflected in post-secondary and tertiary education programmes, where appropriate.

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

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 x☐ No ☐	*Please specify.* The importance of non-formal and informal ESD is reflected in the National Strategy on ESD. Irish Aid operates an Annual Grants Scheme which provides support to organisations and practitioners engaged in Development Education and ESD. The annual grant is available to educators and practitioners in both the formal education sector and the non-formal sector.
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes X☐ No ☐	*Please specify.* The National Strategy on ESD includes recommendations that aim to increase awareness of ESD among students and teachers. Awarenesss raising of issues relating to ESD is also inherent in the Government's Development Education Strategy, 2007-2015. Public awareness of ESD will be supported through the existing structures of Regional Centres of Expertise. Dublin City

	University (DCU) is involved in the Regional Centre of Expertise (RCE) Dublin, which focuses on ESD in the Dublin region. RCE Dublin aims to raise public awareness of ESD through a number of innovative projects. Other examples of centres of expertise include the Dublin Energy Lab and the Environmental Science and Health Institute in Dublin Institute of Technology (DIT)

Sub-indicator 1.2.5	Does a formal structure for interdepartmental[6] cooperation relevant to ESD exist in your Government?
Yes x☐ No ☐	*Please specify.* The National Advisory Group on ESD was established in October 2014. It contains representatives from three Government Ministries (Education and Skills; Foreign Affairs and Trade; and Environment, Community and Local Government). This Group is also complemented by an annual Forum on ESD to which all other relevant Government Departments will be invited. The Advisory Group on ESD in turn reports to a High Level Group on Sustainable Development which is chaired by the Department of the Environment, Community and Local Government. This High Level Group reports to a Cabinet Committee on Sustainable Development which is chaired by the Taoiseach (prime minister).
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government?[7]
Yes x☐ No ☐	*Please specify.* The ESD Advisory Group and the annual Forum on ESD provide such a mechanism.
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes x☐ No ☐	*Please specify.* Irish Aid provides funding to NGOs, school networks and individual schools to engage in ESD through various channels, such as WorldWise Global Schools, which promotes ESD and teacher/student capacity to engage with ESD in second level education.
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 ☐	*Please specify.* The National Strategy on ESD complements the National Strategy on Sustainable Development, which is the policy responsibility of the Department of the Environment, Community and Local Government. As indicated in response to sub indicator 1.2.5, the National Advisory Group on ESD reports to a High Level Group on Sustainable Development which is chaired by the Department of the Environment, Community and Local Government.
Concluding remarks on issue 1	*Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD*
	Please address in particular the following questions: – *Which actions/initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*

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[6] Between State bodies.

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

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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[8] addressed explicitly in the curriculum/programme of study at various levels[9] of formal education?

Yes x☐ No ☐

Please specify what SD issues are important in the country (i.e., biodiversity, gender, consumption/production, etc.) and how they are addressed in the curricula.

Please update the table in appendix I (a) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.

A	B	C	D	E	F
☐	☐	☐	☐	☐	X☐

Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum[10]/programme of study at various levels of formal education?

Yes x☐ No ☐

Please specify what competences as learning outcomes are important in your country.

All 4 competencies are regarded as important.

Please update the table in appendix I (b) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.

A	B	C	D	E	F
☐	☐	☐	☐	☐	x☐

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[8] For details, see paragraph 15 of the UNECE Strategy for ESD.
[9] For the State or federal level, where relevant.
[10] Idem.

Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum[11]/programme of study at various levels of formal education?
	Yes. In the school sector in general, there is an emphasis on moving away from more prescriptive modes of teaching that focus on knowledge transfer towards teaching methodologies that facilitate more problem-based, interdisciplinary and collaborative student participation and learning where knowledge is co-created
	At lower secondary level, the new Framework for Junior Cycle is built around 24 'statements of learning' that the student is expected to engage with over the course of their 3 year Junior Cycle programme. These include the following:
	SOL 9: [the student] values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
	SOL 10: [the student] learns how to think and act sustainably
	SOL 11: [the student] understands the distribution of social, economic, and environmental phenomena
	SOL 22: [the student] develops moral, ethical and responsible decision making and a sense of personal values
Yesx ☐ No ☐	*Please specify what methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.*
	Please see response to sub indicator 2.1.3 above.
	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
☐	☐	☐	☐	☐	X☐

Indicator 2.2	**Strategies to implement ESD are clearly identified**
Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects[12] only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project?[13]; (e) other approaches?

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[11] Idem.

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

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

(a) Yesx ☐ No ☐	
(b) Yes x☐ No ☐	

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

(a) Yesx ☐ No ☐

(b) Yes x☐ No ☐

(c) Yesx ☐ No ☐

(d) Yes x☐ No ☐

(e) Yes ☐ No x ☐

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

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

ESD is reflected in the following:

- The key principles of Aistear, the curriculum framework for early education from birth to 6 year olds.

- The principles that underpin the new Junior Cycle (lower secondary education) Framework.

- in specific subject areas in primary, lower secondary and upper secondary education.

- in specific courses in the post-secondary non-tertiary education sector, and also in specific undergraduate and post graduate programmes in tertiary education

- in programmes and partnerships between non-formal education, NGOs and formal education e.g. ECO-UNESCO's Young Environmentalist Awards, Green Schools, and Learning2Change Our World

Indicator 2.3   A whole-institution approach[14] to SD/ESD is promoted

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[14] 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

Sub-indicator 2.3.1	Do educational institutions[15] adopt a "whole-institution approach" to SD/ESD?
Yes x☐ No ☐	*The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2015. ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.*

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

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

Examples include:

- Primary and post primary schools are very active in the Green Schools Programme which supports a whole of institution approach to ESD. Green-Schools, known internationally as Eco-Schools, is a voluntary environmental education and award scheme promoting whole school action for the environment in over 3,800 primary and secondary schools in Ireland. It is coordinated by An Taisce, as the FEE (Foundation for Environmental Education) member for Ireland. Participating schools work through a seven-step process, similar to an EMAS system, on the themes of Litter & Waste, Energy, Water, Travel, Biodiversity and Global Citizenship. The programme has been operating in Ireland since 1997. 3800 schools (out of a total of approximately 4,000) are registered and 3,000 schools have been awarded at least one Green Flag. This initiative is also being extended across tertiary education (known as 'Green Campus'). A pilot has also been introduced in

spheres of Campus (management operations); Curriculum; and Community (external relationships).

[15] For higher education institutions: whole-university, whole-college or whole-faculty approach (including inter-faculty approaches).

	the early childhood education sector.
	• WorldWise Global Schools (WWGS), a programme that works with many post-primary schools in Ireland, promotes a whole-school approach to development education (DE) and the principles of ESD.
	• ECO-UNESCO's Learning2Change Our World programme also promotes a whole institution approach.

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.* *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	X
2. Lower secondary education	X
3. Upper secondary education	X
4. Post-secondary non-tertiary education	x
5. Short-cycle tertiary education	X
6. Bachelor's or equivalent level	X
7. Master's or equivalent level	X
8. Doctoral or equivalent level	X

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

Examples include:

- The Green Schools and Green Campus programmes are available to primary, secondary schools and institutions in the post-secondary non tertiary and tertiary education sectors.

- At post primary the WorldWise Global Schools 'Global Passport' specifically promotes a whole school approach.

- ECO-UNESCO's Young Environmentalist Awards promote local to global action projects in formal education (and non-formal) as well as the ECO-Sustainability Award (for youth and community groups) but also open and available to formal education.

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?
Yes x☐ 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	x
2. Lower secondary education	x
3. Upper secondary education	x
4. Post-secondary non-tertiary education	
5. Short-cycle tertiary education	
6. Bachelor's or equivalent level	X
7. Master's or equivalent level	X
8. Doctoral or equivalent level	x

(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	

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?
	8. Doctoral or equivalent level [ ]
	Schools participating in the Green-Schools programme (currently 3,860 schools registered) are required to develop their own Action Plan containing ESD/SD indicators as part of the 7 step process, EMAS, for their school. Schools are required to submit these plans/indicators to An Taisce on a bi-annual basis to retain their Green Flag Award.

Indicator 2.4	ESD is addressed by quality assessment/enhancement systems
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems?:[16] (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?

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

(a) Yes x☐ No ☐ (b) Yes x☐ No ☐ (c) Yes ☐ No x ☐	*Please elaborate.* The Green-Schools process requires participants to review, monitor and evaluate their progress on a variety of topics related to ESD/SD. These results are recorded and submitted to An Taisce every two years (e.g. awareness levels around Biodiversity, changes in behaviour with regard to school travel, waste, energy and water use, and awareness around impact of actions at a local and global level). Overall results are compiled annually to reflect results of participating schools. Organisations such as ECO-UNESCO have robust monitoring and evaluation systems capturing relevant information on ESD practices, outcomes and impacts. *Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.*

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

Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this data (i.e., provide examples on how the data was compiled).

Indicator 2.5	**ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice**
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?
Yes ☐ No x☐	*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 x☐	*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? The National Strategy on ESD contains a number of measures to strengthen data collation in relation to ESD. These include the following: • inclusion of questions on extent of ESD awareness / engagement in the 'Lifeskills' questionnaire that issues to all primary and secondary schools every 3 years. The 2015 survey will issue in March 2015. • Audits of ESD provision in the schools, post-secondary non tertiary, tertiary and informal education sectors. • Audit of the research that has taken place on ESD in the last 3 years. While these measures will not provide an assessment of the quality of ESD provision, they will provide a baseline for future measurement of progress towards the objectives of the National Strategy on ESD
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**[17]
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?

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[17] 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.*
	The National Advisory Group on ESD comprises a wide variety of stakeholders. The specific organisations represented on the group are as follows:
	1. Department of Education and Skills (Chair)
	2. Curriculum Development Unit, City of Dublin Education and Training Board
	3. DICE Project Coordinator
	4. Department of the Environment, Community and Local Government
	5. ECO-UNESCO
	6. The Environmental Pillar
	7. Higher Education Authority
	8. Irish Development Education Association (IDEA)
	9. National Council for Curriculum and Assessment
	10. WorldWise Global Schools
	11. Irish Aid, Department of Foreign Affairs and Trade
	12. Sustainable Energy Authority of Ireland
	13. An Taisce
	The work of the ESD Advisory Group will be complemented by an annual Forum on ESD which will invite the full range of ESD stakeholders to discuss issues arising from the work of the Advisory Group.
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).

Indicator 3.1	ESD is included in the training[18] of educators
Sub-indicator 3.1.1	Is ESD a part of educators' initial training?[19] Aspects of ESD are covered in initial teacher education, particularly through the work of the DICE Project and the Ubuntu Network (a network of 13 Higher Education Institutes with a specific interest in ESD) which are supported by Irish Aid, as well as through the Sustainable Energy Authority of Ireland. Under the DICE Project, the four year Bachelor of Education (B.Ed) degree provided by the five primary teaching colleges of Ireland contains a dedicated Development Education component of which ESD is an integral element. Consequently, all primary student teachers receive training in Development Education and ESD. Since September 2014, a new two-year Professional Master of Education (PME) qualification for post-primary teachers is being implemented nationally by all colleges. Irish Aid, Department of Foreign Affairs and Trade, funded the Ubuntu Network to engage with the relevant Higher Education Institutes to incorporate Development Education and consequently ESD into their designs for the new PME course.
Yes x ☐ No ☐	*In particular specify what ESD competences[20] are explicitly included in the study programmes.*

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

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

[20] 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?[21] In-service training is provided through the following: • The Green-Schools programme operates approved teacher-training courses annually based on the 6 thematic areas of the programme and aims to upskill teachers on delivering ESD in the classroom • Different dimensions of in-service in ESD are also delivered by Teacher Education Centres, and the City of Dublin Education and Training Board Curriculum Development Unit. • Irish Aid supports DICE and UBUNTU in their provision of in-service training for higher education lecturers in Development Education and ESD. • Irish Aid also supports WorldWise Global Schools to provide in-service training for practising post-primary school teachers in Development Education and ESD. The Department of Education and Skills and Irish Aid (funded through the Department of Foreign Affairs) are working in collaboration to develop a programme of in-service training for teachers that encompasses issues relating to ESD and Development Education.
Yes x☐ 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.* One example is the work of the Ubuntu Network where the role of the teacher is seen: • Generating and passing on new knowledge and insights and promoting critical thinking • Identifying values and the emotional dimensions associated with education for global citizenship and ESD • Taking appropriate action consistent with a value stance that is congruent with an articulated sense of social justice and sustainable development goals • Promoting participatory and active teaching and learning methodologies to engage young people in ESD *Please also update the information provided under the phase II national implementation reporting in appendix III.*
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes ☐ No x☐	*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.*

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[21] 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.

Indicator 3.2	Opportunities exist for educators to cooperate on ESD
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?
Yes x☐ No ☐	*Please specify.* Green-Schools operates as an informal network for the 3,000+ schools that are in the programme. Teachers meet annually through Green-Schools seminars and training events around the country. ECO-UNESCO is involved in a new European project UE4SD, a cross European project with over 55 projects aimed at building capacity of university educators for sustainable development. The Ubuntu Network provides a platform for sharing best practise and supporting teacher educators and student teachers to engage with local and global development issues. Irish Aid supports the Irish Development Education Association (IDEA) to support capacity building and coordination for organisations and practitioners working in the Development Education Sector in Ireland, which incorporates ESD. Irish Aid also has a strategic partnership with a consortium led by 8020 for the provision of the website www.developmenteducation.ie. The website offers free resources for Development Education and ESD which are categorised by issue, organisation, year, age suitability and sector. The National Strategy on ESD recommends the creation of an ESD 'portal' whereby educators can share resources and ideas relating to ESD best practice.
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way?[22]
Yes x☐ No ☐	*Please specify how, listing the major ones, and describing them as appropriate.* Yes, please see response to sub indicator 3.2.1
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?*

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

Issue 4.	Ensure that adequate tools and materials for ESD are accessible

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

Indicator 4.1	Teaching tools and materials for ESD are produced
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?

Yes x☐ No ☐	*Please describe.* There are a number of ESD toolkits available e.g. PERL Toolkits 1-6 ESD, Personal Consumption and Climate Change, Financial Literacy, Time as a Resource, What's the Story, and Responsible and Sustainable Living. All toolkits promote active methodologies and are suitable for teachers and tutors working in formal/ non formal education sectors. The toolkits are part funded through the EU, Norwegian Department , CDETB CDU and the Department of Education and Skills The National Strategy on ESD contains a recommendation to create an ESD 'portal'. The intention behind this proposal is that the many resources that are available can be coordinated, disseminated, and to reduce potential overlap between the type of resources that are being produced. Irish Aid supported the 8020 consortium for the website www.developmenteducation.ie. The 8020 consortium produced a set of good practice guidelines in consultation with the Irish Development Education Sector for the development of resources for Development Education and ESD.

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.* It is not possible to quantify expenditure on ESD. There is no specific budget allocation for ESD. However, a number of different Government Departments are supporting programmes that support ESD objectives and principles.
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 x☐ No ☐ (b) Yes x☐ No ☐ (c) Yes x☐ No ☐	*Please specify.* The Green-Schools programme has developed a suite of theme specific handbooks which aim to explain the various environmental thematic areas to teachers and give guidance on how to incorporate these themes into the existing curriculum and classroom based activities. The Green-Schools programme material is available in Irish and English to participating schools depending on which theme they are focusing on. These booklets and other Green-Schools materials have been developed to link ESD with the existing curriculum As mentioned in response to sub indicator 4.1.1, Irish Aid supported www.developmenteducation.ie to produce a set of good practice guidelines in consultation with the Irish Development Education Sector for the development of resources for Development Education and ESD http://www.developmenteducation.ie/media/documents/Guidelines-for-producing-DE-resources.pdf
Sub-indicator 4.2.2	Are ESD teaching tools/materials available: (a) in national languages?; (b) for all levels of education according to ISCED?

(a) Yes x☐ No ☐	*Please specify. If the answer is yes for (b), please specify by ticking (✔) in the table as appropriate.*
(b) Yes x☐ No ☐	Materials are available in English but not yet available in Irish (Gaeilge)

ISCED levels 2011[23]	*Yes*
0. Early childhood education	
1. Primary education	x
2. Lower secondary education	x
3. Upper secondary education	x
4. Post-secondary non-tertiary education	
5. Short-cycle tertiary education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8 Doctoral or equivalent level	

Indicator 4.3	**Teaching tools and materials for ESD are accessible**
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?
Yes x☐ No ☐	*Please describe and in particular highlight what measures are the most efficient for dissemination.*

Yes x☐ No ☐

Please describe and in particular highlight what measures are the most efficient for dissemination.

The ESD 'portal' that will be created as a result of the relevant recommendation in the National Strategy on ESD will provide such a mechanism for the dissemination and sharing of resources.

Irish Aid, Department of Foreign Affairs and Trade, has a strategic partnership with a consortium led by the 8020 for the provision of the website www.developmenteducation.ie. The website offers free resources for Development Education and ESD which are categorised by issue, organisation, year, age suitability and sector.

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[23] 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.* It is not possible to quantify the exact amount invested in this area. However, there is significant investment. For example, Irish Aid provides approximately €70,000 a year for the website developmenteducation.ie which provides free resources to educators in both Development Education and ESD.
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.* Approved ESD materials are available on the website developmenteducation.ie
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 x☐ No ☐ (b) Yes x☐ No ☐	*For (a) and (b) please specify and mention by whom it was established and by whom it is managed.* Development Education and ESD teaching resources are available on the website developmenteducation.ie. The website is managed by a consortium of NGOs led by 8020 in partnership with Irish Aid, Department of Foreign Affairs and Trade.
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[24] on ESD is promoted**

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

Sub-indicator 5.1.1	Is research that addresses content and methods for ESD[25]supported?
Yes x ☐ No ☐	*Please specify in particular the most important outcomes of supported research.* Research on ESD is supported by a number of Government Departments and individual educational institutions but it is rarely labelled specifically as 'ESD'. As part of the recommendations in the National Strategy on ESD there will be an audit of the ESD related research that was conducted in the past 3 years. The results of this audit, and the relevant research, will be made publicly available. The National Strategy on ESD also recommends that future calls for research funded by the Department of Education and Skills will include ESD as one of the priorities.
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes ☐ No x ☐	*Please specify what subjects were investigated and list major reports.*
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD:[26] (a) for the master's level?; (b) for the doctorate level?; (2) addressing ESD: (a) for the master's level?; (b) for the doctorate level?
(1) (a) Yes ☐ No ☐ (b) Yes ☐ No ☐ (2) (a) Yes ☐ No ☐ (b) Yes ☐ No ☐	*Please specify what programmes are available and list the most important academic dissertations that address ESD.* Time did not allow for data collation on this issue.
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?

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[25] 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.

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

(a) Yes x ☐ No ☐ (b) Yesx ☐ No ☐	*Please provide information on (a) and (b).* Two PhD programmes relevant to sustainable development and the green economy are being funded under cycle 5 of the Higher Education Authority's Programme for Research in Third Level Research (PRTLI) which covers the period 2011-2016. These programmes commenced in the 2011/12 academic year, and take in new cohorts of students each year. The **Earth Systems Institute PhD programme** creates a cohort of graduates with a strong background in Energy and Environmental studies, imbued with the innovation and entrepreneurial skills to develop an emerging green technology sector. This programme forges a collaboration between Irish and international scientists, policy makers and industry to create the graduates who will play a major role in the development of (i) the smart economy and green tech sector, (ii) the AgriFood, Energy, Materials Science and Environmental sectors of the economy. UCD, TCD, NUIG, UL and QUB are all involved in the programme. The objective is to ensure the training of graduates that will play a major role in realising the ambitions of Ireland's Energy White Paper and in creating a globally competitive "green technology" sector through original research at four of the top research institutions in Ireland, in collaboration with industry partners. The PhD Programme provides a structured approach to innovation-based research with a strong disciplinary base and innovation focus in order to deliver graduates with skills and knowledge that are relevant to the market place. There are currently 54 PhD students on the programme. The **TCD-UCD Engineering Structured PhD Programme** provides the infrastructure for high quality engineering PhD graduate education that will produce the critical mass of talented and capable engineers required to underpin the design and development of products and devices that will drive economic growth and sustainability. Initially, the focus was on current areas of national/global, social and economic importance, namely Bioengineering & Medical Devices and Sustainable Energy & Energy Efficient Devices. The partners have a strong record in electrical and thermal energy systems with a focus on power generation, distribution and use. Interaction with industrial partners both in Ireland, Europe and worldwide is an integral part of the programme to ensure an understanding of how graduates' work can be integrated into the market place. There are currently 32 PhD students on the programme. The **Irish Research Council (IRC)** is also contributing to the Sustainability agenda through three of its four main funding platforms. (i) Employer and enterprise facing programmes The IRC is working closely with Strategic Funding Partner, Sustainable Energy Authority of Ireland (SEAI), on the delivery of the Employment Based Programme for postgraduate researchers. Researchers are based in enterprise settings while collaborating with higher education institutes towards a postgraduate qualification. Some examples of projects funded under the 2014 Call include: • The Creative Re-use of Waste Materials in the Building Sector to Promote Innovative Sustainable Development (UCD and Dermot Foley Landscape Architects Ltd.) • Network Risk Assessment for Urban Development - An Integrated Approach (TCD and Future Analytics) • Preparing the Flood Defences of Limerick City for Climate Change Events (UL and Punch Consulting Engineers Ltd.) The IRC is also represented on an Energy Advisory Group with DCENR, SEAI, EI, IDA, HEA and SFI which is developing an Energy Research Strategy for Ireland, that will include provisions for postgraduate training in the area of sustainable development. (ii) Government of Ireland postgraduate programme In the general IRC Government of Ireland postgraduate programme, a range of sustainable development related projects have been

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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?[27]
Yes x☐ No ☐	*Please specify what main projects were/are being implemented to that end.* Please see response to sub indicators 3.1.1 and 3.1.2 in relation to initial teacher education and in-service education. ECO-UNESCO is involved in UE4SD a European network of universities and organisations aimed at building capacity of ESD in university educators. Irish Aid through its annual grant scheme promotes innovation and capacity building in ESD in Ireland i.e. through ECO-UNESCO's Youth For Sustainable Development programme (an innovative non-formal youth leadership training programme promoting peer education running since 2007) funded through this scheme along with the ECO-Sustainability Award. Within the formal sector ECO-UNESCO's Learning2Change programme is supported by WorldWise Global Schools.
Indicator 5.3	Dissemination of research results on ESD is promoted
Sub-indicator 5.3.1	Is there any public authority support for mechanisms[28] to share the results of research and examples of good practices in ESD[29] among authorities and stakeholders?
Yes x☐ No ☐	*Please specify and provide information about where published research and dissertations are accessible.* Not at present but as mentioned in response to sub indicator 5.1.1 as part of the recommendations in the National Strategy on ESD there will be an audit of the ESD related research that was conducted in the past 3 years. The results of this audit, and the relevant research, will be made publicly available. The website developmenteducation.ie showcases good practice case studies in Development Education and ESD.

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

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

[29] E.g., the "participatory approach"; links to local, regional and global problems; an integrative approach to environmental, economic and social issues; an orientation to understanding, preventing and solving problems.

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
(a) Yes ☐ No ☐ (b) Yes ☐ No ☐	*Please name the major publications for (a) and (b).* Time did not allow for collation of data on this issue.
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[30] networks on ESD?
Yes x☐ No ☐	*Please specify concrete networks and explain who supports these networks.* One example is the UN accredited Regional Centre of Expertise in ESD that is based in Dublin City University. In addition the Council of Europe EDC/HRE is a significant entity in the promotion of an important dimension of ESD ie. Education for Democratic Citizenship and Human Rights Education Irish Aid is a member of the Global Education Network of Europe (GENE), the European network of national Ministries, Agencies and other national bodies with responsibility for support, funding and policy-making in the field of Global Education/Development Education/ESD.
Sub-indicator 6.1.2	Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?

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

Yes x☐ No ☐	*Please specify. List major networks.* Examples include: • Green-Schools is an international programme of FEE (Foundation for Environmental Education) currently operating in 57 countries worldwide. Green-Schools in Ireland currently has the highest percentage of awarded Green Flag schools worlwide and is currently coordinating an international research project on FEE Education Programmes. The International Green-Schools Network meet annually to share innovations and best practice. • ECO-UNESCO is involved in UE4SD a European network of universities and organisations aimed at building capacity of ESD in university educators. • ECO-UNESCO is also affiliated to World Federation of UNESCO Clubs and Centres and has been promoting ESD in Ireland throughout the UN Decade of ESD. ECO-UNESCO will be presenting at the WEEC in Gothenberg 2015. • The PERL network Partnership for Education and Research about Responsible Living The Irish Development Education Association (IDEA) are involved with a number of international networks, projects and programmes including the DARE forum, DEEEP 4 project, Challenging the Crisis project (funded by European Commission) and Action2015.
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes ☐ No ☐	*Please specify and list the major ones.*
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes ☐ No x☐	*Please list and describe.* Not at present.
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.

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.

The lack of a National Strategy on ESD was a challenge too implementing ESD in Ireland. However, the first National Strategy was published in July 2014. It provides a framework for supporting progress in this area over the period 2014-2020.

Please in particular discuss any challenges and obstacles encountered that were not yet mentioned in the concluding remarks on the implementation of the Strategy's main objectives (issues 1–6).

Issue 9.	**Future implementation of Education for Sustainable Development**

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

The National Strategy for ESD covers the period 2014-2020. It includes provision for a mid-term review in 2017 which will take account of relevant developments at international level. Since the publication of the National Strategy in 2014, ESD has become one of the policy responsibilities of the Department of Education and Skills.

The current Irish Aid Development Education Strategy 2007-2015 which includes support for ESD expires at the end of 2015. Irish Aid has invited the Department of Education and Skills to participate in the consultation process for the development of the next Development Education Strategy.

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)			X	X	X	X	X	X	X
Ethics and philosophy			X	X	X	X	X	X	X
Citizenship, democracy and governance		X	X	X	X	X	X	X	X
Human rights (e.g., gender and racial and intergenerational equity)		X	X	X	X	X	X	X	X
Poverty alleviation			X	X	X	X	X	X	X
Cultural diversity	X	X	X	X	X	X	X	X	X
Biological and landscape diversity	X	X	X	X	X	X	X	X	X
Environmental protection (waste management, etc.)	X	X	X	X	X	X	X	X	X
Ecological principles/ecosystem approach	X	X	X	X	X	X	X	X	X
Natural resource management (e.g., water, soil, mineral, fossil fuels)		X	X	X	X	X	X	X	X
Climate change		X	X	X	X	X	X	X	X
Personal and family health (e.g., HIV/AIDS, drug abuse)		X	X	X	X	X	X	X	X
Environmental health (e.g., food and drinking; water quality; pollution)		x	X	X	X	X	X	X	X
Corporate social responsibility			X	X	X	X	X	X	X
Production and/or consumption patterns			X	X	X	X	X	X	X
Economics			X	X	X	X	X	X	X
Rural/urban development			X	X	X	X	X	X	X
Total	4	10	17	17	17	17	17	17	17
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[31]/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?			X	X	X	X	X	X	X
	- understanding complexity/systemic thinking?			X	X	X	X	X	X	X
	- overcoming obstacles/problem-solving?		x	X	X	X	X	X	X	X
	- managing change/problem-setting?			X	X	X	X	X	X	X
	- creative thinking/future-oriented thinking?			X	X	X	X	X	X	X
	- understanding interrelationships across disciplines/holistic approach?	X	X	x	x	x	x	x	x	x
	Total: 45	1	2	6	6	6	6	6	6	6
	- 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?	X	X	X	X	X	X	X	X	X
	- decision-making, including in situations of uncertainty?		X	X	X	X	X	X	X	X
	- dealing with crises and risks?			X	X	X	X	X	X	X
	- acting responsibly?	X	X	X	X	X	X	X	X	X
	- acting with self-respect?	X	X	X	X	X	X	X	X	X
	- acting with determination?		X	X	X	X	X	X	X	X

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[31] At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels								
		0	1	2	3	4	5	6	7	8
	Total : 51	3	6	6	6	6	6	6	6	6
	- other (*countries to add as many as needed*)?									

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?	X	X	X	X	X	X	X	X	X
	- self-expression and communication?	X	X	X	X	X	X	X	X	X
	- coping under stress?		X	X	X	X	X	X	X	X
	- ability to identify and clarify values *(for phase III)?*		x	X	X	X	X	X	X	X
	Total: 34	2	4	4	4	4	4	4	4	4
	- 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)?	X	X	X	X	X	X	X	X	X
	- acting with respect for others?	X	X	X	X	X	X	X	X	X
	- identifying stakeholders and their interests?		X	X	X	X	X	X	X	X
	- collaboration/team working?	X	X	X	X	X	X	X	X	X
	- participation in democratic decision-making?		X	X	X	X	X	X	X	X
	- negotiation and consensus-building?	X	X	X	X	X	X	X	X	X
	- distributing responsibilities (subsidiarity)?		X	X	X	X	X	X	X	X
	Total: 60	4	7	7	7	7	7	7	7	7
	- 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	X	x	x	x	x	x	x	x	x
Conceptual and perceptual mapping		X	X	X	X	X	X	X	X
Philosophical inquiry		X	X	X	X	X	X	X	X
Value clarification	X	X	X	X	X	X	X	X	X
Simulations; role playing; games	X	X	X	X	X	X	X	X	X
Scenarios; modelling		X	X	X	X	X	X	X	X
Information and communication technology (ICT)		X	X	X	X	X	X	X	X
Surveys		X	X	X	X	X	X	X	X
Case studies		X	X	X	X	X	X	X	X
Excursions and outdoor learning	x	X	X	X	X	X	X	X	X
Learner-driven projects		X	X	X	X	X	X	X	X
Good practice analyses		X	X	X	X	X	X	X	X
Workplace experience		X	X	X	X	X	X	X	X
Problem-solving	x	X	X	X	X	X	X	X	X
Total : 117	5	14	14	14	14	14	14	14	14
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	X	X	x
Local government	x	x	X
Organized labour			
Private sector			
Community-based	X	X	X
Faith-based			
Media			
Total	3	3	3
Other (*countries to add as many as needed*)			

The scoring key for this table (maximum 21 ticks; "other" not counted) is:

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

Table (b)
According to United Nations Decade of ESD

Stakeholders	Classification by United Nations Decade of ESD				
	Public awareness	*Quality education*	*Reorienting education*	*Training*	*Social learning*
NGOs					
Local government					
Organized labour					
Private sector					
Community-based					
Faith-based					
Media					
Total					
Other (*countries to add as many as needed*)					

The scoring key for this table (maximum 35 ticks; "other" not counted) is:

No. of ticks	0–5	6–11	12–17	18–23	24–29	30–35
Scale	A	B	C	D	E	F

Appendix III

Indicator 3.1, sub-indicator 3.1.3

Please specify to what extent ESD is a part of the initial and/or in-service educator's training, by filling in the table below by ticking (✔) as appropriate.

ISCED levels	Percentage of education professionals who have received training[a] to integrate ESD into their practice																	
	Educators												Leaders/administrators[b]					
	Initial[c]						In service[d]						In service[e]					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0.																		
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
7.																		
8.																		
Non-formal																		
Informal																		

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

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

[c] Please indicate the number of educators who have received initial training on ESD as a percentage of the total number of educators by the reporting date.

[d] Please indicate the number of educators who have received training on ESD as a percentage of the total number of educators who received in-service teacher training by the reporting date.

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

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

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

Appendix IV

Summary and self-assessment by countries

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

On the basis of the answers to the sub-indicators, please self-assess the status of the implementation of the respective indicator in your country.
If feasible, please specify the methodology used for the self-assessment.

Indicator 1.1	**Prerequisite measures are taken to support the promotion of ESD**	☐ Not started ☐ In progress x☐ Developing ☐ Completed
Indicator 1.2	**Policy, regulatory and operational frameworks support the promotion of ESD**	☐ Not started ☐ In progress x☐ Developing ☐ Completed
Indicator 1.3	**National policies support synergies between processes related to SD and ESD**	☐ Not started ☐ In progress ☐ Developing x☐ Completed
Indicator 2.1	**SD key themes are addressed in formal education**	☐ Not started ☐ In progress x☐ Developing ☐ Completed
Indicator 2.2	**Strategies to implement ESD are clearly identified**	☐ Not started ☐ In progress ☐ Developing x☐ Completed
Indicator 2.3	**A whole-institution approach to ESD/SD is promoted**	☐ Not started ☐ In progress x☐ Developing ☐ Completed
Indicator 2.4	**ESD is addressed by quality assessment/enhancement systems**	☐ Not started ☐ In progress x☐ 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 x☐ Developing ☐ Completed
Indicator 2.6	**ESD implementation is a multi-stakeholder process**	☐ Not started ☐ In progress x☐ Developing ☐ Completed
Indicator 3.1	**ESD is included in the training of educators**	☐ Not started ☐ In progress x☐ Developing ☐ Completed
Indicator 3.2	**Opportunities exist for educators to cooperate on ESD**	☐ Not started ☐ In progress x☐ Developing ☐ Completed
Indicator 4.1	**Teaching tools and materials for ESD are produced**	☐ Not started ☐ In progress x☐ Developing ☐ Completed
Indicator 4.2	**Quality control mechanisms for teaching tools and materials for ESD exist**	☐ Not started ☐ In progress x☐ Developing ☐ Completed

Indicator 4.3	Teaching tools and materials for ESD are accessible	☐ Not started ☐ In progress x☐ Developing ☐ Completed
Indicator 5.1	Research on ESD is promoted	☐ Not started ☐ In progress x☐ Developing ☐ Completed
Indicator 5.2	Development of ESD is promoted	☐ Not started ☐ In progress x☐ Developing ☐ Completed
Indicator 5.3	Dissemination of research results on ESD is promoted	☐ Not started ☐ In progress x☐ Developing ☐ Completed
Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond	☐ Not started ☐ In progress x☐ Developing ☐ Completed