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

Thirteenth meeting
Geneva, 3 and 4 May 2018
Item 6 of the provisional agenda
Preparations for the next (2017–2019) mandatory reporting cycle under the Strategy

Format for reporting on the implementation of the UNECE Strategy for Education for Sustainable Development (2017–2019)

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 progress in the implementation of the UNECE Strategy for Education for Sustainable Development (ECE/CEP/BATUMI.CONF/2016/11, annex II, para. 4 (d)).

On 1 November 2018, 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 or State level during the next implementation phase (2017–2019). The present document sets out the format for reporting (annex I). The set of indicators, on which the reporting format is based, was developed by the ECE Expert Group on Indicators for Education for Sustainable Development. The reporting format has been updated by the secretariat in consultation with the Bureau to meet the reporting needs of the current phase.

Based on national reports submitted, the secretariat will prepare a synthesis report in 2019, highlighting progress made, identifying challenges and drawing up recommendations. The synthesis report is vital for monitoring the progress made since the previous implementation phases and setting future priorities for implementing the Strategy and is expected to be presented at the fourteenth meeting of the Steering Committee in 2019.

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Introduction

1. The present document presents a format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development for the next implementation phase (2017–2019). It was developed based on the procedure for the review of implementation of the Strategy contained in the draft workplan for 2017–2019 (ECE/CEP/AC.13/2018/3). The reporting format also takes into account the two previous reporting exercises in 2010 and 2014, the related reporting templates (ECE/CEP/AC.13/2009/10 and ECE/CEP/AC.13/2014/5, respectively) and the feedback from countries following those exercises on the workability and feasibility of the indicators and the requested information for reporting.

2. In addition, the workplan for implementation of the current phase of the Strategy sets out the timeline for the reporting exercise in 2018 (ibid., para. 46).

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. In 2014, to reflect the requirements the third phase (2011–2015) of the Strategy's initial implementation period (2005–2015), in consultation with the Expert Group on Indicators the secretariat 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 implementation of education for sustainable development (ESD) after the third phase of implementation came to an end, countries were 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 of the first implementation period 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") was revised to read "Future implementation of education for sustainable development", focusing on priorities for the future ESD implementation framework.

5. In 2018, to reflect the requirements and priorities of the 2017–2019 implementation phase, outlined in the framework for the future implementation of the Strategy (ECE/BATUMI.CONF/2016/11), in consultation with the Bureau, the secretariat has introduced the following changes to the 2014 reporting template developed by the Expert Group:

(a) The tables with ISCED levels provided in the "yes/no" part of indicators 1.2.2, 2.2.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1 and 4.2.2 have been updated to reflect the growing interest in technical and vocational education and training by adding the relevant ISCED programme orientation category for vocational education, as follows: 25. Lower secondary vocational education; 35. Upper secondary vocational education; 45. Post-secondary non-tertiary vocational education; 55. Short-cycle tertiary vocational education. Similarly, the tables containing a breakdown by ISCED levels provided in appendixes I (a), (b) and (c) and appendix III have been also updated with the inclusion of these additional levels 25, 35, 45 and 55 for vocational education. Countries are invited to assess these levels if they have relevant information and data. Additional change was proposed during the thirteenth meeting of the Steering Committee (3-4 May 2018): where appropriate, the tables with ISCED levels have been updated by adding one option for the answer "9. No information available";

(b) The title of indicator 1.3 "National policies support synergies between processes related to sustainable development (SD) and ESD" has been revised to read "National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD";

(c) A new sub-indicator 1.3.1 "Does your country have a stand-alone 'sustainable development', 'global understanding', 'international understanding' policy, plan or law in place, in each case using 'sustainable development' language?" has been added;

(d) Former sub-indicator 1.3.1 "Is ESD part of SD policy(ies) if these exist in your country?" has been renamed as sub-indicator 1.3.2;

(e) A new sub-indicator 2.4.2 "Which of the following dimensions of learning is your country planning to reinforce in student assessment or examinations in the next five years, in relation to ESD?" has been added, which includes the following options for an answer: (a) Knowledge; (b) Skills and competencies; (c) Values and attitudes; (d) Behaviours; (e) None; and (f) No information available;

(f) Issue 9 of the 2014 reporting template ("Future implementation of education for sustainable development") has been revised to read "Describe any assistance needed in implementing the Strategy in your countries", as the political mandate for the future implementation of the Strategy has since been agreed at the High-level Meeting of Education and Environment Ministries in 2016;

(g) Appendix I (a) has been revised and several new themes have been added to the listing of proposed themes, as follows: "Sustainable lifestyles"; "Gender equality"; "Oceans and sea"; "Renewable energy"; Sustainable cities and communities"; and "Culture's contribution to sustainable development". Also, several themes have been revised as follows: "Ethics and philosophy" has been revised to read "Environmental ethics and philosophy"; "Citizenship, democracy and governance" has been revised to read "Global citizenship, democracy and governance"; "Environmental protection (waste management, etc.) has been revised to read "Environmental protection (waste management, environmental monitoring, risk assessment, etc.)"; "Climate change" has been revised to read "Climate change and desertification"; and "Economics" has been revised to read "Economic growth and good jobs".

6. 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 or State level;

(b) Although the "yes/no" part of sub-indicators was required to be reported on in the initial 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-eight member States reported on a voluntary basis by preparing reports for the Environment for Europe Ministerial Conference in Batumi in 2016. Thirty-six member States submitted national implementation reports for the Environment for Europe Ministerial Conference in Belgrade in 2007, and 36 member States responded to the first formal call for reporting in 2010. Countries are requested to prepare an updated version of their most recent report for 2018;

(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) The deadline for submission of reports to the secretariat, taking into account United Nations document management procedures, is 1 November 2018;

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

(g) The ECE secretariat will prepare a synthesis report for 2019, highlighting achievements, identifying challenges and drawing conclusions regarding future ESD implementation. It is expected that the reporting results will be presented at the fourteenth meeting of the Steering Committee in 2019;

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

7. The key documents for the preparation of the 2018 national implementation reports include the following:

(a) The UNECE Strategy for Education for Sustainable Development (CEP/AC.13/2005/3/Rev.1);

(b) The format for reporting presented in annex I to the present document;

(c) The guidance for reporting on the implementation of the UNECE Strategy for Education for Sustainable Development (ECE/CEP/AC.13/2009/5);

(d) The first progress report on the implementation of the Strategy (2005–2007), "Learning from each other: achievements, challenges and the way forward" (ECE/BELGRADE.CONF/2007/INF/3-ECE/CEP/AC.13/2007/2 and Add.1 and Corr.1);

(e) The second evaluation report on the implementation of the Strategy (2008–2010), "Learning from each other: achievements, challenges and ways forward" (ECE/CEP/AC.13/2012/3);

(f) The third evaluation report on the implementation of the Strategy (2011–2015), "Learning from each other: achievements, challenges and ways forward" (ECE/CEP/AC.13/2016/3);

(g) The publication: *Ten Years of the UNECE Strategy for Education for Development — Evaluation Report on the Implementation of the UNECE Strategy for Education for Sustainable Development from 2005 to 2015* (ECE/CEP/179).

8. A proposed timeline for reporting is provided in annex II to the present document.

Annex I

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

Implementation phase: 2017–2019

The following report is submitted on behalf of the Government of __Israel_ 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: Zivit Linder, Director Environmental Education Division

Signature:

Date:

Full name of the institution: Ministry of Environmental Protection

Postal address: P.O.Box 34033, 3 Kanfei Nesharim Jerusalem

Telephone:

Email: zivit@sviva.gov.il hanipel@education.gov.il

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.

☐ Governmental institutions (please specify) ___Ministry of Education_____

☐ Stakeholders: _____

☐ NGOs (please specify) _____

☐ Academia (please specify) _____

☐ Business (please specify) _____

☐ Other (please specify) _____

B. Report any particular circumstances that help clarify the context of the report — for example, whether the decision-making structure is federal and/or decentralized, and whether financial constraints are a significant obstacle to implementation. (This information should not exceed half a page.)

Issue[1] 1.	**Ensure that policy, regulatory and operational frameworks support the promotion of ESD**
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 1.1	**Prerequisite measures are taken to support the promotion of ESD**
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national[2] language(s)?
Yes ☐ No ✓☐☐	*Please specify languages.* Hebrew and Arabic
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes ✓☐ No ☐	*If yes, please specify in which ministry(ies)/department(s) the focal point(s) is(are) located.* Ministry of Environmental Protection
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes ✓☐ No ☐	Joint committee with the Ministry of Education – *Steering committee with Ministry of Education, budgetary concerns covered by Ministry of Environmental Protection in order to implement environmental contents in national curriculums. There is no officially stated mandate – informal agreements between ministries lead to the continuing advancement of UNECE Strategy of ECD. Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD..*
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes ✓☐ 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 document detailing the joint implementation plan is available on both ministries' sites (in Hebrew).* ***http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/MadaTechnologya/kayamut/***
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade of Education for Sustainable Development after 2014,[3] and other policy processes relevant to ESD?
Yes ✓☐ No ☐	*Please specify and list major documents. The Ministry of Environmental Protection has issued a public tender for regional authorities to implement environmental education into their pre-school and primary education curriculums; a document detailing full breadth of tender is available on the Ministry of Environmental Protection's website.*

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

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

[3] See A/69/76.

Indicator 1.2	**Policy, regulatory and operational frameworks support the promotion of ESD**
Sub-indicator 1.2.1	Is ESD reflected in any national policy[4] document(s)?
Yes ✓ ☐ No ☐	*Please specify and list any major document(s).* **http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/MadaTechnologya/kayamut/** ***(http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/MadaTechnologya/kayamut/***

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

<table>
<tr><td>Sub-indicator 1.2.2</td><td>Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards, ordinances or requirements at all levels of formal education, as understood by your education system in accordance with ISCED?[5]</td></tr>
<tr><td>(a) Yes ✓☐ No ☐
(b) Yes ✓☐ No ☐</td><td>If yes, please specify details for (a) and (b
<u>a.http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/MadaTechnologya/kayamut/ChomreyLemida/</u>
http://www.sviva.gov.il/InfoServices/ReservoirInfo/DecisionStockpileGovernment/Pages/2003/Decision246.aspxb.
http://www.sviva.gov.il/InfoServices/ReservoirInfo/ResearchAndPublications/Pages/default.aspx
Please also fill in the table by ticking (✓) as appropriate
.
<table>
<tr><th rowspan="2">ISCED levels 2011</th><th>(a)</th><th>(b)</th></tr>
<tr><td>Yes</td><td>Yes</td></tr>
<tr><td>0. Early childhood education</td><td>✓</td><td>✓</td></tr>
<tr><td>1. Primary education</td><td>✓</td><td>✓</td></tr>
<tr><td>2. Lower secondary education</td><td>✓</td><td>✓</td></tr>
<tr><td>25. Lower secondary vocational education</td><td>✓</td><td>✓</td></tr>
<tr><td>3. Upper secondary education</td><td>✓</td><td>✓</td></tr>
<tr><td>35. Upper secondary vocational education</td><td>✓</td><td>✓</td></tr>
<tr><td>4. Post secondary non-tertiary education</td><td>✓</td><td>✓</td></tr>
<tr><td>45. Post-secondary non-tertiary vocational education</td><td>✓</td><td>✓</td></tr>
<tr><td>5. Short-cycle tertiary education</td><td></td><td>✓</td></tr>
<tr><td>55. Short-cycle tertiary vocational education</td><td></td><td>✓</td></tr>
<tr><td>6. Bachelor’s or equivalent level</td><td></td><td>✓</td></tr>
<tr><td>7. Master’s or equivalent level</td><td></td><td>✓</td></tr>
<tr><td>8. Doctoral or equivalent level</td><td></td><td>✓</td></tr>
<tr><td>9. No information available</td><td></td><td></td></tr>
</table>
</td></tr>
</table>

[5] See http://uis.unesco.org/en/topic/international-standard-classification-education-isced.

Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?
Yes ☐ No ✓☐	*Please specify.*
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes ☐ No ✓☐	*Please specify.*
Sub-indicator 1.2.5	Does a formal structure for interdepartmental[6] cooperation relevant to ESD exist in your Government?
Yes ☐ No ✓☐	*Please specify.*
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government?[7]
Yes ✓☐ No ☐	*Please specify . The Steering Committee, mentioned previously in Sub-Indicator 1.1.3, also included participation of environmental education focused NGOs.*
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes ✓☐ No ☐	*Please specify. The Ministry of Environmental Protection allocates 30 million NIS per annum (approx. 8.1 million USD) for the advancement of environmental education both in the national educational curricula and the regionally available added education programs.*
Indicator 1.3 National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD	
Sub-indicator 1.3.1	Does your country have a stand-alone “sustainable development”, “global understanding”, “international understanding” policy, plan or law in place, in each case using “sustainable development” language?
Yes ✓☐ No ☐	*Please specify . Government decision number 246 from the year 2003 defines national objectives regarding sustainable development, and includes ongoing ministerial reports to be composed on the matter. Said decision was amended in 2011 to focus on green growth; however, the government is currently in the process of passing an additional decision concerning sustainable development, which includes greater focus integration of SDGs.*
Sub-indicator 1.3.2	Is ESD part of SD policy(ies) if these exist in your country?
Yes ✓☐ No ☐	*Please specify. As part of decision 246, implementation of sustainable development principles is to be integrated into national curriculum.*

[6] Between State bodies.

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

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 and/or initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *What other considerations have to be taken into account in future ESD implementation concerning this objective?*

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 ✓ ☐ 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 phases II and III 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.*
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?

A	B	C	D	E	F
☐	☐	☐	☐	☐	☐

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

Yes ✓ ☐ No ☐	*Please specify what competences as learning outcomes are important in your country.* *Please update the table in appendix I (b) that was used for implementation phases II and III 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 ☐

<table>
<tr><td>Sub-indicator 2.1.3</td><td>Are teaching and learning methods that support ESD addressed explicitly in the curriculum[11] or programme of study at various levels of formal education?</td></tr>
<tr><td>Yes ✓☐ No ☐</td><td>Please specify which 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 phases II and III, 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></tr>
<tr><td colspan="2">Indicator 2.2 Strategies to implement ESD are clearly identified</td></tr>
<tr><td>Sub-indicator 2.2.1</td><td>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?</td></tr>
<tr><td>(a) Yes ✓☐ No ☐
(b) Yes ✓☐ No ☐
(c) Yes ✓☐ No ☐
(d) Yes ☐ No ☐
(e) Yes ☐ No ☐</td><td>Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.
<table>
<tr><td rowspan="2">ISCED levels 2011</td><td>(a)</td><td>(b)</td><td>(c)</td><td>(d)</td><td>(e)</td></tr>
<tr><td>Yes</td><td>Yes</td><td>Yes</td><td>Yes</td><td>Yes</td></tr>
<tr><td>0. Early childhood education</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr>
<tr><td>1. Primary education</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr>
<tr><td>2. Lower secondary education</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr>
<tr><td>25. Lower secondary vocational education</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr>
<tr><td>3. Upper secondary education</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr>
<tr><td>35. Upper secondary vocational education</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr>
<tr><td>4. Post-secondary non-tertiary education</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr>
</table></td></tr>
</table>

[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 or learning method.

45. Post-secondary non-tertiary vocational education	✓	✓	✓		
5. Short-cycle tertiary education	✓		✓		
55. Short-cycle tertiary vocational education	✓		✓		
6. Bachelor's or equivalent level	✓		✓		
7. Master's or equivalent level	✓		✓		
8. Doctoral or equivalent level	✓		✓		
9. No information available					

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

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

Sub-indicator 2.3.1	Do educational institutions[15] adopt a "whole-institution approach" to SD/ESD?
Yes ☐ No ✓☐	*The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2019.[16] 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	

[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 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).

[16] See paragraph 20 of the framework for the future implementation of the UNECE Strategy for Education for Sustainable Development.

	2. Lower secondary education 25. Lower secondary vocational education 3. Upper secondary education 35. Upper secondary vocational education 4. Post secondary non-tertiary education 45. Post-secondary non-tertiary vocational education 5. Short-cycle tertiary education 55. Short-cycle tertiary vocational education 6. Bachelor's or equivalent level 7. Master's or equivalent level 8. Doctoral or equivalent level 9. No information available
Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?
Yes ☐ No ✓☐	*If yes, please specify what schemes are available for all levels of your education system.* *Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.* **ISCED levels 2011** — *Yes* 0. Early childhood education 1. Primary education 2. Lower secondary education 25. Lower secondary vocational education 3. Upper secondary education 35. Upper secondary vocational education 4. Post secondary non-tertiary education

<table>
<tr><td></td><td>
<table>
<tr><td>45. Post-secondary non-tertiary vocational education</td><td></td></tr>
<tr><td>5. Short-cycle tertiary education</td><td></td></tr>
<tr><td>55. Short-cycle tertiary vocational 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>
<tr><td>9. No information available</td><td></td></tr>
</table>
Please also specify for non-formal and informal education, as appropriate. If relevant information is available please also specify (provide examples).
</td></tr>
<tr><td>Sub-indicator 2.3.3</td><td>Do institutions/learners develop their own SD/ESD indicators for their institution/organization?</td></tr>
<tr><td>Yes ✓☐ No ☐</td><td>
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:

<table>
<tr><td>ISCED levels 2011</td><td>Yes</td></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>25. Lower secondary vocational education</td><td>✓</td></tr>
<tr><td>3. Upper secondary education</td><td></td></tr>
<tr><td>35. Upper secondary vocational education</td><td></td></tr>
<tr><td>4. Post secondary non-tertiary education</td><td></td></tr>
<tr><td>45. Post-secondary non-tertiary vocational education</td><td></td></tr>
<tr><td>5. Short-cycle tertiary education</td><td></td></tr>
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55. Short-cycle tertiary vocational education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	
9. No information available	

(b) For non-formal institutions:

ISCED levels 2011	*Yes*
0. Early childhood education	
1. Primary education	
2. Lower secondary education	
25. Lower secondary vocational education	
3. Upper secondary education	
35. Upper secondary vocational education	
4. Post secondary non-tertiary education	
45. Post-secondary non-tertiary vocational education	
5. Short-cycle tertiary education	
55. Short-cycle tertiary vocational education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	
9. No information available	

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

[17] 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 ✓ ☐ No ☐

(b) Yes ✓ ☐ No ☐

(c) Yes ✓ ☐ No ☐

Please elaborate The Ministry of Environmental Protection, together with the Ministry of Education, offers a Green Certification to educational institutions.

On the pre-school level, includes preparation of an annual work plan on environmental subjects, community-oriented environmental projects, and behavioral expression of environmental literacy: activities meant to conserve natural resources and reduce environmental pollution.

On the primary school level, Green Certification includes 30 annual hours of formal study of environmental subjects within the framework of subjects such as geography, science, and social studies. Schools are required to reduce resource use and collect waste for recycling, in addition to implementing community projects that increase awareness of the environment. The following table demonstrates the growing number of educational institutions that received Green School certification, and of them how many have consistently reapplied annually.

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)**	**(b)**	**(c)**
	Yes	*Yes*	*Yes*
0. Early childhood education	✓	✓	
1. Primary education	✓	✓	✓
2. Lower secondary education	✓	✓	✓
25. Lower secondary vocational education	✓	✓	✓
3. Upper secondary education	✓	✓	
35. Upper secondary vocational education	✓	✓	
4. Post-secondary non-tertiary education	✓	✓	
45. Post-secondary non-tertiary vocational education	✓	✓	
5. Short-cycle tertiary education	✓	✓	
55. Short-cycle tertiary vocational education	✓	✓	
6. Bachelor's or equivalent level	✓	✓	
7. Master's or equivalent level	✓	✓	
8. Doctoral or equivalent level	✓	✓	
9. No information available			

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).

Sub-indicator 2.4.2	Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to ESD?: (a) Knowledge, (b) Skills and competencies; (c) Values and attitudes; (d) Behaviours; (e) None; (f) No information available.

(a) Yes ✓☐ No ☐
(b) Yes ✓☐ No ☐
(c) Yes ✓☐ No ☐
(d) Yes ✓☐ No ☐
(e) Yes ☐ No ☐
(f) Yes ☐ No ☐

Please elaborate.

Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.

ISCED levels 2011	**(a)**	**(b)**	**(c)**	**(d)**	**(e)**	**(f)**
	Yes	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*
0. Early childhood education		✓	✓	✓		
1. Primary education	✓	✓	✓	✓		
2. Lower secondary education	✓	✓	✓	✓		
25. Lower secondary vocational education						
3. Upper secondary education	✓	✓				
35. Upper secondary vocational education	✓	✓				
4. Post-secondary non-tertiary education	✓	✓				
45. Post-secondary non-tertiary vocational education	✓	✓				
5. Short-cycle tertiary education	✓			✓		
55. Short-cycle tertiary vocational education	✓			✓		
6. Bachelor's or equivalent level	✓			✓		
7. Master's or equivalent level	✓			✓		
8. Doctoral or equivalent level						
9. No information available						

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 ☐	*Please specify and provide information on new developments and good practice examplesThe Ministry of Environmental Protection works with raising awareness among local populations via various initiatives, as well as working towards inserting green and SD contents into youth movement chapters.*
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 which instruments were the most effective in assessing the outcomes of ESD as a result of non-formal or informal learning.*
Indicator 2.6	**ESD implementation is a multi-stakeholder process**[18]
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes ✓☐ 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 Ministry of Environmental Protection and the Ministry of Education are working together with regional and municipal authorities, educational NGOs, members of national and international academia, local populations and youth movement chapters to engage in a joint and facilitative implementation process.*
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 Our method of promoting learning is via "change agents" already available in the formal and informal education – meaning we do not seek to "reinvent the wheel" via imposition of new top-to-bottom processes, but rather to identify existing elements in the educational field with the capacity to enhance and promote SD and ESD and utilize their reach and expertise in advancing the aforementioned education.*

[18] For higher education institutions: this covers the issue of university "outreach" (meaning a wide spectrum from regional integration, business cooperation and transdisciplinarity to eco-procurement and research-education-cooperation).

	Please address in particular the following questions: – *Which actions and/or initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *What 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[19] of educators**
Sub-indicator 3.1.1	Is ESD a part of educators' initial training?[20]
Yes ☐ No ✓☐	*In particular specify which ESD competences[21] are explicitly included in the study programmes.*
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training?[22]
Yes ✓☐ No ☐	*For the past nine years, the Ministries of Environmental Protection and Education train some 2700 educators per year in ESD. In particular specify which 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 III 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 ☐	*the Ministries of Environmental Protection and Education train some 100 per year leaders and administrators in ESD. Please specify which ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional.*
Indicator 3.2	**Opportunities exist for educators to cooperate on ESD**
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?
Yes ✓☐ No ☐	*Please specify There is a yearly convention on environmental education which includes the aforementioned educators and administrators who were trained in ESD, in addition to members of academia.*

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

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

[21] 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.

[22] 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.

Sub-indicator 3.2.2	Are ESD networks/platforms supported by the Government in any way?[23]
Yes ✓ ☐ No ☐	*Please specify how, listing the major ones, and describing them as appropriate The environmental education is partly funded by the Ministry of Environmental Protection and the Ministry of Education.*
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* *The educators and administrators are accompanied by an environmental mentor who assists them in building teaching plans and lessons that implement the ESD values and contents they have internalized during the continuing education programs. This accompaniment by the mentor has been found to be crucial for the success of the implementation, and the educators and administrators benefitted greatly from it.* *A challenge that has been encountered is that, due to the nature prioritizing the students' time in existing educational systems, it has often been complicated to ensure sufficient time was allotted to focusing on ESD and related issues.*
	Please address in particular the following questions: – *Which actions and/or initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *What 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 Ministry of Environmental Protection is about to issue a tender for the development of digital educational materials aimed at ESD.	
Indicator 4.1 Teaching tools and materials for ESD are produced	
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?
Yes ✓☐ No ☐	*Please describe Money allotted to regional and municipal authorities by the Ministry of Environmental Protection goes on to be invested in the production of ESD related tools and materials.*
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?

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

Yes ✓ ☐ 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 developmenAs mentioned in sub-indicator 1.2.7, the Ministry of Environmental Protection allocates 30 million NIS per annum (approx. 8.1 million USD) for the advancement of environmental education both in the national educational curricula and the regionally available added education programs.*
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 ✓☐	*Please specify. There are standards embedded in the public tenders that are all parties involved must adhere to, from the producer of the tools and materials. These tools and materials are also reviewed and recommended (if appropriate) by the Ministry.*
Sub-indicator 4.2.2	Are ESD teaching tools and materials available: (a) in national languages?; (b) for all levels of education according to ISCED?

(a) Yes ✓ ☐ No ☐ (b) Yes ☐ No ✓ ☐	*Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.*

ISCED levels 2011	*Yes*
0. Early childhood education	✓
1. Primary education	✓
2. Lower secondary education	✓
25. Lower secondary vocational education	✓
3. Upper secondary education	✓
35. Upper secondary vocational education	✓
4. Post secondary non-tertiary education	✓
45. Post-secondary non-tertiary vocational education	✓
5. Short-cycle tertiary education	
55. Short-cycle tertiary vocational education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	
9. No information available	

Indicator 4.3 Teaching tools and materials for ESD are accessible	
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?
Yes ✓ ☐ No ☐	*Please describe and in particular highlight which measures are the most efficient for dissemination Once the materials and tools have been produced by the public tender, they are accessible to all appropriate educators and educational institutes via the website of the Ministry of Environmental Protection and the Ministry of Education.*
Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes ✓ ☐ 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 websites are funded via national budget.*

Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes ✓ ☐ No ☐	*Please describe and name in particular official Internet sites. www.sviva.org.il* *http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/MadaTechnologya/kayamut/kayamut.htm*
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.* *A: Both Ministries have established websites* *B. Both Ministreis publish material through the local authorities and teachers' centers*
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. We have concluded that digital materials and tools should be our primary area of development.*
	Please address in particular the following questions: – *Which actions and/or initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *What 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	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD[25] supported?
Yes ☐ No ✓☐	*Please specify in particular the most important outcomes of supported research.*
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?

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

[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.

Yes ☐ No ✓ ☐	*Please specify which 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.* *In the previous years several higher education institutuins have programs referred to ESD.*
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?
(a) Yes ☐ No ✓☐ (b) Yes ☐ No ✓☐	*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?[27]
Yes ☐ No ✓☐	*Please specify what main projects were/are being implemented to that end.*
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 ☐ No ✓☐	*Please specify and provide information about where published research and dissertations are accessible.*

[26] ESD is addressed by substance and/or by approach.
[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).Ecology and Environment, by the Israeli Association for Ecology.*
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 and/or initiatives have been particularly successful and why? – *What challenges did your country encounter when implementing this objective?* – *What 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 or support international[30] networks on ESD?
Yes ☐ No ✓☐	*Please specify concrete networks and explain who supports these networks.*
Sub-indicator 6.1.2	Do educational institutions or organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes ✓☐ No ☐	*Please specify. List major networks. The GLOBE Program*
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms or agreements that include an explicit ESD component?
Yes ☐ No ✓☐	*Please specify and list the major ones.*
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes ☐ No ✓☐	*Please list and describe.*

[30] 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 and/or initiatives have been particularly successful and why?* - *What challenges did your country encounter when implementing this objective?* - *What 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 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).*	
Issue 9.	**Describe any assistance needed in implementing the Strategy in your countries**
Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible. *Israel is interested in expanding its activities in promoting ESD, also by being acquainted wih activities of other countries, through visits and joint meetings.*	

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?

	ISCED Levels 2011												
Some key themes covered by sustainable development	***0***	***1***	***2***	***25***	***3***	***35***	***4***	***45***	***5***	***55***	***6***	***7***	***8***
Peace studies (e.g., international relations, security and conflict resolution, partnerships)													
Environmental ethics and philosophy			✓			✓					✓	✓	✓
Global citizenship, democracy and governance		✓	✓		✓	✓					✓	✓	✓
Sustainable lifestyles	✓	✓	✓		✓	✓							
Human rights (e.g., gender and racial and intergenerational equity)		✓	✓		✓	✓					✓	✓	✓
Poverty alleviation		✓	✓		✓	✓							
Cultural diversity			✓		✓	✓					✓	✓	✓
Gender equality			✓		✓	✓					✓	✓	✓
Biological and landscape diversity	✓	✓	✓		✓	✓					✓	✓	✓
Environmental protection (waste management, environmental monitoring, risk assessment, etc.)	✓	✓	✓		✓	✓					✓	✓	✓
Ecological principles/ecosystem approach	✓	✓	✓		✓	✓					✓	✓	✓
Natural resource management (e.g., water, soil, mineral, fossil fuels)	✓	✓	✓		✓	✓					✓	✓	✓
Climate change and desertification	✓	✓	✓		✓	✓					✓	✓	✓

	ISCED Levels 2011												
Some key themes covered by sustainable development	***0***	***1***	***2***	***25***	***3***	***35***	***4***	***45***	***5***	***55***	***6***	***7***	***8***
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	✓	✓	✓		✓	✓					✓	✓	✓
Economic growth and good jobs													
Rural/urban development			✓		✓	✓							
Oceans and sea	✓	✓	✓		✓	✓					✓	✓	✓
Renewable energy	✓	✓	✓		✓	✓					✓	✓	✓
Sustainable cities and communities		✓	✓		✓	✓					✓	✓	✓
Culture's contribution to sustainable development													
Total	9	14	18		16	16					15	15	15
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] or 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

		ISCED Levels												
Competence	**Expected outcomes**	***0***	***1***	***2***	***25***	***3***	***35***	***4***	***45***	***5***	***55***	***6***	***7***	***8***
Learning to learn	- posing analytical questions/critical thinking?	✓	✓	✓		✓	✓							
Does education at each level enhance learners' capacity for:	- understanding complexity/systemic thinking?	✓	✓	✓		✓	✓							
	- overcoming obstacles/problem-solving?	✓	✓	✓		✓	✓							
	- managing change/problem-setting?		✓	✓		✓	✓							
	- creative thinking/future-oriented thinking?	✓	✓	✓		✓	✓							
	- understanding interrelationships across disciplines/holistic approach?	✓	✓	✓		✓	✓							
	Total	5	6	6		6	6							
	- other? (*countries to add as many as needed*)													
Learning to do	- applying learning in a variety of life-wide contexts?	✓	✓	✓			✓							
Does education at each level enhance learners' capacity for:	- decision-making, including in situations of uncertainty?	✓	✓	✓		✓	✓							
	- dealing with crises and risks?		✓	✓		✓	✓							
	- acting responsibly?	✓	✓	✓		✓	✓							
	- acting with self-respect?	✓	✓	✓		✓	✓							
	- acting with determination?	✓	✓	✓		✓	✓							
	Total	5	6	6		5	5							

[31] At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels												
		0	*1*	*2*	*25*	*3*	*35*	*4*	*45*	*5*	*55*	*6*	*7*	*8*
	- other? (*countries to add as many as needed*)													

Competence	Expected outcomes	ISCED Levels												
		0	**1**	**2**	**25**	**3**	**35**	**4**	**45**	**5**	**55**	**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?		✓	✓		✓	✓							
	Total	2	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)?	✓	✓	✓		✓	✓							
	- 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	4	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 or learning methods for each level. Use the blank rows to insert additional teaching or learning methods that are considered to be key methods in your country in teaching and learning for sustainable development.)*

Table of teaching-learning methods

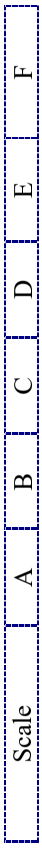
Some key ESD teaching/learning methods proposed by the Strategy[a]	**ISCED Levels**												
	0	***1***	***2***	***25***	***3***	***35***	***4***	***45***	***5***	***55***	***6***	***7***	***8***
Discussions		✓	✓		✓	✓					✓	✓	✓
Conceptual and perceptual mapping			✓		✓	✓							
Philosophical inquiry											✓	✓	✓
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	4	11	12		11	11					9	9	9
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 tables (a) and (b) 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	3	3	4
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	**3**	**2**	**2**	**1**	**4**
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. Early childhood education									✓					✓				
1. Primary education											✓			✓				
2. Lower secondary education									✓				✓					
25. Lower secondary vocational education																		
3. Upper secondary education								✓					✓					
35. Upper secondary vocational education																		
4. Post-secondary non-tertiary education																		
45. Post-secondary non-tertiary vocational education																		
5. Short-cycle tertiary education																		
55. Short-cycle tertiary vocational education																		

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**
6. Bachelor's or equivalent level																		
7. Master's or equivalent level																		
8. Doctoral or equivalent level																		
9. No information available																		
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 ☐ ✓

Indicator 1.1	**Prerequisite measures are taken to support the promotion of ESD**	☐ Not started ☐ ✓In progress ☐ Developing ☐ Completed
		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

Annex II

Proposed timeline for reporting

The proposed timeline for the preparation and submission of national implementation reports set out below aims to facilitate the reporting exercise at the national level. Member States are asked to respect the deadline of 1 November 2018 to ensure sufficient time for the preparation of the report on progress in implementation during the first post-2015 phase of implementation of the Strategy at the regional level, and the reflection of any review of implementation in the discussions on education for sustainable development within the framework of the Steering Committee.

National preparation process	*Time required*	*Tentative timing*
First draft of the report	1 month	June 2018
Multi-stakeholder consultation on the draft	1–3 months	July-September 2018
Final report preparation (including translation, where required)	1 month	October 2018
Deadline for submission of national implementation reports to ECE		1 November 2018