

National Implementation Report

(As submitted by: Croatia)

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 the Republic of Croatia 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: Marina Prelec

Signature:

Date: 21 November 2014

Full name of the institution: Ministry of Environmental and Nature Protection

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

A. Provide brief information (not more than half a page) on the process by which this report has been prepared, including information on which types of public authorities were consulted or contributed to its preparation, how the stakeholders were consulted and how the outcome of this consultation was taken into account and on the material used as a basis for the report.

- Governmental institutions (please specify): relevant ministries, institutions and agencies
- Stakeholders: Regional Environmental Centre in Croatia
- NGOs (please specify): ODRAZ - Sustainable Community Development, Association of Employers in Croatian Hospitality, Association of Croatian Travel Agencies
- Academia (please specify): _____
- Business (please specify): Croatian Employers' Association, Croatian Chamber of Economy and Croatian Business Council for Sustainable Development
- 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.)

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	UNECE Strategy for ESD is available in Croatian: http://www.mzoip.hr/doc/Strategija_obrazovanja_za_odrzivi_razvoj_20102006.pdf
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Ms Marina Prelec in the Ministry of Environmental and Nature Protection, Independent Service for International Relations and Ms Katarina Grgec in the Ministry of Science, Education and Sports, Service for Secondary School Education and Dormitories
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Interdepartmental coordination for monitoring the implementation of National Action Plan for ESD, established in November 2012. This coordination consists of representatives from different ministries, institutions, NGOs, business sector, experts on education and environmental protection, media.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	National Action Plan for Education for Sustainable Development was adopted in April 2011. English version: http://www.mzoip.hr/doc/Zastita_okolisa/Education_for_Sustainable_Development_AP.pdf Croatian version: http://www.mzoip.hr/doc/Zastita_okolisa/Akcijski_plan_za_odrzivi_razvitak.pdf National Action Plan for Education for Sustainable Development is based on the main themes defined in the UNECE Strategy and it includes their implementation.
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	The synergies are being achieved through the work of the Interdepartmental coordination for monitoring the implementation of National Action Plan for ESD.

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

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

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

Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD	
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	ESD is reflected in the following policy documents: Development Strategy for Entrepreneurship 2013-2020, National Population Policy, National Plan of Activities for the Rights and Interests of Children 2006 – 2012, Action Plan for the Implementation of Migration Policy, National Strategy of Protection against Domestic Violence, National Plan for Suppression of Trafficking in Persons, National Programme of Protection and Promotion of Human Rights, National Policy for the Promotion of Gender Equality, National Strategy against Discrimination, National Strategy for Combating Drug Abuse, Action Plan for Combating Drug Abuse, National Youth Programme (2009), National Strategy of Equalisation of Possibilities for Persons with Disabilities 2007 – 2015, National Curriculum Framework for Preschool Education, General Compulsory and Secondary School Education (2010), Croatian National Educational Standard for Preschool, Primary and Secondary Education, Curriculum for citizenship education (2012), National Action Plan for Education for Sustainable Development (2011), Environmental Protection Act (2013), Strategy for Sustainable Development (2009), Waste Management Strategy (2005), Waste Management Plan for the period 2007-2015, National Environmental Strategy (2002) and National Environmental Action Plan (2002), National State of Environment Report (2005-2008), will be addressed also in the new State of Environment Report that is currently being prepared.
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

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

(b) Yes No

If yes, please specify details for (a) and (b).
 National curricula and standards are still in the process of development.
 Agency for Vocational Education and Training has developed 22 professional curricula for the school year 2013/2014 in the experimental implementation in 54 vocational schools. The learning outcomes that can be considered related to sustainable development are introduced in vocational curricula in agriculture, nutrition and animal health, economy, trade and business administration and mechanical engineering, shipbuilding and metallurgy.
Please also fill in the table by ticking (✓) as appropriate.

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

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

Yes No

Non-formal and informal ESD are carried out by different public administration bodies (PAB) and civil society organizations supported financially by PAB. There are many documents in which non-formal and informal ESD are addressed, such as:

- special paragraphs of National Strategy for Sustainable Development and Environmental Protection Act are dedicated to the importance of ESD;
- National Action Plan for ESD (2011)
- Waste Management Plan for the period 2007-2015
- National Strategy for the Creation of an Enabling Environment for Civil Society Development (2012 - 2016);
- National Environmental Strategy (2002)
- Development Strategy for Entrepreneurship 2013-2020
- National Roadmap for a Lifelong Education of Construction Workers in the Field of Energy Efficiency (2013)

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

Yes No

Act on Ratification of the Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters, Environmental Protection Act, National Strategy for Sustainable Development, National Action Plan for ESD, National Waste Management Strategy, Waste Management Plan for the period 2007-2015, National Environmental Strategy and National Environmental Action Plan, Third National Action Plan for Energy Efficiency (2014 – 2016)

Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁶ cooperation relevant to ESD exist in your Government?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Interdepartmental coordination for monitoring the implementation of National Action Plan for ESD, established in November 2012. This coordination consists of representatives from different ministries, institutions, NGOs, business sector, experts on education and environmental protection, media.
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ⁷
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	It exists through Interdepartmental coordination for monitoring the implementation of National Action Plan for ESD.
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>The Ministry of Science, Education and Sports continually supports and co-finances NGO projects that are active in non-institutional education of children and young people, and one of the priorities of the Tender for Grants to NGO projects are activities closely related to improving the quality of life of children and young people, that is sub-activities on the protection and promotion of education for nature conservation and sustainable development.</p> <p>Environmental Protection and Energy Efficiency Fund (EPEEF) announces annually public calls for co-financing projects and programmes of NGOs in the field of environmental protection. Priority areas in Tender for Grants include projects/programmes of education on sustainable development, and education for sustainable development.</p> <p>In 2010 Croatia conducted a G2G project with the Netherlands "Training for civil servants on sustainable development and education for sustainable development". Eleven ministries were involved in this project. As the result of the project, in 2011 the programme "Sustainable development in practice" was set up in the Training Centre in the Ministry of Public Administration and 15 trainers from 9 ministries were trained to deliver the training to their colleagues. Although the programme was held a few times, due to the lack of interest from civil servants and shift of trainers to other institutions, the training has not been held since.</p>
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	ESD is included in the form of environmental education primarily in the Environmental Protection Act, Strategy for Sustainable Development, National Action Plan for ESD, Waste Management Strategy, Waste Management Plan for the period 2007 – 2015, National Environmental Strategy and National Environmental Action Plan which makes a key horizontal part of the sustainable development policy in Croatia.
<i>Concluding remarks on issue 1</i>	<i>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</i>
	The Ministry of Environmental and Nature Protection and Ministry of Science, Education and Sport coordinated the drafting of the Action Plan for Education for Sustainable Development. Education for sustainable development is an integral part of education in

⁶ Between State bodies.

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

pre-school education system and of the subjects in primary and secondary schools. National Curriculum Framework for primary and secondary schools envisages cross curricular topics or interdisciplinary activities and/or modules: personal and social development, health, safety and environmental protection, learning to learn, entrepreneurship, use of information and communication technology and citizenship education. In kindergartens and primary and secondary schools are continuously being held regional, national and international projects (International Programme for Eco-schools, the UNESCO project SEMEP, the GLOBE program ...) in collaboration with the local community, professional institutions, associations and commercial companies, then extracurricular activities (tribunes, round table – “Children holders of sustainable development”), marking important international days related to environmental protection, etc...

The program of cross-curricular and interdisciplinary content of civic education for primary and secondary schools (http://www.azoo.hr/images/strucni2014/Građanski_odgoj_program-2014_08_104_2019.pdf) has been made along with the Curriculum for Health education for primary and secondary school.

The biggest challenge we face in implementing the Action Plan on ESD is the lack of human and financial resources. In the future, sufficient human and financial resources should be ensured for its implementation.

Issue 2. Promote SD through formal, non-formal and informal learning													
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>													
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>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.</i></p> <p>Climate change – part of science subjects content; Environmental protection – subject area of science, but also the topic of extracurricular activities and school projects; Ecological principles – involved in science and geography subjects; Citizenship, democracy... – integrative subject; Human rights – integrated in all school activities, especially in humanistic subjects area, as well as in class masters activities; Personal and family health – subject of biology as well as integrated cross-curricular topic and in class masters activities; Environmental health – part of science subjects, as well as the topic for school projects.</p> <p>In 2013 the Sustainable Development Gymnasium was founded. The students can choose in the third grade between three different modules: eco-sustainability, energy sustainability and sustainable construction.</p> <p><i>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.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>								
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?												

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

National curriculum framework is based on 4 values: knowledge, responsibility, solidarity; identity. Current national level school programs address values and attitudes mostly in introductory parts (National curricula development is the task for near future). National curriculum framework is also based on Key competences (defined by the EU) and new programs for Citizenship that is introduced to our schools with the aim of development of adequate competences.

Existing teaching programmes are not competence oriented and there are no explicitly addressed competences for SD, but related to some topics, as well as in program introduction and aims where some of SD competences could be recognized.

Most emphasized are outcomes under Learning to live and work together.

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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Please specify what methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.</p> <p>discussion; role play.</p> <p>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.</p> <table border="1" data-bbox="976 421 1574 523"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																																															
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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?																																																											
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (d) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (e) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.</p> <table border="1" data-bbox="790 703 1753 1222"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> <th>(d)</th> <th>(e)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <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>3. Upper secondary 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> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> </tbody> </table>	ISCED levels 2011	(a)	(b)	(c)	(d)	(e)	Yes	Yes	Yes	Yes	Yes	0. Early childhood education		✓	✓	✓	✓	1. Primary education	✓	✓	✓	✓	✓	2. Lower secondary education	✓	✓	✓	✓	✓	3. Upper secondary education	✓	✓	✓	✓	✓	4. Post-secondary non-tertiary education						5. Short-cycle tertiary education						6. Bachelor's or equivalent level	✓	✓	✓	✓		7. Master's or equivalent level	✓	✓	✓		
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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.

	<p>In 2012 the “Croatian forests” developed the program "School in forest, forest in school" and received approval from the Ministry of Science, Education and Sports and the Agency for Education to implement it in schools across Croatia. In 2013 started the implementation of the project with resources and personnel of the Croatian forests. The program encountered a very good response from primary schools, since the sustainable management of forest ecosystem is very important part of the educational curriculum. The number of schools involved in the project grows from month to month and currently has 90 elementary schools in the system throughout Croatia.</p>
Indicator 2.3	A whole-institution approach¹⁴ to SD/ESD is promoted
Sub-indicator 2.3.1	Do educational institutions ¹⁵ adopt a “whole-institution approach” to SD/ESD?

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).

Yes No

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

A whole-institution approach is promoted on Teacher Trainings, but still is not widely accepted in practice. Schools included in ECO-schools project should apply “whole institution approach”. It is promoted but not addressed in national curricular documents. For pre-school institutions whole-institution approach is the basic point for planning the program and all activities.

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	<i>Yes</i>
0. Early childhood education	✓
1. Primary education	✓
2. Lower secondary education	✓
3. Upper secondary education	✓
4. Post-secondary non-tertiary education	
5. Short-cycle tertiary education	
6. Bachelor’s or equivalent level	
7. Master’s or equivalent level	
8. Doctoral or equivalent level	

Sub-indicator 2.3.2	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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>If yes, please specify what schemes are available for all levels of your education system.</i> Eco-school program UNESCO project SEMEP Croatian program GLOBE</p> <p><i>Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="981 507 1563 928"> <thead> <tr> <th data-bbox="981 507 1464 582">ISCED levels 2011</th> <th data-bbox="1464 507 1563 582">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="981 582 1464 624">0. Early childhood education</td> <td data-bbox="1464 582 1563 624">✓</td> </tr> <tr> <td data-bbox="981 624 1464 665">1. Primary education</td> <td data-bbox="1464 624 1563 665">✓</td> </tr> <tr> <td data-bbox="981 665 1464 707">2. Lower secondary education</td> <td data-bbox="1464 665 1563 707">✓</td> </tr> <tr> <td data-bbox="981 707 1464 748">3. Upper secondary education</td> <td data-bbox="1464 707 1563 748">✓</td> </tr> <tr> <td data-bbox="981 748 1464 790">4. Post-secondary non-tertiary education</td> <td data-bbox="1464 748 1563 790"></td> </tr> <tr> <td data-bbox="981 790 1464 831">5. Short-cycle tertiary education</td> <td data-bbox="1464 790 1563 831"></td> </tr> <tr> <td data-bbox="981 831 1464 873">6. Bachelor's or equivalent level</td> <td data-bbox="1464 831 1563 873"></td> </tr> <tr> <td data-bbox="981 873 1464 914">7. Master's or equivalent level</td> <td data-bbox="1464 873 1563 914"></td> </tr> <tr> <td data-bbox="981 914 1464 928">8. Doctoral or equivalent level</td> <td data-bbox="1464 914 1563 928"></td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant information is available please also specify (provide examples).</i></p>	ISCED levels 2011	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓	3. Upper secondary education	✓	4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level	
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Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																														
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p data-bbox="562 250 1960 284"><i>Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.</i></p> <p data-bbox="562 316 1960 443">Pre-school institutions are obligated to get approval for their work program from the Education and Teacher Training Agency. At the end of school year they have to make a report and evaluation is obligatory part of the report. Since they are free to choose the topic of their project, if they choose ESD, they develop their indicators for evaluation. Schools do not do that.</p> <p data-bbox="562 475 1960 509"><i>Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate:</i></p> <p data-bbox="562 541 851 571"><i>(a) For formal institutions:</i></p> <table border="1" data-bbox="981 600 1561 1021"> <thead> <tr> <th data-bbox="981 600 1464 676">ISCED levels 2011</th> <th data-bbox="1464 600 1561 676">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="981 676 1464 715">0. Early childhood education</td> <td data-bbox="1464 676 1561 715">✓</td> </tr> <tr> <td data-bbox="981 715 1464 753">1. Primary education</td> <td data-bbox="1464 715 1561 753">✓</td> </tr> <tr> <td data-bbox="981 753 1464 791">2. Lower secondary education</td> <td data-bbox="1464 753 1561 791">✓</td> </tr> <tr> <td data-bbox="981 791 1464 829">3. Upper secondary education</td> <td data-bbox="1464 791 1561 829">✓</td> </tr> <tr> <td data-bbox="981 829 1464 868">4. Post-secondary non-tertiary education</td> <td data-bbox="1464 829 1561 868"></td> </tr> <tr> <td data-bbox="981 868 1464 906">5. Short-cycle tertiary education</td> <td data-bbox="1464 868 1561 906"></td> </tr> <tr> <td data-bbox="981 906 1464 944">6. Bachelor's or equivalent level</td> <td data-bbox="1464 906 1561 944"></td> </tr> <tr> <td data-bbox="981 944 1464 983">7. Master's or equivalent level</td> <td data-bbox="1464 944 1561 983"></td> </tr> <tr> <td data-bbox="981 983 1464 1021">8. Doctoral or equivalent level</td> <td data-bbox="1464 983 1561 1021"></td> </tr> </tbody> </table> <p data-bbox="562 1050 1249 1080">Higher education institutions do not develop their SD indicators.</p> <p data-bbox="562 1112 907 1142"><i>(b) For non-formal institutions:</i></p> <table border="1" data-bbox="981 1171 1561 1396"> <thead> <tr> <th data-bbox="981 1171 1464 1248">ISCED levels 2011</th> <th data-bbox="1464 1171 1561 1248">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="981 1248 1464 1286">0. Early childhood education</td> <td data-bbox="1464 1248 1561 1286"></td> </tr> <tr> <td data-bbox="981 1286 1464 1324">1. Primary education</td> <td data-bbox="1464 1286 1561 1324">✓</td> </tr> <tr> <td data-bbox="981 1324 1464 1362">2. Lower secondary education</td> <td data-bbox="1464 1324 1561 1362">✓</td> </tr> <tr> <td data-bbox="981 1362 1464 1401">3. Upper secondary education</td> <td data-bbox="1464 1362 1561 1401">✓</td> </tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓	3. Upper secondary education	✓	4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level		ISCED levels 2011	Yes	0. Early childhood education		1. Primary education	✓	2. Lower secondary education	✓	3. Upper secondary education	✓
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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?																																												
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please elaborate.</i></p> <p>Quality assessment tools for the schools are still being developed. Some projects with purpose to introduce QA have been in experimental implementation. External ESD quality assessment is applied in eco-school projects, as well as for NGOs projects/programs that deal with ESD.</p> <p><i>Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="869 576 1659 1046"> <thead> <tr> <th data-bbox="869 576 1355 624">ISCED levels 2011</th> <th data-bbox="1355 576 1451 624">(a)</th> <th data-bbox="1451 576 1554 624">(b)</th> <th data-bbox="1554 576 1659 624">(c)</th> </tr> <tr> <td></td> <td data-bbox="1355 624 1451 655"><i>Yes</i></td> <td data-bbox="1451 624 1554 655"><i>Yes</i></td> <td data-bbox="1554 624 1659 655"><i>Yes</i></td> </tr> </thead> <tbody> <tr> <td data-bbox="869 655 1355 703">0. Early childhood education</td> <td data-bbox="1355 655 1451 703">✓</td> <td data-bbox="1451 655 1554 703"></td> <td data-bbox="1554 655 1659 703"></td> </tr> <tr> <td data-bbox="869 703 1355 751">1. Primary education</td> <td data-bbox="1355 703 1451 751">✓</td> <td data-bbox="1451 703 1554 751">✓</td> <td data-bbox="1554 703 1659 751"></td> </tr> <tr> <td data-bbox="869 751 1355 799">2. Lower secondary education</td> <td data-bbox="1355 751 1451 799">✓</td> <td data-bbox="1451 751 1554 799">✓</td> <td data-bbox="1554 751 1659 799"></td> </tr> <tr> <td data-bbox="869 799 1355 847">3. Upper secondary education</td> <td data-bbox="1355 799 1451 847">✓</td> <td data-bbox="1451 799 1554 847">✓</td> <td data-bbox="1554 799 1659 847"></td> </tr> <tr> <td data-bbox="869 847 1355 895">4. Post-secondary non-tertiary education</td> <td data-bbox="1355 847 1451 895"></td> <td data-bbox="1451 847 1554 895"></td> <td data-bbox="1554 847 1659 895"></td> </tr> <tr> <td data-bbox="869 895 1355 943">5. Short-cycle tertiary education</td> <td data-bbox="1355 895 1451 943">✓</td> <td data-bbox="1451 895 1554 943"></td> <td data-bbox="1554 895 1659 943"></td> </tr> <tr> <td data-bbox="869 943 1355 991">6. Bachelor's or equivalent level</td> <td data-bbox="1355 943 1451 991">✓</td> <td data-bbox="1451 943 1554 991"></td> <td data-bbox="1554 943 1659 991"></td> </tr> <tr> <td data-bbox="869 991 1355 1038">7. Master's or equivalent level</td> <td data-bbox="1355 991 1451 1038">✓</td> <td data-bbox="1451 991 1554 1038"></td> <td data-bbox="1554 991 1659 1038"></td> </tr> <tr> <td data-bbox="869 1038 1355 1086">8. Doctoral or equivalent level</td> <td data-bbox="1355 1038 1451 1086">✓</td> <td data-bbox="1451 1038 1554 1086"></td> <td data-bbox="1554 1038 1659 1086"></td> </tr> </tbody> </table> <p><i>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).</i></p>	ISCED levels 2011	(a)	(b)	(c)		<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	0. Early childhood education	✓			1. Primary education	✓	✓		2. Lower secondary education	✓	✓		3. Upper secondary education	✓	✓		4. Post-secondary non-tertiary education				5. Short-cycle tertiary education	✓			6. Bachelor's or equivalent level	✓			7. Master's or equivalent level	✓			8. Doctoral or equivalent level	✓		
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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?																																												

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).

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Web page Ozonko - http://www.ozonko.hr/ – web page dedicated to education about protection of ozone layer; special sections are dedicated to children, containing quiz and educative animated film.</p> <p>On the occasion of celebrating the year 2011 as International Year of Forests, the Republic of Croatia has conducted a series of activities with a view to its proper celebration on the international and national levels. The Committee for celebration of the International Year of Forests was founded and it included all stakeholders related to the topic of forest. Media were invited to convey information through advertisements and articles about the International Year of Forests, the reasons for its proclamation and information on forest management in Croatia. Also, various interest groups are motivated to use the official logo of the International Year of Forests throughout the year in all their activities and materials.</p> <p>The Republic of Croatia, as the initiator of the idea to proclaim the International Year of Forests, received the honour at the 9th session of the United Nations Forum for Forests held in early 2011 in the United Nations building in New York, to set up a photo exhibition of Croatian Forestry Society entitled "Forest in the eye of foresters."</p> <p>Furthermore, the sequence of one of these initiatives was a quiz "Šumarko" on issues related to the topic of forests that is intended for children of primary school age with final award "Diploma for forest friends." Also throughout Croatia, from the capital to local communities, a series of events and projects were held with the subject of forest and the International Year of Forests.</p> <p>To complement the content of these events, the Republic of Croatia has funded the creation of additional promotional and informational materials, flyers, posters, caps, T-shirts, pens and similar materials related to the International Year of Forests to remain after the events as a symbolic reminder to citizens of the benefits that forest ecosystems provide to the entire planet and all aspects of human life. At the same time, the Republic of Croatia financed the half-hour documentary which shows the coexistence of all segments of the forest and humans in various Croatian regions throughout history until today and also financed making picture books with themes of forests for the youngest age.</p> <p>Aside from financial support that the Ministry of Tourism provides to the civil society, particularly professional associations in tourism, which is often used for ESD and CSR purposes, the Ministry was involved in an EU project with six other partners that aimed at activities connected with developing learning areas for sustainable tourism. The project FAST-LAIN (further activities in sustainable tourism-learning areas innovation network) brought together seven partners ranging from NGOs, universities, tourist boards, international organizations. The project started in 2011 and lasted till the end of August 2012. The Ministry of Tourism decided to set up a portal on sustainable tourism as a unique, single-entry point for all information related to sustainable development of tourism. In August 2012 the Portal was officially launched.</p> <p>Although the EU co-financed project itself officially ended in 2012 with the creation of the Portal, the intention was to develop a more permanent feature, so we continue with uploading information on the Portal. The Portal is also connected with the European platform on sustainable tourism DestiNET, so information travels both ways. There are also links to different international organizations and partnerships connected with tourism and sustainability (e.g. UNWTO, UNEP, GPST).</p> <p>The Internet address of the Portal is: www.odrzivi.turizam.hr</p>
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	<p>The "Wood comes first" is a promotional and educational campaign with the aim of increasing the use of wood and raising public awareness on the use of wood and sustainable forestry through the rational use of energy, and increase of sales and/or development of new markets as a contribution to the competitiveness of the state. Activities are related to the expansion of knowledge about the products of wood and sustainable forest management through lobbying, promotion, education, training and disseminating information on the project "Wood is good" through electronic, visual and auditory communication. The campaign was strategically divided into three parts: the educational campaign, emotional campaign and image campaign. The campaign has been presented so far in all the counties, as well as in smaller communities, through participation in fairs. Also, the full range of professional conferences and roundtables were held. The "Wood comes first" won the first prize in the category of "creative and innovative sustainable development project" within the project "Days of Creativity and Innovation", organized by the NGO "Network for development and creativity", with an emphasis on encouraging and accelerating development based on the maximum of sustainable development and promotion of the values of social responsibility.</p> <p>National Foundation for Civil Society Development - through cooperation in the field of non-profit media, by the end of 2013, it has supported 7 media projects to inform the public and raise awareness about the work of NGOs (including news from the field of ESD). From 2014 this funding entirely assumes the Ministry of Culture. More: http://zaklada.civilnodrustvo.hr/category/104/subcategory/300</p> <p>National Foundation for Civil Society Development in partnership with five regional networks that consist of five regional support centers and 16 county cooperative organizations conducts a program of regional development of civil society and local communities in the Republic of Croatia with the aim of training, information and counseling CSOs and other stakeholders at the local and regional levels. Non-formal education includes the development of knowledge and skills which include EDU issues that are the focus of interest of some civil society organizations. More: http://zaklada.civilnodrustvo.hr/category/104/subcategory/313</p> <p>Association of Croatian Travel Agencies (UHPA) is implementing project Corporate Social Responsibility (CSR) Training and Certification in the Travel Sector (CSR TOUR). Project aims to introduce CSR in the vocational and lifelong learning programs of educational institutes and improve knowledge and competence of current and future European travel professionals working in the Tour operator and Travel agents sector (and their supply chain). It aims to transfer an established and innovative CSR training and assessment system (Travelife) corroboratively developed by UK and Dutch tourism stakeholders to Croatia, Greece, Poland and Latvia. In order to achieve this goal, the project has: 1. Improved and build upon existing and established training material, methodologies, virtual learning environments and support tools; 2. Developed national CSR assessment standards for travel companies; 3. Pilot test developed training and assessment systems with educational institutes; 4. Built local capacities and knowledge to manage, promote, implement and expand the CSR training system and standards; 5. Implementation: deliver trainings, assessment and certification. The project has been funded with support from the European Commission, and co-financed by the Office for Cooperation with NGOs and supported by the Ministry of Tourism, Republic of Croatia. www.travelife.info/hr .</p>
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Project: Through knowledge towards sustainable local development (2014) – ODRAZ (Sustainable Community Development)

The purpose of this education is to increase capacity for local sustainable development in several towns and municipalities gathered in LAG Una along with towns of Knin and Drniš and their surrounding municipalities, all located in the area of Special State Concern. Target groups are employees of participating towns and municipalities in the LAG Una area and towns of Knin and Drnis with surrounding municipalities, councillors, other institutions, associations, business sector representatives etc. During the education, the participants have an opportunity to evaluate and rethink the prevailing models of social change and development, while at the same time improving capacities for work in their environments and contributing to changes for a wider social benefit. Training programme lasts several months and is a combination of theory and practical work. It consists of 5 two-day blocks. In between blocks, the participants are obligated to use gained knowledge and skills in practice (e.g. assessment of community needs, project design). Aside from introductory lectures, training is conducted in small groups, in interactive manner, through display of theory and practical work on concrete project ideas, role playing, etc. After the training is finished, the participants will remain members of Community Network, facilitated by ODRAZ, within which they will receive info on further training, call for applications, new publications and so on.

Regional Environmental Center (REC) in Croatia has been participating in several projects on public awareness-raising activities:

Through the European project Mobile2020 (2011-2014), aimed at encouraging sustainable urban mobility and development of cycling as a sustainable mode of circulation in urban areas, was implemented the program on education of local governments about cycling as a system that includes an integrated urban transport planning, infrastructure planning, bike services offers and promotion of cycling and communicating changes in behaviour in terms of using bicycles as everyday transport vehicles. There have been a series of promotional events aimed at encouraging the development of sustainable bicycle traffic, including a competition for the best video, the competition for the best cycling city in Croatia, cycle tours etc.

More: [Http://mobile2020.eu/country-pages/hrvatska/home-hrvatska.html](http://mobile2020.eu/country-pages/hrvatska/home-hrvatska.html)

Through European projects INTENSE (2008-2011), several national awareness workshops and roundtables were held on the topic of promoting energy efficiency in buildings and communication strategies and developed toolkits for raising public awareness on the local level for the cities of Koprivnica and Samobor were created.

Within the project CROSkills (2014-2017) several info and marketing campaigns for the promotion of energy renovation of buildings and popularization of construction occupations will be implemented. More: <http://croatia.buildupskills.eu/hr>

Within the project CroAdapt (2014-2015), implemented in cooperation of REC Croatia and the Ministry of Environmental and Nature Protection in the framework of preparation of the National Climate Change Adaptation Strategy, are being carried out regional consultative workshops with various local stakeholders in different regions of Croatia, with the aim to inform about the expected consequences of climate change and which joint identification of adaptation options and measures will be necessary to undertake at the local level.

More:<http://croatia.rec.org/strucnjaci-o-prilagodbi-klimatskim-promjenama/>

In April 2011, the National Conference “Carbon footprint - responsibility trace” was held in Zagreb in collaboration of REC Croatia, Energy Institute “Hrvoje Požar” and the SPONA communication firm. The conference gathered around hundred experts to debate on the carbon footprint as a measure of the impact of human activities on the environment and the possibilities of reducing the carbon footprint associated with an increase in energy efficiency in industry and the economy in general.

	<p>There are also various radio and TV broadcast websites, relevant articles in daily papers and specialized magazines, publications on SD issues published by competent public administration bodies.</p> <p>Civil society organizations contribute to public awareness-raising through various activities.</p> <p>Presentation of relevant projects financed from international or national sources through various public events, websites, radio and TV broadcast, and brochures.</p>
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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?
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Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>CSR Index is a project of Croatian Business Council for Sustainable Development (HR PSOR) and Croatian Chamber of Commerce, which started in early 2007. The project aimed at development of methodology for ranking companies based on non-financial criteria. The index values six different areas of responsible practices: working environment, environmental management, market, community, economic sustainability and CSR in business strategy. Each of these categories is defined by a set of criteria that were developed based on their materiality, accessibility and ability to verify the information. Furthermore, for each criteria, a group of indicators was developed, which all together provide an image of business practice of the company in specific field. Indicators were then translated into questions to create a CSR questionnaire. For example, an area such as working environment was defined by five basic criteria: responsible employment policy, adequate work evaluation, investments in education and employees' development, quality and safety of working environment and organizational climate. Methodology was finished with the creation of the evaluation system and then a pilot testing was completed on a group of companies. The minimum requirement for the companies to enter the competition for the CSR Index was to be listed among first 500 companies (large, medium and small) based on the criteria of the Croatian Chamber of Economy, which secured their economic sustainability. In 2014, the index will be awarded for the seventh time.</p> <p>Educational module for CSR Index was developed in October, 2010 and the training of trainers was held each year. In two years, 159 people participated in CSR Index training from 102 companies.</p> <p>The results of the survey on educational needs were used to develop educational modules. It was decided to make all together five educational modules: <i>CSR in financial sector</i>, <i>CSR in the working environment</i>, <i>CSR and the community development</i>, <i>Participation of the companies in the public policy development – the case of the environmental protection</i>, and <i>ISO 26000</i>. Total number of company representatives' present at all 10 seminars that were held was 212 from 155 companies.</p> <p>In November 2011, teams of students were formed for the preparation of case studies. Each team of students was given the list of leads made from CSR Index participants who had interesting practices explained in the questionnaire and students chose those companies which they wanted to work with. Twenty case studies were developed, published in 600 copies and posted on www.dop.hr</p> <p>The first Conference under this project was organized on June 6, 2011 as a one day event. Almost seven years after the First conference on CSR, partners have decided to call it a second National Conference on CSR. The Conference was held under the auspice of the President of the Republic of Croatia. The Conference in the first year attracted 158 participants from various organizations including 77 companies and was the largest event in Croatia ever held on the topic on sustainability and responsibility. In the second year, the Conference was attended by 128 participants from various organizations including 65 companies.</p> <p>The Conference is organized every year and in every conference there are guest speakers from EC, European organization on National organization from EU member states. The Conferences draw a lot of attention from the media and general public and have made a strong push to greater visibility of importance of the responsible business behaviour as well as the role of other stakeholders in this process. After each conference, a special edition of HR PSOR's newsletter was published; dedicated entirely to the conferences and distributed in 1000 copies, while pdf. files are available on web page.</p> <p>Lexicon on sustainable development was published. It is a dictionary on terminology for implementation of CSR and sustainable development. It holds 373 plus XI pages, 414 terms, 368 sources used, 9 tables and 84 pictures included. It is printed in 1000 copies.</p> <p>Publication of the projects applied for the EU CSR Award Scheme is published. It consists of 11 case studies of sustainability project that were running for the EU CSR Award, including the winning projects.</p>
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Through the annual Programme for promotion of entrepreneurship and crafts – “Entrepreneurial impulse”, the Ministry of Entrepreneurship and crafts provides incentives to entrepreneurs that perform practice part of apprenticeship for students in craft occupations. Apprenticeships last three years and take place during the entire time of education in the programs for crafts occupations. Namely, apprenticeship allows students to obtain basic technical and entrepreneurship skills through participation in real working environment, so it is tackling SD issues on general basis as well. It consists of a vocational-theoretical part and a practical part. The practical part of apprenticeships consists of training in school workshops and training in the workplace in craft businesses or legal persons. Total number of hours in three-year education program for trades and crafts professions slightly differs from profession to profession, but the number of hours for the practical part of apprenticeship training is always the same: 2,600. A minimum of 70% of the practical part of apprenticeship has to be implemented in the workplace – in a craft business where the students are accompanied by a skilled craftsman or in a company licensed by the Croatian Chamber of Trades and Crafts.

Association of Employers in Croatian Hospitality (UPUHH) has had a very important role in Croatian lifelong learning system within the hospitality sector. For 18 years UPUHH has been providing educational programs for the hoteliers on all levels-staff, middle management and top management. Also, UPUHH has developed and implemented programs for the hotel professionals and staff that were acknowledged by the Ministry of Tourism. In the past 18 years, UPUHH has trained over 7,500 people

UPUHH has also developed Sustainable hotel certificate. Sustainable Hotels Pilot – the aim of the project was to design sustainability/green standards for hotels members of UPUHH operating in Croatia and the development of criteria in several groups ranging from procurement, marketing to energy efficiency and environmental protection and human capital. Areas covered by sustainable criteria are: sustainable management, operations, green procurement, green marketing, environment, energy efficiency and RES. For each category a set of multiple criteria was developed (visibility of the project is crucial, hotels are willing to participate in sustainable projects, all hotels in the project already have several “green” elements in their daily practice but they are not communicating them with stakeholders. By the end of 2014, at least 20 more hotels will take part in the project.

UPUHH offers to its members free access to the project itself. All of the materials, access to all workshops is free. Also, all of the programs for life-long learning are completely free for the staff, for occupations such as: marketing, sales, reception, housekeeping, chefs, bartenders, sommeliers, waiters, confectioners. There are more than 400 hotels in Croatia whose employees have received UPUHH personal certificate for the finished programs of education. Also, there are 21 hotels in Croatia who have obtained personal Sustainable hotel certificate.

Association of Croatian Travel Agencies offer to its members – travel agencies a free access to Travelife training and certification system. E-learning materials enable travel agency staff to engage in lifelong learning on sustainable tourism and corporate social responsibility. Employees can use learning materials (handbook, video, presentations, self-evaluation and online test) and earn Travelife sustainability manager certificate. There are more than 110 travel companies registered in Croatia with more than 75 personal certificates obtained.

	<p>National Foundation for Civil Society Development provides support to strengthening awareness of sustainable development implementation research, assigning an institutional support to organizations involved in the promotion of sustainable development, strengthening of thematic networks of associations as centers of knowledge which is the task of knowledge transfer at regional and local levels. In the Republic of Croatia there are seven thematic networks that disseminate knowledge and work in the area: protection and promotion of human rights, environmental protection, sustainable development and use of renewable energy, independent culture, civic activism and building democratic institutions of society, sustainable living and permaculture development, youth activities, social inclusion (poverty reduction). More: http://zaklada.civilnodrustvo.hr/category/104/subcategory/302</p> <p>National Foundation for Civil Society Development through call for proposal "Knowledge without borders" allows representatives of CSO participation in international conferences and arrivals of international experts for the purpose of training, knowledge transfer and learning from best practices in the EU and Croatia. The competition is open continuously during the year and ending in November. More:http://zaklada.civilnodrustvo.hr/category/104/subcategory/157</p> <p>UNDP is implementing the project "Promoting Green Public Procurement (GPP) in support of the 2020 goals" whose specific objectives are to build capacity amongst public authorities for the implementation of GPP for energy related products, services and works procurement, to build capacity amongst procurement training providers, to enable the integration of GPP into regular procurement training programs, to achieve CO2 reductions through supporting the implementation of GPP tenders, to promote knowledge transfer of GPP approaches, and innovative technologies and services between purchasing bodies and GPP support bodies across Europe and to enhance permanent GPP support structures. Three specialized trainings for purchasers and two training of trainers were held in the period 2013-2014 with 110 participants.</p> <p>Within the project Mobile2020, REC Croatia 2013 has designed and implemented an educational program for cities and developed and disseminated "Manual on integrated planning of bicycle transport in urban areas." Through the project INTENSE, REC Croatia created the textbook "Holistic energy efficient planning and construction", which is intended for planners and decision-makers in local governments in Central and Eastern Europe: Also, two study tours were organized in German cities which represent examples of best practices in sustainable energy management in different aspects of local planning.</p> <p>The implementation of the project CROSkills (EU Build Up Skills Initiative) (2014-2016), which is conducted by a consortium of six local partners led by the Faculty of Civil Engineering in Zagreb and REC Croatia, envisages the implementation of marketing and information campaign for the popularization of construction jobs in the context of energy efficiency, with the aim of increasing the involvement of workers/craftsmen/ entrepreneurs in the training programs in the field of energy efficiency construction.</p>

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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>In February 2013 the Act on Croatian Qualifications Framework (CROQF) was adopted. The Croatian Qualifications Framework is a reform instrument that sets basis for the development of recognition of prior learning, and validation of non-formal and informal learning. It will regulate the system of qualifications at all levels in the Republic of Croatia through qualification standards based on learning outcomes, or in other terms, competences acquired by the individual through the learning process and proved after the learning process. The CROQF will not be directly connected to ESD but it will make possible recognition and validation of prior learning.</p> <p>In Travelife system after e-learning users can fill in informal test in order to assess their own knowledge and see if they are prepared for formal Travelife exam. For Travelife personal certificate “Travelife Sustainability manager” the user needs to answer more than 70% of answers correctly.</p> <p>After each of UPUHH’s above mentioned programs, users are given questionnaires based on the materials they learned from. That is the intro for the formal examinations before they are given the certificate for each field the person was taking course. As for the Sustainable hotel Certificate; only after the managers have passed all of the exams by UPUHH’s counsellors, the certificate can be obtained.</p>
Indicator 2.6	ESD implementation is a multi-stakeholder process¹⁷
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Implementation of the National Action Plan on ESD is a multi-stakeholder process in Croatia.</p> <p>In general, there are many stakeholders in Croatia who take part in ESD or in areas falling under SD at the national, regional and local level. Apart from the Ministry of Science, Education and Sports and the Croatian Education and Teacher Training Agency, an important role in the segment of formal education is played by other agencies, preschool teachers, primary and secondary schools teachers and higher education lecturers. On the other hand, relevant stakeholders in non-formal education are mostly civil society organizations operating in the field of environmental protection, democratization and human rights, culture, health and social welfare, associations of the youth and for the youth, including various other participants such as adult education institutions, cultural institutions, etc.</p>
<i>Concluding remarks on issue 2</i>	<i>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</i>

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).

	All the mentioned activities of the Action Plan for ESD were successful at all levels of the education system. We would especially like to emphasize the implementation of a new experimental curriculum Sustainable Development Gymnasium which started in 2013. In primary and secondary schools activities are routed through school curricula of natural science courses, while in higher education activities are an integral part of some courses. The biggest problem we face in implementing the Action Plan is the lack of human and financial resources. In the future sufficient human and financial resources should be ensured for its implementation.
Issue 3.	Equip educators with the competence to include SD in their teaching
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 3.1	ESD is included in the training¹⁸ of educators
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ¹⁹
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Not explicitly and not under the name of ESD. Several aspects of ESD competences are part of initial teacher training (above mentioned methods; pedagogical skills...) Different teacher profiles get common pedagogical (psychological) skills training and specific didactic knowledge and skills according to subject area; Specific content knowledge varies from profile to profile. Science and geography teachers are trained in contents related to SD, while humanistic subject teachers and pedagogy specialists are more oriented to human rights, personal development and social skills development.

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.

Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²⁰
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Education and Teacher Training Agency is providing in-service training for teachers from primary, elementary and secondary education. Training programmes which include ESD are optional. They are mostly intended for science and geography teachers, as well as pedagogy specialists who work in schools.</p> <p>Pre-school system has the institution called the Development Centre (Centre of Excellency) specialized for ESD. Teachers from other institutions go there for further professional development.</p> <p>Available data is visible on the web pages www.azoo.hr and www.ettaedu.eu</p> <p>As part of professional training, 30 professors of biology of Križevci-Koprivnica County invited the experts from Croatian forests to hold a lecture on vegetation, forest communities and forest health in this county. On that occasion, the coordinators of Croatian forests presented the project "School in forest, forest in school" to professors and defined a common model of the project in schools.</p> <p><i>Please also update the information provided under the phase II national implementation reporting in appendix III.</i></p>
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>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.</i>
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Eco-schools, the GLOBE program, SEMEP program, National Programme of Protection and Promotion of Human Rights.</p> <p>The Development Centre involves networking. There is another national project Children in Nature in which more than 60 kindergartens are involved.</p>
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²¹

²⁰ 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.

²¹ Including assistance through direct funding, in-kind help, political and institutional support.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify how, listing the major ones, and describing them as appropriate.</i></p> <p>The Government funds eco-schools, the GLOBE program, National Programme of Protection and Promotion of Human Rights. Schools have free internet access and the Government provided internet computer labs in each school, but they are not directly supported.</p> <p>The National Foundation for Civil Society Development in partnership with five regional networks that consist of five regional support centers and 16 county cooperative organizations conducts a program of regional development of civil society and local communities in the Republic of Croatia with the aim of training, information and counseling CSOs and other stakeholders at local and regional levels. Non-formal education includes the development of knowledge and skills which include educational issues that are the focus of interest of some civil society organizations.</p> <p>More: http://zaklada.civilnodrustvo.hr/category/104/subcategory/313</p>
<i>Concluding remarks issue 3</i>	<p>In the last eight years ETTA organized teachers' conferences on the topic of SD and ESD for biology, chemistry and geography teachers. The aim was to increase the understanding of SD concept, as well as to present related techniques and methods of teaching.</p> <p>The ESD conferences were organized on national level with participation of approximately 300 teachers each year.</p> <p>Two years ago ETTA started with modular trainings for teachers with the goal to improve their competences in development of ESD school projects (whole school approach). There were approximately 150 teachers involved.</p> <p>In kindergartens teacher ESD education is incorporated in other educational areas. Intensive education is conducted on Civic education and citizenship, since it is a new topic for all education levels.</p>
Issue 4. Ensure that adequate tools and materials for ESD are accessible	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe.</i></p> <p>National Strategy for Sustainable Development (2009)</p> <p>National Action Plan for Education for Sustainable Development (2011)</p> <p>Through the implementation of the project CROSkills, financed by the Intelligent Energy Europe (EU Build Up Skills Initiative) in the period 2014 - 2016, plans and training programs in energy efficiency education will be made for six priority construction professions in Croatia, verified by the Agency for Vocational Education and Training and Adult Education and in accordance with the Croatian Qualifications Framework. Also, at least 10 training centers will be certified.</p>

Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>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.</i></p> <p>Public money is invested in printing promotional materials and numerous leaflets with various aspects of ESD and indirectly public money comes into the education system since education in the Republic of Croatia is free.</p>
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 <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Teaching materials used in schools must be approved by Ministry of Science, Education and Sport. Materials for ESD should pass the same procedure as all others. Common criteria for teaching materials should be respected for ESD too. So far, specific materials supporting ESD were translated by the Ministry of Environmental and Nature Protection and were distributed to schools.</p> <p>Education and Teacher Training Agency produced the guide for ESD teachers: (http://www.azoo.hr/images/izdanja/OOR_2011_web.pdf) .</p>

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 <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.</i></p> <p>Some aspects of ESD are covered by teaching materials, but there are no such that apply systematic and holistic approach. Variety of materials which address just some aspects (health, environment, biodiversity, human rights...) is too big to be presented here. If we should present everything that has any connection with some ESD topic, it should be at each level.</p> <table border="1" data-bbox="983 413 1565 882"> <thead> <tr> <th data-bbox="987 416 1476 496">ISCED levels 2011²²</th> <th data-bbox="1480 416 1561 496">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="987 499 1476 544">0. Early childhood education</td> <td data-bbox="1480 499 1561 544">✓</td> </tr> <tr> <td data-bbox="987 547 1476 592">1. Primary education</td> <td data-bbox="1480 547 1561 592">✓</td> </tr> <tr> <td data-bbox="987 595 1476 639">2. Lower secondary education</td> <td data-bbox="1480 595 1561 639">✓</td> </tr> <tr> <td data-bbox="987 643 1476 687">3. Upper secondary education</td> <td data-bbox="1480 643 1561 687">✓</td> </tr> <tr> <td data-bbox="987 691 1476 735">4. Post-secondary non-tertiary education</td> <td data-bbox="1480 691 1561 735">n/a</td> </tr> <tr> <td data-bbox="987 738 1476 783">5. Short-cycle tertiary education</td> <td data-bbox="1480 738 1561 783"></td> </tr> <tr> <td data-bbox="987 786 1476 831">6. Bachelor's or equivalent level</td> <td data-bbox="1480 786 1561 831">✓</td> </tr> <tr> <td data-bbox="987 834 1476 879">7. Master's or equivalent level</td> <td data-bbox="1480 834 1561 879"></td> </tr> <tr> <td data-bbox="987 882 1476 927">8. Doctoral or equivalent level</td> <td data-bbox="1480 882 1561 927">✓</td> </tr> </tbody> </table>	ISCED levels 2011 ²²	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓	3. Upper secondary education	✓	4. Post-secondary non-tertiary education	n/a	5. Short-cycle tertiary education		6. Bachelor's or equivalent level	✓	7. Master's or equivalent level		8. Doctoral or equivalent level	✓
ISCED levels 2011 ²²	Yes																				
0. Early childhood education	✓																				
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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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe and in particular highlight what measures are the most efficient for dissemination.</i></p> <p>National Action Plan for Education for Sustainable Development (2011) served to establish the national mechanism for distribution of tools and materials related to ESD.</p> <p>Also, teaching materials for ESD are being disseminated through the professional training of teachers.</p> <p>Association of Croatian Travel Agencies (UHPA) has disseminated teaching tools and materials within Corporate Social Responsibility (CSR) Training and Certification in the Travel Sector (CSR TOUR). As an addition and follow up activity UHPA has continued to disseminate materials to vocational and tertiary educational institutes with financial support of the Ministry of Tourism.</p>																				

²² Education level in accordance with ISCED.

Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Public money is invested in printing of educational materials for ESD.
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe and name in particular official Internet sites.</i></p> <p>Educational materials for ESD that are results of various projects and initiatives by other national institutions have to be approved by the Ministry of Science, Education and Sports before they are distributed in schools and via the Internet. Some materials are available at:</p> <p>www.azoo.hr/publications</p> <p>www.mzoip.hr/default.aspx?id=3684</p> <p>ODRAZ (Sustainable Community Development): Short animated film 'Sustainable development - what's that?': https://www.youtube.com/watch?v=Lxzp1RXthRs</p> <p>Travelife non formal learning teaching materials are available on web page www.travelife.info/hr and www.uhpa.hr</p>
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 <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>For (a) and (b) please specify and mention by whom it was established and by whom it is managed.</i>
<i>Concluding remarks issue 4</i>	<i>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</i>
	<p>Textbook Standard (2013) defines scientific, pedagogical, psychological, methodological, ethical, linguistic, visual, graphic and technical requirements and standards for textbooks and supplementary teaching materials. One of the ethical requirements in the development of textbooks is the promotion of sustainable development (2.4. Ethical requirements).</p> <p>In the process of preparation of textbooks, the contents related to the units that are related to ESD are incorporated including those subjects primarily focused on education for sustainable development mostly from the natural sciences but also from all other educational areas. The problem we face in implementing the Action Plan is the lack of skilled human and financial resources. Sufficient human and financial resources must be ensured for its implementation in the future.</p>
Issue 5.	Promote research on and development of ESD

<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 5.1	Research²³ on ESD is promoted
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁴ supported?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify in particular the most important outcomes of supported research.</i>
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify what subjects were investigated and list major reports.</i>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: ²⁵ (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?

²³ These include support from various sources, such as State, local authorities, business and non-governmental organizations or institutions.

²⁴ 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.

²⁵ ESD is addressed by substance and/or by approach.

(1)	- Postgraduate multidisciplinary international specialist study “Environmental management, - policy and sustainability” (EMPS); held at the Centre of Academic Advanced Studies (CAAS) in Dubrovnik, Zagreb and Split
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	- two of postgraduate specialist programmes of the Faculty of Forestry at University of Zagreb are directly tackling the issue of
(b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	sustainable development in forestry : “Breeding and conservation of genetic diversity of forest trees” and “Ecological landscape design, nature conservation and horticulture”
(2)	- Postgraduate multidisciplinary specialist study “Environment and nature protection”, a collaborative programme of University J. J. Strossmayer in Osijek and R. Bošković Institute in Zagreb is focused on sustainable development in natural and biotechnical sciences
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	- Postgraduate doctoral programme “Management of Sustainable Development” of the Faculty of Tourism and Hospitality
(b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Management at the University of Rijeka
	- PhD programme “Health and ecological engineering”
	- Postgraduate doctoral programme “Food management” of the Faculty of Food Technology and Biotechnology directly addresses sustainability in food production
	- PhD conjoint programme on sociology and regional and local development of the University of Zadar has sustainable development in focus, tackling issues such as sociological approach to environment, civil society development, gender issue importance in cultural development, ethical issues in industrial development etc.
	- Postgraduate specialist study “Industrial engineering and management” includes courses of sustainable management, sustainable production and social responsibility issues.
	- All of the nine postgraduate specialist programmes on the Faculty of Forestry at the University of Zagreb have courses on sustainable development and environment preservation in specific fields.
	- Doctoral studies of sociology at the Faculty of Humanities and Social Studies at the University of Zagreb have a mandatory Development and Environment course
	- Several doctoral programmes of the Faculty of Mechanical Engineering and Naval Architecture address some of sustainable development issues in their curriculum: “Industrial engineering and management” programme has sustainable development as one of its main aims, including courses such as “Sustainable management”, “Sustainable production” and “Engineering ethics and social responsibility”; “Metallurgical engineering” and “Process and Energy engineering” programmes which have environmental protection and energy efficiency method courses
	- Postgraduate doctoral programme “Biotechnology and bioprocess engineering” of the Faculty of Food Technology and Biotechnology include optional courses on eco energy, eco toxicology and sustainable development in biotechnology production,
	- Postgraduate doctoral programmes of the Faculty of Electrical Engineering include options of facultative courses addressing sustainable development issues, including advanced nuclear systems for sustainable development and influence of specific technology aspects on environment
	- Faculty of Metallurgy, University of Zagreb introduced a three year Bachelor's degree program - Industrial ecology course as an answer to demands of developmental and educational needs of the economy. A class `Sustainable Development`, which is one of the obligatory courses for the first-year students was introduced with the aim to build capacity for implementation of sustainable development principles in the economy, as well as to shed light on the concept of sustainable development and corporate social responsibility (CSR).
	- Students of the 3rd year of Entrepreneurship Economics of the VERN University of Applied Sciences may choose the elective subject Environmental Protection and Sustainable Development.
	- Eco-engineering (interdisciplinary specialist study coordinated by the Faculty of Chemical Engineering and Technology)
	- postgraduate course Ecology at the Faculty of Sciences, University of Zagreb

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 <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please provide information on (a) and (b).</i>
(b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
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? ²⁶
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>The Ministry of Environmental and Nature Protection funds various projects of civil organizations that are composed of ESD segments. Also, in 2012, the Ministry of Public Administration included the program “Sustainable development in practice” in the catalogue of training programs for civil servants. The Ministry of Science, Education and Sports systematically co-finances various projects of organizations that operate in the field of institutional education. One of the areas is the protection and promotion of human rights and the second is Improving the quality of life of children and youth with sub-areas: education about healthy lifestyles, nature conservation and sustainable development.</p> <p>Through annual Programme for promotion of entrepreneurship and crafts – “Entrepreneurial impulse”, Ministry of Entrepreneurship and crafts provides incentives for innovative businesses in order to encourage them in research and development, creativity and innovation activities or investments in knowledge-intensive activities. These activities include the development of new products of medium and high technology, the development of knowledge-based services, and innovative organizational and marketing models. Such products and services are the basis for the realization of higher added value and enable the growth of business activities and strengthen the international competitive position in the market of small enterprises and the entire Croatian economy.</p> <p>The CSR TOUR project runs from November 2012 to November 2014. The project will produce a set of nationally adapted and tested CSR training materials and standards: Training and standards and award system for travel companies; Training course for VET institutes; - Sustainability training and assessment for Hotels (Croatia and Greece). In the short term project results will contribute to reducing the skill gaps in labour market, enable the travel associations and VET institutes to offer training that meet the labour market needs and support expansion of the efforts to include CSR into travel companies’ business models.</p> <p>In the long-term impact this project is to improve professional capacities and change learning habits and attitudes of travel companies’ employees. The project will establish strong and active links between training sector and field practitioners organizations. It will help efforts to minimize negative environmental, economic and social impacts.</p>
Indicator 5.3	Dissemination of research results on ESD is promoted
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ²⁷ to share the results of research and examples of good practices in ESD ²⁸ among authorities and stakeholders?

²⁶ Activities may include projects, action research, social learning and multi-stakeholder teams.

²⁷ E.g., conferences, summer schools, journals, periodicals, networks.

Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify and provide information about where published research and dissertations are accessible.</i> Web page on sustainable tourism - www.odrzivi.turizam.hr
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²⁸ 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 <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please name the major publications for (a) and (b).</i>
(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The Ministry of Science, Education and Sports has funded several conferences addressing ESD: Water Sustainability: New Challenges and Solutions (Croatian Geographical Society), 6 th and 7 th International Conference “An Enterprise Odyssey: Leadership, Innovation and Development for Responsible Economy” (Faculty of Economics and Business, Zagreb), Management of Technology – Step to Sustainable Production MOTSP2012 (Croatian Association for PLM), Management of Technology – Step to Sustainable Production MOTSP2012 (Croatian Association for PLM), Management of Technology – Step to Sustainable Production MOTSP2013 (Faculty of Mechanical Engineering and Naval Engineering, Zagreb), 8 th Conference on Sustainable Development of Energy, Water and Environment Systems – SDEWES Conference (SDEWES Centre), 4 th CASEE Conference “Food and Biomass Production – Basis for a Sustainable Rural Development” (Faculty of Agriculture, Zagreb)
<i>Concluding remarks on issue 5</i>	<i>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.</i>
	Higher education takes into account the implementation of the content of education for sustainable development, which is implemented in different ways through courses.
Issue 6. Strengthen cooperation on ESD at all levels within the ECE region	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
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 ²⁹ networks on ESD?

²⁹ In this context, international associations, working groups, programmes, partnerships, etc., means those at the global, regional and subregional levels.

Yes No

In November 2011, Croatia supported the Sub-regional Seminar on ESD under the framework of the UNECE Strategy for ESD which was hosted by Slovenia. The objectives of the seminar were to address the ways ESD could be linked to the green economy process in the sub-region and clarify ESD educator competences against the national contexts as well as address how educator competences could be strengthened on national levels. It also provided a platform for sharing information about the current state of art of implementing ESD in the sub-region, to share materials as well as to promote cooperation between different ESD stakeholders.

In the framework of the Horizon 2020 CB/MEP, the Ministry of Environmental and Nature Protection in cooperation with the Mediterranean Information Office for Environment, Culture and Sustainable Development and the University of Athens organized a regional workshop „Strengthening Education for Sustainable Development policies in the Mediterranean“ which was held in Zagreb in June 2013. The main objective of the workshop was to build the capacities of officials from Ministries of Environment and Ministries of Education on strengthening and promoting policies for ESD. The participants were representatives of Ministries of Education and Environment, as well as representatives of NGOs from Mediterranean countries. The Croatian participants presented their examples of good practice in stimulating ESD in schools, higher education, business sector, as well as among teachers and civil servants. Also, the final draft of the Mediterranean Strategy for Education for Sustainable Development was agreed which was later adopted at the UfM Ministerial on Environment and Climate Change in May 2014 in Athens.

The Republic of Croatia was the initiator of the idea for the proclamation of the International Year of Forests. As a continuation of activities to celebrate the year 2011 as International Year of Forests, the Secretariat of the United Nations Forum for Forests has decided to issue a publication entitled "Forests for People" on the importance of forests to the process of sustainable social and human development. The Republic of Croatia financially supported and participated as an intellectual contributor to the issuance of the respective publications (program partner). This publication is a tribute to all its authors from different countries in addressing vital issues and promoting sustainable forest management globally.

Networking: CIVINET Slovenia-Croatia Network for Sustainable Urban Mobility

CIVINET Slovenia-Croatia was established in 2013 as a network of cities and other stakeholders from two neighbouring countries that deal with sustainable mobility planning and traffic management. Objective of the network is knowledge sharing and good practice exchange as well as implementation of partner projects which are meant to finance future sustainable mobility activities.

Networking and all forms of cooperation are welcome for more effective solving of urban traffic and mobility problems - from the exchange of experience, knowledge and ideas to joint participation and synergy of the cities, thus enabling better usage of EU funds.

Local authorities and other CIVINET Slovenia-Croatia partners express their commitment to strengthening the exchange of knowledge, information and experience gained within the CIVITAS initiative to other members of the Network. They also commit to supporting the dissemination of information on the activities, achievements and results of the CIVITAS initiative and the CIVITAS Slovenia-Croatia network to other towns and cities in both countries and in the wider region. At this time CIVINET Slovenia-Croatia counts 20 members from Slovenia and 18 from Croatia.

The Ministry of Construction and Physical Planning, the Ministry of Labour and Social Welfare, MSES and the Agency for Vocational Education and Training and Adult Education are involved in EU Sustainable Building Workforce Initiative (Build Up Skills) in the area of energy efficiency and renewable energy through the National qualification platforms within the project CROSkills. Within its framework are being developed National systems of lifelong education of construction workers and market evaluation of such skilled workforce.

Sub-indicator 6.1.2	Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Yes, teachers and students are involved in the implementation of the SEMEP (South-Eastern Mediterranean Sea Environmental Project) and GLOBE (The Global Learning and Observation to Benefit the Environment) Program. Eco-schools, Project Citizen, UNESCO Associated Schools Project Network.</p> <p>The International Centre for Sustainable Development of Energy, Water and Environment Systems (SDEWES Centre) is a non-governmental and a non-profit organization. The SDEWES Centre was established after successful organization of four Dubrovnik Conferences on Sustainable Development of Energy, Water and Environment Systems with the purpose to provide a wider platform for communication and exchange of ideas between scientists and researchers that promotes multidisciplinary approaches to sustainability. The SDEWES Centre has a temporary seat at the University of Zagreb.</p> <p>In CSR TOUR project travel associations and educational institutes from Netherlands, UK, Greece, Latvia, Poland and Croatia cooperate on transferring an established and innovative CSR training and assessment system (Travelife).</p>
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and list the major ones.</i></p> <p>Agreement on the implementation of the GLOBE program. Council of Europe: Pestalozzi Program UNESCO associated schools (ASPnet) -one of four topics under study is Education for Sustainable Development.</p> <p>KulturKontakt: Zagreb k-education project office implements projects on behalf of the Austrian Federal Ministry for Education, Arts and Culture and KulturKontakt Austria in cooperation with the Ministry of Science, Education and Sports. One of the main focuses is ESD.</p> <p>The Education and Teacher Training Agency through various workshops and seminars continues its work on fostering teacher competences for ESD. In May 2011 in cooperation with the KulturKontakt Austria, the Agency organized a Regional conference on ESD in Zagreb, focusing among other things on sustainable development within vocational education (i.e., ESD in hotel-tourism schools). As the Conference follow up activity and as a result of three years long cooperation on professional development of teachers, the Agency issued the <i>Manual for primary and secondary schools for ESD</i> (2011), presenting some of the school projects as examples of good ESD practices.</p> <p>As part of the IPA Cross-Border Cooperation, sustainable development was established as a priority for project proposals in operational programs with Hungary, Serbia and Slovenia, to which may apply all educational institutions.</p> <p>In 2011 Croatia had a G2G project with the Netherlands "Training of Civil Servants on sustainable development and education for sustainable development." The aim of the project was to educate future trainers for sustainable development and to include this program in the catalog of training programs for civil servants of the Ministry of Administration which was achieved. The countries in the region requested to share the experience and knowledge, so we provided Serbia and Montenegro with this training and Croatian manual for their future trainers, enabling them to adapt the materials for their own use and organise such trainings in their own countries.</p> <p>The Joint Committee between Hungary and Croatia in the field of environmental protection and nature conservation includes cooperation in implementing the Aarhus convention.</p>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please list and describe</i></p> <p>In the Mediterranean Sea through the Mediterranean Action Plan in the context of the Mediterranean Commission for Sustainable Development and implementation of the Mediterranean Strategy for Sustainable Development.</p> <p>In the framework of the Horizon 2020 CB/MEP, the Ministry of Environmental and Nature Protection in cooperation with the Mediterranean Information Office for Environment, Culture and Sustainable Development and the University of Athens organized a regional workshop „Strengthening Education for Sustainable Development policies in the Mediterranean“ which was held in Zagreb in June 2013. The main objective of the workshop was to build the capacities of officials from Ministries of Environment and Ministries of Education on strengthening and promoting policies for ESD. The participants were representatives of Ministries of Education and Environment, as well as representatives of NGOs from Mediterranean countries. The Croatian participants presented their examples of good practice in stimulating ESD in schools, higher education, business sector, as well as among teachers and civil servants. Also, the final draft of the Mediterranean Strategy for Education for Sustainable Development was agreed which was later adopted at the UfM Ministerial on Environment and Climate Change in May 2014 in Athens.</p>
<i>Concluding remarks on issue 6</i>	<i>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</i>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> - <i>Which actions/ initiatives have been particularly successful and for which reason?</i> - <i>What challenges did your country encounter when implementing this objective?</i> - <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> <p>Ministry of Science, Education and Sports conducts various activities through international cooperation and the mentioned projects (Eco-schools,...)</p>
<p>Issue 7. Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD</p>	
<p><i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i></p> <p>Many schools and pre-school institutions have programs of conservation and promotion of traditional knowledge and skills (local language poetry, local and traditional music, dances, instruments, games, clothing, making of traditional clothing and finery, things of wood, traditional food and gardening, products of fruits...</p> <p>Over 360 primary and secondary schools are members of the Croatian Association of student cooperatives and every year the best student cooperatives participate in the festival of student cooperatives. Some of them cherish the traditional ways of making various utility items (lace, pottery, wicker baskets, products made of wood), many organic food products without preservatives (apple chips, pumpkin seed oil, lavender soaps, pyrethrum). It is important to note that the fundamental objective is the development of enterprise and entrepreneurship (the products are sold and material is partly procured from the money obtained, so it partly enters the "production") and fostering traditions and traditional crafts.</p>	

What the role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.

These programmes are hands on and skills oriented, therefore attractive for students. Often there are possibilities for creative work and for social interaction among students and among students and local community. Some of those programmes include producing things for market which promotes the entrepreneurship (as important competence). Kindergartens promote intergenerational understanding and communication, development of tolerance and respect for differences.

Issue 8. Describe any challenges and obstacles encountered in the implementation of the Strategy

The biggest challenge is the lack of skilled human and financial resources.

Issue 9. Future implementation of Education for Sustainable Development

ESD will continue to be implemented in accordance with the measures in the Action Plan on ESD and the new implementation framework which will be adopted at the next “Environment for Europe” conference.

Appendix I (a)

Indicator 2.1, sub-indicator 2.1.1

Please specify which key themes of SD are addressed explicitly in the curriculum/programme of study at various levels of formal education by filling in the table below. *(Please tick (✓) relevant themes for each level. Use the blank rows to insert additional themes that are considered to be key themes in addressing learning for SD.)*

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

Some key themes covered by sustainable development	ISCED Levels 2011								
	0	1	2	3	4	5	6	7	8
Peace studies (e.g., international relations, security and conflict resolution, partnerships)	✓	✓	✓	✓		✓			
Ethics and philosophy	✓	✓	✓	✓		✓	✓	✓	✓
Citizenship, democracy and governance	✓	✓	✓	✓		✓			✓
Human rights (e.g., gender and racial and intergenerational equity)	✓	✓	✓	✓		✓			✓
Poverty alleviation	✓	✓	✓	✓		✓	✓	✓	✓
Cultural diversity	✓	✓	✓	✓		✓			
Biological and landscape diversity	✓	✓	✓	✓		✓			✓
Environmental protection (waste management, etc.)	✓	✓	✓	✓		✓	✓	✓	✓
Ecological principles/ecosystem approach	✓	✓	✓	✓		✓		✓	
Natural resource management (e.g., water, soil, mineral, fossil fuels)	✓	✓	✓	✓		✓			✓
Climate change	✓	✓	✓	✓		✓			
Personal and family health (e.g., HIV/AIDS, drug abuse)	✓	✓	✓	✓		✓	✓	✓	✓
Environmental health (e.g., food and drinking; water quality; pollution)	✓	✓	✓	✓		✓	✓	✓	
Corporate social responsibility	✓	✓	✓	✓		✓			
Production and/or consumption patterns				✓		✓			
Economics	✓	✓	✓	✓		✓	✓	✓	✓
Rural/urban development	✓	✓	✓	✓		✓			
Total	16	16	16	17		17	6	7	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.

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
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Scale	A	B	C	D	E	F
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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 curriculum³⁰/programme of study at various levels of formal education, by filling in the table below. (Please tick (✓) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)

Table of learning outcomes

Competence	Expected outcomes	ISCED Levels								
		0	1	2	3	4	5	6	7	8
Learning to learn Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?	✓	✓	✓	✓		✓			
	- understanding complexity/systemic thinking?	✓	✓	✓	✓		✓			
	- overcoming obstacles/problem-solving?	✓	✓	✓	✓		✓			
	- managing change/problem-setting?	✓	✓	✓	✓		✓			
	- creative thinking/future-oriented thinking?	✓	✓	✓	✓		✓			
	- understanding interrelationships across disciplines/holistic approach?	✓	✓	✓	✓		✓			
	Total		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?	✓	✓	✓	✓		✓			
	- decision-making, including in situations of uncertainty?	✓	✓	✓	✓		✓			
	- dealing with crises and risks?	✓	✓	✓	✓		✓			
	- acting responsibly?	✓	✓	✓	✓		✓			
	- acting with self-respect?	✓	✓	✓	✓		✓			
	- acting with determination?	✓	✓	✓	✓		✓			
Total		6	6	6	6		6			

³⁰ At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels									
		0	1	2	3	4	5	6	7	8	
Learning to be Does education at each level enhance learners' capacity for:	- self-confidence?	✓	✓	✓	✓		✓				
	- self-expression and communication?	✓	✓	✓	✓		✓				
	- coping under stress?	✓	✓	✓	✓		✓				
	- ability to identify and clarify values (<i>for phase III</i>)?	✓	✓	✓	✓		✓				
	Total	4	4	4	4		4				
	- other (<i>countries to add as many as needed</i>)?										
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	7	7	7	7		7				
	- other (<i>countries to add as many as needed</i>)?										

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

The scoring key for this table (maximum 207 ticks; "other" not counted) is:

No. of ticks	0–11	12–21	22–53	54–105	106–156	157–207
Scale	A	B	C	D	E	F

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

Please indicate the teaching/learning methods used for ESD at the different ISCED levels. (Please tick (✓) relevant teaching/learning methods for each level. Use the blank rows to insert additional teaching/learning methods that are considered to be key methods in your country in teaching-learning for sustainable development.)

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy ^a	ISCED Levels								
	0	1	2	3	4	5	6	7	8
Discussions	✓	✓	✓	✓					
Conceptual and perceptual mapping	✓	✓	✓	✓					
Philosophical inquiry		✓	✓	✓					
Value clarification	✓	✓	✓	✓					
Simulations; role playing; games	✓	✓	✓	✓					
Scenarios; modelling	✓	✓	✓	✓					
Information and communication technology (ICT)	✓	✓	✓	✓					
Surveys	✓	✓	✓	✓					
Case studies	✓	✓	✓	✓					
Excursions and outdoor learning	✓	✓	✓	✓					
Learner-driven projects	✓	✓	✓	✓					
Good practice analyses	✓	✓	✓	✓					
Workplace experience	✓	✓	✓	✓					
Problem-solving	✓	✓	✓	✓					
Total	13	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
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Scale	A	B	C	D	E	F
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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		
	<i>Formal</i>	<i>Non-formal</i>	<i>Informal</i>
NGOs	✓	✓	
Local government	✓	✓	✓
Organized labour	✓		
Private sector	✓	✓	
Community-based	✓	✓	
Faith-based	✓		
Media	✓	✓	✓
Total	7	5	2
Other (<i>countries to add as many as needed</i>)			

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				
	<i>Public awareness</i>	<i>Quality education</i>	<i>Reorienting education</i>	<i>Training</i>	<i>Social learning</i>
NGOs	✓	✓		✓	✓
Local government		✓			
Organized labour					
Private sector					
Community-based					
Faith-based					✓
Media	✓				
Total	2	2		1	2
Other (<i>countries to add as many as needed</i>)					

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	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
Indicator 1.3	National policies support synergies between processes related to SD and ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
Indicator 2.1	SD key themes are addressed in formal education	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.2	Strategies to implement ESD are clearly identified	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.3	A whole-institution approach to ESD/SD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.4	ESD is addressed by quality assessment/enhancement systems	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> 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	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.6	ESD implementation is a multi-stakeholder process	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 3.1	ESD is included in the training of educators	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 3.2	Opportunities exist for educators to cooperate on ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.1	Teaching tools and materials for ESD are produced	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.3	Teaching tools and materials for ESD are accessible	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.1	Research on ESD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.2	Development of ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.3	Dissemination of research results on ESD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed