

National Implementation Report

(As submitted by: Slovenia)

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 SLOVENIA in accordance with the decision of the ECE Steering Committee on Education for Sustainable Development.

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

Signature:

Date:
DECEMBER 2014

Full name of the institution:
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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): National Education Institute, Educational Research Institute, National School for Leadership in Education, Slovenian Institute for Adult Education, Institute for Vocational Education and Training, Ministry of the Environment and Spatial Planning

Stakeholders: _____

NGOs (please specify) _____

Academia (please specify): representatives of universities, teacher associations

Business (please specify) _____

Other (please specify) _____

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

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"/>	<i>Please specify languages.</i> Slovenian
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"/>	<i>If yes, please specify in which ministrie(s)/department(s) the focal point(s) are located.</i> The Ministry of Education, Science and Sport; Education Development Office
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</i> We had a coordinating body until 2010.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Guidelines for Education for Sustainable Development from Preschool to Pre-university Education (Smernice vzgoje in izobraževanja za trajnostni razvoj od predšolske vzgoje do douniverzitetnega izobraževanja – available in the Slovenian language: http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/razvoj_solstva/trajnostni_razvoj/trajnostni_smernice_VITR.doc ; In English: http://portal.mss.edus.si/pls/portal/docs/PAGE/PORTAL_SOLSTVO_MSS/MSS_STRANI/MSS_DOKUMENTI_ZA_SPLET/VITR%20ANG%20SCREEN.PDF) In July 2007, the Minister of Education and Sport adopted GUIDELINES FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT FROM PRESCHOOL TO UNIVERSITY EDUCATION, which were based on the Decade on Education for Sustainable Development (2005-2014) and UNECE Strategy for Education for Sustainable Development. Education for sustainable development in Slovenia primarily includes respect for general human values; active citizenship and participation; intercultural dialogue and linguistic diversity; preservation of nature and the environment (ecological consciousness and responsibility); encouraging quality education – stimulating working and learning environments; quality interpersonal relations, development of

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.

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>	
	<p>social competences (non-violence, tolerance, cooperation, respect, etc.); encouraging a healthy lifestyle (physical and mental health); building up healthy self-confidence and self-image of the individual; quality use of leisure time; development of entrepreneurship as a contribution to the development of society and the environment; learning about different areas of culture and encouragement of creativity and activity. The main aim of the Guidelines is to emphasize the meaning of education for sustainable development and point to the possibilities for the implementation of sustainable development into formal and informal learning. Goals which will enable the introduction of education for sustainable development are: to ensure normative foundations which support ESD; to train educators for ESD; to ensure suitable didactic and other materials for the implementation of ESD; to promote research on and development of ESD, and to strengthen the stakeholders' cooperation on ESD at all levels (state, regional and community). In order to achieve these goals, the Guidelines consider many principles. The Guidelines apply to pre-school institutions and schools, the Ministry of Education and Sport, public institutions, non-governmental organizations and local communities. The Guidelines also have measures (i.e., an implementation plan, which is a guide for plans of different stakeholders) for preschool institutions, schools, the Ministry of Education, public institutions, NGO-s, local communities. Every school at the beginning of the school year prepares an educational plan, which implements the above-mentioned guidelines. According to the reports on the implementation of the guidelines, all the stakeholders achieve the goals and satisfy the measures and continue with the activities.</p> <p>The guidelines summarize the key themes of SD and highlight the goals which will contribute to the implementation of ESD. They also include quality criteria and offer the list of the most important international documents on which Slovenia builds its determination and commitment to introduce the education for sustainable development into the school system. The guidelines were distributed through the partners in ESD: kindergartens and schools, the ministry of education, public institutions, NGOs and local communities. The guidelines were submitted also to the governmental institutions which are responsible for the development and preparation of the new curricula. The guidelines were also the basis for the preparation of other related documents (guidelines in the field of cultural education) and became the basis for the new curricula for elementary and secondary education.</p>
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"/>	<p><i>Please specify and list major documents.</i></p> <p>Guidelines for ESD are available at: http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/razvoj_solstva/trajnostni_razvoj/trajnostni_smernice_VITR.doc oc (Slovenian version)</p>

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.

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>	
	<p>European Sustainable Development Network; the Slovenian report, available at: http://www.sd-network.eu/?k=country%20profiles&s=single%20country%20profile&country=Slovenia</p> <p>Slovenian Industry Policy document, available at: http://www.mgrt.gov.si/fileadmin/mgrt.gov.si/pageuploads/DPK/SIP/SIP_-_vkladni_dokument_EN.doc</p> <p>National Programme for Adult Education, available at: http://www.pisrs.si/Pis.web/pregledPredpisa?id=RESO97 (Slovenian version) http://arhiv.acs.si/e-novicke/2013/Winter.pdf (a short summary in English on page 28)</p> <p>National Programme for Youth 2013 - 2022, available at: www.mss.si/datoteke/dokumenti/NPM-resolucija.pdf (Slovenian version)</p>

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"/>	<p><i>Please specify and list any major document(s).</i></p> <ol style="list-style-type: none"> 1. Guidelines for Education for Sustainable Development from Preschool to Pre-university Education 2. The Organization and Financing of Education Act (new changes adopted in March 2008) set new aims: <ul style="list-style-type: none"> – Development of consciousness of national affiliation and identity, and knowledge of the history of Slovenia and its culture. – Education for sustainable development and active social integration in the democratic process, in-depth knowledge and a responsible attitude towards oneself, one's own health, others, one's own and other cultures, natural and social environment, and towards future generations. 3. Changes and Supplementations of Primary school Act (the same objects as in The Organization and Financing of Education Act) <p>The Slovenian parliament has adopted the Strategy of the Development of Slovenia.</p>
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 *If yes, please specify details for (a) and (b).*

(b) Yes No

a) Education for sustainable development is addressed in the following national education legislation/regulatory documents:

*The Organization and Financing of Education Act (2008) sets as an aim **education for sustainable development and active social integration in the democratic process, in-depth knowledge and liable attitude towards oneself, own health, others, own and other cultures, natural and social environment, and towards future generations.** We find the same goal in the *Act on Changes and Supplementations of Primary school Act (2007)**

*The White Paper on Education (2011) explicitly states **sustainable development** is the main standpoint of education and the main educational goal. Available on: http://www.belaknjiga2011.si/pdf/bela_knjiga_2011.pdf*

b) Education for sustainable development is integrated into the national curriculum at all levels of formal education (early childhood, primary, lower secondary, upper secondary and vocational education). ESD is integrated as a cross-curricular topic as well as the topic of some optional subjects in primary and secondary school (environmental studies, sport for health, civic culture, etc.) and optional activities at the level of upper secondary education (civic culture, education for peace, family and nonviolence, library information skills).

Please also fill in the table by ticking (✓) as appropriate.

ISCED levels	(a)	(b)
	<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	-	✓

AD/6, 7, and 8 – Universities in Slovenia are autonomous and choose their own programmes.

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

Yes No *Please specify.*

Non-formal and informal ESD is set in the *Resolution of the National Master Plan for Adult Education 2013-2020 (ReMPAE)* as a

	<p>priority task, as one of 15 long term goals and, on the implementation level, as one of the priority contents of programs for adults. <i>ReMPAE 2013-2020</i> has its operational framework in the <i>Annual Plan for Adult Education</i>, which includes general programs dedicated to ESD:</p> <ul style="list-style-type: none"> - <i>Strategy of Slovenia's transition to a low-carbon society by 2060</i>. Second draft. Government Office for Climate Change, March 2012. Available at: http://www.stritih.com/images/Strategija_prehoda_v_NOD_2_osnutek_1_.pdf - <i>The development strategy of social entrepreneurship for the period 2013 – 2016</i>. Government of the Republic of Slovenia, July 2013. Available at: http://www.mddsz.gov.si/nc/si/medijsko_sredisce/novica/article/1966/7189/ - <i>Slovenian industrial policy – SIP</i>. Ministry of Economic Development and Technology. Adopted by the Government of the Republic of Slovenia at its meeting of 6 February 2012. Available at: http://www.mgrt.gov.si/fileadmin/mgrt.gov.si/pageuploads/DPK/SIP/SIP_-_vladni_dokument.pdf - Beltran, N. (ed.), 2012. <i>For a green development breakthrough. Plan B for Slovenia. 4.0: Contribution to the Development Strategy of Slovenia 2014- 2020</i>. Umanotera, November 2012. Available at: http://www.planbz slovenija.si/upload/SRS/plan-b-zeleni-razvojni-preboj.pdf - <i>Report on the contribution of cooperatives to overcoming the crisis</i>. Committee on Industry, Research and Energy of the European Parliament, 12 June 2013. Available at: http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+REPORT+A7-2013-0222+0+DOC+XML+V0//SL - <i>The development strategy of social entrepreneurship for the period 2013 – 2016</i>. Government of the Republic of Slovenia, July 2013. Available at: http://www.mddsz.gov.si/nc/si/medijsko_sredisce/novica/article/1966/7189/ - Burja, Alenka, Sonnenschein, Jonas, Vrhunc, Natalija. 2014. <i>Efficient use of resources. Towards the Action Plan of Slovenia. Background preparation for the action plan of the efficient use of resources</i>. Ministry of Agriculture and the Environment. Environmental consulting, Alenka Burja, entrepreneur. Available at: http://www.mko.gov.si/fileadmin/mko.gov.si/pageuploads/podrocja/odpadki/ucinkovita_raba_virov.pdf
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <ul style="list-style-type: none"> - Guidelines for Education for Sustainable Development from Preschool to Pre-university Education - The Organization and Financing of Education Act - Primary school Act - Strategy of the Development of Slovenia - The White Paper on Education - for all levels of education <p>The first White Paper on Education was adopted in 1995, so a re-thinking was required about the structure of the education system. The guiding principles in drafting the White Paper were: values, knowledge, sustainable development concepts; strengthening civic knowledge and values and introducing such knowledge and values as to enable a reflection on politics and the existence of Slovenia; the White Paper was adopted in March 2011.</p>

	<p>- Strategy for lifelong learning (2007). Public awareness is also addressed:</p> <ul style="list-style-type: none">- through research financed by the Ministry of Education and Sport and the Public Research Agency. Other research is financed by the European Social Fund (public tenders) or done by research institutes through their annual working plans, agreed by the Ministry of Education and Sport;- through different strategies: we promote ESD as a complex and continuously evolving concept, with permanent interaction between social, economic and environmental areas and a variety of key themes; inter alia, poverty alleviation, citizenship, peace ethics, responsibility for local and global contexts, democracy and governance, justice, security, human rights, health, gender equity, cultural diversity, rural and urban development, economy, production and consumption patterns, corporate responsibility, environmental protection, natural resource management, and biological and landscape diversity;- through Lifelong Learning Week: wide promotion of the culture of learning and the promotion of ESD in the informal and non-formal education sectors entail a holistic and systemic approach and a specific knowledge, skills and values.
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Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁶ cooperation relevant to ESD exist in your Government?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify.</i> The governmental Council of SD and the Programme group for ESD at the Ministry of Education and Sport were bodies which were interdepartmentally/intersectorially organized in the previous period. The new Government will presumably continue work in the same direction.
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"/>	<i>Please specify.</i> The governmental Council of SD and Program group for ESD at the Ministry of Education and Sport. Public tenders at the MES are a good mechanism for the cooperation between stakeholders; they set the condition that all chosen projects have to include the cooperation of different stakeholders (researchers, universities, companies, NGOs, etc.).
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"/>	<i>Please specify.</i> This area has been fairly well financed by the national budget. The national budget is programme-oriented and prepared on the basis of programs linking many ministries, which cooperate to avoid overlaps and the money is better targeted and spent. This area is also very well supported by the sources from structural and cohesion policies.
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"/>	<i>Please specify.</i> It was part of the <i>National Strategy of Slovenia (2005)</i> .
<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 national legislation gives a firm frame for ESD implementation in educational institutions in Slovenia. The connection with

⁶ Between State bodies.

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

	<p>other SD synergies is weaker.</p>
	<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 why?</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>The implementation of UNECE ESD strategy ideas into legislation was successful.</p> <p>The challenge remains in connecting different stakeholders and good practices in schools. There is no possible external influence on the university curricula. These remain our main considerations in future ESD implementation.</p>

Issue 2. Promote SD through formal, non-formal and informal learning	
<p><i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i></p> <p>The updated curricula were introduced into upper-secondary school in 2008 and into primary and secondary school in 2011.</p> <ul style="list-style-type: none"> - In educational programmes of upper- secondary vocational education, elements of sustainable development such as care for health and safety at work, the development of entrepreneurial skills, environmental protection and social skills were systematically introduced in curricular documents through integrated key competencies. At the level of the curriculum, individual goals are integrated in general education courses and professional modules. Sustainable content is given greater emphasis in some general education subjects (science, biology, chemistry). - In the field of biotechnology, which includes specialist areas of agriculture, horticulture, forestry, food processing, veterinary and nature conservation, the content of sustainable development is a separate mandatory professional module, which is included in all biotechnical educational programs (18 programs). - Some very sustainability-oriented education programs were formed: Nature Protection Technician and Environmental Technician at the level of upper secondary vocational education and study programs Nature conservation, Environmental protection and sanitation and Bionics at the level of post-secondary higher vocational education. - Contents related to sustainable development (especially RES and RUE) are included in each of the professional modules of programs in the field of construction, wood processing and energy. - According to the needs of the local economy and environment, schools can include in their open curriculum the contents of sustainable development (for example in the field of RES and RUE). Some schools also implemented short training programs for adults in this area. <p>The National Education Institute provides different seminars, lectures and workshops to support the implementation of the updated curricula.</p> <p>The National Education Institute was publishing a journal <i>Sustainable Development in School and Kindergarten</i> up to 2014. This was the only journal for sustainable development for teachers and project managers in the field of education in primary and secondary schools, boarding schools and centers for school and out-of-school activities. It was intended for all subject areas and can be described as highly interdisciplinary and holistic-oriented while also pursuing the goal of lifelong learning.</p> <p>In 2012, a virtual classroom for the promotion of EDS was set up. There teachers can find information about projects (national and international) in the field of ESD; they can present their own examples of good practice and discuss challenges and obstacles with other teachers on the forum.</p>	
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?

⁸ For details, see paragraph 15 of the UNECE Strategy for ESD.

⁹ For the State or federal level, where relevant.

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>The following ESD topics are included in the national curricula: civics education, education for health, career guidance, consumer education, environmental education and biodiversity conservation, traffic education, etc. SD goals are addressed in the national curriculum as a cross-curricular topic as well as goals of optional school subjects and optional compulsory activities. Teachers achieve ESD goals with the help of the cross-curricular approach and collaborative teaching during lessons, project weeks and optional compulsory activities as well as by taking part in national and international projects and other activities.</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" data-bbox="972 587 1574 692"> <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><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
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Sub-indicator 2.1.2 Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹⁰ /programme of study at various levels of formal education?													
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what competences as learning outcomes are important in your country.</i></p> <p>Key competencies which students should develop at school are: ability to communicate in their mother tongue and in the first foreign language, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship and cultural awareness and expression. Important elements of those competencies are creativity, critical thinking, problem solving, risk assessment and constructive decision-making.</p> <p><i>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.</i></p> <table border="1" data-bbox="972 1129 1574 1228"> <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><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
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¹⁰ Idem.

Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum ¹¹ /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what methods are of particular significance in your country.</i></p> <p>Each syllabus has didactic recommendations. For example, the Environmental Education subject (obligatory in Years 1, 2 and 3 of primary school) has advice on how to achieve the objectives (learning forms according to age, from the group tuition (guided experimentation or research) of individual work or work in pairs and groups, where knowledge is transferred from one to another and does not come only from one's own experience. In natural science, the emphasis is on research). It is also emphasized that pupils should learn about the environment directly. Further individualization and differentiation is foreseen, and the importance of cross-curricular links emphasized.</p> <p><i>Please also specify for non-formal education, as appropriate.</i></p> <p>Non-formal education is understood as a particularly strong and relevant frame; the field of SD is considered as particularly complex and perceived through the lens of personal experience of participants. A Basic Training in SD and corresponding learning materials were developed through the European Social Fund by the Slovenian Institute for Adult Education. The methodological focus is on the combination of experiential learning (field work and behavioural experiments) and constant reflection through the dialogue with participants based on three types of cases: 1. field locations prepared according to several criteria, 2. cases selected and described by participants and 3. written learning materials. The majority of the methods proposed in app. I are used (except modelling and ICT learning).</p> <p><i>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.</i></p> <table border="1" data-bbox="974 976 1574 1083" 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 type="checkbox"/></td> <td style="text-align: center;"><input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>								
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?												

¹¹ Idem.

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

- (a) Yes No
- (b) Yes No
- (c) Yes No
- (d) Yes No
- (e) Yes No

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

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

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

Slovenian schools have found many different ways to incorporate ESD into their curricula. They include:

1. Teaching and learning ESD through the existing **school subjects**, with links across subjects made where there are common issues or areas of learning. ESD is implemented with regard to the characteristics of those subjects and the pupil's developmental phase.
2. Separately timetabled **thematic days, activity weeks and events** that focus on a particular content or objective of ESD (for example Campaigning on global development issues, Promoting recycling), often including block timetabling.
3. **Whole-school development plans**, policies and ethos with elements of SD.
4. Activities integrated into **school routines** (working with parents).
5. **Educational visits and out of hours learning** opportunities and bringing **SD experts** into the schools.
6. **Projects and school networks** (ECO Schools, Healthy Schools, UNESCO ASP net, U4 Energy schools; projects financed through European Social Fund; the project Traditional Slovenian Breakfast).
7. Any combination of the above.

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

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?																				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>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.</i></p> <p>The ESD school plan is part of the school’s annual work plan and part of its educational plan (vzgojni načrt) (see also below).</p> <p><i>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.</i></p> <table border="1" data-bbox="981 544 1561 967"> <thead> <tr> <th>ISCED levels 2011</th> <th><i>Yes</i></th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>✓</td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> </tr> <tr> <td>6. Bachelor’s or equivalent level</td> <td></td> </tr> <tr> <td>7. Master’s or equivalent level</td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> </tr> </tbody> </table> <p>AD/6., 7., 8.: data not available due to the autonomy of tertiary education institutions.</p> <p>Teaching cross-curricular dimensions such as sustainable development may be carried out in the framework of:</p> <ul style="list-style-type: none"> - An educational plan of the school - a specially set out timetable (flexible schedule) with thematic days, activity weeks or events focusing on one of the cross- 	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	
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¹⁴ A “whole institution approach” means that all aspects of an institution’s internal operations and external relationships are reviewed and revised in the light of SD/ESD principles. Within such an approach each institution would decide on its own actions, addressing the three overlapping 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).

	<p>curricular¹⁶ dimensions;</p> <ul style="list-style-type: none"> - Projects with partner schools at home and abroad (Eco schools, Healthy schools, Unesco Asp net schools, Comenius programmes etc.) - school subjects with links between subjects on the basis of common themes or issues; - Activities included in routine schoolwork, such as the organisation of exhibitions, work with parents, etc. - educational visits, cooperation with experts, seminars for teachers and students - a combination of all these activities. <p>The whole school approach with a combination of above mentioned tasks/activities depends on headmaster and school climate, which are crucial for success of such approach.</p>
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¹⁶ Cross-curricular dimension is a special way to reach certain objectives of the curriculum that are uniform or defined for one subject, for a certain group of subjects or for all subjects (e.g. the development of media literacy as an integrated teaching objective in all subjects, in all years and classes).

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></p> <p>In July 2007, the Minister of Education and Sport adopted GUIDELINES FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT FROM PRESCHOOL TO UNIVERSITY EDUCATION, which was based on Decade on Education for Sustainable Development (2005-2014) and UNECE Strategy for education for sustainable development. Education for sustainable development in Slovenia primarily includes respect for general human values; active citizenship and participation; intercultural dialogue and linguistic diversity; preservation of nature and the environment (ecological consciousness and responsibility); encouraging quality education – stimulating working and learning environments; quality interpersonal relations, development of social competences (non-violence, tolerance, cooperation, respect, etc.); encouraging a healthy lifestyle (physical and mental health); building up healthy self-confidence and self-image of the individual; quality use of leisure time; development of entrepreneurship as a contribution to the development of society and the environment; learning about different areas of culture and encouragement of creativity and activity. The main aim of the Guidelines is to emphasize the meaning of education for sustainable development and point to the possibilities for the implementation of sustainable development into formal and informal learning. Goals which will enable the implementation of education for sustainable development are: to ensure normative foundations which support ESD; to train educators for ESD; to ensure suitable didactic and other materials for implementation of ESD; to promote research on and development of ESD, and to strengthen stakeholders' cooperation on ESD at all levels (state, regional and community). In achieving these goals, Guidelines consider the many principles. These Guidelines apply to pre-school institutions and schools, the Ministry of Education and Sport, public institutions, non-governmental organizations and local communities. The Guidelines have also measures (this is an implementation plan, which is a guide for plans of different stakeholders) for preschool educations, schools, Ministry of Education, public institutions, NGO-s, local communities. Every school at the beginning of the school year prepares an educational plan, which implements the named guidelines. According to reports on the implementation of the guidelines, all the stakeholders achieve measures and continue this effort.</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="981 991 1561 1410"> <thead> <tr> <th data-bbox="981 991 1464 1070">ISCED levels 2011</th> <th data-bbox="1464 991 1561 1070">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="981 1070 1464 1110">0. Early childhood education</td> <td data-bbox="1464 1070 1561 1110">✓</td> </tr> <tr> <td data-bbox="981 1110 1464 1150">1. Primary education</td> <td data-bbox="1464 1110 1561 1150">✓</td> </tr> <tr> <td data-bbox="981 1150 1464 1190">2. Lower secondary education</td> <td data-bbox="1464 1150 1561 1190">✓</td> </tr> <tr> <td data-bbox="981 1190 1464 1230">3. Upper secondary education</td> <td data-bbox="1464 1190 1561 1230">✓</td> </tr> <tr> <td data-bbox="981 1230 1464 1270">4. Post-secondary non-tertiary education</td> <td data-bbox="1464 1230 1561 1270">✓</td> </tr> <tr> <td data-bbox="981 1270 1464 1310">5. Short-cycle tertiary education</td> <td data-bbox="1464 1270 1561 1310">✓</td> </tr> <tr> <td data-bbox="981 1310 1464 1350">6. Bachelor's or equivalent level</td> <td data-bbox="1464 1310 1561 1350">✓*</td> </tr> <tr> <td data-bbox="981 1350 1464 1390">7. Master's or equivalent level</td> <td data-bbox="1464 1350 1561 1390">✓*</td> </tr> <tr> <td data-bbox="981 1390 1464 1410">8. Doctoral or equivalent level</td> <td data-bbox="1464 1390 1561 1410">✓*</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	✓*
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	<p>* <i>data not available due to the autonomy of tertiary education institutions</i></p> <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> <p>There is only a high potential to develop a whole-institution approach (combination of SIAE project – for SD and quality assessment; several others, e.g. SIAE approach to SD and ICT based learning support in terms of organised self-learning), but at the moment there are no such initiatives. However, the topical bibliography should be mentioned on the scientific level; learning materials from 2009 and 2013 are based on scientific findings (Bogataj in co-authorship – see below)</p> <p><i>LIČEN, Nives, BOGATAJ, Nevenka, HOČEVAR CIUHA, Senka, JAVRH, Petra. Koncept trajnostnega razvoja in neformalno izobraževanje odraslih. 1. izd. Ljubljana: Znanstvena založba Filozofske fakultete, 2011. 162 str. ISBN 978-961-237-476-1. [COBISS.SI-ID 259527680]</i></p> <p><i>BOGATAJ, Nevenka. Gozd v učenju in izobraževanju za trajnostni razvoj : prispevek k uveljavljanju ideje trajnosti in kroženja znanja o gozdu v Sloveniji. Ljubljana: Založba ZRC, ZRC SAZU, 2009. 108 str.</i></p>
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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 1825 292"><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 1968 467">The National Education Institute translated, elaborated and published <i>Quality Criteria for ESD Schools: Guidelines to Enhance the Quality of ESD</i>. The publication targets schools and educational authorities engaged in ESD. It presents a proposal for a non-exhaustive list of ‘quality criteria’ and can be used as a starting point. This proposal of quality criteria is one of the outcomes of the COMENIUS III European network ‘School Development through Environmental Education’ (SEED), where the National Education Institute was a project partner.</p> <p data-bbox="562 499 1968 563">No particular institutional criteria were developed and at the same time linked with SD initiatives on the non-formal education while high potential exists (see 2.3.1).</p> <p data-bbox="562 595 1944 627"><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="562 659 846 691"><i>(a) For formal institutions:</i></p> <table border="1" data-bbox="981 719 1563 1137"> <thead> <tr> <th data-bbox="981 719 1462 794">ISCED levels 2011</th> <th data-bbox="1469 719 1563 794">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="981 794 1462 834">0. Early childhood education</td> <td data-bbox="1469 794 1563 834">✓</td> </tr> <tr> <td data-bbox="981 834 1462 874">1. Primary education</td> <td data-bbox="1469 834 1563 874">✓</td> </tr> <tr> <td data-bbox="981 874 1462 914">2. Lower secondary education</td> <td data-bbox="1469 874 1563 914">✓</td> </tr> <tr> <td data-bbox="981 914 1462 954">3. Upper secondary education</td> <td data-bbox="1469 914 1563 954">✓</td> </tr> <tr> <td data-bbox="981 954 1462 994">4. Post-secondary non-tertiary education</td> <td data-bbox="1469 954 1563 994">✓</td> </tr> <tr> <td data-bbox="981 994 1462 1034">5. Short-cycle tertiary education</td> <td data-bbox="1469 994 1563 1034"></td> </tr> <tr> <td data-bbox="981 1034 1462 1074">6. Bachelor’s or equivalent level</td> <td data-bbox="1469 1034 1563 1074">*</td> </tr> <tr> <td data-bbox="981 1074 1462 1114">7. Master’s or equivalent level</td> <td data-bbox="1469 1074 1563 1114">*</td> </tr> <tr> <td data-bbox="981 1114 1462 1137">8. Doctoral or equivalent level</td> <td data-bbox="1469 1114 1563 1137">*</td> </tr> </tbody> </table> <p data-bbox="992 1142 1697 1166">* data not available due to the autonomy of tertiary education institutions</p> <p data-bbox="562 1198 898 1230"><i>(b) For non-formal institutions:</i></p> <table border="1" data-bbox="981 1259 1563 1409"> <thead> <tr> <th data-bbox="981 1259 1462 1334">ISCED levels 2011</th> <th data-bbox="1469 1259 1563 1334">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="981 1334 1462 1374">0. Early childhood education</td> <td data-bbox="1469 1334 1563 1374">✓</td> </tr> <tr> <td data-bbox="981 1374 1462 1409">1. Primary education</td> <td data-bbox="1469 1374 1563 1409">✓</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	✓
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		<table border="1"> <tr> <td data-bbox="992 209 1462 244">2. Lower secondary education</td> <td data-bbox="1467 209 1552 244">✓</td> </tr> <tr> <td data-bbox="992 247 1462 282">3. Upper secondary education</td> <td data-bbox="1467 247 1552 282">✓</td> </tr> <tr> <td data-bbox="992 285 1462 320">4. Post-secondary non-tertiary education</td> <td data-bbox="1467 285 1552 320">✓</td> </tr> <tr> <td data-bbox="992 323 1462 359">5. Short-cycle tertiary education</td> <td data-bbox="1467 323 1552 359"></td> </tr> <tr> <td data-bbox="992 362 1462 397">6. Bachelor's or equivalent level</td> <td data-bbox="1467 362 1552 397">*</td> </tr> <tr> <td data-bbox="992 400 1462 435">7. Master's or equivalent level</td> <td data-bbox="1467 400 1552 435">*</td> </tr> <tr> <td data-bbox="992 438 1462 474">8. Doctoral or equivalent level</td> <td data-bbox="1467 438 1552 474">*</td> </tr> </table>	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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3. Upper secondary education	✓															
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6. Bachelor's or equivalent level	*															
7. Master's or equivalent level	*															
8. Doctoral or equivalent level	*															
	* data not available due to the autonomy of tertiary education institutions															

Indicator 2.4	ESD is addressed by quality assessment/enhancement systems
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems? ¹⁷ (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?

¹⁷ For higher education institutions: either national centres for quality assessment in higher education or cooperation with general quality assessment agencies, such as the European Foundation for Quality Management (EFQM).

(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please elaborate.</i>
(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Evaluation of an educational institution may be internal, where participants in the educational process evaluate their
(c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	activities themselves, or external, where the assessor is not directly involved in the process. The latter type of
	evaluation lies within the scope of the tasks of the <i>Inspectorate of the Republic of Slovenia for Education and Sport</i> . The Inspectorate supervises the implementation of laws, other regulations and acts regarding organization, the proper use of public funds and the provision of educational activities.
	In accordance with the <i>Law on the Organisation and Financing of Education</i> , "the criteria and procedures for assessing and ensuring quality in kindergartens and schools at the national level and the proposals of the national evaluation studies" are adopted by the Minister at the suggestion of the Council for Quality and Evaluation. The Council is appointed by the Minister, who also determines its responsibilities.
	In accordance with the <i>Law on the Organisation and Financing of Education</i> , new state-approved programs or new parts of state-approved programs in public kindergartens and schools are evaluated by the following public institutions: Institute of Education of the Republic of Slovenia, Centre for Vocational Education of the Republic of Slovenia, Adult Education Centre of the Republic of Slovenia and The National Examinations Centre.
	Evaluation of education takes place as an evaluation of the education system at the macro level and as an evaluation of educational organizations at the micro level.
	Evaluation of the educational system is carried out by international and national evaluation studies and by the implementation, monitoring and evaluation of new educational programs, new program elements and novelties.
	International evaluation studies provide comparable data needed for the education system analysis and form a basis for policy-making at the EU level (e.g. PISA, TIMSS, PIRLS, conducted by the Institute of Education, PIAAC, carried out by the Slovenian Institute for Adult Education, etc.).
	National evaluation studies consist of primary evaluation studies and secondary data analyses of international evaluation studies, which address systemic issues. The two types of national evaluation studies are oriented in development and research. The <i>Council for Quality and Evaluation</i> has an important role here and is appointed by the minister responsible for education.
	The <i>Council for Quality and Evaluation</i> plays an important role in coordinating the monitoring of the implementation of new public programs, program elements and novelties. The following three public institutions are responsible for the implementation and monitoring: the Institute of Education (general education programs), Centre for Vocational Education and Training (VET programs) and Adult Education Centre (programs for adult education).
	Evaluation of educational organisations may be internal or external. Internal evaluation is one of regular activities of the school. Groups of class teachers, teachers of individual subjects and teachers of the entire school analyse student achievements in individual subjects for each class and learning group at least at the end of each assessment period.
	The principal of the kindergarten or school evaluates the work of the preschool teacher or teacher within tasks assigned by law. By <i>Law on Organisation and Financing of Education</i> , the principal must ensure and assess the quality by self-evaluation and the preparation of annual reports on the self-evaluation of the school or kindergarten.
	To determine the quality of the school, the data of national and international comparative studies of student achievements are also used. Each school is informed of the achievements of their students and the averages at the national level. Thus the schools themselves can assess the quality of their work.

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

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

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

- a) Education quality assessment/enhancement systems - There are four types of evaluation in Slovenia, which intermingle: external evaluation; internal evaluation; system evaluation; knowledge evaluation. Both external and internal evaluations can deal with the system and knowledge, and both system and knowledge evaluations can be external and internal. Evaluation of institutions is carried out as internal (where the evaluator participates in the institution's activities either as a teacher, or a principal, or a student) and as external (where the evaluator is not directly involved in the institution's activities, e.g. school inspection). There have been many such systems of self-evaluation, especially during last fifteen years, Slovenia has seen the rise of self-evaluation initiatives, which all include ESD, such as: Mirror; Wise Eye; Quality Assessment and Assurance; Learning Schools Network; Concept of Quality Assessment and Assurance in VET; Offering High-quality Education to Adults; the Slovenian Institute for Quality developed SIQ – Quality for future education; EFQM (European Foundation for Quality Management) and the system of ascertainment and assurance of quality in educational organizations; available on <http://kviz.solazaravnatelj.si/>
- b) Yes.
- c) Schools which educate for sustainable development have accepted quality criteria as a key element of their mission and school curriculum. For them, sustainable development represents the main principle taken into account in planning everyday work, as well as in long-term development. The criteria by which school quality is assessed are Quality Criteria for ESD-Schools - Guidelines to enhance the quality of Education for Sustainable Development, which are also included in Guidelines for Education for Sustainable Development from Preschool to Pre-university Education.

	<p>The document was developed by the Comenius project SEED (School Development through Environmental Education) and the ENSI (Environment and School Initiatives) network. Slovenia is a partner in both of them.</p> <p>External evaluation of schools is implemented as a process of external knowledge examination and is led by expert bodies. Expert, technical and administrative support is given by the National Examinations Centre, the central institution for external examinations in Slovenia. External administrative and educational evaluation of schools is carried out by the Inspectorate for Education and Sport, which aims to ensure respect for legality and thereby protect the rights of children and learners. The Inspectorate carries out inspections of schools.</p>
Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p>MES finances programmes from national budget for non-formal and informal learning; the emphasis is put on environmental issues and active citizenship. MES is preparing new public tender for ESD theme addressed in informal and public awareness-raising activities; the emphasis will be put on environmental issues, active citizenship and intergenerational dialogue.</p> <p>Such activities are carried out through projects for preschool, basic and secondary education and for adult education financed by the European Social fund. A good example is a promotion through project V.O.D.A (“voda” means water in Slovene; initials V.O.D.A are for Varujem/safe; Obnavljam/recycle; Darujem/give; Aktivno/active), which is carried out in some preschool institutions, elementary and secondary schools in Slovenia with support of media, parents, grandparents, NGO-s, environmental institutions. Apart from different activities, the project includes different informal and public awareness-raising activities, such as making movies and adds by pupils/students about SD, making newspapers on ESD, collection of papers on SD, press conferences, conferences for local communities, publishing articles on ESD and SD etc.</p> <p>Other methods and instruments are: press articles, TV and radio programmes or public lectures promoting environmentally friendly goods and services, sustainable lifestyles; very active is also Slovenian Consumers association and NGO’s.</p> <p>The last decade saw an increase in the number of bodies that implement activities of public information and awareness, many with education and training components. The activities are carried out by the Slovenian E-forum (SEF), the Focus association, Umanotera foundation, CIPRA Slovenia - Association for the Protection of the Alps, both scout associations in Slovenia, the Slovenian Environmental Agency, the Ministry of Agriculture and the Environment, Eco Fund, energy companies and many others. Many of these projects are implemented in primary and secondary schools, and partly also in kindergartens and other educational institutions. Several school networks have been established. Examples of good practices and didactic materials:</p> <ul style="list-style-type: none"> • Caritas Slovenia (in partnership with Caritas Slovakia) project ‘Towards the climate justice in developing countries with focus on sub-Saharan Africa’ (2010 – 2012); • participation in the pan-European youth competition for higher energy efficiency organised by the European Commission U4energy (2010 – 2012); • Koledar prof. Gamsa o podnebnih spremembah in druge zgodbe (The Calendar of Professor Chamois on Climate Change, and other stories), Brezovica pri Ljubljani Primary school and SEF, 2007; • Youth Xchange – educational manual for responsible consumption – GUIDE ((MAE)) http://www.youthxchange.net/main/slovenia.asp; • Environmentally-Friendly Kindergarten and School action (Planet Zemlja / Planet Earth association);
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- Fit media with the **Green Slovenia** trademark;
- **Uskladi interese** (Harmonise your Interests). Didactic nature protection game, Institute of the Republic of Slovenia for Nature Conservation, June 2010 (NATREG project);
- youth manual **WTF is Sustainable Development** (No Excuse Slovenia, 2011);
- **materials on global learning**, such as *Pri(po)ročnik za soočanje z globalnimi izzivi* (Manual and Recommendations for Facing Global Challenges, publication as part of the TUDI JAZ /ME TOO/ project. Focus association, Humanitas association, African Centre association, Ekvilib institute, Studio Poper, 2010) and *Uči se brati svet skozi oči drugega* (translation of the manual Through Other Eyes by Vanessa Andreotti and Lynn Mario T.M. de Souza, HUMANITAS, 2012);
- contributions in the **field of arts** – for example ECO books by Alenka Klopčič, music, multivision (Lado Jakša), plays, dances, visual art, ...

The all-Slovenian project **Traditional Slovenian breakfast** is implemented jointly by the Ministry of Agriculture and the Environment (MAE) with a variety of partners in order to raise awareness of the objectives and reasons for **local self-sufficiency, domestic production and processing** and to promote the activities of locally produced food supply in the framework of the public procurement system. MAE also issued orientations and recommendations for the planning and implementation of extracurricular education activities, which support the basic objective and intention of the project. The aim is to make sure that as many children in Slovenia as possible are included in the programme at the time of this event (one day in November), on activity days (e.g. natural science day) and in the course of the school year in general.

LIFE+ Information and Communication projects disseminate information and raise the profile of environmental issues and provide training and awareness-raising for the prevention of forest fires. In the framework of the 2010 call, three Slovenian projects on environmental issues have been selected:

- **SEPARATE COLLECTION (SLOPAK D.O.O)**: The SEPARATE COLLECTION project's overall objective is to raise awareness that the separate collection of municipal waste creates environmental benefits; increase the amount of separately collected household packaging and biodegradable waste, electric and electronic equipment waste, waste tires, waste phytopharmaceuticals, waste medicines and batteries; and disseminate information on the infrastructure for separate collection of municipal waste. The beneficiary will do this through communication campaigns, demonstration activities, contests involving prizes and debates.
- **REBIRTH (Slovenian National Building and Civil Engineering Institute (ZAG))**: The REBIRTH project will contribute to the increased and better recycling of industrial waste and construction/demolition waste in the construction sector. This will be promoted through communication and open dialogue activities and emphasis will be placed on: disseminating best practice through practical demonstrations of existing technical possibilities; information on successful administrative measures and tools, such as green public procurement, environmental taxes and charges from other EU countries; and through channels of communication open to professionals, national and local authorities and the general public.

	<ul style="list-style-type: none"> • Slovenia WEEE campaign (ZEOS, ravnanje z električno in elektronsko opremo, d.o.o.): The Slovenia Waste Electrical and Electronic Equipment (WEEE) campaign project aims to raise awareness concerning the manufacture and use of WEEE and WEEE handling, treatment and recovery (including reuse and recycling), with a special emphasis on households and school children in Slovenia. <p>Activities conducted or initiated by MESP (Ministry of the Environment and Spatial Planning) - MESP / MAE and SAE (Slovenian Environment Agency):</p> <ul style="list-style-type: none"> • Publications: Environmental Indicators (SAE), Climate Change Day leaflet (SAE), Take Less, Get More – Tips on Less Harmful Living (MESP), Hydrogen leads to pure energy future (MESP), Environment in your hands – Step forward in environmental management (SAE), Where with the old? – publication at the time of the national public awareness campaign (MESP), You have the power. Show some wisdom. On climate change (MESP). • Bulletin: SAE monthly bulletin (containing reviews of monthly data on meteorology, agrometeorology, hydrology, air pollution and water course and underground water quality) (SAE), • Web pages: www.arso.gov.si (meteorological data, climatological data, publications), http://eionet-si.arso.gov.si/Dokumenti/GIS/zrak in http://eionetsi.arso.gov.si/kazalci/index_html?Sku_naziv=UVOD&tip_skup=1&Sku_id=12 (data and information used to assess air quality, the impact of climate change, defining efficiency indicators for implementing environmental policy, and for the purposes of international data exchange based on ratified international agreements, protocols, and EU legislative obligations; http://www.mko.gov.si/si/ (Ministry of Agriculture and the Environment website); <p>Slovenia is reducing CO₂. The Ministry of the Environment and Spatial Planning has in 2006 together with the British Embassy in the Republic of Slovenia and the British Council prepared the project »Slovenia is Reducing CO₂«. The purpose of the project was to encourage people to contribute as much as possible to the reduction of CO₂ emissions. The message of the joint campaign was primarily intended for those who can largely act and change the current increasing trend of emissions. »Slovenia is Reducing CO₂« addressed politicians, managers, directors of various institutes and institutions, mayors, farmers, experts, transport and energy managers and others who can influence climate change.</p> <p>A series of six climate consultations took place throughout Slovenia as part of the "Slovenia is Reducing CO₂: Climate Consultations" from May 2010 to January 2011 (www.slovenija-co2). The consultations were one of the actions within the framework of the partnership in EU affairs communication between the European Commission and the Slovenian Government and intended for discussions about challenges and orientations for implementation of the commitments under the climate and energy package. They provided the basis for drafting recommendations to decision-makers.</p>
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The "Slovenia is Reducing CO2: Good Practices" projects were carried out within the framework of the partnership in EU affairs communication between the European Commission, the Slovenian Government and the European Parliament, and implemented by Umanotera, the Slovenian Foundation for Sustainable Development. As part of the project, Umanotera selected and presented to the public 15 Slovenian and 5 foreign good practices in 2011/2012; these practices are listed in the 2012 Catalogue, on the website www.slovenija-co2.si and in short cartoons. The presentations served as the basis for drafting the recommendations to decision makers for further dissemination and application of good practices.

The continuation of the Slovenia is Reducing CO2: Good Practices project in 2013 yielded the selection and promotion of good practices (15 Slovenian and 5 foreign examples), knowledge dissemination and incentives and recommendations for changes. The good practices of 2013 are also illustrated in short films.

The good practice examples have been selected from the following priority areas: (1) energy efficiency, renewable energy sources and energy-saving restoration of buildings, (2) sustainable mobility, (3) sustainable forest management, wood processing in crafts and industry, wood as construction material and wood fuel supply, (4) organic farming, supply networks with sustainably produced food, (5) sustainable rural development, (6) sustainable production and consumption, (7) adaptation to climate change. The selected good practices were presented to the interested public in more detail at workshops, at site visits and at the websites www.slovenija-co2.si. The project was aimed especially at local communities and companies and at the self-employed.

European Mobility Week and European Car Free Day: The objective of the initiative is to inform the public of the consequences of the excess use of cars and road transport in general, and changes in mobility habits. The campaign warns of climate change and of everything that creates a »climate« of cities: living quality, air quality, noise, traffic safety, quality of public surfaces, social integration of the population and general atmosphere in cities. The key players in this campaign are the municipalities, since they know best the traffic problems in individual cities and can also define traffic regimes in cities in the fastest possible manner, which also contributes to permanent mobility.

The European Mobility Week has been organised every year since 2002 between 16 and 22 September. Slovenia joined the project in the first year. In the beginning years, from 20 to 26 municipalities with a population of app. 500.000 have been participating. The MESP prepared for them and for the wider public a web page as well as awareness material. Several national and local radio stations have participated, also carrying out event-related contests. Non-governmental organisations (e.g., Focus) participate as well, conducting public awareness-educational activities. In 2011, 30 Slovenian municipalities took part in the initiative "Travel differently", organising over two hundred events and activities, ranging from free bicycle servicing and public transport to various events for children and the professional public. The objective was to improve the quality of urban life by encouraging citizens to try out alternatives to car use, including public transport, cycling and walking, as well as spatial planning that takes into account sustainable mobility.

	<p>In 2013, the European Mobility Week took place under the slogan “Clean Air – It’s Your Move”. The last day of this week was the “In Town Without My Car” day, which is the initiative from which the mobility week was developed. 31 local communities in Slovenia were involved in the project. The Ministry of Infrastructure and Spatial Planning is now the national body authorised to coordinate the European Mobility Week in Slovenia.</p> <p>Some other projects aimed at sustainable mobility and financed by the ministry, responsible for transport: Public transport is cool!, See you at the station, Mobilisation for public passenger transport (Focus Association for Sustainable Development); objective: to establish a platform between transport providers, municipalities, civil society and decision-makers at the national level.</p> <p>The Solar Mobility Project: Slovenian innovator Andrej Pečjak (http://www.ad-pecjak.si/ECO/EcarSLO1.htm) undertook a project of converting an old Renault Espace into an electric vehicle in 2006. His aim was to demonstrate that technologies are already in place and that if three hobbyists can assemble such a car in their home garage, car manufacturers could do the same much better and more cheaply. After the conversion of the Renault Espace they modernised (with LiPo batteries) the first Slovenian electric car – R5 by Zorič – which attracted attention at the Auto Salon Geneva 1993. One major project was the conversion of a Mazda RX-8 sports car with components taken from an Espace; this car, too, has been on the road since 2009. Their four electric cars are now connected to a photovoltaic power generator that annually generates enough clean energy to cover 30,000 km, and thus practically proves that the idea of solar mobility is feasible. The project was concluded in May 2009 with the connection of the power generator to the grid.</p> <p>Andrej Pečjak has cooperated with the Slovenian companies Elaphe, Stoja, Iskra AE and ANET, in the development of a hybrid boat http://www.greenlinehybrid.com/ and in the project of the Slovenian electric city car, Chebela (Oprema Ravne). In 2010 he converted cars around the world – BYD F0 in China in the spring and a Smart in Belgium in the autumn. In 2011 he undertook the electrification of an existing Italian vehicle by fitting the Iskra propulsion system for the purpose of mass production. Nowadays he works mostly within the Metron Institute. In March 2013, the Metron team driving their converted Dacia Sandero won Rallye Monte Carlo des energies nouvelles in two categories: consumption overall and rally in classification electric vehicles. In November 2013, they started working on project METRON 7 - making a 7 seat electric car with range of 700 km by 70 km/h. The project has started in November 2013, propulsion is Letrika PM motor and controller, nominal voltage 350V, batteries 85 kWh, top speed 160 km/h, acceleration 11 s from 0 to 100 km/h. Many new technologies and innovations will be used for the first time. Their last challenge: 736 km & 5000 meters of uphill on single charge: their team drove on 11th and 12th of October 2014 from Bled in Slovenija till Dubrovnik in Croatia (726 km and 5000 to 6000 meters of uphill) without charging. They drove at normal traffic speed (66 and 63 km/h average speed including short stops at border passes, construction works on roads etc.) and not “dead slow” as most records have been set and they also had all necessary luggage in their car.</p> <p>Andrej Pečjak works towards awareness-raising and training through websites and training programmes, conferences, participation at international rallies and other activities.</p>
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Exploring the Future: Exhibition SLOVENIA, 50+

Umanotera, the Slovenian Foundation for Sustainable Development, organised in 2010 the "Exhibition SLOVENIA, 50+" about the possible consequences of climate change; the exhibition, supported by several fund providers, was hosted by Mercator shopping centres in different towns of Slovenia. Images that convincingly show the condition of some typical locations of Slovenia and scenes from the life of people in the second half of this century that are easy to imagine if climate change is left unaddressed are supplemented by clear explanations and incentives to act: changing one's habits, forcing politicians to act, convincing others. The preparation of the exhibition involved several experts who built on the forecasts that the temperature growth in Slovenia will be faster than the global average.

The biggest environmental protection project in the history of Slovenia: In 2010, the non-profit organisation Ecologists Without Borders Association (<http://ebm.si/o/en/>) carried out the biggest environmental protection project in the history of the country »Let's Clean up Slovenia in a day!«, which earned it an Order for Services conferred by the President of Slovenia. This all-Slovenian action involved 270,000 volunteers (more than 13% of the population) who were regionally connected and working in close cooperation with municipalities, municipal utility companies and other public companies, different associations and institutions that contributed to the organisation of the action and the recording of illegal dumping sites. The action led to the establishment of the first all-Slovenian register of illegal dumping sites. The action was also extremely important in terms of raising awareness and education for sustainable consumption. In 2012 it was repeated with even better results as part of the World Cleanup 2012 project.

In the framework of the Pure Victory project (<http://www.cistazmaga.si/>), Umanotera published the first Slovenian manual containing the criteria for organising sustainable sporting events. In addition, it drew up the criteria for sustainable sporting events as an autonomous tool intended for the evaluation of sporting events in terms of sustainable elements and used as a source of ideas in the process of planning or as a self-evaluation tool. The aim of the project PURE VICTORY – Sustainable Sporting Events is to achieve a change in the behaviour and actions of the shareholders of these events (individuals and organisations) and thus contribute to the achievement of sustainable development.

Umanotera is the Slovenian partner in the project EGO – European Green Office, whose aim is to contribute to environmental and human friendly way of transformation of offices and enhance skill and knowledge development of employees. Partners from six countries designed different training tools for companies and organisations: a website (www.eugreenoffice.eu/si) that offers the Green Office Handbook, Office Ecological Footprint Calculator, Green Office Virtual House and Green Office Checklist. All tools are also available in Slovenian translation.

In 2013 and 2014, Umanotera is implementing the Supporting Green Jobs project within the framework of the management partnership in EU affairs communication between the European Commission, the Slovenian Government and the European Parliament. The aim of the project is:

- to improve the understanding and knowledge of green jobs and to raise awareness of what green jobs are and what opportunities they bring;
- to provide a comprehensive presentation of green jobs in connection with the green economy;

	<ul style="list-style-type: none">• to promote the linking of different actors in the field of green jobs with the aim of promoting the creation of conditions for green jobs. <p>Slovenian E-forum, Society for Energy Economics and Environment, is a partner to the project CLIPMA ("Training Course for Local Climate Protection Managers in Central Europe") aimed at the training of municipal officials, local level policy-makers and experts active at the municipal level. The project is being implemented in Austria, where such training was initiated more than three years ago, in Hungary, Slovakia and Slovenia. The CLIPMA project, which is co-financed by the European Commission, is a part of the Lifelong Learning Programme and the Leonardo da Vinci sub-programme. A part of the project is the implementation of the "Climate Protection Organiser" training programme for efficient management of local projects in the field of promotion of the use of renewable energy sources and energy efficiency.</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?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p>There are an educational programme and learning materials.</p> <p>The SIAE continues with the initiative of the web-support development for participants who call for continuation, which could also serve as a platform for ESD in adult education.</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 type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please specify in particular what instruments were the most effective in assessing the outcomes of ESD as a result of non-formal/ informal learning.</i></p> <p>Some references have already been mentioned and only non-systematic individual efforts take place at the moment. However, there was an effort of the National Education Institute, which edited an issue of the journal <i>Vzgoja in izobraževanje</i> (Education), asked adult educators to contribute and invited representatives from several ministries (environment, education) to attend a public overview at the end of the UN Decade of SD. The recent event (4 November 2014) resulted in the initiative to continue with a more concerted effort.</p>
Indicator 2.6	ESD implementation is a multi-stakeholder process¹⁸
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?

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

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please update the information provided in the previous table for appendix II as appropriate.</i></p> <p>In 2007, the NGOs Slovenski E Forum, Focus (the association for sustainable development), Umanotera (The Slovenian Foundation for Sustainable Development), CIPRA Slovenije and the Institute for Sustainable Development founded, with the financial assistance of the MESP, the Environmental Centre as the framework for operations of environmental non-governmental organisations. The Environmental Centre has become the centre for the integration of interested members of the public, while enabling access for the wider public to information and publications of environmental protection and sustainable development. Simultaneously with better organisation and cooperation of environmental non-governmental organisations, the Environmental Centre has been increasing its importance in decision-making processes. The Environmental Centre also provides the basic infrastructure and assistance to non-established or newly-established environmental non-governmental organisations and civil initiatives.</p> <p>Plan B - Initiative for a Sustainable Development: Project Plan B is a network of Slovenian environmental non-governmental organizations (NGOs) and experts, forming a broad civil society platform for sustainable development in Slovenia, along with other interested stakeholders. It has been established in 2007 and is financed by the European Social Fund. The primary objective of the NGO network within Plan B is to support long-term sustainable operation of environmental NGOs and to strengthen the qualification of environmental NGOs in Slovenia in two ways: by encouraging their active role in the democratic processes of policy formulation and in monitoring implementation of policies, and also by encouraging their participation and partnership. A secondary objective of the project is to improve the awareness of citizens and to encourage their engagement in environmentally-oriented public matters.</p>
<i>Concluding remarks on issue 2</i>	<p><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></p> <p>ESD is mounted into several frames (Ministry of Education as well as other ministries; state strategies). Several initiatives are co-ordinated. We believe that non-formal learning is the strongest possible tool of ESD which cannot be taught as a subject, since it deals with multidimensional and cross-scale issues. With rising competition between individuals (for the job) and institutions (for resources), the core concept of SD calls for more cooperation, which may overcome hierarchical approach. Slovenia has an excellent practice with the national coordination of study circles, where, for the field of sustainable development, they choose the contents in a democratic way and develop innovative practices that are well connected with Slovenian culture.</p>

	<p><i>Please address in particular the following questions: Which actions/initiatives have been particularly successful and why? What challenges did your country encounter when implementing this objective? Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i></p> <p>Study circles are well linked with the state coordination and monitoring due to their community organisational model.</p> <p>Slovenia has several sustainable practices, which are not yet as coherent as is desirable. There are strategic documents and action plans (see above) which will hopefully lead to a more coherent orientation.</p>
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 training¹⁹ of educators
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ²⁰
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>In particular specify what ESD competences²¹ are explicitly included in the study programmes.</i></p> <p>Social responsibility, ability of team work (e.g., setting/following a common goal), ecological knowledge, balancing costs and outcomes (effectivity), innovation/consensus building ability, taking into account biodiversity, historical knowledge etc.</p>

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

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

²¹ For a set of core competences in ESD please see the report by the ECE Expert Group on Competences, *Learning for the future: Competences in Education for Sustainable Development* (ECE/CEP/AC.13/2011/6), available online from <http://www.unece.org/education-for-sustainable-development-esd/publications.html.html>.

Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²²
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>In particular specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.</i></p> <p>They are optional at present due to the crisis and due to the lack of the ESD counsellor at the Educational institute at the moment. The in-service training is not mandatory at the moment, but there are other possibilities which are carried out by different institutions, stakeholders, etc.</p> <p><i>Please also update the information provided under the phase II national implementation reporting in appendix III.</i></p> <p>When it is possible, it will continue as part of teachers' circles. Many in-service training courses have been chosen by academia and teachers-multipliers through the Catalogue of educators' in-service training (Katis). Recently, it has been presented at various conferences (EDUvision, professional training of principals of kindergartens, basic and secondary schools). Education by NGO's – school e-gardens are a network of many schools which offers in-service training for maintaining their school gardens.</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"/>	<p><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></p> <p>The training programme includes the following competences: self-organisation, reflective, creative and critical thinking, oral and written communication, self-motivation and motivating others, interdisciplinary work, networking and collaboration, conflict management, decision-making, problem solving, planning, approaches to teaching and learning, active citizenship and international dimension. The programme is mandatory for all headmasters and is available to those with enough teaching experience and prescribed qualifications.</p> <p>Training programmes in adult education are not available due to financial/staff restrictions only.</p>
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?

²² For higher education institutions: the focus is here on existing in-service training programmes regarding SD and ESD for university/college teachers in their own universities/colleges.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <ul style="list-style-type: none"> - Association of headmasters of elementary and of secondary schools, Association of teachers - Teacher groups for compulsory subjects like biology, science, chemistry, civic and patriotic education, ethics, etc. are organized by the National Education Institute. - Through 11 projects in the scope of Social and Civic Competences (project on Sustainable development – V.O.D.A; Active citizenship; Intergenerational Dialogue etc.), which are financed through ESF and national budget, networks of teachers of different levels of education (preschool, elementary and secondary school) were established and have regular meetings, they learn from each other, work on developing new teaching methods, materials, organise conferences etc. Such a way of working is one of the best practices for teachers. - In 2012, a virtual classroom for the promotion of EDS was set up. Teachers can find there information about (national and international) projects in the field of ESD; they can present their own examples of good practice and discuss challenges and obstacles with other teachers on the forum.
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²³

²³ 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>ESD networks are supported through National Education Institute, which is a public institution; all the work, that is done by the institute, is carried out through its annual plan, adopted and financed by Ministry of Education and Sport; the same is also in the case with Institute of the Republic of Slovenia for Vocational Education and Training, which also supports network of educators by giving them teaching support, tools for SD, information about SD.</p> <p>Other possibilities are also networks of ECO –Schools programme,, Healthy schools project of WHO, National Hidden treasure, Multipliers for innovation studies and projects, UNESCO schools project.</p> <p>The most widespread of the programmes based on the objectives of documents on environmental education and ESD is Program Ekošola (Eco-School Programme), which has been active since 1995 and is developing also with the support of the European Commission and the United Nations. It is also in line with the National Environment Protection Action Programme. Eco-schools endeavour to promote environmental education and awareness-raising among youth, especially in the field of environmental protection and human health. In all their years of activity, eco-schools made an immense contribution to the environmental awareness of the population and especially youth, and Slovenia ranks among the very best participants in the international programme. Thus 628 eco-schools were registered in the 2010/11 academic year, 423 of which – including several dozen secondary schools – won the eco flag (which means that they completed the set environmental programme). As many as 717 eco-schools were registered in the 2012/13 academic year. More than 2,000 projects of eco-schools involved over 150,000 eco-pupils and 2,000 teachers and childcare workers (eco-coordinators or project heads).</p> <p>Slovenia was among the first countries, which in 1993 joined the SHE network (the Schools for Health in Europe network) with only 12 pilot schools in the beginning. The purpose is to promote, facilitate and strengthen the physical, mental, social and environmental health of pupils, teachers and parents. The Slovenian Network – Zdrave šole – is supported by the Ministry of Education, Science and Sport as well as the Ministry of Health and lead by the National Institute of Public Health.</p> <p>After the pilot phase (the network was initially called the European Network of Health Promoting Schools) several schools proposed to extend the network because they considered it is useful and stimulating for their school practice. Since then, four extensions were carried out and now 324 schools are participating in the Network (257 primary schools – 57% of all Slovenian PS, 60 secondary schools - 45% of all Slovenian SS, 7 student residencies - 16% of all Slovenian student residencies). In the year 2015 they are planning to extend the network for the fifth time.</p> <p>The third major international project that Slovenian schools are involved in is the UNESCO schools project (ASPnet – Associated Schools Project Network). UNESCO schools are committed to four basic themes, one of which is “environmental problems and their resolving interdisciplinary”. The “environmental problems theme” allows pupils to link international issues affecting the global environment to their local or national situation. Activities in this field include studying environmental pollution, energy use, the preservation of forests, ocean and atmosphere research, erosion and the preservation of natural resources, impact of global warming, sustainable development, Agenda 21, etc. Slovenian UNESCO ASP network consists of 84 educational institutions, which are included in 10 centres.</p>

	<p>An example of network of educators from different levels has been established with projects on Social and Civic Competences (see 3.2.1.), which have been financially and administratively supported by MES.</p> <p>School Energy Network (Inter-company Education Centre Velenje) – in connection with energy management of schools and online energy bookkeeping and introduction of school eco-gardens (Institute for Sustainable Development) are recent networks partially supported by responsible Ministries.</p>
<i>Concluding remarks issue 3</i>	<p><i>Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching</i></p> <p>Some progress has been made, especially by associating teachers from different schools in teachers' networks. The aim of the National Educational Institute is to connect them and share good practices.</p> <p>As sustainable development is part of the national legislation and curricula, educators are empowered in this field through many official (National Educational Institute, Ministry) and unofficial ways (NGO's; conferences by different organisers).</p>
	<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 why?</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>The most recent challenge represents the lack of finances for more in-service teacher training and the lack of staff at the National Educational Institute. The initiatives which were particularly successful were carried out or financed by the Ministry of Education or those with a good idea and offering support to teachers (e.g., school e-gardens).</p>
Issue 4.	Ensure that adequate tools and materials for ESD are accessible

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

Many tools and materials for ESD, done by experts and practitioners, were financed by Ministry of Education and Sport and distributed to teachers in kindergartens, elementary and secondary schools and to other different stakeholders (NGO's, municipals, universities etc). Every tool must be reviewed before publishing.

MES encourages development and production of ESD tools and materials, especially through different public tenders, lately many e-tools and e-materials have been developed through European Social Fund Projects; they are available on MES website free of charge.

There are many possibilities for teachers and pupils/students to access adequate tools and materials for ESD:

- they are financed by Ministry of Education and Sport and given to all preschool institutions and schools free of charge:
- "Climate change class calendar of professor Chamois" - The representative of primary school and representative of non-governmental organization prepared the calendar, which was financed mainly by two ministries (educational and environmental). The calendar and the handbook for teacher were sent to all Slovene schools free of charge. The idea was to involve different stakeholder and to upgrade the calendar into didactical tool, which we succeed.
- Different projects are financed through European Social Fund and available to all free of charge; tools and materials are found on websites (two examples)
 - o the project V.O.D.A website <http://www.bc-naklo.si/index.php?id=1477>
 - o Project Učilnica v naravi (Classroom in nature) – website - <http://www.ucilnicavnaravi.si/>
- Public institutions are preparing tools and materials together with teachers:
 - o The National Education Institute offers to teachers material, tools, information, links etc. on SD (web site) <https://skupnost.sio.si/course/view.php?id=8652>; <http://www.zrss.si/default.asp?link=predmet&tip=6&pID=22>; <https://skupnost.sio.si/course/view.php?id=21>
 - o The National Education Institute published an elaborated version of *Quality Criteria for ESD Schools: Guidelines to enhance the quality of ESD* in the Slovenian language
 - o The National Education Institute published a publication *Environmental Education* for improving teaching practices in upper secondary school.
 - o Institute of the Republic of Slovenia for Vocational Education and Training also prepares such tools; for example manual for teachers for implementation of SD Think and act sustainable! Available on: <http://www.cpi.si/mednarodno-sodelovanje/ess/kakovost-in-prepoznavnost/zakladnica-znanja/trajnostni-razvoj.aspx>
- NGO's are preparing tools and materials and share them (and teach how to use them) on different workshops for teachers and children

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>There is no strategy which would emphasise the development and production of ESD materials and tools; however, we have a strategy of e-textbook creation (rules on writing e-textbooks). The importance of ESD materials is included in <i>the Guidelines for Education for Sustainable Development from Pre-School to Pre-University Education</i>, where one of the goals is to ensure appropriate didactic and other materials for the implementation of ESD. According to the Guidelines, public institutions should also systematically provide informative and expert materials like handbooks, computer and video materials for various target groups: children/pupils/students, teachers, parents.</p>
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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>The Ministry has financed several projects since 2006; unfortunately, they are not grouped by thematic area, therefore we cannot provide the requested information.</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><i>Please specify.</i></p> <p>ESD is one of the significant educational objectives and aims and is incorporated in school legislative. All materials, tools are consistent with the aims of education. Writing or revising textbooks has to be in accordance with legislative objectives and aims included in curricula and subject syllabuses.</p> <p>Slovenian textbooks used in public education are adopted by governmental Councils of experts in the field of education. All adopted textbooks have to be in accordance with legislative objectives and aims included in the curricula and subject syllabuses. They have to fulfil the guidelines, adopted by Council of Experts of the Republic of Slovenia for General Education.</p> <p>Since there are more and more tools and materials on the website, <u>guidelines</u> for preparation, main characteristics and publication have been adopted by an expert commission at MES, which have been approved by public authorities and recommended for selection.</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?

<p>(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.</i></p> <p>Tools and material are available in national languages. Some good materials and tools from abroad are also translated. Some materials are in English and it is up to teacher to decide, which one to use. If there is a possibility of translation, such a material and tools are normally translated and are available.</p> <table border="1" data-bbox="898 384 1480 802"> <thead> <tr> <th>ISCED levels 2011²⁴</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>✓</td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td>✓</td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td>✓</td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>✓</td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>✓</td> </tr> <tr> <td>8 Doctoral or equivalent level</td> <td>✓</td> </tr> </tbody> </table>	ISCED levels 2011 ²⁴	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 ²⁴	Yes																				
0. Early childhood education	✓																				
1. Primary education	✓																				
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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	✓																				
<p>Indicator 4.3 Teaching tools and materials for ESD are accessible</p>																					
<p>Sub-indicator 4.3.1</p>	<p>Does a national strategy/mechanism for dissemination of ESD tools and materials exist?</p>																				
<p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>	<p><i>Please describe and in particular highlight what measures are the most efficient for dissemination.</i></p> <p>It is included in the National Strategy, where the formation of materials is emphasised, not their dissemination. The latter is the responsibility of educational public institutions within the framework of the <i>Guidelines of ESD</i>.</p>																				

²⁴ 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"/>	<i>Please specify to what extent by providing an indication of the amount in USD, and please also mention any other significant sources of funding.</i>
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>They are available on:</p> <ul style="list-style-type: none"> o the ministry's website: http://www.mss.gov.si/ o the National Education institute website http://www.zrss.si/ o the Educational Research Institute website http://www.pei.si/ o the Institute of the Republic of Slovenia for Vocational Education and Training website http://www.cpi.si/
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 checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>For (a) and (b) please specify and mention by whom it was established and by whom it is managed.</i></p> <p>It is accessible mainly by the Internet, e. g., Sio classrooms (an online learning environment for teachers with materials etc.).</p> <p>Data base of different teaching tools and materials from the project V.O.D.A is available at the website http://www.bc-naklo.si/index.php?id=1477</p>
Concluding remarks issue 4	<p><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> <p>Materials are available for various participants through public institutions, ministries, schools, NGO's. There are many projects financed by the European Social Fund, the Norwegian Financial Mechanism, etc.</p>

	<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 why?</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>The most recent challenge represents the lack of finances for more tools and materials and the lack of staff at the National Educational Institute, which also provides relevant materials. The initiatives which were particularly successful were carried out and financed by the Ministry of Education or educational institutions, providing also materials from projects which were well promoted.</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	Research²⁵ on ESD is promoted
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁶ supported?

²⁵ These include support from various sources, such as State, local authorities, business and non-governmental organizations or institutions.

²⁶ E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology ;and means of evaluation, including socioeconomic impacts.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify in particular the most important outcomes of supported research.</i></p> <p>A lot of research on ESD has been financed by the Ministry of Education, Science and Sport recently. According to this research, some curricular changes have also been made.</p> <p>The Analysis and Encouragement of the Integration of Education for Sustainable Development into Primary Schools:</p> <p>The basic research problem of the study was to identify the key elements which define ESD, to find out how they are defined in international documents and how they are introduced into school practice by some European countries, to what extent these elements have already been introduced in Slovenian primary schools and whether some of these elements have been given greater emphasis than others.</p> <p>The inclusion of the elements of sustainable consumption and development in the school curriculum:</p> <p>The main aim of the project was to prepare the expertise which would facilitate the inclusion of the elements of sustainable consumption and development in the Slovenian school curriculum. In order to achieve this aim the following goals were attained:</p> <ul style="list-style-type: none"> • The review and analysis of relevant literature and trends in the area of sustainable development and the education for sustainable development. • The review and analysis of relevant foreign school curricula and of the Slovenian school curriculum (for primary and general secondary school) regarding the inclusion of sustainable development and consumption themes and contents. • Empirical research among Slovenian secondary-school students and their teachers in order to determine the “presence” of sustainable development and consumption themes in teaching and learning processes and the teachers’ perceptions of the inclusion of these themes in the syllabi. • The preparation of the list of the sustainability themes (focusing primarily on sustainable consumption) which could be included in the syllabi, in the teaching and learning processes of different subjects, and in other school activities. The list of good-practice examples of the education for sustainable development was drawn up. <p>Two target research studies have already finished:</p> <p>Ethics in ESD</p> <p>The project <i>Ethics in education for sustainable development</i> which was carried out in the framework of the <i>Competitiveness of Slovenia Goal-Oriented Programme 2006–2013</i> was based on the UNESCO initiative which proclaimed years 2005–2014 for a period of the education for sustainable development. Slovenia also follows its formal obligation of seeing the ESD as a focal point in its development. The project followed two different yet connected tasks: Project A pointed out the question of ethics in ESD, while the guidelines of ESD in Slovenian upper secondary schools determined the goals of Project B. Project B highlighted the following findings:</p>
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- (1) in comparison with primary school, upper secondary school educates about the ideas of sustainable development to a lesser degree (for 15 %);
- (2) schools with professional programmes have better results than general-education schools;
- (3) upper-secondary schools include a greater number of professional collaborators in the project work than primary schools; however, the cooperation with the local environment is weaker;
- (4) in the upper-secondary school the influence of a teacher as a role model decreases.

Apart from other questions, e.g., new educational and learning methods, a new understanding of educational institutions' autonomy, their communication culture, cooperation and problem solving, it became clear that the question should be posed anew who is “human” in this context. In the period after Second World War, when sciences started more intensively to arise as a culture, the question about man as person was neglected. The project was focused on ethics, but all three themes – ethics, education and SD – appeared as equal. Ethics, education and sustainability are tightly interconnected. They can do it better if they focus themselves on knowledge about human. In the so far existing development the questions about human were less important. The reasons that affected this situation rest in dualism which measures out to human a specific space in the world. The dualistic pattern of thought was put into effect also in the division of sciences (sciences vs. studies). This fact strengthened still more the conviction that man should not be hindered in exploitation of nature.

The question how to sensitize men and women on different spheres of their activity began in the sixties of 20th century. Today the rhetoric on sustainability is less defined by pessimistic announcement of the future, even though the humanity is already facing with some consequences, so that it can not simply come out from the zero position. We speak therefore about need of a new culture of learning, research and education. There is in the front not only the knowledge of, but also a new consideration of environment which becomes in a certain way a dialogical partner. The International Institute for Environment and Development (IIED) calls this as “education under construction”. Momentary glance on this area tells us that the education and planning of new ways mean the so called social construction of knowledge. From this point of view the education for sustainable development gradually become an ethical obligation of education, even though it could not be overlooked that the “digital gap” (Eckart Ehlers) between North and South still remains a huge obstacle. The Agenda 21 (1992) announced the development which was accelerated in Johannesburg (2002) and with the initiative Decade of Education for sustainable development (DESD) which followed in 2005 (Graz). The roots of ESD reach farther in the past previous to Agenda 21 (1992) at least to the Tbilisi Declaration (1977). Today ESD means a ‘growing book’, a qualitative restructuring of educational structures under the viewpoint of deeper knowledge of human’s relation with environment and one of the most important investment of the present generation in the future.

Didactical approaches in ESD

The comparative study of some (foreign) manuals for education for sustainable development was conducted. The objects of our interest were the online (interactive) manuals or those printed manuals that have also an online version. Namely, one of the important criterion for the selection of relevant manuals was the accessibility of these. Another important criterion was the holistic approach to the education for sustainable development. The main aim

of the comparison was to find out which didactic approaches and methods of teaching/learning for sustainable development were the most often employed and which topics are frequently covered. Special attention was given to:

- How the education for sustainable development fitted in broader context (e. g. educational as well as sustainable development context)
- General didactic recommendations given for the education for sustainable development
- Methods and techniques of teaching/learning
- Topics that were most often mentioned/recommended and crosscurricular fields

The findings were later incorporated in our "set" of methods and techniques for ESD.

The qualitative research among Slovenian teachers was conducted. In accordance with the basic orientation of the research project, we focused on teacher's aspect, her/his understanding of education for sustainable development and aspects of teaching in connection to ESD. After analyzing the possible methods for researching these topics the focus group method was chosen. We focused on the Slovenian elementary and secondary schools when searching for research participants. Following the Ministry of Education and Sport's recommendations, we chose those schools that demonstrated high level of activities in integrating ESD in their pedagogic process. Four interviews with focus groups were conducted; in each interview 5 to 6 teachers took part. Our expectations were only partly confirmed by the results of our research. Teachers were recruited in the way that allowed us to achieve heterogeneity regarding the levels of teaching and of teaching subjects. The final number of teachers taking part in the research was 21. Four key categories were identified: (1) the concept and meaning of ESD; (2) ways of incorporating ESD in pedagogic process; (3) didactic approaches to ESD; (4) challenges faced with when incorporating ESD in pedagogic process. In the second phase for each of the categories the key concepts were identified that were common to groups of answers. In this way the data could be more systematically arranged.

During the interviews we came to a conclusion that it can be confirmed ESD is to (different extents) incorporated in the school lessons and different school activities, however we haven't noticed high level of innovation. It seems that teachers, although expressing wish and interest for taking more active role in ESD, stay bounded by "old" patterns of teaching or are overburdened by carrying out the mandatory curriculum, which might prevent them to take more active role in the field of ESD. It is encouraging to know, that most of the teachers are aware of the importance of the ESD and try to incorporate it in their work, although less in the lessons and more on "general education" level. However, we found out the adequate and satisfactory implementation is still missing. Participants named different obstacles, preventing them from realizing some more advanced ideas, but at the same time they emphasized the situation was much better in comparison with the past. We found out that hindrances were most often identified at the level of system; therefore it would make sense to consider some changes of educational praxis in connection to ESD – from teachers' education to lessons' organization.

Other research studies are financed through ESF (85%) and public money (15%); for example in the field of ESF project "Classroom in nature" (<http://www.ucilnicavnaravi.si/o-projektu/>)

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 type="checkbox"/>	<i>Please specify what subjects were investigated and list major reports.</i> Data not available due to the autonomy of HEI. ESD elements in study programmes (over 800) are not followed systematically in Slovenia nor are they required for accreditation or evaluation procedures of study programmes.
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: ²⁷ (a) for the master's level?; (b) for the doctorate level?; (2) addressing ESD: (a) for the master's level?; (b) for the doctorate level?
(1) (a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/> (2) (a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify what programmes are available and list the most important academic dissertations that address ESD.</i> See the answer at 5.1.2.
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 type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please provide information on (a) and (b).</i> See the answer at 5.1.2.
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? ²⁸
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify what main projects were/are being implemented to that end.</i> The Environmental Centre and Plan B - Initiative for a Sustainable Development (see 2.6.1) also contribute to capacity building in ESD practice.

²⁷ ESD is addressed by substance and/or by approach.

²⁸ Activities may include projects, action research, social learning and multi-stakeholder teams.

Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ²⁹ to share the results of research and examples of good practices in ESD ³⁰ among authorities and stakeholders?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and provide information about where published research and dissertations are accessible.</i> See the answer at 5.1.2.

²⁹ E.g., conferences, summer schools, journals, periodicals, networks.

³⁰ 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 checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Please name the major publications for (a) and (b). <ul style="list-style-type: none"> - There is a periodical on ESD (Sustainable development in kindergartens and schools) - <i>Sustainable thinking and working</i> (available on: http://www.cpi.si/mednarodno-sodelovanje/ess/kakovost-in-prepoznavnost/zakladnica-znanja/trajnostni-razvoj.aspx) - <i>Inclusion of the elements of sustainable consumption and sustainable development in school curriculum</i> (available on http://www.mizs.gov.si/si/delovna_podrocja/urad_za_razvoj_izobrazevanja/razvojno_raziskovalne_studije_crp/) - <i>Analysis and Encouraging the Integration of Education for a Sustainable Development into Primary schools</i> (target research report; available at http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/razvoj_solstva/crp/2008/crp_V5_0239_povzetek_AN.pdf)
Concluding remarks on issue 5	Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.
	<ul style="list-style-type: none"> - Which actions/initiatives have been particularly successful and why? - What challenges did your country encounter when implementing this objective? - Which other considerations have to be taken into account in future ESD implementation concerning this objective? <p>There were quite a lot of research studies made in the field, which should continue in the future. The challenges that remain are mostly connected with financial matters and a limited number of researchers working in the field.</p>
Issue 6. Strengthen cooperation on ESD at all levels within the ECE region	
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	

Indicator 6.1 International cooperation on ESD is strengthened within the ECE region and beyond	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international ³¹ networks on ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify concrete networks and explain who supports these networks.</i></p> <p>International networks related to ESD and supported by public authorities:</p> <ul style="list-style-type: none"> - Unesco ASP net - ENO - Environment Online – Since many Slovenian schools already participate in Eno network, in the year 2011, which is dedicated to forests, Slovenian and Finnish preparation of a model of good practice in the field of SD is under discussion. - Healthy schools - Eco schools - UNICEF - U4energy - ENSI - Etc. <p>National levels:</p> <ul style="list-style-type: none"> - project V.O.D.A - Učilnica v naravi - Slovenian global action (SLOGA) – also subnational level - Etc. <p>Local levels – there are many networks on local level.</p>
Sub-indicator 6.1.2	Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?

³¹ In this context, international associations, working groups, programmes, partnerships, etc., means those at the global, regional and subregional levels.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify. List major networks.</i></p> <p>International networks related to ESD, where educational institutions participate:</p> <ul style="list-style-type: none"> - Unesco ASP net - ENO - Environment Online - U4energy - Healthy schools - Eco schools - UNICEF - ENSI - Comenius projects (for example: LEARN (Developing a future-leading base for teaching and learning ESD – in context of local and global dimensions); COMET (Competence Management for ESD Teachers and Future-Oriented School Development); CoDeS (Collaboration of schools and communities for sustainable development)) - Slovenian global action (SLOGA) – also subnational level
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please specify and list the major ones.</i></p>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please list and describe.</i></p>
Concluding remarks on issue 6	<p><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>

	<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>There is a lot of cooperation between educational institutions on the preschool, primary and secondary levels and higher-education and research institutions. Perhaps the only aspect that can be strengthened in the future is a relatively small number of international connections.</p>
Issue 7. Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD	
<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>Slovenian practice of Study circles started in 1992 and is ever since coordinated by Slovenian Institute for Adult Education (SIAE, more on http://sk.acs.si; Gougoulakis and Bogataj, 2007). The initial model of an active learning group, responding to local needs, and obliged to publicly perform the added value of learning is supported by the state and thus provided certain stability. Mentorship of study circles is professionally supported by SIAE and regular evaluations show highly motivated participation, motivated particularly by the local heritage issues, usually forming intergenerational groups and a rising response of municipalities. Study circles are spread all over the country in amount of app. 300 units per year (see map on the website http://sk.acs.si/index.php?id=86).</p> <p>Mostly selected topic for the whole twenty-year period is identity/ heritage regardless dichotomy of aims (personal/ local learning, life quality, development), types of participants (retired/employed) and effects (most effective are considered those who use local history as means of community development). Usually these topic are handicrafts or local primary production revival, which is considered development potential, in particular when new roles can be attributed as an added value (e.g. at the tourist market). Material outputs (booklets, local editions, exhibitions) are considered not the only effect of such learning as sense of belonging; community spirit and social cohesion are reported by participants and external evaluators as the key effect of these study circles.</p>	
<p><i>What role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.</i></p> <p>In this field, only the first steps have been taken; the efforts will continue in the future.</p>	
Issue 8. Describe any challenges and obstacles encountered in the implementation of the Strategy	

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

Challenges remain:

- better cooperation between different stakeholders, since ESD is not only educational content
- to take focus especially on informal education

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

Issue 9. Future implementation of Education for Sustainable Development

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

Slovenia has just seen the establishment of a new government. Stable sustainable development is one of the fundamental values and the key part of the new coalition contract.

For more information, see webpage: http://www.vlada.si/fileadmin/dokumenti/si/dokumenti/2014_Koalicijski_sporazum_parafiran.pdf (in Slovenian)

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	12	16	17	17	17	17			
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 153 ticks; “other” categories not counted) is:

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

Appendix I (b)

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum³²/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		2	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		3	6	6	6	6	6		

³² At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels								
		0	1	2	3	4	5	6	7	8
	- other (<i>countries to add as many as needed</i>)?									

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	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	6	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	7	13	14	14	14	14			
Other (countries to add as many as needed)									

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

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

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

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

Appendix II

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent ESD implementation is a multi-stakeholder process by filling in the table below. Please provide examples of good practice. *(Please tick (✓) in both (a) and (b) template-tables to indicate what types of education stakeholders are involved.)*

Table (a)

According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	<i>Formal</i>	<i>Non-formal</i>	<i>Informal</i>
NGOs	✓	✓	✓
Local government	✓	✓	✓
Organized labour	✓	✓	✓
Private sector	✓	✓	✓
Community-based	✓	✓	✓
Faith-based	–	✓	✓
Media	✓	✓	✓
Total	6	7	7
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	6	6	6	6	6
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 checked="" type="checkbox"/> Developing	<input 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 type="checkbox"/> Developing	<input checked="" 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 type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" 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 type="checkbox"/> Developing	<input checked="" 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 type="checkbox"/> In progress	<input checked="" 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 type="checkbox"/> In progress	<input checked="" 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 type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
Indicator 5.1	Research on ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" 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 type="checkbox"/> In progress	<input checked="" 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 checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed