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Committee on Environmental Policy

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

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

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

Summary

By its terms of reference, the United Nations Economic Commission for Europe (ECE) Steering Committee for Education for Sustainable Development is charged with monitoring progress in the implementation of the UNECE Strategy for Education for Sustainable Development (ECE/CEP/BATUMI.CONF/2016/11, annex II, para. 4 (d)).

On 1 November 2018, States participating in the Strategy are due to submit their national implementation reports. Reports are expected to reflect the progress made in the implementation of the Strategy at the national or State level during the next implementation phase (2017–2019). The present document sets out the format for reporting (annex I). The set of indicators, on which the reporting format is based, was developed by the ECE Expert Group on Indicators for Education for Sustainable Development. The reporting format has been updated by the secretariat in consultation with the Bureau to meet the reporting needs of the current phase.

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

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Contents

Introduction

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

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

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

4.   In 2014, to reflect the requirements the third phase (2011–2015) of the Strategy's initial implementation period (2005–2015), in consultation with the Expert Group on Indicators the secretariat introduced the following changes to the reporting template developed by the Group:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(by 2015), countries are encouraged to report on the full set of indicators at the end of each phase, to the extent possible, in line with a country's progress in implementing the Strategy for ESD;

(c)   Thirty-eight member States reported on a voluntary basis by preparing reports for the Environment for Europe Ministerial Conference in Batumi in 2016. Thirty-six member States submitted national implementation reports for the Environment for Europe Ministerial Conference in Belgrade in 2007, and 36 member States responded to the first formal call for reporting in 2010. Countries are requested to prepare an updated version of their most recent report for 2018;

(d)   Reports should be submitted to the secretariat electronically in Word format. The text should be in English. Member States are also encouraged to provide the text in the two other official languages of ECE, French and Russian. Reports will be made available in the languages in which they are received. No editing will be provided;

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

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

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

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

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

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

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

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

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

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

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

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

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

Annex I

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

Implementation phase: 2017–2019

The following report is submitted on behalf of the Government of _Germany_____ 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: Rabea Willers, Federal Ministry of Education and Research; Reiner Mathar, The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany; Bianca Bilgram, German Commission for UNESCO

Signature:

Date:

Full name of the institution: German Commission for UNESCO

Postal address: Langwartweg 72

Telephone: 0049-228-688444-0

Email: bilgram@unesco.de

Website: unesco.de

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): Federal Ministry of Education and Research, Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany

☐ Stakeholders: _____

☐ NGOs (please specify): comprehensive stakeholder process for the implementation of ESD in Germany

☐ Academia (please specify): comprehensive stakeholder process for the implementation of ESD in Germany

☐ Business (please specify) _____

☒ Other (please specify): German Commission for UNESCO

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.)

The report is based on the results of previous reports and recent discussions during the implementation of the UNESCO Global Action Programme (2015-2019) in Germany.

The German Federal Government attaches considerable political importance to the national implementation of ESD. In its role as lead ministry, the German Federal Ministry of Education and Research (BMBF) has established a National Platform with support structures. The National Platform as supreme steering body adopted a National Action Plan (NAP) in June 2017 as its main contribution to the implementation of the UNESCO Global Action Programme in Germany. It defines 130 objectives and 349 measures. It was developed in a multi-stakeholder process drawing upon the expertise of members of the National Platform as well as input from over 300 organisations and experts working together in six expert forums (Early Childhood Education, Schools, Vocational Education and Training, Higher Education, Informal and Non-Formal Learning, Local Authorities) and additional partner networks, who met 5-6 times per year and used an online platform for their continuing work in between meetings. 733 proposals and 7909 comments and votes were submitted during a nation-wide online consultation of the draft NAP in spring 2017. Since the adoption of the NAP in June 2017, German stakeholders have submitted almost 300 commitments to implement the National Action Plan; they are continuously invited to do so. Regularly, the BMBF invites all members of the National Platform, the Expert Forums and the Partner Networks as well as a wide range of stakeholders in ESD to a national Agenda Congress. The aim is to exchange ideas, enhance networking, and promote activities to implement the National Action Plan. The second Agenda Congress took place in November 2017 with more than 800 participants. The Agenda Congress also presents awards to outstanding networks, institutions and local authorities which have accomplished a structural implementation of ESD selected by a jury of members of the National Platform, the BMBF and academic and international advisers. In 2018, the Ministry coordinates a national ESD tour (replacing the congress) providing an umbrella for more than 20 regional events and showcasing activities that contribute to the implementation of the National Action Plan. In 2017, the Ministry launched a call for proposals for the development of a national indicator set for ESD. Research projects will start in late 2018/early 2019. The indicator set will be a major contribution also to the German Sustainability Strategy, where ESD is a firm component of addressing SDG4. First results of the national monitoring of the GAP implementation have been published in 2018 (English excerpts to follow).

In 2013, the Standing Conference of the Ministries of Education and Cultural Affairs of the German Länder (KMK) has published a national report on the development of ESD at school which is based on reports of the 16 Länder (States).This KMK report was part of the consultation within the National Platform (NAP) in the last years, as a result the KMK agreed to support ESD within the school system in the different states. These activities are based on the 2016 updated version of the "Curriculum Framework Education for Sustainable Development", Bonn 2016. The Framework is signed by all 16 Ministries of Education in Germany.

Various questions of the report below could only be addressed on the basis of estimates. Providing precise numbers would have required major research activities which would have taken up an amount of resources not acceptable for this exercise.

Issue[1] 1.	Ensure that policy, regulatory and operational frameworks support the promotion of ESD
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 1.1	**Prerequisite measures are taken to support the promotion of ESD**
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national[2] language(s)?
Yes ☒ No ☐	*German*
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes ☒ No ☐	*(1) Rabea Willers, Federal Ministry of Education and Research;* *(2) Bianca Bilgram, German Commission for UNESCO;* *(3) Reiner Mathar, The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany*
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes ☒ No ☐	*The German Federal Ministry of Education and Research (BMBF), in its role as lead ministry, has established a National Platform on ESD which coordinates the implementation of ESD in Germany. In addition, the BMBF has established Expert Forums and Partner Networks which contribute to implementing the GAP in Germany. Two advisers consult the Platform on scientific issues and international developments.*
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes ☒ No ☐	*On 20 June 2017, the National Platform on ESD adopted the National Action Plan. It defines 130 objectives and 349 measures to scale up ESD in all areas and at all levels of the German education system. The Federal Government issued an official statement in support of the National Action Plan; The adoption of the National Action Plan triggered several federal states and local authorities in Germany to initiate or further develop their own ESD strategies or strategic documents.* *An official comprehensive report of the federal government to report to the federal parliament on ESD implementation is published once every parliamentary term. The last report was in 2017.*
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade of Education for Sustainable Development after 2014,[3] and other policy processes relevant to ESD?

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

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

[3] See A/69/76.

Yes ☒ No ☐	*ECE ESD process and UNESCO Global Action Programme implementation are very closely linked, e.g. National Focal Points are the same for both processes.*
Indicator 1.2	**Policy, regulatory and operational frameworks support the promotion of ESD**
Sub-indicator 1.2.1	Is ESD reflected in any national policy[4] document(s)?
Yes ☒ No ☐	*The National Action Plan, adopted by the National Platform on ESD in 2017, is the central policy document for implementing ESD in Germany. ESD is also part of the current government coalition agreement and is reflected in the National Sustainability Strategy adopted by the Federal Government in 2002 (regular updates, last 2016).* *There is also an official report of the Federal Government on ESD to the federal parliament once every parliamentary term (last report in 2017);* *In addition, 13 of the 16 German Federal States have formulated their own action plans for ESD. The advisory board for school education of KMK produced a national report on ESD at schools in Germany with some hints to the further development including the area of teacher education. One main focus is on the integration of ESD in everyday lessons at all schools. Some of the states have already started to implement ESD in the next generation of curricula and educational standards. Furthermore, there are official recommendations and orientating documents regarding ESD in schools and in higher education, among others.* *ESD is also part of several coalition agreements and sustainability strategies at federal states level. The process of developing federal sustainability strategies acts as an important driver for implementing and establishing ESD. Additionally, ESD is part of further strategic processes at national and federal level such as guidelines for development policies, nature conservation and biodiversity strategies, energy and climate programmes.* *Some examples:* *North Rhine-Westphalia is currently the only federal state with its own specific ESD strategy. Hesse has implemented an ESD initiative as core part of the state sustainability strategy. Hesse has implemented a roundtable on ESD where all stakeholders work on a regular basis, to implement ESD in the state and the government has established a funding scheme for the next years. Baden-Wuerttemberg and Saxony will start developing ESD strategies, and Berlin is currently working on a sustainable development strategy with focus on ESD. Additionally, Baden-Wuerttemberg has introduced ESD as one guideline in its recent revision of school curricula.*

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

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 or requirements at all levels of formal education, as understood by your education system in accordance with ISCED?[5]
(a) Yes ☒ No ☐ (b) Yes ☒ No ☐	*If yes, please specify details for (a) and (b).* *Please also fill in the table by ticking (✓) as appropriate.*

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

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

[6] In Germany vocational education is part of upper secondary education, therefore not applicable here

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 ☐	*The importance of non-formal and informal ESD is addressed in the report of the Federal Government on ESD and in the National Action Plan and existing action plans of the Federal States.*
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes ☒ No ☐	*Raising of public awareness in relation to ESD is addressed in the National Action Plan and in the action plans of the Federal States.*
Sub-indicator 1.2.5	Does a formal structure for interdepartmental[7] cooperation relevant to ESD exist in your Government?
Yes ☒ No ☐	*The National Platform - the supreme steering body - brings together 41 high-level representatives of politics, science, industry and civil. Besides the Federal Ministry of Education and Research (BMBF), the Federal Ministries for Environmental Affairs (BMU), family affairs (BMFSFJ) and economic cooperation and development (BMZ) are taking part in the Platform, as are representatives of the 16 federal states, who are responsible for formal education and schooling. Further federal ministries are also represented in several relevant expert groups of the national implementation process (e.g. Ministry of Economic Affairs and Energy in expert group on TVED).* *At working level regular informal meetings take place quarterly for interdepartmental cooperation on developments of ESD.* *Since 2007, a working group with representatives of the 16 Federal States and of the Federal Ministry of Economic Cooperation and Development (BMZ) is carrying out projects for the implementation of the Cross-Curricular Framework on Global Development Education in the Context of ESD. In 2011 a revised and enhanced version of the Cross-Curricular Framework as an official cooperation-project between the Standing Conference of the Ministers of Education and Cultural Affairs (KMK) and the Federal Ministry of Economic Cooperation and Development was published. At the end of 2014 the school advisory board of KMK decided on the next version of the Core Curriculum for Global development education which includes standards, competencies and concrete examples for nearly all subjects at school from Language Education to arts and sports. This document was published as a basic curriculum framework for all schools in secondary education in 2016. The concept of the SDGs and whole-institution approach are part of the new version. The implementation in the school system is supported by State initiatives by establishing state coordinators for ESD funded by the BMZ and the states.*
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government?[8]

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[7] Between State bodies.

Yes ☒ No ☐	*Please see answer to sub-indicator 1.2.5. and overall overview of ESD implementation structures (B.)* *Additionally, in 2017, the German Ministry of Education and Research started a youth participation project which consists of a youth panel of 25 young ESD experts who are actively engaged in the national GAP implementation process. They participate in the National Platform and in the expert forums. Moreover, they have a budget to implement youth ESD projects. Once a year, more than 120 young people participate in a nationwide ESD youth conference. The project is ongoing and a core element of the National Action Plan's implementation.*
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes ☒ No ☐	*On the national level, different German Federal ministries support ESD. In particular, the Federal Ministry of Education and Research (BMBF), the Federal Ministry for the Environment, Nature Conservation and Nuclear Safety (BMU), and the Federal Ministry for Economic Cooperation and Development (BMZ) have allocated financial resources to ESD activities. Because ESD-related activities are under the domain of various sections, it is not possible to give precise total numbers. At the Federal State level, there exist different promotion funds as well. Moreover, several funding institutions, like foundations and trusts are funding ESD initiatives. As one of Europe's largest foundations, the Deutsche Bundesstiftung Umwelt ("German Environment Foundation") is funding innovative ESD educational projects on a large scale. Some Länder (States) have linked ESD to their sustainability strategies, this includes funding for special educational activities and programmes. Among other funding activities to support ESD in vocational education and training, the BMBF makes financial resources available to the Federal Institute for Vocational Education and Training for the funding of project schemes that will improve sustainability relevant competencies in initial and continuing education and training and will help designing sustainable corporate learning venues.* *The implementation of the Curriculum Framework for ESD is funded by the BMZ and co-funded by the states in Germany; this includes the funding of a state coordinator to organize a holistic process. Additionally, some states (e.g. NRW, Hesse, BaWü,...) have their own funding schemes for ESD as part of their Sustainability Strategies.* *In 2017 the Federal Government initiated and funded a system of "Regional networks for SD" (RENN.west. RENN.central, RENN.north, RENN.south). These regional focal points for SD have a main focus on ESD and communication of the SDGs. This structure is funded until the end of 2023 and is planned to be established as ongoing structure beyond this period. The coordination is organised by the German Chancellery.*
Indicator 1.3	**National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD**
Sub-indicator 1.3.1	Does your country have a stand-alone "sustainable development", "global understanding", "international

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

	understanding" policy, plan or law in place, in each case using "sustainable development" language?

Yes ☒ No ☐	*Germany's National Sustainable Development Strategy:*
	    https://archiv.bundesregierung.de/resource/blob/72444/455740/7d1716e5d5576bec
	    62c9d16ca908e80e/2017-06-20-langfassung-n-en-data.pdf

Sub-indicator 1.3.2	Is ESD part of SD policy(ies) if these exist in your country?
Yes ☒ No ☐	*ESD is reflected in the National Sustainability Strategy adopted by the Federal Government in 2002 (regular updates, last 2016). With the last update of the Strategy ESD was given high priority as target under SDG Quality Education. ED/ESD is also reflected in other SD policies such as climate change, biodiversity, consumption etc.*
Concluding remarks on issue 1	*Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD*
	Please address in particular the following questions: – *Which actions and/or initiatives have been particularly successful and why?* *Strong ESD advocacy in relevant boards and processes for the National Sustainability Strategy* – *What challenges did your country encounter when implementing this objective?* *So far there is not yet a national indicator for ESD as required for the National Sustainability Strategy. Currently a national ESD indicator (set) is being developed to be included during the next update of the Strategy.* – *What other considerations have to be taken into account in future ESD implementation concerning this objective?*
Issue 2.	**Promote SD through formal, non-formal and informal learning**
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 2.1	**SD key themes are addressed in formal education**
Sub-	Are key themes of SD[9] addressed explicitly in the curriculum/programme of study at various levels[10] of formal education?

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[9] For details, see paragraph 15 of the UNECE Strategy for ESD.

[10] For the State or federal level, where relevant.

indicator 2.1.1	
Yes ☒ No ☐	*Please specify what SD issues are important in the country (i.e., biodiversity, gender, consumption/production, etc.) and how they are addressed in the curricula.* *Please update the table in appendix I (a) that was used for implementation phases II and III under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.*

A	B	C	D	E	F
☐	☐	☐	☐	☐	X
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum[11]/programme of study at various levels of formal education?
Yes ☒ No ☐	*Please specify what competences as learning outcomes are important in your country.* *Please update the table in appendix I (b) that was used for implementation phases II and III under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.*

A	B	C	D	E	F
☐	☐	☐	☐	☐	X

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[11] Idem.

Sub-indicator 2.1.3	Are teaching and learning methods that support ESD addressed explicitly in the curriculum[12] or programme of study at various levels of formal education?
Yes ☒ No ☐	*Please specify which methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.* *Please also update the table in appendix I (c) that was used to report on implementation phases II and III, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.*

A	B	C	D	E	F
☐	☐	☐	☐	X	☐

Indicator 2.2   Strategies to implement ESD are clearly identified

Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects[13] only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project?[14]; (e) other approaches?
(a) Yes ☒ No ☐ (b) Yes ☒ No ☐ (c) Yes ☒ No ☐ (d) Yes ☒ No ☐ (e) Yes ☐ No ☐	*Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.*

ISCED levels 2011	(a) Yes	(b) Yes	(c) Yes	(d) Yes	(e) Yes
0. Early childhood education		V	V	V	
1. Primary education	V	V		V	
2. Lower secondary education	V	V	V	V	
25. Lower secondary vocational education[15]					
3. Upper secondary education	V	V	V	V	

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[12] Idem.

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

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

[15] In Germany vocational education is part of upper secondary education, therefore not applicable here

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

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

Examples:

(a) Within the education standards for the school subjects "Biology" and "Geography" ESD is integrated nationwide.

(b) i) Within the national project Transfer 21 students explored various SD issues through workshops, student projects and expert talks. ii) The UNESCO Associated Project School are integrating ESD subjects through cross-circular projects.

(c) Several subject programmes and courses concerned with sustainability issues are provided within the curricula of vocational schools, academies and higher education institutions, depending on the Federal State and the educational programme.

(d) There are several stand-alone projects concerned with sustainability issues integrated into curricula at every education level, i.e. through workshops, project weeks and project periods, either taking place alongside regular teaching or in its place. Numerous specific examples can be found among the over 2,000 official German DESD projects and official GAP awards for learning places, networks and local authorities. Some Federal States have introduced sustainable development in to the development of new curricula, ESD as a core principal; this is a dynamic process focused on the development at school level.

Indicator 2.3   A whole-institution approach[16] to SD/ESD is promoted

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[16] A "whole institution approach" means that all aspects of an institution's internal operations and external relationships are

Sub-indicator 2.3.1	Do educational institutions[17] adopt a "whole-institution approach" to SD/ESD?
Yes ☒ No ☐	*The promotion of the WIA approach is prominently included in the National Action Plan on ESD.* *BMBF supports the development of the whole-institution approach for early childhood care and education institutes;29 model networks supported by the foundation "Haus der kleinen Forscher" (Little scientists' house) provide pedagogical resources and a continuous professional development programme. In this context, training workshops for caring/ teaching staff on the integration of ESD in early childhood education are offered. The foundation reaches more than 30.000 early childhood education institutions throughout Germany.* *In Germany companies are training institutes for initial education and training as well as vocational schools. They also have to be addressed to adopt a "whole-institution approach" to ESD. Therefore BMBF supports the development of a whole- institution approach for initial and continuing education and training in small and medium sized companies. On behalf of BMBF the Federal Institute for Vocational Education and Training (BIBB) funds currently 18 cooperative projects in 3 funding lines of the programme "vocational education and training for sustainable development 2015 – 2018". The projects are meant to improve ESD-relevant competencies of apprentices and trainers in commercial professions, food craft and industry. The second funding line will shape sustainable learning venues especially in companies and will develop indicators for reporting systems like "The Sustainability Code – Benchmarking sustainable business" (Deutscher Nachhaltigkeitskodex DNK) or the Global Reporting Initiative (GRI). There are already 168 companies directly involved.* *In two BMBF-funded projects supported by the Association of German Chambers of Industry and Commerce as well as the German Confederation of Skilled Crafts, sustainability relevant qualification concepts will be developed for company owners and management. With focus on small and medium sized companies staff members of the chambers of industry and commerce and skilled crafts will also be taken into account.* *The Steering Committee has adopted WIA as one priority action area that every school adopts an ESD school plan by 2019.[18] ESD school plans are one means to implement a whole-institution approach. Please*

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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).

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

18 See paragraph 20 of the framework for the future implementation of the UNECE Strategy for Education for Sustainable Development.

provide information on the implementation of this priority action area in your country.

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

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

Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?
Yes ☒ No ☐	*If yes, please specify what schemes are available for all levels of your education system.* *Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.*

ISCED levels 2011	Yes
0. Early childhood education	V

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

Please note: Institutions applying a whole-institution approach can apply for recognition as an award given by the Federal Ministry of Education and German Commission for UNESCO. Various additional support structures have been instituted in the context of the GAP at the Federal and the State levels

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

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?
Yes ☒ No ☐	*Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.*
	Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate:
	(a) For formal institutions:
	ISCED levels 2011 *Yes*

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

(b) For non-formal institutions:

	ISCED levels 2011	*Yes*
	0. Early childhood education	V
	1. Primary education	V
	2. Lower secondary education	V
	25. Lower secondary vocational education	
	3. Upper secondary education	V
	35. Upper secondary vocational education	
	4. Post secondary non-tertiary education	V

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

Indicator 2.4	ESD is addressed by quality assessment/enhancement systems
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems?:[19] (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?

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

(a) Yes ☒ No ☐

(b) Yes ☐ No ☒

(c) Yes ☐ No ☒

Please elaborate.

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

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

Please note: Education quality assessment is in the responsibility of the Federal States. Considering the ESD aspects of Appendix I (a), in the assessment documents of the Federal States ESD is primarily addressed in the context of the aspect "cultural diversity". A national education quality assessment system was initiated in 2009 for secondary education first stage (ISCED level 2) for the subjects "German", "English" and "French" and will continue in 2011 with primary education (ISCED level 1). Some federal states are working on integrating ESD in the final school examinations on upper secondary level, this is part of the process of integrating ESD in the core curriculum and is a dynamic, but complicated process in the long time run

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

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

(a) Yes ☐ No ☐

(b) Yes ☐ No ☐

(c) Yes ☐ No ☐

(d) Yes ☐ No ☐

(e) Yes ☐ No ☐

(f) Yes ☐ No ☐

Please elaborate.

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

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

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

Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?
Yes ☒ No ☐	*Numerous activities in informal and awareness raising for SD are taking place throughout Germany. Governmental institutions, NGOs, and other initiatives organize workshops, conferences, public seminars, public lectures and festivals on SD. TV and radio programmes disseminate the idea of SD. Individual newspaper articles and article series deal with SD aspects, such as sustainable energy supply and consumption, water supply, and organic farming among others. Awareness raising specifically for ESD is taking place, among other things, through the publicly announced award scheme for German ESD good practice, the BMBF's annual ESD Agenda Congress (and ESD-Tour in 2018), and a major ESD internet portal.* *In 2012 the federal Ministry for Economic Cooperation and Development founded an agency specialised on public awareness raising and engaging in SD.* *The Federal Ministry for the Environment, Nature Conservation and Nuclear Safety is providing funding for projects that show how promoting sustainability is possible in everyday working life.* *The programme BBNE (= Vocational training for sustainable development) combines aspects of sustainable development with vocational skills, using methods and pedagogical objectives of Education for Sustainable Development within the framework of political education and experience-oriented youth work.* *Several Federal Länder address awareness raising through individual online platforms and award schemes. A considerable rise in activities has been recognisable also since the Launch of Agenda 2030.*
Sub-indicator 2.5.2	Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) which addresses SD issues?

Yes ☒ No ☐	*In Germany, there are numerous training programmes that qualify employees in diverse work contexts. This may include further training for investment consultants in "sustainable investment", environmental and sustainable management for company managers, as well as sustainability pedagogy for educators, or organic farming for farmers. Work-based conferences on SD issues addressed to company managers and educators also regularly take place. Training schemes on corporate social responsibility and e.g. reporting on non-financial performance are also provided. On behalf of BMBF the Federal Institute for Vocational Education and Training also funds the development of work-based training schemes for initial and continuing vocational education and training on ESD for apprentices and trainers with focus on small and medium sized companies (www.bbne.de). Moreover, two funded projects were started in 2018 to provide training modules addressing company owners and managers especially of small and medium sized companies to create a whole-institution approach on ESD. They also take in regard the skills requirements of trainers and staff members of the chambers of skilled crafts and the chambers of industry and commerce. (https://www.bmbf.de/de/nachhaltigkeit-in-der-beruflichen-bildung-3518.html)* *See also 2.3.1*
Sub-indicator 2.5.3	Are there any instruments (e.g., research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?
Yes ☒ No ☐	*The results of the initiatives mentioned under 2.5.1. are regularly internally monitored and evaluated and are also considered in parts in the national monitoring of ESD implementation funded by the Federal Ministry of Education and Research.*
Indicator 2.6 ESD implementation is a multi-stakeholder process[20]	
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes ☒ No ☐	*Please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please update the information provided in the previous table for appendix II as appropriate.* *For examples of good practice of ESD as a multi-stakeholder process, see the explanation of ESD implementation in Germany in other parts of this document.* *See also close to 500 organisations listed in a networking platform: https://www.bne-portal.de/de/akteure/karte*

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

Concluding remarks on issue 2	*Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning.*
	Please address in particular the following questions: – *Which actions and/or initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *What other considerations have to be taken into account in future ESD implementation concerning this objective?*

Issue 3.	Equip educators with the competence to include SD in their teaching

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

Indicator 3.1	ESD is included in the training[21] of educators
Sub-indicator 3.1.1	Is ESD a part of educators' initial training?[22]
Yes ☒ No ☐	*In particular specify which ESD competences[23] are explicitly included in the study programmes.*
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training?[24]
Yes ☒ No ☐	*In particular specify which ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.* *Please also update the information provided under the phase III national implementation reporting in appendix III.*
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes ☒ No ☐	*Through the organizational structure of GAP implementation in Germany, ESD is regularly communicated to leaders and administrators. Various Official ESD Awardees and activities by other stakeholders focus on the training of leaders in ESD. Some states have already integrated the concept of SD in the basic training of new and established school principals and it´s part of publications in the field of school development. BMBF supports the training of leaders and administrators of early childhood care and education institutes through the foundation "Haus der kleinen Forscher" (Little scientists' house).*
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?

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

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

[23] 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.

[24] 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 ☒ No ☐	One central feature of German GAP implementation – with its National Platform, Expert Groups, Partner Networks and the award scheme for ESD – is that it provides a platform for the cooperation of education administrators and practitioners at all levels of education. The ESD internet portal run by the German Commission for UNESCO with funding from the Federal Ministry of Education and Research lists many hundreds of initiatives that can be contacted regarding cooperation on ESD, including Federal State level.
	In 2013 a national network for teacher educators has been established, as a German speaking branch of the worldwide network established by Prof. Charles Hopkins.
	Networks at higher education level or teacher trainers are also being established at Federal State level.
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the Government in any way?[25]
Yes ☒ No ☐	The Federal Ministry of Education and Research funds the structure of GAP implementation in Germany (see above). State Ministries fund networking initiatives at the State level.
	Moreover the Federal Institute of Vocational Education and Research operates a platform that provides training schemes and educational materials on ESD in vocational education and training for trainers. Learning and training concepts as results of the funded projects (s. a. 2.3.1) are also published on that platform.
Concluding remarks issue 3	Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching.
	Please address in particular the following questions: – Which actions and/or initiatives have been particularly successful and why? – What challenges did your country encounter when implementing this objective? – What other considerations have to be taken into account in future ESD implementation concerning this objective?

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

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

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?

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

Yes ☒ No ☐	*The National Action Plan encourages good practice and the development of ESD resources at all levels of education.*
	The Cross-Curricular Framework on Global Development Education in the Context of ESD by the Standing Conference of the Ministers of Education and Cultural Affairs and the Federal Ministry of Economic Cooperation and Development provides an orientation for the development of teaching materials and has been substantially updated and extended in 2014/2015.
	Within the award scheme for ESD good practice, the development of teaching materials is also encouraged. The Federal Ministry for Economic Cooperation and Development funds the development and publishing good practice on the basis of Crosscurricular framework in all states.
	In addition to printed lesson resources the Federal Ministry for the Environment, Nature Conservation and Nuclear Safety has provided an online service for teachers entitled the Environment in the Classroom since September 2011. Every two weeks, this Internet portal takes a current environmental topic that has been selected on sustainability criteria and presents it in a way that is suitable for the classroom.
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes ☒ No ☐	*Funding at Federal and State level for ESD teaching materials exists, e.g. in the Federal State of Baden-Wuerttemberg as part of a substantial initiative of integrating ESD as general guideline in the context of an ongoing curricula reform for primary and secondary schools, or e.g. the Federal State of Hesse funds the development of material in the programme "School year for sustainability" for primary education, and after 2015 the programme was extended to pre-school and secondary education. Additionally a special set of teaching materials on climate change for upper secondary education, provided with a teacher training module is available for schools. In 2018 a new funding program to establish a "schoolyear for sustainability" was started. The Federal State of Hamburg developed a set of material – based on the curriculum framework for global development education of nearly all topic areas.*
Indicator 4.2　　　**Quality control mechanisms for teaching tools and materials for ESD exist**	
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities?; (b) approved by public authorities?; (c) tested and recommended for selection by educational institutions?
(a) Yes ☒ No ☐ (b) Yes ☒ No ☐ (c) Yes ☒ No ☐	*Teaching materials that relate entirely or fully to ESD and that are used in publicly recognized education institutions are subject to the same comprehensive quality criteria as all other education materials used in public education.*
Sub-indicator 4.2.2	Are ESD teaching tools and materials available: (a) in national languages?; (b) for all levels of education according to ISCED?

(a) Yes ☒ No ☐

(b) Yes ☒ No ☐

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

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

Indicator 4.3	**Teaching tools and materials for ESD are accessible**
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?
Yes ☒ No ☐	*One key avenue for the dissemination of ESD materials is the major internet portal on ESD funded by the Federal Ministry of Education and Research. Other ministries at Federal and State level run additional activities, such as the "Portal Global Learning" funded by the Federal Ministry for Economic Cooperation and Development.*
Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes ☒ No ☐	*See above. No precise figures are available.*

Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes ☒ No ☐	*See above.*
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet?; (b) provided through other channels?
(a) Yes ☒ No ☐ (b) Yes ☒ No ☐	*(a) See above: www.bne-portal.de, and others such as www.lehrer-online.de and www.BMU.de (Bildungsservice); The BMZ funds a portal for ESD, which is linked to the Curriculum Framework for ESD and beyond.* *https://www.globaleslernen.de/de/bildungsmaterialien* *(b) Information on ESD teaching materials is commonly provided at workshops, seminars and conferences, at higher education institutions, or at public libraries.*
Concluding remarks issue 4	*Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible.*
	Please address in particular the following questions: – *Which actions and/or initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *What other considerations have to be taken into account in future ESD implementation concerning this objective?*

Issue 5.	Promote research on and development of ESD

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

Indicator 5.1	Research[26] on ESD is promoted
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD[27] supported?
Yes ☒ No ☐	*The Federal Ministry of Education and Research (BMBF) is allocating financial resources to research and development in ESD.* *Other funding institutions, such as foundations, provide support for ESD research as well. Precise figures cannot be given.*

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

[27] 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.

Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes ☒ No ☐	*In Germany, evaluation research refers to ESD implementation in general. In that sense, it also evaluates the implementation of the UNECE Strategy. The UNECE Strategy, however, does not play a major role in guiding research, the key international activity in this regard is the GAP.* *Currently the German Ministry of Education and Research is in the process of allocating funds to research institutions for the development of a national indicator (set) for ESD.*
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) On ESD:[28] (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?

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

(1)	(1) (a) i) A Master of Arts programme called "Education for Sustainable Development/Geography" is offered by the University of Eichstätt-Ingolstadt. ii) The University of Applied Science in Erfurt is planning a Master programme in "Network Management with the major field of study in ESD". iii) The University of Rostock is offering an in-service master programme in "Environment and Education" which equals a Master in ESD. The same university offers further training programmes in ESD that are mainly aimed at post-graduates.
(a) Yes ☒ No ☐	
(b) Yes ☐ No ☐	
(2)	
(a) Yes ☒ No ☐	*(2) (a) The following post-graduate programmes which include ESD in their curricula: - Master of Education for German primary and secondary schools; subject: social and general studies (Osnabrück University) - Master of Educational Science for German primary, secondary and secondary modern schools; subject: Geography (University of Vechta) - Master of Educational Science for German primary, secondary and secondary modern schools; subject: Biology (major: sustainable development) (University of Freiburg)*
(b) Yes ☐ No ☐	
	Also, the following post-graduate programmes include environmental education (with an orientation towards ESD) into their curricula: - Master of Arts in Sustainable Tourism Management (University for Sustainable Development Eberswalde) - Master of Science in Regional Development and Conservation (University for Sustainable Development Eberswalde) - Master in Environmental Sciences: Human and environment in history, present and future (University of Hildesheim)
	In addition, there are five study programmes for educators dealing with ESD that lead to a "state examination" certification, which is equivalent to a Masters degree.
	(1) (b) + (2) (b) Obtaining a doctorate in Germany does usually not include lectures or seminars. Thus, it depends solely on the PhD student, and consultations with the supervisor, to decide to include ESD into her/his doctoral work.
	The BMBF funded project HOCH-N, a network on Sustainability at Higher Education Institutions, is providing guidelines about sustainability in teachings: https://www.hochn.uni-hamburg.de/
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?
(a) Yes ☒ No ☐	*There are no specific scholarships merely dedicated to ESD research at master or doctoral level. However, various funding institutions, such as the DBU, support ESD research, including at master and doctoral level.*
(b) Yes ☒ No ☐	
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?[29]

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

Yes ☒ No ☐	*Numerous activities carried out in the context of GAP implementation support innovation and capacity-building in ESD practice. Capacity-building is carried out through workshops, seminars, publications and multi-stakeholder teams such as the expert groups and partner networks set up in the context of the GAP implementation structure.* *GAP implementation is supported by the Federal Ministry of Education and Research and the Federal, Federal Ministry for the Environment, Nature Conservation and Nuclear Safety and the Ministry for Economic Cooperation and Development. Further funding for ESD, also from other Ministries at national and state level as well as from other institutions, is available. Precise figures cannot be given.*
Indicator 5.3 **Dissemination of research results on ESD is promoted**	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms[30] to share the results of research and examples of good practices in ESD[31] among authorities and stakeholders?
Yes ☒ No ☐	*An important objective of the German GAP implementation outlined above is the dissemination of good-practice and research results through workshops, seminars, the internet portal, committee meetings, publications. Addressees are decision makers, education authorities, other education stakeholders, as well as the interested general public.* *The Ministry of Education and Research and the German Commission for UNESCO regularly highlight good ESD practice through a national ESD award. Similar awards and certification systems (for formal and non-formal education) for good ESD practice have also been established by most federal states.*

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

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

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
(a) Yes ☒ No ☐ (b) Yes ☒ No ☐	*(a) A considerable number of scientific publications on ESD and addressing ESD is being published every year. No precise numbers can be given.* *(b) see above*
Concluding remarks on issue 5	*Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.*
	– *Which actions and/or initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *What other considerations have to be taken into account in future ESD implementation concerning this objective?*

Issue 6.	**Strengthen cooperation on ESD at all levels within the ECE region**

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

Indicator 6.1	**International cooperation on ESD is strengthened within the ECE region and beyond**
Sub-indicator 6.1.1	Do your public authorities cooperate in or support international[32] networks on ESD?
Yes ☒ No ☐	*German public authorities have a wealth of experience in international networks, working groups, associations on ESD at all educational levels. Examples for international exchange include the global network of UNESCO National Commissions and numerous organizations active in the GAP work internationally, such as BMBF, Engagement Global, Leuphana University Lüneburg, rootAbility (UNESCO-Japan ESD prize winner 2015) and the City of Hamburg. Engagement Global has established a major program to bring together and train future ESD leaders in ESD from Germany, developing countries and emerging economies to form an international network of ESD experts. At the end of 2014 this ESD-Expertnet is established as an international operational body which has already developed a special contribution the Global Action Programme. For more information see www.esd-expert.net. In 2017 the ESD-Expertnet developed a new program of mentoring for ESD Leadership funded by the BMZ which integrates young experts from India, Germany, Mexico and South-Africa. In 2017 20 young experts and their mentors work for eight month and developed innovative practise on the international level. The next phase will start end of 2018.*

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

Sub-indicator 6.1.2	Do educational institutions or organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes ☒ No ☐	*While activities in this area could be expanded, international cooperation by educational institutions and organizations is well established. Important networks on ESD or with a focus on ESD include the UNESCO Associated Schools Project Network, the HOCH N network and the Copernicus Alliance in the field of higher education, and Eco Schools of the Foundation for Environmental Education.* *Five German institutions have been accepted as official Key Partners by UNESCO for international GAP implementation and are part of a major international network.* *Hesse was part of the international network "ENSI" Funded by NGOs and the Federal Ministry of International Cooperation, international partnerships between schools and other educational institutions are promoted and organized. In 2013 a new non-profit organisation " Engagement Global" was established by the ministry of international cooperation to provide assistance for students and the civil society in the field of ESD cooperation, for example also with supporting SD and ESD related international activities at local level (cities and local authorities).*
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms or agreements that include an explicit ESD component?
Yes ☒ No ☐	*The German Commission for UNESCO support ESD in most if not all of its international networking activities.* *ESD plays an increasing role in German development cooperation activities.*
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes ☒ No ☐	*Germany has been actively and strongly supporting GAP implementation by UNESCO. This includes co-organizing, funding and supporting international conferences on ESD in Germany and abroad.* *This also includes high ranking participation at ministerial level at international conferences such as the UNESCO Bangkok conference on the future of ESD in July 2018.* *The BMZ established the ESD-Expertnet to raise international cooperation in the field of ESD (countries involved: Germany, India, Mexico and South-Africa. This networks organizes yearly conferences in the four countries and has established international working groups on:* - *Mentoring ESD-leadership* - *ESD Material development including inclusive material* - *Go Global international school exchange on ESD* - *Train of trainers program*
Concluding remarks on issue 6	*Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region*

Please address in particular the following questions:
- *Which actions and/or initiatives have been particularly successful and why?*
- *What challenges did your country encounter when implementing this objective?*
- *What other considerations have to be taken into account in future ESD implementation concerning this objective?*

Issue 7.	Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD

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

Not applicable to any major extent. Local and traditional knowledge regarding ESD is fostered by some ESD projects that have received awards at national or regional level.

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

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

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

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

Implementation of ESD in Germany has gained considerably in significance during the GAP with the establishment of a high-ranking National Platform on ESD by the German Ministry of Education and Research and the adoption of a comprehensive National Action Plan (will be available in English by end of 2018). ESD has become an integrated part in many areas and sectors of education but has not become the core element of education yet. This process, following SDG 4.7, will be a major part of development in the coming years. The development and identification of national indicators for SDG 4.7. could be a main driving force to foster this future development.

Issue 9.	Describe any assistance needed in implementing the Strategy in your countries

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

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*	*25*	*3*	*35*	*4*	*45*	*5*	*55*	*6*	*7*	*8*
Peace studies (e.g., international relations, security and conflict resolution, partnerships)			V		V		V		V		V	V	V
Environmental ethics and philosophy	V	V	V		V		V		V		V	V	V
Global citizenship, democracy and governance			V		V		V		V		V	V	V
Sustainable lifestyles			V		V		V		V		V	V	V
Human rights (e.g., gender and racial and intergenerational equity)	V	V	V		V		V		V		V	V	V
Poverty alleviation	V	V	V		V		V		V		V	V	V
Cultural diversity	V	V	V		V		V		V		V	V	V
Gender equality	V	V	V		V		V		V		V	V	V
Biological and landscape diversity			V		V		V		V		V	V	V
Environmental protection (waste management, environmental monitoring, risk assessment, etc.)	V	V	V		V		V		V		V	V	V
Ecological principles/ecosystem approach					V		V		V		V	V	V
Natural resource management (e.g., water, soil, mineral, fossil fuels)	V	V	V		V		V		V		V	V	V
Climate change and desertification	V	V	V		V		V		V		V	V	V
Personal and family health (e.g., HIV/AIDS, drug abuse)	V	V	V		V		V		V		V	V	V

Some key themes covered by sustainable development	ISCED Levels 2011												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Environmental health (e.g., food and drinking; water quality; pollution)		V	V		V		V		V		V	V	V
Corporate social responsibility					V		V		V		V	V	V
Production and/or consumption patterns			V		V		V		V		V	V	V
Economic growth and good jobs			V		V		V		V		V	V	V
Rural/urban development		V	V		V		V		V		V	V	V
Oceans and sea													
Renewable energy		V	V		V		V		V		V	V	V
Sustainable cities and communities			V		V		V		V		V	V	v
Culture's contribution to sustainable development			V		V		V		V		V	V	V
Total													
Other (countries to add as many as needed)													

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

The scoring key for this table (maximum 153 ticks; "other" categories not counted) is:

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

Appendix I (b)

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum[33] or programme of study at various levels of formal education, by filling in the table below. *(Please tick (✓) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)*

Table of learning outcomes

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

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[33] At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels												
		0	1	2	25	3	35	4	45	5	55	6	7	8
Learning to be Does education at each level enhance learners' capacity for:	- self-confidence?	V	V	V		V		V		V		V	V	V
	- self-expression and communication?	V	V	V		V		V		V		V	V	V
	- coping under stress?					V		V		V		V	V	V
	- ability to identify and clarify values?	V	V	V		V		V		V		V	V	V
	Total													
	- other? (*countries to add as many as needed*)													
Learning to live and work together Does education at each level enhance learners' capacity for:	- acting with responsibility (locally and globally)?		V	V		V		V		V		V	V	V
	- acting with respect for others?	V	V	V		V		V		V		V	V	V
	- identifying stakeholders and their interests?					V		V		V		V	V	V
	- collaboration/team working?		V	V		V		V		V		V	V	V
	- participation in democratic decision-making?	V	V	V		V		V		V		V	V	V
	- negotiation and consensus-building?	V	V	V		V		V		V		V	V	V
	- distributing responsibilities (subsidiarity)?	V	V	V		V		V		V		V	V	V
	Total													
	- other? (*countries to add as many as needed*)													

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

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

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

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

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

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy[a]	ISCED Levels												
	0	*1*	*2*	*25*	*3*	*35*	*4*	*45*	*5*	*55*	*6*	*7*	*8*
Discussions		V	V		V		V		V		V	V	V
Conceptual and perceptual mapping		V	V		V		V		V		V	V	V
Philosophical inquiry	V	V	V		V		V		V		V	V	V
Value clarification	V	V	V		V		V		V		V	V	V
Simulations; role playing; games	V	V	V		V		V		V		V	V	V
Scenarios; modelling			V		V		V		V		V	V	V
Information and communication technology (ICT)		V	V		V		V		V		V	V	V
Surveys					V		V		V		V	V	V
Case studies					V		V		V		V	V	V
Excursions and outdoor learning	V	V	V		V		V		V		V	V	V
Learner-driven projects	V	V	V		V		V		V		V	V	V
Good practice analyses					V		V		V		V	V	V
Workplace experience					V		V		V		V	V	V
Problem-solving					V		V		V		V	V	V
Total													
Other (*countries to add as many as needed*)													

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

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

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

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

Appendix II

Indicator 2.6, sub-indicator 2.6.1

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

Table (a)
According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	Formal	*Non-formal*	*Informal*
NGOs	V	V	V
Local government	V	V	V
Organized labour	V	V	V
Private sector	V	V	V
Community-based	V	V	V
Faith-based	V	V	V
Media		V	V
Total			
Other (*countries to add as many as needed*)	6	7	7

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

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

Table (b)
According to United Nations Decade of ESD

Stakeholders	Classification by United Nations Decade of ESD				
	Public awareness	*Quality education*	*Reorienting education*	*Training*	*Social learning*
NGOs	V	V	V	V	V
Local government	V	V	V	V	V
Organized labour	V	V	V	V	V
Private sector	V	V	V	V	V
Community-based	V	V	V	V	V
Faith-based	V	V	V	V	V
Media	V	V	V	V	V
Total	**7**	**7**	**7**	**7**	**7**
Other (*countries to add as many as needed*)					

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

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

Appendix III

Indicator 3.1, sub-indicator 3.1.3

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

	Percentage of education professionals who have received training[a] to integrate ESD into their practice																	
	Educators												*Leaders/administrators[b]*					
	Initial[c]						*In service[d]*						*In service[e]*					
ISCED levels	**A**	**B**	**C**	**D**	**E**	**F**	**A**	**B**	**C**	**D**	**E**	**F**	**A**	**B**	**C**	**D**	**E**	**F**
0. Early childhood education			x							x					x			
1. Primary education				x						x					x			
2. Lower secondary education				x						x				x				
25. Lower secondary vocational education																		
3. Upper secondary education				x						x				x				
35. Upper secondary vocational education			x						x						x			
4. Post-secondary non-tertiary education																		
45. Post-secondary non-tertiary vocational education																		
5. Short-cycle tertiary education																		
55. Short-cycle tertiary vocational education																		

ISCED levels	Percentage of education professionals who have received training[a] to integrate ESD into their practice																	
	Educators												Leaders/administrators[b]					
	Initial[c]						In service[d]						In service[e]					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
6. Bachelor's or equivalent level		x						x										
7. Master's or equivalent level		x							x				x					
8. Doctoral or equivalent level																		
9. No information available																		
Non-formal																		
Informal																		

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

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

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

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

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

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

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

Appendix IV

Summary and self-assessment by countries

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

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

Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD	☐ Not started ☐ In progress ☐ Developing ☒ Completed
Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 1.3	National policies support synergies between processes related to SD and ESD	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 2.1	SD key themes are addressed in formal education	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 2.2	Strategies to implement ESD are clearly identified	☐ Not started ☐ In progress ☐ Developing ☒ Completed
Indicator 2.3	A whole-institution approach to ESD/SD is promoted	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 2.4	ESD is addressed by quality assessment/enhancement systems	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 2.6	ESD implementation is a multi-stakeholder process	☐ Not started ☐ In progress ☐ Developing ☒ Completed
Indicator 3.1	ESD is included in the training of educators	☐ Not started ☒ In progress ☐ Developing ☐ Completed
Indicator 3.2	Opportunities exist for educators to cooperate on ESD	☐ Not started ☐ In progress ☐ Developing ☒ Completed
Indicator 4.1	Teaching tools and materials for ESD are produced	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	☐ Not started ☒ In progress ☐ Developing ☐ Completed
Indicator 4.3	Teaching tools and materials for ESD are accessible	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 5.1	Research on ESD is promoted	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 5.2	Development of ESD is promoted	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 5.3	Dissemination of research results on ESD is promoted	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond	☐ Not started ☐ In progress ☐ Developing ☒ Completed

Annex II

Proposed timeline for reporting

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

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