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

Thirteenth meeting

Geneva, 3 and 4 May 2018

Item 6 of the provisional agenda

Preparations for the next (2017–2019) mandatory reporting cycle under the Strategy

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

Summary

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

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

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

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Introduction

1. The present document presents a format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development for the next implementation phase (2017–2019). It was developed based on the procedure for the review of implementation of the Strategy contained in the draft work plan 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 work plan 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 Ministry for Education and Employment (MDEE) 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: Ms Desiree Scicluna Bugeja

Signature:



Date:

1/11/2018

Desiree Scicluna Bugeja
Assistant Director
Directorate for Learning and Assessment Programmes
Scienza Centre
Pembroke, Malta

Full name of the institution: Directorate for Learning and Assessment Programmes (DIAP)
(MLDL)

Postal address: The Science Centre, Martin Luther King Street, Pembroke, Malta, Europe

Telephone: 2137 5202

Email: desiree.scicluna.bugeja@ilearn.edu.mt

Website:

Contact officer for national report (if different from above): Ms Desiree Scicluna Bugeja

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

- Governmental institutions (please specify) Ministry for Education Malta
- Stakeholders: _____
- NGOs (please specify) Birdlife Malta, Nature Trust – FEE Malta, Kopin Malta
- Academia (please specify) CEER Centre for Environmental Education and Research, University of Malta
- Business (please specify) _____
- Other (please specify) UNESCO Associated Schools _____

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.)

National education authorities and policy makers acknowledge and promote through all the necessary channels the role of ESD as part of a holistic education programme promoting sustainable citizenship, lifestyles and communities.

The Ministry for Education and Employment, over the last three years, has made the necessary efforts to formalise ESD implementation by taking the lead in the coordination of various initiatives, namely, educator and school management team training focusing on ESD implementation, ESD related school-based projects, liaison with NGOs for the development of relevant learning programmes and educator support focusing on the cross-curricular embedding of ESD skills and competences in learning programmes. The measures being taken are fully aligned with the National Curriculum framework 2012 in which ESD is promoted as a cross-curricular theme and the UNECE Strategy for Education for Sustainable Development.

These efforts are paving the way in reorienting education towards empowering students through adequate awareness, knowledge, skills, attitudes and competences to sustainable pathways.

Although the Ministry for Education and Employment is the central policy making institution, its decentralisation approach provides schools/institutions adequate autonomy and flexibility to develop their contextualised ESD programmes. The Ministry is maintaining its commitment by:

- i. providing educators with clear and updated guidelines for the implementation of ESD across the curriculum
- ii. Maintaining a formal structure responsible for the coordination of ESD implementation in educational institutions
- iii. Providing committed financial support to ESD curricular and training initiatives.
- iv. Providing adequate continuous professional development opportunities to educators and school leaders.

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Not available in Maltese. Available in English, one of the official languages.</i>
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input type="checkbox"/> <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>MEDE – Ministry for Education and Employment.</i>
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> <input type="checkbox"/> No <input type="checkbox"/>	<i>MEDE – Ministry for Education and Employment.</i>
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>The public consultation process regarding the National Strategy for ESD has been held. Strategy is being updated for publication. Moreover the nomination of a national Education Officer for ESD by MEDE is facilitating the compilation of an ESD implementation plan that includes educator training, support for schools in ESD implementation and the organisation of various initiatives on a national level.</i>
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade of Education for Sustainable Development after 2014, ³ and other policy processes relevant to ESD?
Yes <input type="checkbox"/> <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>The Ministry for Education and Employment has nominated an Education Officer for ESD who collaborates with other MEDE officials and also various stakeholders, including Non-Governmental entities, to facilitate the planning and implementation in alignment to the UNESCO Global Action Programme on Education for Sustainable Development. Through its Eco-Schools programme, Nature Trust - FEE Malta is a GAP Partner in the Transforming Learning and Training Environments Network as a direct result of the UN ESD Decade follow up.</i>

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

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

³ See A/69/76.

Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD	
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?
Yes <input type="checkbox"/> ✓ No <input type="checkbox"/>	<ul style="list-style-type: none"> • <i>The National Curriculum Framework 2012 / Learning Outcomes Framework</i> • <i>Transgender, Variant and Intersex Students in Schools Policy (2015)</i> • <i>A Whole School Approach to a Healthy Lifestyle: Healthy Eating and Physical Activity Policy (2015)</i> • <i>Special Needs and Inclusive Education in Malta: External Audit Report</i> • <i>Malta National Lifelong Learning Strategy (2020)</i> • <i>Respect for All Framework (2014)</i> • <i>A National Literacy Strategy for All in Malta and Gozo (2014 – 2019)</i> • <i>National Employment Policy (2014)</i> • <i>Framework for the Education Strategy for Malta (2014 – 2024)</i> • <i>Waste Management Plan for the Maltese Islands (2014 – 2020)</i> • <i>Sustainable Development Act (2012)</i> • <i>Malta’s National Biodiversity Strategy and Action Plan (2012 – 2020)</i> • <i>National Environmental Policy (2012)</i> • <i>National Climate Change Adaptation Strategy (2012)</i> • <i>Environmental and Development Planning Act (2010)</i> • <i>National Strategy for Policy and Abatement Measures Relating to the Reduction of Greenhouse Gas Emissions (2008)</i> • <i>Sustainable Development Strategy for the Maltese Islands (2007-2016)</i> • <i>Environmental Protection Act (2001)</i> • <i>Other sectoral environmental policy documents include an educational/awareness component.</i>

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 <input type="checkbox"/> ✓ No <input type="checkbox"/> (b) Yes <input type="checkbox"/> ✓ No <input type="checkbox"/>	<p><i>If yes, please specify details for (a) and (b).</i></p> <p><i>Please also fill in the table by ticking (✓) as appropriate.</i></p>																																															
<table border="1"> <thead> <tr> <th data-bbox="884 400 1509 499" rowspan="2">ISCED levels 2011</th> <th data-bbox="1509 400 1621 448">(a)</th> <th data-bbox="1621 400 1727 448">(b)</th> </tr> <tr> <th data-bbox="1509 448 1621 499">Yes</th> <th data-bbox="1621 448 1727 499">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="884 499 1509 555">0. Early childhood education</td> <td data-bbox="1509 499 1621 555">✓</td> <td data-bbox="1621 499 1727 555">✓</td> </tr> <tr> <td data-bbox="884 555 1509 611">1. Primary education</td> <td data-bbox="1509 555 1621 611">✓</td> <td data-bbox="1621 555 1727 611">✓</td> </tr> <tr> <td data-bbox="884 611 1509 667">2. Lower secondary education</td> <td data-bbox="1509 611 1621 667">✓</td> <td data-bbox="1621 611 1727 667">✓</td> </tr> <tr> <td data-bbox="884 667 1509 722">25. Lower secondary vocational education</td> <td data-bbox="1509 667 1621 722">✓</td> <td data-bbox="1621 667 1727 722">✓</td> </tr> <tr> <td data-bbox="884 722 1509 778">3. Upper secondary education</td> <td data-bbox="1509 722 1621 778">✓</td> <td data-bbox="1621 722 1727 778">✓</td> </tr> <tr> <td data-bbox="884 778 1509 834">35. Upper secondary vocational education</td> <td data-bbox="1509 778 1621 834">✓</td> <td data-bbox="1621 778 1727 834">✓</td> </tr> <tr> <td data-bbox="884 834 1509 890">4. Post-secondary non-tertiary education</td> <td data-bbox="1509 834 1621 890">✓</td> <td data-bbox="1621 834 1727 890"></td> </tr> <tr> <td data-bbox="884 890 1509 946">45. Post-secondary non-tertiary vocational education</td> <td data-bbox="1509 890 1621 946"></td> <td data-bbox="1621 890 1727 946"></td> </tr> <tr> <td data-bbox="884 946 1509 1002">5. Short-cycle tertiary education</td> <td data-bbox="1509 946 1621 1002"></td> <td data-bbox="1621 946 1727 1002"></td> </tr> <tr> <td data-bbox="884 1002 1509 1058">55. Short-cycle tertiary vocational education</td> <td data-bbox="1509 1002 1621 1058"></td> <td data-bbox="1621 1002 1727 1058"></td> </tr> <tr> <td data-bbox="884 1058 1509 1114">6. Bachelor's or equivalent level</td> <td data-bbox="1509 1058 1621 1114"></td> <td data-bbox="1621 1058 1727 1114">✓</td> </tr> <tr> <td data-bbox="884 1114 1509 1169">7. Master's or equivalent level</td> <td data-bbox="1509 1114 1621 1169"></td> <td data-bbox="1621 1114 1727 1169">✓</td> </tr> <tr> <td data-bbox="884 1169 1509 1225">8. Doctoral or equivalent level</td> <td data-bbox="1509 1169 1621 1225"></td> <td data-bbox="1621 1169 1727 1225">✓</td> </tr> <tr> <td data-bbox="884 1225 1509 1281">9. No information available</td> <td data-bbox="1509 1225 1621 1281"></td> <td data-bbox="1621 1225 1727 1281">✓</td> </tr> </tbody> </table>		ISCED levels 2011	(a)	(b)	Yes	Yes	0. Early childhood education	✓	✓	1. Primary education	✓	✓	2. Lower secondary education	✓	✓	25. Lower secondary vocational education	✓	✓	3. Upper secondary education	✓	✓	35. Upper secondary vocational education	✓	✓	4. Post-secondary non-tertiary education	✓		45. Post-secondary non-tertiary vocational education			5. Short-cycle tertiary education			55. Short-cycle tertiary vocational education			6. Bachelor's or equivalent level		✓	7. Master's or equivalent level		✓	8. Doctoral or equivalent level		✓	9. No information available		✓
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9. No information available		✓																																														

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

Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?
Yes <input type="checkbox"/> ✓ No <input type="checkbox"/>	<ul style="list-style-type: none"> • <i>The National Curriculum Framework 2012 / Learning Outcomes Framework</i> • <i>Transgender, Variant and Intersex Students in Schools Policy (2015)</i> • <i>A Whole School Approach to a Healthy Lifestyle: Healthy Eating and Physical Activity Policy (2015)</i> • <i>Special Needs and Inclusive Education in Malta: External Audit Report</i> • <i>Malta National Lifelong Learning Strategy (2020)</i> • <i>Respect for All Framework (2014)</i> • <i>A National Literacy Strategy for All in Malta and Gozo (2014 – 2019)</i> • <i>National Employment Policy (2014)</i> • <i>Framework for the Education Strategy for Malta (2014 – 2024)</i> • <i>Waste Management Plan for the Maltese Islands (2014 – 2020)</i> • <i>Sustainable Development Act (2012)</i> • <i>Malta’s National Biodiversity Strategy and Action Plan (2012 – 2020)</i> • <i>National Environmental Policy (2012)</i> • <i>National Climate Change Adaptation Strategy (2012)</i> • <i>Environmental and Development Planning Act (2010)</i> • <i>National Strategy for Policy and Abatement Measures Relating to the Reduction of Greenhouse Gas Emissions (2008)</i> • <i>Sustainable Development Strategy for the Maltese Islands (2007-2016)</i> • <i>Environmental Protection Act (2001)</i> • <i>Other sectoral environmental policy documents include an educational/awareness component.</i>
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes <input type="checkbox"/> ✓ No <input type="checkbox"/>	<ul style="list-style-type: none"> • <i>Transgender, Variant and Intersex Students in Schools Policy (2015)</i> • <i>A Whole School Approach to a Healthy Lifestyle: Healthy Eating and Physical Activity Policy (2015)</i> • <i>Special Needs and Inclusive Education in Malta: External Audit Report</i> • <i>Malta National Lifelong Learning Strategy (2020)</i> • <i>Respect for All Framework (2014)</i> • <i>A National Literacy Strategy for All in Malta and Gozo (2014 – 2019)</i> • <i>National Employment Policy (2014)</i> • <i>Framework for the Education Strategy for Malta (2014 – 2024)</i> • <i>Waste Management Plan for the Maltese Islands (2014 – 2020)</i> • <i>Sustainable Development Act (2012)</i> • <i>Malta’s National Biodiversity Strategy and Action Plan (2012 – 2020)</i> • <i>National Environmental Policy (2012)</i> • <i>National Climate Change Adaptation Strategy (2012)</i>

	<ul style="list-style-type: none"> • <i>Environmental and Development Planning Act (2010)</i> • <i>National Strategy for Policy and Abatement Measures Relating to the Reduction of Greenhouse Gas Emissions (2008)</i> • <i>Sustainable Development Strategy for the Maltese Islands (2007-2016)</i> • <i>Environmental Protection Act (2001)</i> • <i>Other sectoral environmental policy documents include an educational/awareness component.</i>
Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁶ cooperation relevant to ESD exist in your Government?
Yes <input type="checkbox"/> ✓ No <input type="checkbox"/>	<i>The Directorate for Learning and Assessment Programmes facilitates liaison between different Stakeholders within other ministries interested in ESD implementation. Yet, no formal operation structure is in place.</i>
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ⁷
Yes <input type="checkbox"/> ✓ No <input type="checkbox"/>	<i>The Directorate for Learning and Assessment Programmes facilitates liaison between different Stakeholders from other ministries and agencies, including NGOs interested in ESD implementation.</i>
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes <input type="checkbox"/> ✓ No <input type="checkbox"/>	<p>A specific fund has been allocated from National Budget for the development of the National ESD Strategy. The MEDE sponsors the services of twelve ESD support teachers.</p> <p>Moreover, MEDE's collaboration with GENE (Global Education Network Europe) facilitated the allocation of a EUR 50,000 fund to be utilised for research, policy development and school-based initiatives in collaboration with stakeholders, including non-Governmental entities, during scholastic year 2018 – 2019.</p>
Indicator 1.3 National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD	
Sub-indicator 1.3.1	Does your country have a stand-alone “sustainable development”, “global understanding”, “international understanding” policy, plan or law in place, in each case using “sustainable development” language?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	MEDE's collaboration with GENE (Global Education Network Europe, will facilitate collaboration with all local stakeholders in the field of Global Education and ESD towards formal research and policy development that intends to further identify current positive practice in the field, while also identifying areas of development towards increased school-based holistic curricular embedding of GE philosophy and further related educator training. This will eventually manifest itself in the compilation of a formal policy document.

⁶ Between State bodies.

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

	Additionally, following the consultation phase, <i>Nurturing a Sustainable Society – A National Strategy for Education for Sustainable Development in Malta</i> is being reviewed prior to publication and implementation.
Sub-indicator 1.3.2	Is ESD part of SD policy(ies) if these exist in your country?
Yes <input type="checkbox"/> ✓ No <input type="checkbox"/>	<i>A Sustainable Development Strategy for the Maltese Islands 2007-2016 – Section 3.3.3 specifically designated to ESD.</i>
Concluding remarks on issue 1	<i>Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD</i>
	<p><i>Please address in particular the following questions:</i></p> <p>– <i>Which actions and/or initiatives have been particularly successful and why?</i></p> <p><i>The inclusion of ESD in the National Curriculum Framework and the subsequent compilation of ESD learning outcomes as part of the Learning Outcomes Framework project have provided official recognition of the importance of ESD. Nationwide ESD educator training has started to leave its desired effect in refining mindsets as regards to ESD and its mode of implementation. Educators undergoing the training have started moving away from the traditional perspective of viewing ESD as another branch of Environmental Education and more as a process whereby students are empowered and provided with an opportunity to acquire skills and competences for responsible active citizenship, sustainable behaviours, lifelong learning, employability in the 21st Century and understanding of global issues, namely, migration, social inclusion, equity, gender equality and peace, social justice and human rights.</i></p> <p><i>The development of the National ESD Strategy is another considerable development for the implementation of ESD across different stakeholders that will be addressing a long felt need expressed in the various national strategies/plans.</i></p> <p>– <i>What challenges did your country encounter when implementing this objective?</i></p> <p><i>The Government is highly supportive of ESD initiatives. The major challenge remains convincing other stakeholders that ESD goes beyond dissemination of ‘environmental’ information. It involves a participatory methodology that empowers learners to think critically, identify alternative scenarios and become actively engaged in decision making that promotes changes in behaviour / lifestyle. A whole-institution approach to ESD thus remains an overall challenge.</i></p> <p><i>Another challenge is to encourage schools to adopt a whole school approach to ESD</i></p> <p>– <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i></p>

	<i>Most ground breaking ESD initiatives have been taken within the formal education sector ... as it is the most receptive to such programmes. Educator training efforts will be maintained in the future to keep educators updated with the latest developments in the field. Malta's participation in international ESD fora will ensure that the country keeps abreast with international developments. Extending action to other governmental and private sectors is an important consideration that necessitates the setting up of a National ESD platform.</i>												
Issue 2. Promote SD through formal, non-formal and informal learning													
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>													
Indicator 2.1 SD key themes are addressed in formal education													
Sub-indicator 2.1.1	Are key themes of SD ⁸ addressed explicitly in the curriculum/programme of study at various levels ⁹ of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>No formal complete curriculum audit has yet been done to provide an exact picture of the situation. The data provided is an estimate based on a random sample of learning outcomes framework, subject syllabi and course programmes.</i></p> <p><i>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.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>								
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹⁰ /programme of study at various levels of formal education?												

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

⁹ For the State or federal level, where relevant.

¹⁰ Idem.

Yes
 No

The data provided is an estimate based on skills, attitudes and values promoted in the learning outcomes framework, syllabi and course programmes.

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

Sub-indicator 2.1.3	Are teaching and learning methods that support ESD addressed explicitly in the curriculum ¹¹ or programme of study at various levels of formal education?																																																					
Yes <input type="checkbox"/> ✓ No <input type="checkbox"/>	<p><i>The NCF (2012) promotes a learner centred approach to learning and teaching requiring active and personalised learning that is relevant, meaningful and purposeful.</i></p> <p><i>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.</i></p> <table border="1" data-bbox="1137 438 1736 550"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/>✓</td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> ✓																																									
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> ✓																																																	
Indicator 2.2 Strategies to implement ESD are clearly identified																																																						
Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects ¹² only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project ¹³ ; (e) other approaches?																																																					
(a) Yes <input type="checkbox"/> ✓ No <input type="checkbox"/> (b) Yes <input type="checkbox"/> ✓ No <input type="checkbox"/> (c) Yes <input type="checkbox"/> ✓ No <input type="checkbox"/> (d) Yes <input type="checkbox"/> ✓ No <input type="checkbox"/> (e) Yes <input type="checkbox"/> No <input type="checkbox"/> ✓	<p><i>Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="952 798 1915 1268"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> <th>(d)</th> <th>(e)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>25. Lower secondary vocational education</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>35. Upper secondary vocational education</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td></td> </tr> </tbody> </table>	ISCED levels 2011	(a)	(b)	(c)	(d)	(e)	Yes	Yes	Yes	Yes	Yes	0. Early childhood education		✓		✓		1. Primary education	✓	✓		✓		2. Lower secondary education	✓	✓		✓		25. Lower secondary vocational education	✓	✓		✓		3. Upper secondary education	✓	✓	✓	✓		35. Upper secondary vocational education	✓	✓		✓		4. Post-secondary non-tertiary education	✓			✓	
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¹¹ Idem.

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

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

	<table border="1"> <tr> <td>45. Post-secondary non-tertiary vocational education</td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>55. Short-cycle tertiary vocational education</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>9. No information available</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).</p>	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					
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Indicator 2.3 A whole-institution approach¹⁴ to SD/ESD is promoted																																											
Sub-indicator 2.3.1	Do educational institutions ¹⁵ adopt a “whole-institution approach” to SD/ESD?																																										
Yes <input type="checkbox"/> ✓ No <input type="checkbox"/>	<p><i>The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2019.¹⁶ ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.</i></p> <p><i>Also, please provide information for all levels of your education system in accordance with ISCED by ticking (✓) in the table as appropriate and specify for non-formal and informal education, as appropriate.</i></p> <table border="1"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>✓</td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> </tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education	✓	1. Primary education	✓																																				
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¹⁴ A “whole institution approach” means that all aspects of an institution’s internal operations and external relationships are reviewed and revised in the light of SD/ESD principles. Within such an approach each institution would decide on its own actions, addressing the three overlapping spheres of Campus (management operations); Curriculum; and Community (external relationships).

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

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

		2. Lower secondary education	✓	
		25. Lower secondary vocational education	✓	
		3. Upper secondary education	✓	
		35. Upper secondary vocational education	✓	
		4. Post-secondary non-tertiary education		
		45. Post-secondary non-tertiary vocational education		
		5. Short-cycle tertiary education		
		55. Short-cycle tertiary vocational education		
		6. Bachelor's or equivalent level		
		7. Master's or equivalent level		
		8. Doctoral or equivalent level		
		9. No information available		
Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?			
Yes <input type="checkbox"/> ✓ No <input type="checkbox"/>	<p><i>If yes, please specify what schemes are available for all levels of your education system.</i></p> <p><i>The Eko Skola programme has the Green Flag award (a benchmark international award presented in recognition of steps taken towards making the school increasingly eco-friendly); LEAF (Learning About Forests) awards are presented to schools committed towards tree conservation; YRE (Young Reporters for the Environment) present national and international awards to students for best journalistic articles, videos and photos related to sustainable development issues. Dinja Wahda (One World) aims to connect classroom learning with outdoor education through nature. The programme is delivered by BirdLife Malta in collaboration with DLAP using an action guide with lesson plans to support teachers to deliver ESD across curricular themes. Schools can be awarded a certificate, bronze, silver, gold and blue banner for their achievements and commitment to ESD. Gonna Dinja Wahda programme, aimed for the secondary cycle, awards schools bronze, silver or gold awards according to their commitment in the following categories: Action for Biodiversity, Connecting with Nature and Outreach for Awareness. Secondary school projects can range from greening school grounds to radio shows to bird watching from the classroom.</i></p> <p><i>The Eko Skola programme provides adequate guidelines to schools to facilitate the implementation of the</i></p>			

seven-step process. The information is available online (<http://www.ekoskola.org.mt/>). Furthermore a team of support teachers affiliated to the Eko Skola project sponsored by MEDE, visit schools regularly to support teachers and eco-school committees in implementing the action plan devised at a school level. The LEAF project provides teachers/schools adequate useful information, lesson plans, web links, contacts of local professionals in various related areas, practical help, relevant book references and other varied material to facilitate project activities. The information is available on-line (www.leafmalta.org). Similar project-related resources are available for teachers/students interested to participate in the YRE project (www.yremalta.org).

Likewise, an Action Guidebook for Dinja Wahda (http://www.birdlifemalta.org/Content/teachers/dinja_wahda/AboutDinjaWahda/1059/#.U9dZhOOSyfs) is available for teachers participating in the Dinja Wahda project. This provides 30 green activities for primary schools. Every primary school class is given an Action Guide. Teachers are free to choose the activities they would like to carry out with students during the scholastic year. The guidebook describes each activity in easy-to-follow, step-by-step instructions and contains a number of appendices to provide background information. For each activity carried out, a school is awarded points. At the end of the year schools have the possibility of winning a gold, silver, bronze or merit award based on conducted activities. A support teacher affiliated to the Dinja Wahda project sponsored by MEDE, visits schools regularly to facilitate the process involved.

Malta's collaboration with the UNESCO Associated Schools project has been re-activated in 2017. Schools interested in joining the network are invited to plan and develop school-based, student-led, multidisciplinary and cross-curricular projects addressing one or more UNESCO themes and priorities, namely peace and human rights, sustainable development, global citizenship and intercultural learning. Schools may collaborate with other stakeholders, namely NGOs and agencies in the fields of Education for Sustainable Development and Global Education. Following successful implementation of projects, participating schools are awarded the opportunity to join this worldwide network to share project ideas and innovative pedagogies that focus on embedding ESD and GE principles in curricular experiences.

The GENE (Global Education Network Europe) programme is a network of Ministries and Agencies with national responsibility for Global Education in European Countries. Indeed GENE enables Ministries, agencies, schools and educators to develop and pursue a common European agenda on strengthening Global and Development Education. In this context, schools are invited to take an active role in GENE by developing school-based projects to promote and nurture a global perspective across learning. Each valid project proposal will be allocated a funds for planning and implementation.

The Eco Gozo project also provides a teacher's resource pack with a range of lesson plans / ideas related to specific environmental topics. The resource pack has been distributed as a hard copy in schools and is also available online.

Other initiatives stemming from HSBC Water Programme, Watserv Malta, KOPIN and MESDC also provide funding and incentives for various programmes.

MEDE provides scholarship schemes to students wishing to pursue Masters or Doctoral level courses related to ESD / SD.

Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.

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

No official National data bases related to formal, non-formal and informal sector is currently available.

The President's foundation for the wellbeing of society have initiated community based projects targeting different SDGs.

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																																		
Yes <input type="checkbox"/> ✓ No <input type="checkbox"/>	<p><i>Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.</i></p> <p><i>Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate:</i></p> <p><i>(a) For formal institutions:</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">ISCED levels 2011</th> <th style="text-align: center;">Yes</th> </tr> </thead> <tbody> <tr><td>0. Early childhood education</td><td style="text-align: center;">✓</td></tr> <tr><td>1. Primary education</td><td style="text-align: center;">✓</td></tr> <tr><td>2. Lower secondary education</td><td style="text-align: center;">✓</td></tr> <tr><td>25. Lower secondary vocational education</td><td style="text-align: center;">✓</td></tr> <tr><td>3. Upper secondary education</td><td style="text-align: center;">✓</td></tr> <tr><td>35. Upper secondary vocational education</td><td style="text-align: center;">✓</td></tr> <tr><td>4. Post-secondary non-tertiary education</td><td></td></tr> <tr><td>45. Post-secondary non-tertiary vocational education</td><td></td></tr> <tr><td>5. Short-cycle tertiary education</td><td></td></tr> <tr><td>55. Short-cycle tertiary vocational education</td><td></td></tr> <tr><td>6. Bachelor's or equivalent level</td><td></td></tr> <tr><td>7. Master's or equivalent level</td><td></td></tr> <tr><td>8. Doctoral or equivalent level</td><td></td></tr> <tr><td>9. No information available</td><td></td></tr> </tbody> </table> <p><i>(b) For non-formal institutions:</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">ISCED levels 2011</th> <th style="text-align: center;">Yes</th> </tr> </thead> <tbody> <tr><td>0. Early childhood education</td><td></td></tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓	25. Lower secondary vocational education	✓	3. Upper secondary education	✓	35. Upper secondary vocational education	✓	4. Post-secondary non-tertiary education		45. Post-secondary non-tertiary vocational education		5. Short-cycle tertiary education		55. Short-cycle tertiary vocational education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level		9. No information available		ISCED levels 2011	Yes	0. Early childhood education	
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	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	

No official national database is available.

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

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

<p>(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>The Directorate for Quality and Standards in Education (DQSE) conducts evaluation and external audit of every school to ensure that the curriculum is being adhered to, that good practices are being promoted, that the quality in and the coordination of each part and at every level of the educational system are ensured; that students are achieving the set learning targets and necessary skills. Tertiary education institutions have internal and external methods to ensure quality of their courses. Following the compilation of ESD Learning Outcomes Framework, an initial form of ESD implementation related assessment now forms part of the above mentioned audit. This segment of the audit is still to be formalised and further structured to reflect ESD criteria in a holistic manner.</i></p> <p><i>In addition:</i></p> <p><i>The Green Flag (Eco-schools) programme – Nature-Trust – Fee Malta) is awarded after a rigorous quality assessment procedure involving ESD experts external to the school.</i></p> <p><i>The Dinja Waħda programme awards schools who demonstrate commitment to ESD through participating in a number of nature based activities</i></p> <p><i>The UNESCO Associated schools Award and membership in the ASP network (DLAP / UNESCO Gozo Centre for Science Education and Culture) is awarded to schools that implement projects that nurture a global perspective across learning.</i></p> <p><i>The GENE (Gobal Education Network Europe) programme shall also act as a measure of quality assurance and evaluation regarding the adoption of a whole-school philosophy based on ESD and GE principles in participating schools.</i></p> <p><i>Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.</i></p>
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ISCED levels 2011	(a)	(b)	(c)
	Yes	Yes	Yes
0. Early childhood education			✓
1. Primary education	✓		✓
2. Lower secondary education	✓		✓
25. Lower secondary vocational education	✓		✓
3. Upper secondary education	✓		✓
35. Upper secondary vocational education	✓		✓
4. Post-secondary non-tertiary education	✓		✓
45. Post-secondary non-tertiary vocational education	✓		✓
5. Short-cycle tertiary education			
55. Short-cycle tertiary vocational education			
6. Bachelor's or equivalent level	✓		
7. Master's or equivalent level	✓		
8. Doctoral or equivalent level	✓		
9. No information available			

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

Sub-indicator 2.4.2	Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to ESD?: (a) Knowledge, (b) Skills and competencies; (c) Values and attitudes; (d) Behaviours; (e) None; (f) No information available.																																																																																																															
(a) Yes <input type="checkbox"/> ✓ No <input type="checkbox"/> (b) Yes <input type="checkbox"/> ✓ No <input type="checkbox"/> (c) Yes <input type="checkbox"/> ✓ No <input type="checkbox"/> (d) Yes <input type="checkbox"/> ✓ No <input type="checkbox"/> (e) Yes <input type="checkbox"/> No <input type="checkbox"/> (f) Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please elaborate.</i></p> <p><i>Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="781 427 1839 1294"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> <th>(d)</th> <th>(e)</th> <th>(f)</th> </tr> <tr> <th><i>Yes</i></th> <th><i>Yes</i></th> <th><i>Yes</i></th> <th><i>Yes</i></th> <th><i>Yes</i></th> <th><i>Yes</i></th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>25. Lower secondary vocational education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>35. Upper secondary vocational education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>45. Post-secondary non-tertiary vocational education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>55. Short-cycle tertiary vocational education</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>9. No information available</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>No official national database</i></p>	ISCED levels 2011	(a)	(b)	(c)	(d)	(e)	(f)	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	0. Early childhood education	✓	✓	✓	✓			1. Primary education	✓	✓	✓	✓			2. Lower secondary education	✓	✓	✓	✓			25. Lower secondary vocational education	✓	✓	✓	✓			3. Upper secondary education	✓	✓	✓	✓			35. Upper secondary vocational education	✓	✓	✓	✓			4. Post-secondary non-tertiary education	✓	✓	✓	✓			45. Post-secondary non-tertiary vocational education	✓	✓	✓	✓			5. Short-cycle tertiary education							55. Short-cycle tertiary vocational education							6. Bachelor's or equivalent level	✓	✓	✓	✓			7. Master's or equivalent level	✓	✓	✓	✓			8. Doctoral or equivalent level							9. No information available						
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Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice	
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Public awareness campaigns/activities/petitions are held by ministries (i.e. MEDE, MESDC, Ministry for Transport and Infrastructure; Ministry for Tourism) the Planning Authority (PA) and (ERA) Environment and Resource Authority; NGOs, namely Nature Trust FEE Malta, Birdlife Malta, KOPIN, UNESCO ASPnet and Action Planet (held only as part of the Valletta 2018 European Capital of Culture) and also Local Councils. CEER also organises public lectures, courses and radio/tv programmes on ESD/SD themes. The Inter-diocesan Environment Commission provides public awareness about SD issues relevant to Malta.</i>
Sub-indicator 2.5.2	Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) which addresses SD issues?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Within the Vocational Education and Training sector, specific courses related to green jobs provide an apprenticeship experience in related companies to students. HSBC Malta provides training for interested employees. These employees take the role of HSBC Malta Climate Champions who undertake a number of initiatives, such as regular clean-ups of natural heritage spots, awareness campaigns seminars (such as Banking on Survival) and lectures on local environmental realities. CEER in collaboration with HSBC Malta CSR Institute started a series of training programmes on sustainability for employees. CEER also offers community-based ESD sessions.</i>
Sub-indicator 2.5.3	Are there any instruments (e.g., research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>CEER regularly conducts research in this field.</i>
Indicator 2.6 ESD implementation is a multi-stakeholder process¹⁸	
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>ESD in Malta is implemented through a multi-stakeholder approach. While the Directorate for Learning and Assessment Programmes within MEDE is the main coordinator for ESD implementation in educational institutions, various stakeholders, namely, Nature Trust Malta FEE Malta, Birdlife Malta, KOPIN (and other NGOs and CSOs), UNESCO Associated Schools, CEER, ministries and also private entities, namely banks and financial institutions, are invited to collaborate through the provision and</i>

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

	<i>coordination of specific curriculum enhancement programmes. These programmes / projects are intended to provide extra enhancement and contextualisation to the existing curricula and learning outcomes in all cycles of the formal and informal education context. These entities are also encouraged and supported in developing campaigns and programmes aimed at the non-formal sector.</i>
<i>Concluding remarks on issue 2</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning.</i>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> - <i>Which actions and/or initiatives have been particularly successful and why?</i> <p><i>The initiatives in the formal sector are highly successful because they are aligned to the curriculum and supported by ESD teachers, resources and award schemes. It is difficult to assess the success of initiatives within the formal and informal sectors because of lack of evaluation practices.</i></p> <ul style="list-style-type: none"> - <i>What challenges did your country encounter when implementing this objective?</i> <p><i>Efforts undertaken by the different stakeholders lack the infrastructure for a coordinated, integrative approach. The major issue here is the silo mentality related to different stakeholders. Many of the initiatives undertaken by CSOs and NGOs are limited in time and scope and additionally initiatives implemented by CSOs and NGOs rely heavily on EU funding. Consequently, issues of fragmentation in assessment of different programmes arise.</i></p> <p><i>A number of NGOs are highly set with their specific agendas.</i></p> <ul style="list-style-type: none"> - <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i> - <i>The need to focus on all three pillars of ESD for successful implementation and avoiding excessive input related to the natural environment. There is also the need for all stakeholders involved in ESD implementation to emphasise the acquisition of skills and competences for active commitment.</i>

Issue 3. Equip educators with the competence to include SD in their teaching	
<i>Pre-service teachers follow specific voluntary and compulsory study units related to ESD. Established teachers are offered training opportunities related to ESD, at times linked to specific ESD projects/activities. Participation is often on a voluntary basis. Schools in all cycles of the formal education sector are offered individual support and also opportunities for educator continuous professional development opportunities focusing on the broader perspective of ESD, including the need for creating the right learning environment and opportunities for the fostering of skills, competences, attitudes, behaviours and values. Educators can also seek self-sought training opportunities for ESD</i>	
Indicator 3.1 ESD is included in the training¹⁹ of educators	
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ²⁰
Yes <input type="checkbox"/> ✓ No <input type="checkbox"/>	<p><i>The Faculty of Education (University of Malta) is the main teacher training institution in the country. CEER (through the Faculty) offers mandatory and optional study units in ESD as part of the undergraduate MTL (Master in Teaching and Learning) for students to become early childhood, primary and secondary school teachers. The Institute of Education is also offering ESD training opportunity to newly qualified and established teachers.</i></p> <p><i>The Department of Arts, Open Communities and Adult Education, within the Faculty of Education, also provides specific training to adult educators. This training promotes principles of social and economic sustainability within a global perspective.</i></p>
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²¹
Yes <input type="checkbox"/> ✓ No <input type="checkbox"/>	<p><i>Various voluntary educator training opportunities related to ESD are offered. The latest being Reshaping our Practices in Education (ROPE). This opportunity focused on facilitating a better understanding of ESD as a methodology that promotes the embedding of opportunities for skill and competence acquisition in daily learning as a means for nurturing active and responsible citizens and promoting fulfilment of United Nations 17 SDGs.</i></p> <p><i>Schools in all cycles of the formal education sector are offered individual support and also opportunities for educator continuous professional development opportunities focusing on the broader aspect of ESD, including the need for creating the right learning environment and opportunities for the fostering of skills, competences, attitudes, behaviours and values. Should a school opt for a professional development session, the latter would be compulsory for educators forming part of that institution.</i></p>

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

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

²¹ For 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.

	<p><i>DLAP in collaboration with The Institute for Education organised two phase course sessions addressed to educators and educational leaders, These sessions focus on guiding schools develop a school-wide philosophy founded on ESD and GE principles and also on supporting with the embedding of the principles in daily curricular experiences.</i></p> <p><i>During scholastic year 2018 – 2019 DLAP will organise a voluntary training programme related to Global Education for educators and educational leaders. This training will be carried out in collaboration with GENE (Global Education Network Europe). The courses proposed intend to present the global dimension through an approach that highlights the complex dynamic contexts that lead to and reflect regional disparity. Participants will understand and appreciate how the interrelationships and interconnections around the globe signal the importance of responsible global citizenship as a means to address social inequalities.</i></p> <p><i>During Scholastic ear 2018 – 2019 KOPIN in partnership with DLAP will organise a voluntary training programme for educators and educational leaders. The aim of this training is to introduce the main concepts and issues related to migration and sustainable development. The training opportunity will identify misconception and provide participants with knowledge regarding the role of migration in development.</i></p> <p><i>Through the Institute of Education, Birdlife Malta run an accredited teacher training for an award in outdoor learning.</i></p> <p><i>ESD in-service courses are also offered through Eco -Schools and Dinja Wahda programmes. Opportunities for training abroad is also offered through these programmes.</i></p> <p><i>Since 2012, Masters in ESD has also been offered by CEER for teachers wishing to specialise in the field.</i></p> <p><i>Please also update the information provided under the phase III national implementation reporting in appendix III.</i></p>
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes <input type="checkbox"/> ✓ No <input type="checkbox"/>	<p><i>A training opportunity focusing on current good practices in ESD implementation is scheduled for November 2018. This training is open for all educators including leaders and administrators of educational institutions. Various themes will be tackled, namely, peace and human rights, global citizenship, sustainable lifestyles, biological diversity and others. Educators are to appreciate how these themes can provide a more concrete context for relevant and meaningful learning, while also understanding how these themes offer an opportunity for creating a more inquisitive learning environment thus giving way to deeper acquisition of skills like collaboration, critical thinking, communication and creativity & innovation.</i></p>

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<p>Indicator 3.2 Opportunities exist for educators to cooperate on ESD</p>	
<p>Sub-indicator 3.2.1</p>	<p>Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?</p>
<p>Yes <input type="checkbox"/> ✓ No <input type="checkbox"/></p>	<p><i>CEER supports researchers/educators interested in the field of ESD.</i></p> <p><i>The Eco-Schools and Dinja Wahda school networks.</i></p> <p><i>Young Reporters for the Environment and LEAF (Learning About Forests)</i></p> <p><i>UNESCO Associated Schools Project Network</i></p> <p><i>GENE (Global Education Network Europe)</i></p> <p><i>SKOP Malta (A network of NGOs working in the field of Global Education)</i></p> <p><i>Action Planet (A platform that promotes environmental awareness and stewardship). This has been active as part of the Valletta 2018 European Capital of Culture.)</i></p>

Sub-indicator 3.2.2	Are ESD networks/platforms supported by the Government in any way? ²²
Yes <input type="checkbox"/> ✓ No <input type="checkbox"/>	<i>Funding through sponsoring of educators linked to projects – Specifically ESD teachers linked to Eco-Schools, Dinja Waħda, Ġonna Dinja Waħda and Eco-Gozo.</i>
Concluding remarks issue 3	<i>Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching.</i>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> – <i>Which actions and/or initiatives have been particularly successful and why?</i> <i>The introduction of ESD as a cross-curricular theme within the NCF and the positive outcomes of ESD related school projects have generated further interest in ESD and consequently increased participation during voluntary training opportunities and the request for school-based professional development. A number of teachers/school administrators have voluntarily furthered their studies in the field of ESD through MQF Level 7 qualifications.</i> – <i>What challenges did your country encounter when implementing this objective?</i> <i>The promotion of ESD as cross-curricular theme within the National curriculum Framework in 2012, has led to the introduction of specific training programmes. Training opportunities for educators and educational leaders are on the increase. The challenge is to attract more participants over time.</i> – <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i> <i>Nurturing a Sustainable Society – A Strategy for ESD in Malta is the final review stage following the public consultation process. Prior to publication, an implementation committee needs to be set up for successful action. The NSESD action plan will identify specific targets and actions to be taken, set deadlines, list agencies and organisations responsible for implementation and include guidelines for periodic monitoring / evaluation and strategy review.</i>
Issue 4. Ensure that adequate tools and materials for ESD are accessible	
<i>Although ESD tools and materials have been developed since the 1997 and made available for reference, due to a lack of funds and the fact that ESD was not mandatory, the vast majority of the materials produced were not disseminated on a wide scale. Yet recent efforts by various independent stakeholders including KOPIN and SKOP (The national platform for NGOs working In global related issues) in partnership with the Directorate for Learning and Assessment Programmes have produced valid teaching aides and training material that is already being utilised by educators in all cycles of the formal</i>	

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

education sector. These efforts include the development and dissemination of the Global Learning Units related to sustainable production and consumption of food and also a training video series for educators focusing on using UN SDGs as a context for more relevant and meaningful learning.

Indicator 4.1 Teaching tools and materials for ESD are produced

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

Yes No

No such national strategy/mechanism is in place. However: CEER provides the mechanism to promote the development of ESD tools/materials as part of the students' research project/dissertation. ESD tools/materials are also made available through the Eco-Schools and Birdlife Malta websites and other project portals like UNESCO ASPnet, KOPIN and Action Planet. Efforts by KOPIN and SKOP in partnership with MEDE resulted in the development and dissemination of the Global Learning Units related to sustainable production and consumption of food, a compilation of stories based on UN SDGs for use in the classroom and also a training video series for educators focusing on using UN SDGs as a context for more relevant and meaningful learning.

Sub-indicator 4.1.2 Is public (national, subnational, local) authority money invested in this activity?

Yes No

Various ministries and entities allocate funds for the development of educational materials related to campaigns they are coordinating. However, to date, sustainable development was always packaged mainly as promotion of environmental concerns. Teachers supporting the ESD programmes in schools are also involved in the development of ESD tools/resources. They are sponsored by MEDE

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

The ESD materials/tools/resources produced as part of a course / dissertation are piloted in schools (as part of the research methodology).

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 <input type="checkbox"/> ✓ No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/> ✓	<p><i>Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="1088 220 1785 1002"> <thead> <tr> <th data-bbox="1088 220 1713 268">ISCED levels 2011</th> <th data-bbox="1713 220 1785 268">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="1088 268 1713 316">0. Early childhood education</td> <td data-bbox="1713 268 1785 316">✓</td> </tr> <tr> <td data-bbox="1088 316 1713 363">1. Primary education</td> <td data-bbox="1713 316 1785 363">✓</td> </tr> <tr> <td data-bbox="1088 363 1713 411">2. Lower secondary education</td> <td data-bbox="1713 363 1785 411">✓</td> </tr> <tr> <td data-bbox="1088 411 1713 459">25. Lower secondary vocational education</td> <td data-bbox="1713 411 1785 459">✓</td> </tr> <tr> <td data-bbox="1088 459 1713 507">3. Upper secondary education</td> <td data-bbox="1713 459 1785 507">✓</td> </tr> <tr> <td data-bbox="1088 507 1713 555">35. Upper secondary vocational education</td> <td data-bbox="1713 507 1785 555">✓</td> </tr> <tr> <td data-bbox="1088 555 1713 603">4. Post secondary non-tertiary education</td> <td data-bbox="1713 555 1785 603"></td> </tr> <tr> <td data-bbox="1088 603 1713 651">45. Post-secondary non-tertiary vocational education</td> <td data-bbox="1713 603 1785 651"></td> </tr> <tr> <td data-bbox="1088 651 1713 699">5. Short-cycle tertiary education</td> <td data-bbox="1713 651 1785 699"></td> </tr> <tr> <td data-bbox="1088 699 1713 746">55. Short-cycle tertiary vocational education</td> <td data-bbox="1713 699 1785 746"></td> </tr> <tr> <td data-bbox="1088 746 1713 794">6. Bachelor's or equivalent level</td> <td data-bbox="1713 746 1785 794"></td> </tr> <tr> <td data-bbox="1088 794 1713 842">7. Master's or equivalent level</td> <td data-bbox="1713 794 1785 842"></td> </tr> <tr> <td data-bbox="1088 842 1713 890">8. Doctoral or equivalent level</td> <td data-bbox="1713 842 1785 890"></td> </tr> <tr> <td data-bbox="1088 890 1713 938">9. No information available</td> <td data-bbox="1713 890 1785 938"></td> </tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓	25. Lower secondary vocational education	✓	3. Upper secondary education	✓	35. Upper secondary vocational education	✓	4. Post secondary non-tertiary education		45. Post-secondary non-tertiary vocational education		5. Short-cycle tertiary education		55. Short-cycle tertiary vocational education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level		9. No information available	
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Indicator 4.3 Teaching tools and materials for ESD are accessible																															
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?																														
Yes <input type="checkbox"/> No <input type="checkbox"/> ✓	<i>There is no official national dissemination strategy. Any information / dissemination is carried out through the relative ESD project websites (namely the Eco-Schools, Dinja Waħda, KOPIN, UNESCO ASPnet, Action Planet and SKOP portals and other ESD related projects) which can be accessed even by schools that are not participating in the programme/s..</i>																														
Sub-indicator 4.3.2	Is public authority money invested in this activity?																														
Yes <input type="checkbox"/> No <input type="checkbox"/> ✓	<i>Please specify to what extent by providing an indication of the amount in ESD, and please also mention any other significant sources of funding.</i>																														

Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input type="checkbox"/> ✓ No <input type="checkbox"/>	<i>Any information / dissemination is carried out through the relative ESD project websites (namely the Eco-Schools, Dinja Wahda, UNESCO ASPnet, Action Planet, KOPIN and SKOP portals)... which can be accessed even by schools that are not participating in the programme/s.</i>
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet?; (b) provided through other channels?
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> ✓ (b) Yes <input type="checkbox"/> No <input type="checkbox"/> ✓	<i>For (a) and (b) please specify and mention by whom it was established and by whom it is managed.</i>
Concluding remarks issue 4	<i>Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible.</i>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> – <i>Which actions and/or initiatives have been particularly successful and why?</i> <i>There is increasing interest in the compilation of short children’s narratives focusing on the UN SDGs for use in the classroom.</i> – <i>What challenges did your country encounter when implementing this objective?</i> <i>The accessibility of ESD resources/materials is highly lacking. Such resources are often project based and only distributed through the project website. No national database of such resources is developed to date</i> – <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i> <i>In the event of fund availability the Directorate for Learning and Assessment programmes will develop a database for ESD related resources for access by educators and interested stakeholders.</i>

Issue 5. Promote research on and development of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 5.1 Research ²³ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁴ supported?
Yes <input type="checkbox"/> ✓ No <input type="checkbox"/>	<i>Adequate support (particularly tutoring) for ESD related research is provided by CEER and the Faculty of Education within the University of Malta. MEDE also supports these efforts by authorising pilot research activities (such as interviews, observations, focus groups) in local schools. No financial support is provided.</i>
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/> ✓	<i>Please specify which subjects were investigated and list major reports.</i>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) On ESD: ²⁵ (a) for the master's level?; (b) for the doctorate level?; (2) Addressing ESD: (a) for the master's level?; (b) for the doctorate level?
(1) (a) Yes <input type="checkbox"/> ✓ No <input type="checkbox"/> (b) Yes <input type="checkbox"/> ✓ No <input type="checkbox"/> (2) (a) Yes <input type="checkbox"/> ✓ No <input type="checkbox"/> (b) Yes <input type="checkbox"/> ✓ No <input type="checkbox"/>	<i>CEER provides postgraduate Master (ie Masters in Education for Sustainable Development and Doctorate programmes on ESD) ESD. Other faculties / institutes at university offer masters/doctorate programmes in themes related to SD. When students in these programmes opt for a dissertation/research project involving ESD, they are referred to staff at CEER for supervision/guidance.</i> <i>The Faculty of Education offers (a) Masters in Adult Education; (b) Master in Education (Science); (c) International Master in Adult Education for Social Change (this is an Erasmus Mundus programme with the University of Glasgow; Tallinn University, Estonia and the Open University of Cyprus). The Faculty for Social Wellbeing offers Master of Arts in Community Action and Development.</i> <i>The Faculty for the Built Environment offers MSc (with areas of study including Environmental Design and Spatial Planning amongst others). The Faculty of Education offers (a) Masters in Adult Education; (b) Master in Education (Science); (c) International Master in Adult</i>

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

²⁴ E.g., concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology; and means of evaluation, including socioeconomic impacts.

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

	<i>Education for Social Change (this is an Erasmus Mundus programme with the University of Glasgow; Tallinn University, Estonia and the Open University of Cyprus). The Faculty of Laws offers: (a) MA (Human Rights Law & Practice); (b) MA in Ocean Governance offered by (under the auspices of the International Masters Programme in collaboration with the International Ocean Institute); (c) Master of Laws in Energy, Environment and Climate Change Law (in collaboration with the Institute for Environmental and Energy Law (IEEL) within the University of Leuven). The Faculty of Science offers (a) MSc (with various areas of study related to sustainable development themes); (b) MSc (Applied Oceanography). The Faculty for Social Wellbeing offers Master of Arts in Community Action and Development. The Institute for Climate Change and Sustainable Development offers MSc (Sustainable Development). The Institute of Earth Systems offers MSc (Natural Environment and Resources Management). The Institute of Islands and Small States offers (a) MA (Islands and Small States Studies); (b) MA (Research on Islands and Small States Studies). The Institute for Sustainable Energy offers MSc (Sustainable Energy). The Institute for Tourism, Travel and Culture offers MA (Cultural Sustainability and Tourism). Further information related to these courses is available: https://www.um.edu.mt/_data/assets/pdf_file/0009/212697/Prospectus.pdf</i>
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?
(a) Yes <input type="checkbox"/> ✓ No <input type="checkbox"/> (b) Yes <input type="checkbox"/> ✓ No <input type="checkbox"/>	<i>No specific scholarships for postgraduate ESD research are available. However student interested to pursue a postgraduate course in ESD can apply for funds available through different scholarship schemes supported by MEDE.).</i>
Indicator 5.2 Development of ESD is promoted	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? ²⁶
Yes <input type="checkbox"/> ✓ No <input type="checkbox"/>	<i>The Learning Outcomes Framework by MEDE shall be coming into effect as from next scholastic year. The compilation process included the engagement of local Curriculum Development (ESD) Experts in relation to EU co-funded project ESF 1.228 'Design of Learning Outcomes Framework (LOF), associated Learning and Assessment Programmes and related Training'. The project also facilitated the training of a number of trainers who will support the implementation of the LOF in schools. This will help in achieving a paradigm shift away from a prescriptive curriculum towards a framework based on learning outcomes which allows for internal flexibility that facilitates lifelong learning. It will also lead to a shift from standalone subjects to learning areas that form the entitlement for all learners.</i> <i>Recently the Global Education Network Europe (GENE) programme was introduced in Malta. This programme will support in ESD and GE related research, policy development and educator training.</i>

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

Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ²⁷ to share the results of research and examples of good practices in ESD ²⁸ among authorities and stakeholders?
Yes <input type="checkbox"/> ✓ No <input type="checkbox"/>	<p><i>Besides the dissemination of local research on ESD through national and international peer reviewed journals, CEER organised the following national and international conferences that provided fora for dissemination of ESD Research: (a) Education for Sustainable Development in Malta (2015); (b) A Symposium on the national strategy of Education for Sustainable Development in Malta (2016); (c) World Symposium on Lifelong Learning and Sustainable Development (2017); (d) Symposium on Oceans and Climate Change: towards a better understanding and handling of the impacts of climate change to oceans, biodiversity and livelihoods (Scheduled for June 2019 it will have a section dedicated to Information, communication, education, training and stakeholders' involvement). Examples of good practices in ESD are disseminated through the Eco-Schools Network Newsletter, Dinja Wahda newsletter. Examples of ESD good practices are also disseminated through EU-funded STEM-related projects such as Scientix.</i></p>

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

²⁸ E.g., the “participatory approach”; links to local, regional and global problems; an integrative approach to environmental, economic and social issues; an orientation to understanding, preventing and solving problems.

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
(a) Yes <input type="checkbox"/> ✓ No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Leal Filho, W.; Mifsud, M. & Pace, P. (2018) (eds.) Handbook of lifelong learning for sustainable development. Springer International Publishing, Switzerland. Leal Filho, W. & Pace, P. (2016) (eds.) Teaching Education for Sustainable Development at University Level. Springer International Publishing, Switzerland.</i>
Concluding remarks on issue 5	<i>Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.</i>
	<p>– <i>Which actions and/or initiatives have been particularly successful and why?</i> <i>Local under/postgraduate research ESD and examples of good ESD practices (particularly in primary and secondary schools) are increasing steadily. This increased interest in ESD research stems from adequate promotion through MEDE dissemination and support provided by NGOs. The good practices in schools through the ESD related programmes are made possible by the support provided by MEDE.</i></p> <p>– <i>What challenges did your country encounter when implementing this objective?</i> <i>Because ESD's importance in the curriculum has just been recently acknowledged, the development and dissemination of ESD research was sporadic and very often dependent on the initiative of academic staff at CEER.</i></p> <p>– <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i> <i>The dissemination of ESD research is a priority.</i></p>
Issue 6. Strengthen cooperation on ESD at all levels within the ECE region	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 6.1 International cooperation on ESD is strengthened within the ECE region and beyond	
Sub-indicator 6.1.1	Do your public authorities cooperate in or support international ²⁹ networks on ESD?
Yes <input type="checkbox"/> ✓ No <input type="checkbox"/>	<i>MEDE cooperates with a number of entities, namely, UNESCO ASP - for encouraging and promoting good practice in ESD and also, Nature Trust FEE Malta (Foundation for Environmental Education) through its support of the Eco-Schools programme. The Ministry for Gozo/ Eco-Gozo project cooperates with MEDIES (Mediterranean Education Initiatives for Environment and Sustainability) - an international ESD network.</i>

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

	<p><i>Recently The Global Education Network Europe (GENE) Programme was introduced in the local context. This European programme will support local schools in organising initiatives related to ESD and GE and implement ESD and GE as a more integral part of the curriculum.</i></p> <p><i>The Energy and Water Agency (a government agency) also cooperates with MEdIES in the development of software for the Ghajn - Water Conservation Awareness Centre.</i></p>
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 <input type="checkbox"/> ✓ No <input type="checkbox"/>	<p><i>CEER and MEDE are members within the WEEC Network. Malta (through MSDEC) is a member of the Mediterranean Commission on Sustainable Development (MCSD) MEDE collaborates closely with the Maltese National Commission for UNESCO through UNESCO Associated Schools and also GENE (Global Education Network Europe). Nature Trust Malta (the NGO coordinating Eco-Schools) is a privileged partner of FEE (Foundation for Environmental Education), World Wide Fund for Nature (WWF), Youth and Environment Europe (YEE); and Global Water Partnership (Mediterranean) of which the Eco-Gozo project is also an international partner.</i></p> <p><i>Birdlife Malta also works in close collaboration with Birdlife International and RSPB (Royal Society for the Protection of Birds).</i></p> <p><i>As from 2018 MEDE, local schools and NGOs started working in close liaison with Global Education Network Europe (GENE).</i></p> <p><i>Mediterranean Education Initiative for Environment & Sustainability (MEdIES); Global Universities Partnership on Environment and Sustainability (GUPES); Inter-University Sustainable Development Research Programme (IUSDRP); Associated Centre of the World Sustainable Development Research and Transfer Centre (WSD-RTC); European School of Sustainability Science and Research (CSSSR); Legacy17 Cooperative Association; Sustainability Research Group; Centre for Social Justice and Global Responsibility & The London Regional Centre of Expertise on Education for Sustainable Development.</i></p>
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms or agreements that include an explicit ESD component?
Yes <input type="checkbox"/> ✓ No <input type="checkbox"/>	<p><i>Apart from this UNECE initiative, Malta is party to a number of conventions which include an ESD Component. As an EU Member, Malta implements the obligations set in the Aarhus Convention. The Aarhus Convention was transposed into Maltese Law by Legal Notice 116 of the 19th April 2005 as the Environment Protection Act (CAP. 435). The Malta Environment & Planning Authority (MEPA) (as</i></p>

	<p>previously known) and the Austrian Environment Agency (Umweltbundesamt) have compiled tailored guidelines on the rights and obligations related to the Aarhus Convention. These guidelines offer practical and tailored advice for the public to ensure that public authorities are accountable for environmental decisions. Malta is also a signatory of the EU Directive on Access to Environmental Information and a contracting party in the Bern Convention.</p> <p>As from 2018 Malta is part of the Global Education Network Europe (GENE)</p>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes <input type="checkbox"/> ✓ No <input type="checkbox"/>	Malta is quite vociferous in issues related to SD and strives to participate in international ESD conferences and seminars on a regular basis
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
	<p>Please address in particular the following questions:</p> <ul style="list-style-type: none"> - Which actions and/or initiatives have been particularly successful and why? The steady promotion of networking possibilities between educational institutions on the issue of ESD is gaining momentum. This has been mainly achieved through ESD related school Projects. CEER international network contributed to active dissemination of Malta's ESD research in international fora. - What challenges did your country encounter when implementing this objective? Malta's participation in international fora is progressing steadily. - What other considerations have to be taken into account in future ESD implementation concerning this objective? National governmental representation in major international ESD conferences is necessary to contribute to the international ESD debate and to facilitate national implementation at policy making fora and grassroots levels.

Issue 7.	Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD
<p><i>The NCF, together with a number of local educational policies listed above, specifically highlight the role of education programmes to support learners to develop into engaged citizens in constantly changing local, regional and global realities. In this context the NCF adopts an approach that fosters respect and promotion of Maltese culture and heritage while emphasising the importance for respect in diversity and values. Different learning areas within the curriculum provide students with opportunities to experience the national culture and heritage thus strengthening students' national identity. Respect for diversity is also achieved through specific learning areas, however this aim is also developed through cross curricular themes such as multicultural education and ESD</i></p>	
<p><i>The recent immigration phenomenon is adding a new dimension to the promotion of indigenous realities. ESD initiatives need to address different ethnicities. Some examples of good practice are available, however the area is developing at a steady pace.</i></p>	
Issue 8.	Describe any challenges and obstacles encountered in the implementation of the Strategy
<p><i>Although ESD is gaining momentum in Malta, other priorities result in ESD having to compete for scarce human and financial resources. The primary challenge in the implementation of the Strategy lies in the setting up of the NCESD that will provide the adequate coordination infrastructure needed to support and develop the multiple efforts currently undertaken at a national level in the various sectors. The target of full commitment by schools/educational institutions necessitates further development. The official recognition and provision of ESD in the NCF (2012) and the compilation of specific ESD learning outcomes now needs to experience an increase in consideration by schools in the design of schools' educational action plans. The successful models presented by the UNESCO Associated schools, KOPIN Global Learning Units, Dinja Wahda programme and Eco-Schools programme can be further consolidated and extended. Quality monitoring of ESD practice needs to be integrated within the process – this can be facilitated through the learning outcomes related to ESD in each subject.</i></p> <p><i>ESD cross curricular outcomes within VET areas still needs to be enhanced. Currently SD/ESD outcomes are still sporadic. However, this facet of ESD calls for major developments both on an international and national level. Effective liaison and coordination between ESD experts and VET policy makers is indispensable at this initial developmental stage. The publication of the National ESD Strategy will further sustain the implementation of the process outlined above and extend it to the non-formal and informal sectors.</i></p>	
Issue 9.	Describe any assistance needed in implementing the Strategy in your countries
<p><i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i></p>	

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)			✓		✓		✓		✓	✓	✓	✓	✓
Environmental ethics and philosophy		✓	✓		✓		✓	✓	✓	✓	✓	✓	✓
Global citizenship, democracy and governance	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓
Sustainable lifestyles		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Human rights (e.g., gender and racial and intergenerational equity)	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓
Poverty alleviation	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓
Cultural diversity	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Gender equality	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Biological and landscape diversity	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Environmental protection (waste management, environmental monitoring, risk assessment, etc.)	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Ecological principles/ecosystem approach	✓	✓	✓		✓		✓		✓	✓	✓	✓	✓
Natural resource management (e.g., water, soil, mineral, fossil fuels)			✓		✓		✓	✓	✓	✓	✓	✓	✓
Climate change and desertification		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Personal and family health (e.g., HIV/AIDS, drug abuse)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Environmental health (e.g., food and drinking; water quality; pollution)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Some key themes covered by sustainable development	ISCED Levels 2011												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Corporate social responsibility					✓		✓	✓	✓	✓	✓	✓	✓
Production and/or consumption patterns			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Economic growth and good jobs			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Rural/urban development			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Oceans and sea	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Renewable energy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sustainable cities and communities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Culture's contribution to sustainable development			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Total	13	16	22	11	23	15	23	20	23	23	23	23	23
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 curriculum³⁰ 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?		✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓
	- understanding complexity/systemic thinking?					✓			✓	✓	✓	✓	✓	✓	✓
	- overcoming obstacles/problem-solving?	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	- managing change/problem-setting?							✓	✓	✓	✓	✓	✓	✓	✓
	- creative thinking/future-oriented thinking?	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	- understanding interrelationships across disciplines/holistic approach?	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Total		3	2	4		5	3	5	6	6	6	6	6	6
Learning to do Does education at each level enhance learners' capacity for:	- other? (countries to add as many as needed)														
	- applying learning in a variety of life-wide contexts?		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	- decision-making, including in situations of uncertainty?		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	- dealing with crises and risks?						✓	✓	✓	✓	✓	✓	✓	✓	✓
	- acting responsibly?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	- acting with self-respect?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	- acting with determination?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Total		3	5	5	3	5	6	6	6	6	6	6	6	6	6
- other? (countries to add as many as needed)															

³⁰ 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?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	- self-expression and communication?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	- coping under stress?			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	
	- ability to identify and clarify values?		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Total	2	3	4	2	4	4	4	4	4	4	4	4	4	
- other? (<i>countries to add as many as needed</i>)															
Learning to live and work together Does education at each level enhance learners' capacity for:	- acting with responsibility (locally and globally)?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	- acting with respect for others?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	- identifying stakeholders and their interests?			✓		✓	✓	✓	✓	✓	✓	✓	✓		
	- collaboration/team working?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	- participation in democratic decision-making?		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	- negotiation and consensus-building?					✓	✓	✓	✓	✓	✓	✓	✓		
	- distributing responsibilities (subsidiarity)?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	Total	4	5	6	5	7	7	7	7	7	7	7	7		
- other? (<i>countries to add as many as needed</i>)															

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

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

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

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

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

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy ^a	ISCED Levels												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Discussions		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Conceptual and perceptual mapping			✓		✓		✓	✓	✓	✓	✓	✓	✓
Philosophical inquiry			✓		✓		✓	✓	✓	✓	✓	✓	✓
Value clarification			✓		✓		✓	✓	✓	✓	✓	✓	✓
Simulations; role playing; games	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Scenarios; modelling			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Information and communication technology (ICT)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Surveys							✓	✓	✓	✓	✓	✓	✓
Case studies							✓	✓	✓	✓	✓	✓	✓
Excursions and outdoor learning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learner-driven projects		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Good practice analyses									✓	✓	✓	✓	✓
Workplace experience							✓	✓	✓	✓	✓	✓	✓
Problem-solving	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Total	4	6	10	6	10	6	13	13	14	14	14	14	14
Other (countries to add as many as needed)													

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

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

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

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

Appendix II

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent ESD implementation is a multi-stakeholder process by filling in the table below. Please provide examples of good practice. *(Please tick (✓) in both 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		
	<i>Formal</i>	<i>Non-formal</i>	<i>Informal</i>
NGOs	✓	✓	✓
Local government	✓	✓	✓
Organized labour	✓	✓	✓
Private sector	✓	✓	✓
Community-based		✓	✓
Faith-based	✓	✓	✓
Media	✓	✓	✓
Total	6	7	7
Other (<i>countries to add as many as needed</i>)			

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

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

Table (b)
According to United Nations Decade of ESD

Stakeholders	Classification by United Nations Decade of ESD				
	<i>Public awareness</i>	<i>Quality education</i>	<i>Reorienting education</i>	<i>Training</i>	<i>Social learning</i>
NGOs	✓	✓	✓	✓	✓
Local government	✓			✓	✓
Organized labour	✓			✓	✓
Private sector	✓			✓	✓
Community-based	✓				✓
Faith-based	✓	✓		✓	✓
Media	✓		✓		✓
Total	7	2	2	5	7
Other (<i>countries to add as many as needed</i>)					

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

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

Indicator 3.1, sub-indicator 3.1.3

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

ISCED levels	Percentage of education professionals who have received training ^a to integrate ESD into their practice																	
	<i>Educators</i>												<i>Leaders/administrators^b</i>					
	<i>Initial^c</i>						<i>In service^d</i>						<i>In service^e</i>					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0. Early childhood education					✓					✓				✓				
1. Primary education					✓					✓					✓			
2. Lower secondary education					✓					✓					✓			
25. Lower secondary vocational education					✓					✓					✓			
3. Upper secondary education					✓					✓					✓			
35. Upper secondary vocational education					✓					✓					✓			
4. Post-secondary non-tertiary education					✓			✓						✓				
45. Post-secondary non-tertiary vocational education			✓					✓						✓				
5. Short-cycle tertiary education					✓			✓						✓				
55. Short-cycle tertiary vocational education					✓			✓						✓				
6. Bachelor's or equivalent level						✓				✓				✓				

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

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

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

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

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

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

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

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

Summary and self-assessment by countries

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

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

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

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.

<i>National preparation process</i>	<i>Time required</i>	<i>Tentative timing</i>
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