Economic and Social Council

Economic Commission for Europe

Committee on Environmental Policy

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

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

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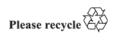
Summary

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

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

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

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Contents

Introduction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Annex I

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

Implementation phase: 2017–2019

The following report is submitted on behalf of the Government of the Slovak republic 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: Lucia Thumová, Boglárka Ivanegová

Signature:

Date: 31.10.2018

Full name of the institution: Ministry of environment of the Slovak Republic

Postal address: Námestie Ľudovíta Štúra 1, 812 35 Bratislava, Slovak Republic

Telephone: +421 2 5956 2228

Email: lucia.thumova@enviro.gov.sk; boglarka.ivanegova@enviro.gov.sk

Website: http://www.minzp.sk/en/about-us/

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

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

This report relied heavily on the information compiled for the *Questionnaire for 2018 informal country reporting on the implementation of the three "vertical" priority action areas (hereinafter informal questionnaire).* The informal questionnaire was prepared in cooperation with representatives from civil society and academia. It also takes into account the conclusions from the National conference on Environmental education, organized in January 2018 at Constantine the Philosopher University in Nitra.

☐ Governmental institutions (please specify) Ministry of the environment of the Slovak republic; Ministry of education, science, research and sports of the Slovak republic

☐ Stakeholders:

☐ NGOs (please specify): Green Foundation

☐ Academia (please specify): prof. RNDr. Mária Kozová CSc.

☐ Business (please specify) _____

☐ Other (please specify): Conclusions of the 2018 National conference of Environmental Education organised at Constantine the Philosopher University in Nitra

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.)

There is no formal coordinating mechanism that would be dealing explicitly with ESD, as a result of this the information provided in this report may seem fragmented.

Issue[1] 1.	Ensure that policy, regulatory and operational frameworks support the promotion of ESD
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 1.1	**Prerequisite measures are taken to support the promotion of ESD**
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national[2] language(s)?
Yes ☒ No ☐	In Slovak language.
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes ☒ No ☐	The focal point is employee of the Ministry of Environment of the Slovak Republic.
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes ☐ No ☒	As of November 2018, there is no coordinating body that would explicitly deal with the implementation of ESD. This might change in the upcoming months, with the establishment of the working groups for the preparation of the National Development Strategy 2030, which is expected to be adopted in the first half of 2019.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes ☐ No ☒	However ESD is expected to be highlighted in the action plans for the implementation of the National programme of education and training, approved in 2018.
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade of Education for Sustainable Development after 2014,[3] and other policy processes relevant to ESD?
Yes ☒ No ☐	ESD was reflected in the Strategy for global education for the years 2012 – 2016. The Strategy of Environmental Policy 2030 has a standalone chapter on environmental education, awareness raising and ESD. This chapter uses the language of the UNECE ESD Strategy and follows up on the SDG 4.7 as well as on the national priorities for the implementation of Agenda 2030.
Indicator 1.2	**Policy, regulatory and operational frameworks support the promotion of ESD**

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

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

[3] See A/69/76.

Sub-indicator 1.2.1	Is ESD reflected in any national policy[4] document(s)?
Yes ☒ No ☐	1997 – Concept of Environmental Education
	2001 – National Strategy of Sustainable Development
	2015 – Concept of environmental education and awareness raising within the competency of the Ministry of Environment up until 2025
	2018 – Proposal of national priorities for the implementation of Agenda 2030
	2018 – Strategy of environmental policy up until 2030 (to be adopted by the end of year 2018)
	The Strategy of the Slovak Republic for Youth for the years 2014-2020. The strategy defines strategic objectives of the policy towards Youth in 9 different areas. Promotion of ESD is cowered in its Key topics e.g. participation to civic society, relation to environment, social inclusion, global themes, healthy lives and promotion of well-being, gender equality, inclusion. The National Strategic Framework of the Slovak Republic for combating Social Exclusion and poverty.

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

Sub-indicator 1.2.2	Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards, ordinances or requirements at all levels of formal education, as understood by your education system in accordance with ISCED?[5]
	The Methodological and Pedagogical Center (MPC) provides education in accredited educational programs (documents are accredited by the Ministry of Education, Science, Research and Sport of the Slovak Republic) and in non-accredited forms of education (e.g. professional seminars, conferences, etc.). Accredited educational programs focus on development of functional literacy, social competencies, global education, interdisciplinary competencies, etc. , for example: - Possibilities of development of environmental literacy of pupils in elementary and secondary schools; - Development of social competences of a teaching staff through the development of emotional intelligence; - Development of entrepreneurial / business skills in primary and secondary schools; - Global education and its application in the education process; - Implementation of project education with focus on pupils´ cooperation. Non-accredited forms of education in social, environmental and economic area, for example: - Inspiration in the area of ethical education at elementary and secondary schools; - Human rights´ topics in elementary school teaching; - Volunteering in out-of-school education; - Verbal and non-verbal communication in the context of social interaction development; - Teaching of natural science and national history / geography according to innovated State Education Program; - Natural and cultural particularities of Southeast Asian countries; - Natural literacy in the context of PISA measurement; - Financial literacy, financial freedom; - Innovative trends in education on business, economy and financial management; - Development of literacy for the 21st century; - Development of financial literacy through application exercises.

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

(a) Yes ☒ No ☐

(b) Yes ☒ No ☐

If yes, please specify details for (a) and (b).

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

ISCED levels 2011	(a)	(b)
	Yes	*Yes*
0. Early childhood education	✔	✔
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		

Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?
Yes ☒ No ☐	They are addressed within the 1997 Concept of the environmental education, published by the Ministry of the environment of the Slovak republic. They are also reflected within the Sectoral concept of environmental education and awareness raising till 2025, published by the Ministry of environment of the Slovak republic. The forthcoming 2030 Strategy of Environmental Policy also talks non-formal and informal ESD. Non-formal ESD is partially addressed in the national Youth Policy framework. Through the implement in this field (National Strategy of the Slovak Republic for Youth for years 2014-2020, Action plan for Youth).
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes ☒ No ☐	It is partially reflected within the Sectoral concept of environmental education and awareness raising till 2025, published by the Ministry of environment of the Slovak republic. The forthcoming 2030 Strategy of Environmental Policy also addresses public awareness raising,
Sub-indicator 1.2.5	Does a formal structure for interdepartmental[6] cooperation relevant to ESD exist in your Government?
Yes ☒ No ☐	Yes, there is a Joint committee between the Ministry of Environment, Ministry of education, science, research and sports, Ministry of culture of the Slovak republic, and other stakeholders like NGOs, academia and municipalities. However this working group deals more with environmental education than ESD. There are also expert working groups for the national implementation of Agenda 2030 of the Deputy prime Minister's Office for Investments and Informatization of the Slovak Republic. However their focus is not ESD per se.
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government?[7]
Yes ☒ No ☐	The answer is same as above.
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?

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[6] Between State bodies.

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

Yes ☒ No ☐	**The Green Education Fund** (hereinafter referred to as "GEF" or "the Fund") was established in 2017 by the Ministry of Environment and the Slovak Environment Agency. The purpose of the Fund is to support the development of environmental upbringing, education and awareness-raising in the territory of the Slovak Republic through supporting the principles of joint responsibility and direct support for selected activities. The fund provides mini-grants ranging between 5 000 and 10 000 euros and it is meant for civil society organizations. In its 2018 edition the fund aims to support activities of non-formal environmental education and awareness-raising and of education for sustainable development in a set of prioritized thematic areas (circular economy, green and smart communities, healthy buildings, climate change adaptation etc.). Activities should be designed to benefit children and youth, lifelong learning and the training of educators and youth workers.
Indicator 1.3 **National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD**	
Sub-indicator 1.3.1	Does your country have a stand-alone "sustainable development", "global understanding", "international understanding" policy, plan or law in place, in each case using "sustainable development" language?
Yes ☒ No ☐	2001 National strategy of sustainable development - Strategy of Environmental Policy 2030 - National priorities for the implementation of the Agenda 2030 - Currently, the 2030 National (as well as regional) development strategy is being formulated (expected adoption in the first half of 2019) - Sustainable development language is also being used in Mid-term development cooperation strategy which is being prepared at the moment
Sub-indicator 1.3.2	Is ESD part of SD policy(ies) if these exist in your country?
Yes ☒ No ☐	Within the strategy of sustainable development of 2001 it is stated that the "role of education and awareness raising is key in securing sustainable development" The Strategy of Environmental Policy 2030 has a standalone chapter devoted to environmental education and awareness raising, within which one of the goals is to pay explicit attention to environmental education and ESD within the action plans for the implementation of the National Programme of Educational Development of the Ministry of Education, Science, Research and Sport.
Concluding remarks on issue 1	*Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD*
	Please address in particular the following questions: – *Which actions and/or initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?*

- An inter-sectoral committee for ESD was established in 2005. In 2006, the Committee updated the Concept of Environmental Education pursuant to sustainable development principles and prepared the Action Plan for Education towards Sustainable Development in Slovakia (Resolution of the government of the Slovak Republic No. 574/July 13, 2005). Within this framework, the Slovak Republic committed to carry out the Strategy for ESD and determined new principles, objectives, conditions, methods and forms of school education. The action plan was reasonably ambitious and proved to be a major challenge for all schools, including universities. **Unfortunately, the action plan was not fulfilled and its impact was not monitored either.** In 2009, the last National ESD Conference was held, which approved complex proposals to apply ESD in schools of all levels and also in the context of lifelong learning. However, these conclusions have not been put in life either and since then, national conferences are devoted solely to the areas of environmental education.

- Civil society contestant affirm that ESD is rather theoretical, than practical or transformational. Even though individual components of ESD are separately included in the state education programs, there is no unifying, coherent model that would guide its implementation.

- ESD brings up many questions. There is no nationwide consensus on the terminology and understanding of what ESD actually entails, therefore it is open to many (mis)interpretations. Are we talking about education **about** sustainable development, education **for** sustainable development, are we envisioning and activating **direct contributions to** sustainable development? Likewise, it remains unclear what the form and content of ESD at different levels of education should be. Where does it overlap with other forms of holistic education and theories? Where do the boundaries and practices of environmental, global and civic education overlap with ESD? With these questions in mind, it has been rather complicated to compile the answers for this report. Within the context of such a fragmented understanding and terminological (un)clarity there are no targeted and regular monitoring efforts on the matter, which makes it impossible to measure the progress in the implementation of the UNECE Strategy for ESD.

  What other considerations have to be taken into account in future ESD implementation concerning this objective?

- More attention should be paid to teacher training. SD is a complex topic, which requires the teachers themselves to be experts in sustainability. ESD is not really part of teachers' pre-service teaching and in-service teachers are overloaded with other responsibilities, thus have little time for any other professional development.

Issue 2.	**Promote SD through formal, non-formal and informal learning**

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

EDS is implemented through diverse educational, social, informational, consulting activities for youth, young leaders and youth leaders - in the field of Youth Work. Educational (training) activities are using non – formal educational methods (experimental methods) e.g. project learning, team building, theatrical exercise, simulation; role playing; games team games, problem solving, interactive workshops, brainstorming sessions, outdoor activities, discussions etc. EDS activities are implemented through the interest education in Leisure Centres and Youth centres and organisations, Iuventa – Slovak Youth Institute, National Agency ERASMUS+ Programme for the Field of Youth and Sport, NGOs´.

Project activities (mobilities, outcomes of strategic partnerships, educational activities, research and surveys etc.) are supported by the EU Program Erasmus+ grant scheme YOUTH PROGRAMS 2014-2020 and grant scheme ERASMUS+ Programme for the Field of Youth and Sport.

SD themes addressed in non-formal education in the field of youth are: Social inclusion of vulnerable groups and marginalised communities, Environmental protection (waste management, environmental monitoring, risk assessment, etc.), Gender equality, Challenging extremism, Global education for youth, HRE, Citizenship education, European Values, Democracy and Governance, Participation, Media literacy (fake news, populism), Youth at Risk, Protection of life, Healthy life style, Elimination of NEETs.

Special attention is paid to development of soft skill and values: team working, creative thinking, critical thinking, presentation skills, and project managements.

Indicator 2.1	**SD key themes are addressed in formal education**
Sub-indicator 2.1.1	Are key themes of SD[8] addressed explicitly in the curriculum/programme of study at various levels[9] of formal education?

| Yes ☒
No ☐ | *Please specify what SD issues are important in the country (i.e., biodiversity, gender, consumption/production, etc.) and how they are addressed in the curricula.*

Health care, environmental protection, biological and landscape diversity.

Total score is 268.

Please update the table in appendix I (a) that was used for implementation phases II and III under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix. |

A	B	C	D	E	F
☐	☐	☐	☐	☐	☐

Sub-indicator	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?

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

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

[10] Idem.

2.1.2	
Yes ☒ No ☐	*Please specify what competences as learning outcomes are important in your country.* **Total score is 270** *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
☐	☐	☐	☐	☐	☐

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 ☒ No ☐	*Please specify which methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.*

Heuristic methods (acquiring experience from creative activities by phased solution of the problem), research methods (self-assessment of the problem), situational methods, experiment, research activities, field observation, analytical methods.

Total score is 155.

Please also update the table in appendix I (c) that was used to report on implementation phases II and III, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.

A	B	C	D	E	F
☐	☐	☐	☐	☐	☐

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 ☒ No ☐
(b) Yes ☒ No ☐
(c) Yes ☒ No ☐
(d) Yes ☒ No ☐
(e) Yes ☒ No ☐

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

ISCED levels 2011	(a) Yes	(b) Yes	(c) Yes	(d) Yes	(e) Yes
0. Early childhood education	✔	✔	✔	✔	✔
1. Primary education	✔	✔	✔	✔	✔
2. Lower secondary 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.

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

Indicator 2.3	**A whole-institution approach[14] to SD/ESD is promoted**
Sub-indicator 2.3.1	Do educational institutions[15] adopt a "whole-institution approach" to SD/ESD?
Yes ☒ No ☐	*The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2019.[16] ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.* *Also, please provide information for all levels of your education system in accordance with ISCED by*

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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.

ticking (✔) in the table as appropriate and specify for non-formal and informal education, as appropriate.

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

Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?
Yes ☒ No ☐	*If yes, please specify what schemes are available for all levels of your education system.*

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

ISCED levels 2011	Yes
0. Early childhood education	
1. Primary education	✔
2. Lower secondary education	✔

25. Lower secondary vocational education	✔
3. Upper secondary education	✔
35. Upper secondary vocational education	✔
4. Post secondary non-tertiary education	✔
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 information is available please also specify (provide examples).

Education concerning the SD in further education is classified as interest education according to law nr. 568/2009 Coll. on Lifelong learning. It does not lead to a qualification and there is no need to accredit it as an educational programme. This means that it is not mandatory for educational institutions to report organised courses in interest education to the Ministry of Education, Science, Research and Sport of the Slovak Republic.

There are currently no available schemes or funding available for non-formal education of the adults in this area. However, themes related to SD are popular in the curricula of the universities of the third age – senior citizen education.

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

ISCED levels 2011	Yes
0. Early childhood education	
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	

(b) For non-formal institutions:

ISCED levels 2011	Yes
0. Early childhood education	
1. Primary education	
2. Lower secondary education	
25. Lower secondary vocational education	
3. Upper secondary education	
35. Upper secondary vocational education	

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

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

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

(a) Yes ☒ No ☐

(b) Yes ☒ No ☐

(c) Yes ☒ No ☐

Please elaborate.

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

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

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

Since interest education is not mandatory to be reported to the Ministry of education, there is no data available.

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

(a) Yes ☐ No ☐

(b) Yes ☒ No ☐

(c) Yes ☒ No ☐

(d) Yes ☐ No ☐

(e) Yes ☐ No ☐

(f) Yes ☐ No ☐

Please elaborate.

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

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

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

Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?
Yes ☒ No ☐	Organizations of the Ministry of the Environment, such as the Slovak Environment Agency; Nature Protection Organization etc. regularly organize activities that address SD issues for both youth and adults. Civil society is very active in informal and public awareness-raising activities. Best practices are being developed by Živica; Center of Environmental Activities Trenčín or Green Foundation. Public awareness in SD is cross-sectional and various ministries develop their own activities. In further education, there was cooperation with the Association of Universities of the Third Age established in the area of SD. It is a popular theme in the curricula in education of seniors and supported by the ministry of education. SD is presented in multiple courses in the universities in Bratislava, Žilina, Košice, etc.
Sub-indicator 2.5.2	Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) which addresses SD issues?
Yes ☒ No ☐	Public awareness in SD is cross-sectional and various ministries develop their own activities. In further education, there was cooperation with the Association of Universities of the Third Age established in the area of SD. It is a popular theme in the curricula in education of seniors and supported by the ministry of education. SD is presented in multiple courses in the universities in Bratislava, Žilina, Košice, etc.
Sub-indicator 2.5.3	Are there any instruments (e.g., research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?
Yes ☐ No ☒	*Please specify in particular which instruments were the most effective in assessing the outcomes of ESD as a result of non-formal or informal learning.* Education concerning the SD in further education is classified as interest education according to law nr. 568/2009 Coll. on Lifelong learning. It does not lead to a qualification and there is no need to accredit it as an educational programme. This means that it is not mandatory for educational institutions to report organised courses in interest education to the ministry of education and there is currently no data available when it comes to non-formal education of the adults in this area
Indicator 2.6	ESD implementation is a multi-stakeholder process[18]

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[18] For higher education institutions: this covers the issue of university "outreach" (meaning a wide spectrum from regional

Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes ☒ No ☐	Of course it is. It is complemented by the work of numerous non-governmental organizations and media. Further education in Slovakia is based on regional needs and on cooperation with local stakeholders. If it is assessed that a certain qualification is needed in certain area, the educational institution can develop a programme with an employer. Elements of ESD can be a part of this process; however, the ministry of education does not regulate this kind of cooperation. The educational programme has to meet the national standard for the qualification in question and is awarded the accreditation after meeting the criteria. As mentioned above, when it comes to interest education, it is not mandatory for the institutions to report the courses. If the courses incorporate the SD themes in them, they can develop the curricula with the stakeholders as well.
Concluding remarks on issue 2	*Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning.*
	Please address in particular the following questions: – *Which actions and/or initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *What other considerations have to be taken into account in future ESD implementation concerning this objective?*

integration, business cooperation and transdisciplinarity to eco-procurement and research-education-cooperation).

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

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

Indicator 3.1	ESD is included in the training[19] of educators
Sub-indicator 3.1.1	Is ESD a part of educators' initial training?[20]
Yes ☒ No ☐	*In particular specify which ESD competences[21] are explicitly included in the study programmes.* For teachers of Civic education and Ethics (Lower secondary education, higher secondary education).
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training?[22]
Yes ☒ No ☐	*In particular specify which ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.* In the framework of accredited continuing education programs that are focused on this area and accredited educational programs and training activities for youth workers as well. *Please also update the information provided under the phase III national implementation reporting in appendix III.*
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes ☒ No ☐	It is part of the training offered by Živica to schools that are becoming parts of the Green School Network and by Green Foundation to teachers who are taking part in the Roots and Shoots program. Accredited program Envirominimum, offered by the Slovak Environment Agency offers intro to ESD to kindergarten teachers.
Indicator 3.2	Opportunities exist for educators to cooperate on ESD
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?

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

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

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

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

Yes ☒ No ☐	The Slovak national environmental agency has a special educational programs for teachers. GENE – Global Educational Network
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the Government in any way?[23]
Yes ☐ No ☒	*Please specify how, listing the major ones, and describing them as appropriate.*
Concluding remarks issue 3	*Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching.*
	Please address in particular the following questions: – *Which actions and/or initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *What other considerations have to be taken into account in future ESD implementation concerning this objective?*

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

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

Indicator 4.1	Teaching tools and materials for ESD are produced
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?
Yes ☒ No ☐	Current call for support from the Green Education Fund is incentivizing the production of such materials.
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes ☒ No ☐	As the GEF is a public private partnership the Ministry of Environment allocates approximately 50 000 Euros to this activity. Likewise, the Slovak agency for international development and cooperation was supporting ESD in its call for funding.
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?

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

(a) Yes ☐ No ☒ (b) Yes ☐ No ☒ (c) Yes ☐ No ☒	*Please specify.*
Sub-indicator 4.2.2	Are ESD teaching tools and materials available: (a) in national languages?; (b) for all levels of education according to ISCED?
(a) Yes ☒ No ☐ (b) Yes ☒ No ☐	*Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.*

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

Indicator 4.3	**Teaching tools and materials for ESD are accessible**
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?
Yes ☒ No ☐	Current call for support from the Green Education Fund is incentivizing the production of such materials.

Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes ☒ No ☐	*As a public private partnership the Ministry of Environment allocates approximately 50 000 Euros to this activity.* In IUVENTA – Slovak Youth Institute 65 000,- € a year for activities of IUVENTA.

Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes ☒ No ☐	Some teaching material is offered through NGO Strom života website. The Slovak environment agency also has some teaching materials available on its websites. But unfortunately, not all levels of schooling are covered.
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet?; (b) provided through other channels?
(a) Yes ☐ No ☒ (b) Yes ☐ No ☒	*For (a) and (b) please specify and mention by whom it was established and by whom it is managed.*
Concluding remarks issue 4	Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible.
	Please address in particular the following questions: – *Which actions and/or initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *What other considerations have to be taken into account in future ESD implementation concerning this objective?*

Issue 5.	**Promote research on and development of ESD**

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

Indicator 5.1	**Research[24] on ESD is promoted**
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD[25] supported?
Yes ☐ No ☒	*Please specify in particular the most important outcomes of supported research.*
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes ☐ No ☒	*Please specify which subjects were investigated and list major reports.*

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

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

Sub-indicator 5.1.3	Are post-graduate programmes available: (1) On ESD:[26] (a) for the master's level?; (b) for the doctorate level?; (2) Addressing ESD: (a) for the master's level?; (b) for the doctorate level?
(1) (a) Yes ☐ No ☒ (b) Yes ☐ No ☒ (2) (a) Yes ☒ No ☐ (b) Yes ☒ No ☐	
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?
(a) Yes ☐ No ☒ (b) Yes ☐ No ☒	*Please provide information on (a) and (b).*
Indicator 5.2 **Development of ESD is promoted**	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice?[27]
Yes ☒ No ☐	Green Education Fund of the Ministry of the Environment now has an open call to support civil society actors in environmental education and ESD. One of the main target groups for this years call is capacity building of educators in ESD. The call ends in January 2019, so we won´t know until then what projects in particular are applying for support.
Indicator 5.3 **Dissemination of research results on ESD is promoted**	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms[28] to share the results of research and examples of good practices in ESD[29] among authorities and stakeholders?
Yes ☒ No ☐	The National Environmental Education Conference highlights best practices in environmental education as well as ESD. Each year, the Slovak Environment agency organizes an event called ŠIŠKA, which is a fair of environmental education activities aimed mainly at educators.

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

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

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

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

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
(a) Yes ☐ No ☒ (b) Yes ☐ No ☒	*Please name the major publications for (a) and (b).*
Concluding remarks on issue 5	*Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.*

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

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

Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond
Sub-indicator 6.1.1	Do your public authorities cooperate in or support international[30] networks on ESD?
Yes ☒ No ☐	Yes, in the GENE Network
Sub-indicator 6.1.2	Do educational institutions or organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes ☒ No ☐	*Please specify. List major networks.* NGO Živica is part of the eco-schools programme The Centre for Environmental Activities in Trenčín is part of the Young Reporters For the Environment Program Green Foundation is organizing its educational education program within the Roots and Shoots international youth service service program Slovak Agency for International Cooperation and Development is member of the GENE – Global Educational Network Some ESD activities are being supported by the UN Information centre in Vienna

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

Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms or agreements that include an explicit ESD component?
Yes ☐ No ☒	*Please specify and list the major ones.*
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes ☐ No ☒	*Please list and describe.*
Concluding remarks on issue 6	*Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region*
	Please address in particular the following questions: - *Which actions and/or initiatives have been particularly successful and why?* - *What challenges did your country encounter when implementing this objective?* - *What other considerations have to be taken into account in future ESD implementation concerning this objective?*

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

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

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

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

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

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

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

We would appreciate assistance with the dissemination of best practices in ESD worldwide, in order to showcase them and have them serve as an inspiration for educators and managers of education. A dissemination of educational materials would also be of great help (books, portals, videos that could be translated for example).

One of the biggest obstacles remains the establishment and long-term maintenance of a multi-stakeholder group a cooperating body that would serve more than just a formal role. We would appreciate to learn from the models of other countries on this matter.

And of course, the lack of financial resources does also limit the scaling up of ESD activities in Slovakia.

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		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Some key themes covered by sustainable development	ISCED Levels 2011												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Personal and family health (e.g., HIV/AIDS, drug abuse)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Environmental health (e.g., food and drinking; water quality; pollution)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Corporate social responsibility				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Production and/or consumption patterns				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Economic growth and good jobs			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Rural/urban development				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Oceans and sea	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Renewable energy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sustainable cities and communities			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Culture's contribution to sustainable development		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Total	2	16	20	23	23	23	23	23	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 curriculum[31] or programme of study at various levels of formal education, by filling in the table below. *(Please tick (✓) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)*

Table of learning outcomes

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	**2**	**6**	**6**	**6**	**6**	**6**	**6**	**6**	**6**	**6**	**6**	**6**	**6**
	- other? (*countries to add as many as needed*)													
Learning to do Does education at each level enhance learners' capacity for:	- applying learning in a variety of life-wide contexts?			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	- decision-making, including in situations of uncertainty?		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	- dealing with crises and risks?		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	- acting responsibly?		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	- acting with self-respect?		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	- acting with determination?		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Total	**0**	**5**	**6**	**6**	**6**	**6**	**6**	**6**	**6**	**6**	**6**	**6**	**6**
	- other? (*countries to add as many as needed*)													

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[31] At the state level, where relevant.

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

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

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

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

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

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

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy[a]	ISCED Levels												
	0	**1**	**2**	**25**	**3**	**35**	**4**	**45**	**5**	**55**	**6**	**7**	**8**
Discussions			✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Conceptual and perceptual mapping				✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Philosophical inquiry				✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Value clarification			✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Simulations; role playing; games	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Scenarios; modelling		✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Information and communication technology (ICT)		✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Surveys				✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Case studies			✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Excursions and outdoor learning	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Learner-driven projects				✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Good practice analyses			✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Workplace experience				✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Problem-solving			✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Total	**2**	**4**	**9**	**14**	**14**	**14**	**14**	**14**	**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		
	Formal	*Non-formal*	*Informal*
NGOs	✔	✔	✔
Local government			✔
Organized labour			
Private sector		✔	✔
Community-based		✔	✔
Faith-based		✔	
Media		✔	✔
Total	**1**	**5**	**5**
Other (*countries to add as many as needed*)			

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

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

Table (b)
According to United Nations Decade of ESD

Stakeholders	Classification by United Nations Decade of ESD				
	Public awareness	*Quality education*	*Reorienting education*	*Training*	*Social learning*
NGOs	✔	✔	✔	✔	✔
Local government	✔	✔		✔	✔
Organized labour					
Private sector	✔			✔	✔
Community-based	✔			✔	✔
Faith-based	✔			✔	✔
Media	✔				
Total	**6**	**2**	**1**	**5**	**5**
Other (*countries to add as many as needed*)					

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

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

Appendix III

Indicator 3.1, sub-indicator 3.1.3

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

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

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

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

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

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

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

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

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

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

Appendix IV

Summary and self-assessment by countries

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

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

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