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Committee on Environmental Policy

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

Geneva, 3 and 4 May 2018

Item 6 of the provisional agenda

Preparations for the next (2017–2019) mandatory reporting cycle under the Strategy**Format for reporting on the implementation of the UNECE Strategy for Education for Sustainable Development (2017–2019)***Summary*

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

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

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

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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 Republic of TURKEY 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: Binnur UZUN

Signature:

Date: 09/11/2018

Full name of the institution: Republic of Turkey Ministry of National Education

Postal address: İnci Taş Sokak, Milli Eğitim Bakanlığı Beşevler Kampüsü C Blok Beşevler/
ANKARA

Telephone: +(90) 312 413 1943

Email: binnuruzun@hotmail.com / nakcapinar@gmail.com

Website: <http://www.meb.gov.tr/>

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

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 of National Education, TURKEY

MoNE – Directorate General for Basic Education,

MoNE – Directorate General for EU and Foreign Relations

MoNE – Directorate General for Secondary Education,

MoNE- Directorate General for Vocational and Technical Education,

MoNE- Presidency of Strategy Development,

MoNE- Directorate General for Religious Education

MoNE- Directorate General for Life Long Learning

MoNE- Directorate General for Measurement, Assessment and Examination Services

MoNE- Directorate General for Special Education and Guidance Services

MoNE- Board of Education

MoNE- Directorate General for Innovation and Education Technologies

Stakeholders:

NGOs (please specify) _____

Academia (please specify) _____

Business (please specify) _____

Other (please specify) _____

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

Because of the centralized system of education in Turkey, discussions were coordinated by MoNE - Directorate General for EU and Foreign Relations and were held mainly among Directorate Generals responsible for education, training and curriculum.

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>It is available in Turkish.</i>
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Binnur UZUN (Head of Department) MoNE - Directorate General for EU and Foreign Relations
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	MoNE - Directorate General for EU and Foreign Relations is the coordinating body for implementation of ESD.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
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"/> No <input type="checkbox"/>	<i>Please specify and list major documents.</i>
Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD	
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>It is reflected in 2015-2019 Strategic Plan (Ministry of National Education) and in the curricula</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.

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 checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>a) In the curricula, there are objectives and explanations on this issue implemented in schools. These programmes reach all teachers and students across the country and they are implemented in all schools.</p> <p>b) Vocational and Technical Education Strategy Document and Action Plan for Turkey (2016-2018) has been prepared based on an understanding that support sustainable economic and social development, offering learning opportunities for each individual of society based on their respective needs. It also has an innovative character which aims at reaching a flexible, transparent and employment-oriented VET system through close cooperation with the sectors as it has been stressed by the national policy papers.</p> <table border="1" data-bbox="884 515 1727 1343"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> </tr> <tr> <th><i>Yes</i></th> <th><i>Yes</i></th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>X</td> <td>X</td> </tr> <tr> <td>1. Primary education</td> <td>X</td> <td>X</td> </tr> <tr> <td>2. Lower secondary education</td> <td>X</td> <td>X</td> </tr> <tr> <td>25. Lower secondary vocational education</td> <td></td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td>X</td> <td>X</td> </tr> <tr> <td>35. Upper secondary vocational education</td> <td>X</td> <td>X</td> </tr> <tr> <td>4. Post secondary non-tertiary education</td> <td></td> <td></td> </tr> <tr> <td>45. Post-secondary non-tertiary vocational education</td> <td></td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td></td> </tr> <tr> <td>55. Short-cycle tertiary vocational education</td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td></td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> <td></td> </tr> <tr> <td>9. No information available</td> <td></td> <td></td> </tr> </tbody> </table>	ISCED levels 2011	(a)	(b)	<i>Yes</i>	<i>Yes</i>	0. Early childhood education	X	X	1. Primary education	X	X	2. Lower secondary education	X	X	25. Lower secondary vocational education			3. Upper secondary education	X	X	35. Upper secondary vocational education	X	X	4. Post secondary non-tertiary education			45. Post-secondary non-tertiary vocational education			5. Short-cycle tertiary education			55. Short-cycle tertiary vocational education			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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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 checked="" type="checkbox"/> No <input type="checkbox"/>	ESD is addressed in Lifelong Learning Strategy Paper and Action Plan (2014-2018) The Paper is available in Turkish and English in http://hbogm.meb.gov.tr/str/str.html
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	It is addressed in Priority 1 INCREASING LLL CULTURE AND AWARENESS IN THE SOCIETY
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"/>	
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>Please specify.</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"/>	<i>Please specify.</i>
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"/>	Lifelong Learning Strategy Paper and Action Plan (2014-2018) is designed related with SDG 4
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>Please specify.</i>
<i>Concluding remarks on issue 1</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD</i>
	<i>Please address in particular the following questions:</i> – <i>Which actions and/or initiatives have been particularly successful and why?</i>

⁶ Between State bodies.

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

	<p><i>What challenges did your country encounter when implementing this objective?</i></p> <p><i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i></p>												
Issue 2. Promote SD through formal, non-formal and informal learning													
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>													
Indicator 2.1 SD key themes are addressed in formal education													
Sub-indicator 2.1.1	Are key themes of SD ⁸ addressed explicitly in the curriculum/programme of study at various levels ⁹ of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what SD issues are important in the country (i.e., biodiversity, gender, consumption/production, etc.) and how they are addressed in the curricula.</i></p> <ul style="list-style-type: none"> • They are all addressed in the curricula of the various levels of formal education. There are objectives about those issues in the programmes of courses. • Gender equality in education has been in DG VET's agenda during the last years. Two Projects, Increasing Schooling Rates of Girls (KEP1) and Increasing Attendance Rates (KEP2) were carried out in order to offer equal educational opportunities for girls as well as increasing their schooling rates which would give way to a considerable increase in their employment rates as well. The scope of the KEP1 Project is to increase enrolment rates especially of girls at primary and secondary levels, to reduce school drop-out rates, to increase the professional skills and competencies of the workforce, and to raise awareness of the importance of education for families. • Girls' Schooling Project (KEP) is planned to organize informative meetings with parents and students with a view to increase awareness and persuasion about the importance of educating students as well as to increase the attendance rates of all children, especially girls, in the selected 20 pilot schools. • A project called "Enhancing the Gender Equality in Education" was carried out between 2014 and 2016. The aim of the project was to disseminate the concept of gender equality. <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;"> <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 checked="" 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 checked="" type="checkbox"/>
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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.

Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹⁰ /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what competences as learning outcomes are important in your country.</i></p> <p><i>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.</i></p> <table border="1" data-bbox="925 411 1525 517"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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¹⁰ Idem.

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 checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Please specify which methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.</p> <p>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.</p> <table border="1" data-bbox="1137 438 1733 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 checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																																									
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Indicator 2.2 Strategies to implement ESD are clearly identified																																																						
Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects ¹² only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project ¹³ ; (e) other approaches?																																																					
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" 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>Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.</p> <table border="1" data-bbox="954 799 1917 1270"> <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>X</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Primary education</td> <td></td> <td>X</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td></td> <td>X</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>X</td> <td></td> <td></td> <td></td> </tr> <tr> <td>35. Upper secondary vocational education</td> <td></td> <td>X</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		X				1. Primary education		X				2. Lower secondary education		X				25. Lower secondary vocational education						3. Upper secondary education		X				35. Upper secondary vocational education		X				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.

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Sub-indicator 2.3.1	Do educational institutions ¹⁵ adopt a “whole-institution approach” to SD/ESD?																																										
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Directorates of Ministry of National Education work in cooperation about ESD. 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.</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>X</td> </tr> <tr> <td>1. Primary education</td> <td>X</td> </tr> <tr> <td>2. Lower secondary education</td> <td>X</td> </tr> <tr> <td>25. Lower secondary vocational education</td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td>X</td> </tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education	X	1. Primary education	X	2. Lower secondary education	X	25. Lower secondary vocational education		3. Upper secondary education	X																														
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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).

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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>Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1"> <thead> <tr> <th data-bbox="1081 831 1686 882">ISCED levels 2011</th> <th data-bbox="1686 831 1800 882">Yes</th> </tr> </thead> <tbody> <tr><td data-bbox="1081 882 1686 933">0. Early childhood education</td><td data-bbox="1686 882 1800 933"></td></tr> <tr><td data-bbox="1081 933 1686 984">1. Primary education</td><td data-bbox="1686 933 1800 984"></td></tr> <tr><td data-bbox="1081 984 1686 1035">2. Lower secondary education</td><td data-bbox="1686 984 1800 1035"></td></tr> <tr><td data-bbox="1081 1035 1686 1086">25. Lower secondary vocational education</td><td data-bbox="1686 1035 1800 1086"></td></tr> <tr><td data-bbox="1081 1086 1686 1137">3. Upper secondary education</td><td data-bbox="1686 1086 1800 1137"></td></tr> <tr><td data-bbox="1081 1137 1686 1189">35. Upper secondary vocational education</td><td data-bbox="1686 1137 1800 1189"></td></tr> <tr><td data-bbox="1081 1189 1686 1240">4. Post secondary non-tertiary education</td><td data-bbox="1686 1189 1800 1240"></td></tr> <tr><td data-bbox="1081 1240 1686 1291">45. Post-secondary non-tertiary vocational education</td><td data-bbox="1686 1240 1800 1291"></td></tr> <tr><td data-bbox="1081 1291 1686 1342">5. Short-cycle tertiary education</td><td data-bbox="1686 1291 1800 1342"></td></tr> <tr><td data-bbox="1081 1342 1686 1393">55. Short-cycle tertiary vocational education</td><td data-bbox="1686 1342 1800 1393"></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	
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<p>Sub-indicator 2.3.3</p>	<p>Do institutions/learners develop their own SD/ESD indicators for their institution/organization?</p>																										
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<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="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;">ISCED levels 2011</th> <th style="width: 20%;">Yes</th> </tr> </thead> <tbody> <tr><td>0. Early childhood education</td><td></td></tr> <tr><td>1. Primary education</td><td></td></tr> <tr><td>2. Lower secondary education</td><td></td></tr> <tr><td>25. Lower secondary vocational education</td><td></td></tr> <tr><td>3. Upper secondary education</td><td></td></tr> <tr><td>35. Upper secondary vocational education</td><td></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> </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	
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Indicator 2.4 ESD is addressed by quality assessment/enhancement systems																																																																
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems?: ¹⁶ (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?																																																															
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please elaborate.</i></p> <p>At the national level, public institutions such as Turkish Standards Institute, Turkish Accreditation Agency, Vocational Qualifications Authority, Turkey Scientific Research Council work for and carry out issues related to ESD such as quality of education, climate, environment, management of natural resources and biodiversity.</p> <table border="1"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>1. Primary education</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>25. Lower secondary vocational education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>35. Upper secondary vocational education</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>45. Post-secondary non-tertiary vocational education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>55. Short-cycle tertiary vocational education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td></td> <td></td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> <td></td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> <td></td> <td></td> </tr> <tr> <td>9. No information available</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	ISCED levels 2011	(a)	(b)	(c)	Yes	Yes	Yes	0. Early childhood education	X			1. Primary education	X			2. Lower secondary education	X			25. Lower secondary vocational education				3. Upper secondary education				35. Upper secondary vocational education	X			4. Post-secondary non-tertiary education				45. Post-secondary non-tertiary vocational education				5. Short-cycle tertiary education				55. Short-cycle tertiary vocational education				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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¹⁶ For higher education institutions: either national centres for quality assessment in higher education or cooperation with general quality assessment agencies, such as the European Foundation for Quality Management (EFQM).

	<i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this data (i.e., provide examples on how the data was compiled).</i>
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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 checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (d) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (e) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (f) Yes <input type="checkbox"/> No <input checked="" 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="781 397 1839 1262"> <thead> <tr> <th data-bbox="781 397 1290 501" rowspan="2">ISCED levels 2011</th> <th data-bbox="1290 397 1379 443">(a)</th> <th data-bbox="1379 397 1469 443">(b)</th> <th data-bbox="1469 397 1559 443">(c)</th> <th data-bbox="1559 397 1648 443">(d)</th> <th data-bbox="1648 397 1738 443">(e)</th> <th data-bbox="1738 397 1839 443">(f)</th> </tr> <tr> <th data-bbox="1290 443 1379 501"><i>Yes</i></th> <th data-bbox="1379 443 1469 501"><i>Yes</i></th> <th data-bbox="1469 443 1559 501"><i>Yes</i></th> <th data-bbox="1559 443 1648 501"><i>Yes</i></th> <th data-bbox="1648 443 1738 501"><i>Yes</i></th> <th data-bbox="1738 443 1839 501"><i>Yes</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="781 501 1290 555">0. 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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"/>	<p>Lifelong Learning Strategy Paper and Action Plan (2014-2018) priority 1 has 4 measures related to this topic as</p> <ul style="list-style-type: none"> • Programs on increasing LLL awareness in the society will be broadcasted on TV, radio and relevant channels. • Awareness about the role of the visual and printed media in increasing the lifelong learning culture shall be enhanced. • The application of "Learning Festivals" will be expanded. • Awareness on active and participant citizenship will be increased.
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"/>	<ul style="list-style-type: none"> - The skills training and internships that students make in the real business environment in the enterprises are of great importance for a qualified vocational training. According to the size of the enterprise, the minimum wage paid to the students by the enterprises that are obliged to have skills training and internship in the enterprises is paid to the employers as government contribution to 1/3 or 2/3. - In order to improve the quality of our young population and increase their employment, Ministry of National Education, Ministry of Social Security-Turkish Employment Agency (İŞKUR), The Union of Chambers and Commodity Exchanges of Turkey (TOBB) and TOBB Economics and Technology University Rectorate have signed “The Implementation Protocol for Specialized Vocational Training Centres (UMEM) Project” on June 23, 2010 and entered into force. Within the scope of the Project covering 2010-2016 period with the budget of 119.270.553 TR, the activities were carried out to: <ul style="list-style-type: none"> ✓ increase the employability of the young population by means of promoting their skills and competences, ✓ analyse the needs of the labour market and to increase the discipline and efficiency of vocational training activities carried out by İŞKUR and especially vocational training in technical fields and to establish a system that is compatible with the needs of the labour market ✓ offer on-the-job training opportunities and employment opportunities for 50% of successful trainees

Sub-indicator 2.5.3	Are there any instruments (e.g., research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Lifelong Learning Strategy Paper and Action Plan (2014-2018) priority 6 has measures related to this issue as</p> <ul style="list-style-type: none"> • Researches for developing policies and strategies in the field of lifelong learning shall be conducted. • Database of the ‘Lifelong Learning Web Portal’ shall be developed and its functionality shall be increased. • A monitoring and evaluation mechanism shall be developed for efficient and effective use of the resources reserved for LLL.
Indicator 2.6 ESD implementation is a multi-stakeholder process¹⁷	
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Lifelong Learning Strategy Paper is coordinated by Ministry of National Education Department for Lifelong Learning but created and implemented by governmental and non-governmental social partners such as TurkStat (Turkish Statistics Institutions) and Council of Higher Education.</p> <p>In the field of vocational education, 92 co-operation protocols signed by the Directorate General for Vocational and Technical Education with 102 institutions and organizations are still in force in order to train students in a way that responds to the needs of the sector; to revise the curriculum; to ensure that students and teachers receive on-the-job trainings in the light of new technologies; to provide equipment support to schools and to improve the quality of vocational education as well as to promote the qualifications of both teachers and students.</p>
<i>Concluding remarks on issue 2</i>	

¹⁷ For higher education institutions: this covers the issue of university “outreach” (meaning a wide spectrum from regional integration, business cooperation and transdisciplinarity to eco-procurement and research-education-cooperation).

	<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>— What challenges did your country encounter when implementing this objective?</i><i>— What other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
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Issue 3. Equip educators with the competence to include SD in their teaching	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 3.1 ESD is included in the training¹⁸ of educators	
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ¹⁹
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>In particular specify which ESD competences²⁰ are explicitly included in the study programmes.</i>
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²¹
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>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.</i> <i>Please also update the information provided under the phase III national implementation reporting in appendix III.</i>
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"/>	<i>Please specify which ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional.</i>
Indicator 3.2 Opportunities exist for educators to cooperate on ESD	
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i>

¹⁸ ESD is addressed by content and/or by methodology.

¹⁹ For higher education institutions: the focus is here on existing teacher training at universities/colleges regarding SD and ESD for university/college teachers.

²⁰ 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.unecce.org/education-for-sustainable-development-esd/publications.html>.

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.

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>Please specify how, listing the major ones, and describing them as appropriate.</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>
	<i>Please address in particular the following questions:</i> <ul style="list-style-type: none"> – 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	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 4.1 Teaching tools and materials for ESD are produced	
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please describe.</i>
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in United States dollars (USD)) for annual expenditures on ESD-related research and development.</i>
Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist	
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities?; (b) approved by public authorities?; (c) tested and recommended for selection by educational institutions?
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/> (c) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i>

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

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 304 1783 1086"> <thead> <tr> <th data-bbox="1088 304 1713 352">ISCED levels 2011</th> <th data-bbox="1713 304 1783 352">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="1088 352 1713 400">0. Early childhood education</td> <td data-bbox="1713 352 1783 400"></td> </tr> <tr> <td data-bbox="1088 400 1713 448">1. Primary education</td> <td data-bbox="1713 400 1783 448"></td> </tr> <tr> <td data-bbox="1088 448 1713 496">2. Lower secondary education</td> <td data-bbox="1713 448 1783 496"></td> </tr> <tr> <td data-bbox="1088 496 1713 544">25. Lower secondary vocational education</td> <td data-bbox="1713 496 1783 544"></td> </tr> <tr> <td data-bbox="1088 544 1713 592">3. Upper secondary education</td> <td data-bbox="1713 544 1783 592"></td> </tr> <tr> <td data-bbox="1088 592 1713 639">35. Upper secondary vocational education</td> <td data-bbox="1713 592 1783 639"></td> </tr> <tr> <td data-bbox="1088 639 1713 687">4. Post secondary non-tertiary education</td> <td data-bbox="1713 639 1783 687"></td> </tr> <tr> <td data-bbox="1088 687 1713 735">45. Post-secondary non-tertiary vocational education</td> <td data-bbox="1713 687 1783 735"></td> </tr> <tr> <td data-bbox="1088 735 1713 783">5. Short-cycle tertiary education</td> <td data-bbox="1713 735 1783 783"></td> </tr> <tr> <td data-bbox="1088 783 1713 831">55. Short-cycle tertiary vocational education</td> <td data-bbox="1713 783 1783 831"></td> </tr> <tr> <td data-bbox="1088 831 1713 879">6. Bachelor's or equivalent level</td> <td data-bbox="1713 831 1783 879"></td> </tr> <tr> <td data-bbox="1088 879 1713 927">7. Master's or equivalent level</td> <td data-bbox="1713 879 1783 927"></td> </tr> <tr> <td data-bbox="1088 927 1713 975">8. Doctoral or equivalent level</td> <td data-bbox="1713 927 1783 975"></td> </tr> <tr> <td data-bbox="1088 975 1713 1023">9. No information available</td> <td data-bbox="1713 975 1783 1023"></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>Please describe and in particular highlight which measures are the most efficient for dissemination.</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 USD, and please also mention any other significant sources of funding.</i>																														

Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please describe and name in particular official Internet sites.</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>
	<i>Please address in particular the following questions:</i> <ul style="list-style-type: none"> – 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	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 5.1 Research²³ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁴ supported?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify in particular the most important outcomes of supported research.</i>
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input 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?

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

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

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

(1) (a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify what programmes are available and list the most important academic dissertations that address ESD.</i>
(2) (a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please provide information on (a) and (b).</i>
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>Please specify what main projects were/are being implemented to that end.</i>
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"/>	<i>Please specify and provide information about where published research and dissertations are accessible.</i>

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

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 type="checkbox"/>	<i>Please name the major publications for (a) and (b).</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>
	<ul style="list-style-type: none"> – <i>Which actions and/or initiatives have been particularly successful and why?</i> – <i>What challenges did your country encounter when implementing this objective?</i> – <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
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"/>	UNESCO SDG-EDUCATION 2030 Training Steering Committee has been established to ensure the achievement of the member States to the fourth of UNESCO’s 2030 Sustainable Development Goals: “Ensuring equal and inclusive quality education for all and promoting lifelong learning opportunities” Turkey, Norway and Germany, was elected to the Education Steering Committee membership for 2018-2020 period to represent the 27 countries in the first group.
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"/>	<ul style="list-style-type: none"> • DG for VET has close cooperation with European Training Foundation (ETF) and CEDEFOP as well in the field of VET.
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"/>	<i>Please specify and list the major ones.</i>

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

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"/>	<i>Please list and describe.</i>
Concluding remarks on issue 6	<i>Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region</i>
	<i>Please address in particular the following questions:</i> - <i>Which actions and/or initiatives have been particularly successful and why?</i> - <i>What challenges did your country encounter when implementing this objective?</i> - <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
Issue 7. Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD	
<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>	
<i>What role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.</i>	
Issue 8. Describe any challenges and obstacles encountered in the implementation of the Strategy	
<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>	
<i>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).</i>	
Issue 9. Describe any assistance needed in implementing the Strategy in your countries	
<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>	

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

Some key themes covered by sustainable development	ISCED Levels 2011												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Environmental health (e.g., food and drinking; water quality; pollution)	X	X	X		X	X	X						
Corporate social responsibility	X	X	X		X				X				
Production and/or consumption patterns	X	X	X		X	X	X						
Economic growth and good jobs	X	X	X		X								
Rural/urban development	X	X	X		X								
Oceans and sea	X	X	X		X								
Renewable energy	X	X	X		X	X							
Sustainable cities and communities	X	X	X		X	X							
Culture's contribution to sustainable development	X	X	X		X				X				
Total	23	23	23		23	12			8		3		
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?	X	X	X		X								
	- understanding complexity/systemic thinking?	X	X	X		X	X							
	- overcoming obstacles/problem-solving?	X	X	X		X	X							
	- managing change/problem-setting?	X	X	X		X	X							
	- creative thinking/future-oriented thinking?	X	X	X		X	X							
	- understanding interrelationships across disciplines/holistic approach?		X	X										
	Total		5	6	6		5	4						
- 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?	X	X	X		X								
	- decision-making, including in situations of uncertainty?	X	X	X		X								
	- dealing with crises and risks?	X	X	X		X	X							
	- acting responsibly?	X	X	X		X	X							
	- acting with self-respect?	X	X	X		X	X							
	- acting with determination?	X	X	X		X								
	Total		6	6	6		6	3						
- 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?	X	X	X		X								
	- self-expression and communication?	X	X	X		X								
	- coping under stress?	X	X	X		X								
	- ability to identify and clarify values?	X	X	X		X								
	Total	4	4	4		4								
Learning to live and work together Does education at each level enhance learners' capacity for:	- other? (<i>countries to add as many as needed</i>)													
	- acting with responsibility (locally and globally)?	X	X	X		X	X							
	- acting with respect for others?	X	X	X		X								
	- identifying stakeholders and their interests?	X	X	X		X	X							
	- collaboration/team working?	X	X	X		X	X							
	- participation in democratic decision-making?	X	X	X		X								
	- negotiation and consensus-building?	X	X	X		X								
	- distributing responsibilities (subsidiarity)?	X	X	X		X	X							
Total	7	7	7		7	4								
- 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	X	X	X		X								
Conceptual and perceptual mapping	X	X	X		X								
Philosophical inquiry	X	X	X		X								
Value clarification	X	X	X		X								
Simulations; role playing; games	X	X	X		X								
Scenarios; modelling	X	X	X		X								
Information and communication technology (ICT)	X	X	X		X	X							
Surveys	X	X	X		X								
Case studies	X	X	X		X	X							
Excursions and outdoor learning	X	X	X		X	X							
Learner-driven projects	X	X	X		X	X							
Good practice analyses	X	X	X		X	X							
Workplace experience	X	X	X		X	X							
Problem-solving	X	X	X		X	X							
Total	14	14	14		14	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.

^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			
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					
Other (<i>countries to add as many as needed</i>)					

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

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

Appendix III

Indicator 3.1, sub-indicator 3.1.3

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

ISCED levels	Percentage of education professionals who have received training ^a to integrate ESD into their practice																	
	<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 type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 1.3	National policies support synergies between processes related to SD and ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.1	SD key themes are addressed in formal education	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.2	Strategies to implement ESD are clearly identified	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.3	A whole-institution approach to ESD/SD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.4	ESD is addressed by quality assessment/enhancement systems	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input 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 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 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 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 type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.3	Teaching tools and materials for ESD are accessible	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.1	Research on ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.2	Development of ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input 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 type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input 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