



**FORMAT FOR REPORTING
ON IMPLEMENTATION OF THE UNECE STRATEGY FOR
EDUCATION FOR SUSTAINABLE DEVELOPMENT**

*Within the framework of the
United Nations Decade of Education for Sustainable Development (2005–2014)*

The following report is submitted on behalf of the Government of **Slovenia** in accordance with the decision of the UNECE Steering Committee on Education for Sustainable Development.

Name of officer (national focal point) responsible: change of focal point under way
for submitting the report: Erika Rustja, MSc

Signature:

Date: 30.11.2010

Full name of the institution: Ministry of Education and Sport (MES), Development Office

Postal address: Masarykova 16, 1000 Ljubljana

Telephone: 01 400 5330

Fax: 01 400 5332

E-mail: gp.mss@gov.si, erika.rustja@gov.si

Website: <http://www.mss.gov.si/>

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; on 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 Education and Sport of Slovenia; __

Stakeholders:

NGOs (*please specify*) representatives of different NGO-s, who work with Ministry of Education_

Academia (*please specify*) researchers, who prepared analyses and carried out target research projects_

Business (*please specify*) _/_____

Other (*please specify*) teachers, teacher counsellors at The National Education Institute

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

ISSUE¹ 1. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD

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

Policy, regulatory and operational frameworks support quite well the promotion of ESD; ESD is part of important documents, guidelines of ESD from Preschool to Pre-university Education are adopted, with goals which will enable the implementation of education for sustainable development. In achieving these goals, Guidelines consider many principles and apply to different stakeholders. The Guidelines have also measures for these stakeholders. The guidelines summarize the key themes of SD and highlight the goals which will contribute to the achievement of ESD. Schools implement the guidelines in their work. More money has been spent in the last years in order to promote ESD. The main obstacle is cooperation between different ministries, other stakeholders and the economic crisis, which cuts down national budget, although ESD has been recently financed through the European Social Fund (85%) and national budget (15%).

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 X No <input type="checkbox"/>	<i>Please specify language .</i> Slovenian
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes X No <input type="checkbox"/>	
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes X No <input type="checkbox"/>	<i>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</i> A working group for Education for Sustainable Development (ESD) was established by Ministry of Education and Sport (2005) with mandate to 2010. Program group includes representatives of ministries (Ministry of Environment and Spatial planning, Ministry of Health, Ministry of Culture, Ministry of Labour, Family and Social Affairs, Government Office for Growth, local authorities, representatives of NGO and Ministry of Education and Sport and public institutions connected to Ministry of Education and Sport). This working group targets especially on formal education till tertiary education, since Slovenian Ministry of Education and Sport covers early preschool education (kindergartens), primary education, secondary education and higher professional education. A governmental Council of SD is composed of state secretaries, Ngo-s and other institutions and is dealing with different aspects of SD (including ESD).

¹ Issues 1 to 6 are in accordance with the objectives of the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1).

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.

Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes X No <input type="checkbox"/>	<p>Guidelines for Education for Sustainable Development from Preschool to Pre-university Education (Smernice vzgoje in izobraževanja za trajnostni razvoj od predšolske vzgoje do douniverzitetnega izobraževanja – available in Slovene languages: http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/razvoj_solstva/trajnostni_razvoj/trajnostni_smernice_VITR.doc; In English: http://portal.mss.edus.si/pls/portal/docs/PAGE/PORTAL_SOLSTVO_MSS/MSS_STRANI/MSS_DOKUMENTI_ZA_SPLET/VITR%20ANG%20SCREEN.PDF)</p> <p>In July 2007, the Minister of Education and Sport adopted GUIDELINES FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT FROM PRESCHOOL TO UNIVERSITY EDUCATION, which was based on Decade on Education for Sustainable Development (2005-2014) and UNECE Strategy for education for sustainable development. Education for sustainable development in Slovenia primarily includes respect for general human values; active citizenship and participation; intercultural dialogue and linguistic diversity; preservation of nature and the environment (ecological consciousness and responsibility); encouraging quality education – stimulating working and learning environments; quality interpersonal relations, development of social competences (non-violence, tolerance, cooperation, respect, etc.); encouraging a healthy lifestyle (physical and mental health); building up healthy self-confidence and self-image of the individual; quality use of leisure time; development of entrepreneurship as a contribution to the development of society and the environment; learning about different areas of culture and encouragement of creativity and activity. The main aim of the Guidelines is to emphasize the meaning of education for sustainable development and point to the possibilities for the implementation of sustainable development into formal and informal learning. Goals which will enable the implementation of education for sustainable development are: to ensure normative foundations which support ESD; to train educators for ESD; to ensure suitable didactic and other materials for implementation of ESD; to promote research on and development of ESD, and to strengthen stakeholders' cooperation on ESD at all levels (state, regional and community). In achieving these goals, Guidelines consider the many principles. These Guidelines apply to pre-school institutions and schools, the Ministry of Education and Sport, public institutions, non-governmental organizations and local communities. The Guidelines have also <i>measures (this is an implementation plan, which is a guide for plans of different stakeholders) for preschool educations, schools, Ministry of Education, public institutions, NGO-s, local communities. Every school at the beginning of the school year prepares an educational plan, which implements the named guidelines. According to reports on the implementation of the guidelines, all the stakeholders achieve measures and continue this effort.</i></p> <p>The guidelines summarize the key themes of SD and highlight the goals which will contribute to the achievement of ESD. They also include quality criteria and offer the list of most important international documents on which Slovenia builds its determination and commitment to introduce education for sustainable development into the school system. The guidelines were distributed through the partners in ESD: kindergartens and schools, ministry of education, public institutions, NGOs and local communities. The guidelines were submitted also to the governmental public institutions which are responsible for development and preparation of new curricula. These guidelines have been also base for preparation other related documents (guidelines in the field of cultural education) and have become the basis for new curricula for elementary and secondary education.</p>
Sub-indicator	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the United Nations Decade of ESD, ³ and other policy processes relevant to ESD?

³ The United Nations General Assembly in its resolution 57/254 of 20 December 2002 proclaimed the 10-year period beginning on 1 January 2005 the United Nations Decade of Education for Sustainable Development.

Yes X No <input type="checkbox"/>	At the national level there is a link between these processes it through a Working Group for Education for Sustainable Development and public institutions that are working on curricula (National Educational Institute etc). In addition, the public institutions responsible for preparing the curricula are familiar with all these processes.
Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD	
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?
Yes X No <input type="checkbox"/>	<p>Please specify and list major document(s).</p> <ol style="list-style-type: none"> 1. Guidelines for Education for Sustainable Development from Preschool to Pre-university Education 2. The Organization and Financing of Education Act (new changes adopted in March 2008) set new aims: <ul style="list-style-type: none"> – Development of consciousness of national affiliation and identity, and knowledge of the history of Slovenia and its culture. – Education for sustainable development and active social integration in the democratic process, in-depth knowledge and liable attitude towards oneself, own health, others, own and other cultures, natural and social environment, and towards future generations. 3. Act on Changes and Supplementations of Elementary School Act (the same objects as in The Organization and Financing of Education Act) <p>Slovenian parliament has adopted Strategy of development of Slovenia.</p>

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/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><i>If yes, please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">ISCED levels ⁶</th> <th>(a)</th> <th>(b)⁷</th> </tr> <tr> <th><i>Yes</i></th> <th><i>Yes</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">5⁸</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">Teacher education</td> <td></td> <td style="text-align: center;">V</td> </tr> </tbody> </table>	ISCED levels ⁶	(a)	(b) ⁷	<i>Yes</i>	<i>Yes</i>	0	V	V	1	V	V	2	V	V	3	V	V	4	V	V	5⁸	V	V	6	V	V	Teacher education		V
ISCED levels ⁶	(a)		(b) ⁷																											
	<i>Yes</i>	<i>Yes</i>																												
0	V	V																												
1	V	V																												
2	V	V																												
3	V	V																												
4	V	V																												
5⁸	V	V																												
6	V	V																												
Teacher education		V																												
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"/>	<p>Documents:</p> <ul style="list-style-type: none"> - The National Plan on Adult Education to 2010 - Strategy for Lifelong Learning (2007) <p>Legislation:</p> <ul style="list-style-type: none"> - Adult Education Act (1996) - The National Professional Qualification Act (2007) 																													
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?																													
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>Public awareness is addressed in relevant national documents, such as:</p> <ul style="list-style-type: none"> - Guidelines for Education for Sustainable Development from Preschool to Pre-university Education 																													

⁵ International Standard Classification of Education (ISCED), UNESCO, 1997 (http://www.unesco.org/education/information/nfsunesco/doc/iscsed_1997.htm).

⁶ Education level in accordance with ISCED.

⁷ National curricula and/or national standards/ordinances/requirements.

⁸ For higher education institutions when answering: (1) regarding national legislation: this objective is focusing equally at the first stage of tertiary education (Bachelor), the second stage (MSc) and the third stage (PhD) while covering various aspects such as **service agreements/contracts, national strategies of Research and Development, university organization and studies acts, or general laws of higher educations**; (2) regarding national and/or subnational standards/ordinances/requirements: special attention shall be devoted to indications of linking systems of **quality assurance and accreditation** (with regard to the Bologna process; see http://www.coe.int/t/dg4/highereducation/EHEA2010/BolognaPedestrians_en.asp for information) for higher education institutions with ESD, as well as to **regulations of study programmes and study fields** which reflect the principles of ESD.

	<p>- The Organization and Financing of Education Act - Elementary School Act - Strategy of development of Slovenia - White paper on Education - A sort of national sectoral plan for all levels of education is being prepared in the process of White paper on Education. The first White Paper on Education was adopted in 1995, so a re-thinking is required about the structure of the education system. The guiding principles followed in drafting the White Paper are: values, knowledge, sustainable development concepts; strengthening civic knowledge and values and introducing knowledge and values enabling a <i>reflection on politics</i> and the existence of Slovenia; White paper is in preparation and will be adopted in March 2011. - Strategy for lifelong learning (2007).</p> <p>Public awareness is also addressed:</p> <p><u>Through researches</u> financed by Ministry of Education and Sport and Public Research Agency. Other researches are financed through European Social Fund (public tenders) or done by research institutes through annual working plan, agreed by Ministry of Education and Sport.</p> <p><u>Through different strategies:</u> we promote ESD as a complex and continuously evolving concept, with permanent interaction between social, economic and environmental areas and a variety of key themes: inter alia, poverty alleviation, citizenship, peace ethics, responsibility for local and global context, democracy and governance, justice, security, human rights, health, gender equity, cultural diversity, rural and urban development, economy, production and consumption patterns, corporate responsibility, environmental protection, natural resource management, and biological and landscape diversity.</p> <p><u>Through Lifelong Learning Week:</u> Wide promotion culture of learning and promotion of ESD in the informal and non-formal education sector entails a holistic and systemic approach and a specific knowledge, skills and values.</p>
Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁹ cooperation relevant to ESD exist in your Government?
Yes X No <input type="checkbox"/>	<p><i>Please specify.</i> A governmental Council of SD and Program group for ESD at Ministry of Education and Sport. Both are interdepartmentally/intersectorally organized.</p>
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ¹⁰
Yes X No <input type="checkbox"/>	<p><i>Please specify.</i> A governmental Council of SD and Program group for ESD at Ministry of Education and Sport. Public tenders at MES are a good mechanism for cooperation among stakeholders; public tenders for educational institutions set a condition that all the chosen projects have to include cooperation of different stakeholders (researchers, universities, companies, NGO-s,</p>

⁹ Between State bodies.

¹⁰ For explanation see paragraph 46 of the UNECE Strategy for ESD.

	etc.)												
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?												
Yes X No <input type="checkbox"/>	<i>Please specify.</i> This area is fairly well financed by the national budget. The national budget is program oriented and prepared on the basis of programs which connect many ministries which cooperate to avoid overlaps and money is better targeted and exploited. This area is also very well supported with the sources from structural and cohesion policies.												
Indicator 1.3 National policies support synergies between processes related to SD and ESD													
Sub-indicator 1.3.1	Is ESD part of SD policy(s) if such exist in your country?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> ESD is a part of the national strategy of development.												
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). SD key themes are well addressed in formal education, in different ways and at various levels. Educators develop or implement different teaching methods, are innovative. ESD is addressed through a cross-curriculum approach, but also through subjects, projects, which connect interconnect. Most schools adopt a whole school approach, where the headmaster and school climate are crucial for success.</i>													
Indicator 2.1 SD key themes are addressed in formal education													
Sub-indicator 2.1.1	Are key themes of SD ¹¹ addressed explicitly in the curriculum ¹² /programme of study at various levels of formal education?												
Yes X No <input type="checkbox"/>	<i>Phase II: Please specify in the table in appendix I (a) and use the scale. Indicate the results in the box below.</i> <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>X</td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X								
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹³ /programme of study at various levels of formal education?												
Yes X No <input type="checkbox"/>	<i>Phase II: Please specify in the table in appendix I (b) and use the scale. Indicate the results in the box below.</i> <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>X</td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X								

¹¹ For explanation see paragraph 15 of the UNECE Strategy for ESD.

¹² At the State level, where relevant.

¹³ See footnote 12.

Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum ¹⁴ /programme of study at various levels of formal education?												
Yes X No <input type="checkbox"/>	<p><i>Phase II: Please specify in the table in appendix I (c) what methods are of particular significance in your country and use the scale. Indicate the results in the box below.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> <td style="text-align: center;">C</td> <td style="text-align: center;">D</td> <td style="text-align: center;">E</td> <td style="text-align: center;">F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">X</td> </tr> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).</i></p>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X								

¹⁴ See footnote 12.

Indicator 2.2 Strategies to implement ESD are clearly identified

Sub-indicator
2.2.1

Is ESD addressed through:¹⁵ (a) existing subjects¹⁶ only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project?¹⁷ (e) other approaches?

Phase II: If yes, please specify for different levels of education system in accordance with ISCED by ticking (V) in the table as appropriate.

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

ISCED levels	(a)	(b)	(c)	(d)	(e)
	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
0	-	V	V	V	x
1	-	V	V	V	x
2	-	V	V	V	x
3	-	V	V	V	x
4	-	V	V	V	x
5	-	V	V	V	x
6	-	V	V	V	x
Teacher education	-	V	V	V	x

If you ticked (e), please specify the approaches.

¹⁵ For higher education institutions: These distinctions would be equal to: (a) **courses and disciplines**; (b) **interdisciplinary courses**; (c) **separate, specified SD courses or seminars**; and (d) **stand-alone projects** implemented by the department, faculty or inter-faculty structures.

¹⁶ E.g. geography or biology. For higher education, "subject" means "course".

¹⁷ A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

Indicator 2.3 A whole-institution approach ¹⁸ to SD/ESD is promoted																			
Sub-indicator 2.3.1	Do educational institutions ¹⁹ adopt a “whole-institution approach” to SD/ESD?																		
<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>Phase II: If yes, please specify for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th style="padding: 5px;">ISCED levels</th> <th style="padding: 5px;">Ye s</th> </tr> </thead> <tbody> <tr><td style="padding: 5px;">0</td><td style="padding: 5px;">V</td></tr> <tr><td style="padding: 5px;">1</td><td style="padding: 5px;">V</td></tr> <tr><td style="padding: 5px;">2</td><td style="padding: 5px;">V</td></tr> <tr><td style="padding: 5px;">3</td><td style="padding: 5px;">V</td></tr> <tr><td style="padding: 5px;">4</td><td style="padding: 5px;">V</td></tr> <tr><td style="padding: 5px;">5</td><td style="padding: 5px;">-</td></tr> <tr><td style="padding: 5px;">6</td><td style="padding: 5px;">-</td></tr> <tr style="background-color: #cccccc;"><td style="padding: 5px;">Teacher education</td><td style="padding: 5px;">V</td></tr> </tbody> </table> <p style="margin-top: 20px;"><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify (provide examples on how it is done).</i></p> <p>Teaching cross-curricular dimensions, such as sustainable development, may be carried out in the framework of:</p> <ul style="list-style-type: none"> - An educational plan of the school - a specially set out timetable (flexible schedule) with thematic days, activity weeks or events focusing on one of the cross-curricular²⁰ dimensions; - Projects with partner schools at home and abroad (Eco schools, Healthy schools, Unesco Asp net schools, Comenius programmes etc.) - school subjects with links between subjects on the basis of common themes or issues; - Activities included in routine schoolwork, such as the organisation of exhibitions, work with parents, etc. 	ISCED levels	Ye s	0	V	1	V	2	V	3	V	4	V	5	-	6	-	Teacher education	V
ISCED levels	Ye s																		
0	V																		
1	V																		
2	V																		
3	V																		
4	V																		
5	-																		
6	-																		
Teacher education	V																		

¹⁸ A “whole institution approach” means that all aspects of an institution's internal operations and external relationships are reviewed and revised in 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).

¹⁹ For higher education institutions: **whole university, whole college** or **whole faculty approach** (including inter-faculty approaches).

²⁰ Cross-curricular dimension is a special way to reach certain objectives of the curriculum that are uniform or defined for one subject, for a certain group of subjects or for all subjects (e.g. the development of media literacy as an integrated teaching objective in all subjects, in all years and classes).

	<ul style="list-style-type: none"> - educational visits, cooperation with experts, seminars for teachers and students - a combination of all these activities. <p>Whole school approach with a combination of above mentioned tasks/activities depends on headmaster and school climate, which are crucial for success of such approach.</p>																		
Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support “a whole institution approach to SD/ESD”?																		
<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Phase II: If yes, please specify what schemes are available for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.</i></p> <table border="1" data-bbox="968 435 1291 735" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">ISCED levels</th> <th style="text-align: center;">Yes</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">0</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">1</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">4</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">5</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">6</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">Teacher education</td><td style="text-align: center;">V</td></tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).</i></p>	ISCED levels	Yes	0	V	1	V	2	V	3	V	4	V	5	V	6	V	Teacher education	V
ISCED levels	Yes																		
0	V																		
1	V																		
2	V																		
3	V																		
4	V																		
5	V																		
6	V																		
Teacher education	V																		

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																																				
<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Phase II: If yes, please specify for all levels of your education system in accordance with ISCED, by ticking (V) in the table as appropriate:</i></p> <p><i>(a) For formal institutions.</i></p> <table border="1" data-bbox="976 410 1283 743"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0</td><td>V</td></tr> <tr><td>1</td><td>V</td></tr> <tr><td>2</td><td>V</td></tr> <tr><td>3</td><td>V</td></tr> <tr><td>4</td><td>V</td></tr> <tr><td>5</td><td>V</td></tr> <tr><td>6</td><td>V</td></tr> <tr><td>Teacher education</td><td>V</td></tr> </tbody> </table> <p><i>(b) For non-formal institutions for non-formal and informal education.</i></p> <table border="1" data-bbox="976 805 1283 1138"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0</td><td>-</td></tr> <tr><td>1</td><td>V</td></tr> <tr><td>2</td><td>V</td></tr> <tr><td>3</td><td>V</td></tr> <tr><td>4</td><td>V</td></tr> <tr><td>5</td><td>V</td></tr> <tr><td>6</td><td>V</td></tr> <tr><td>Teacher education</td><td>V</td></tr> </tbody> </table> <p><i>If relevant data are available, please also specify (i.e. provide examples on how it is done).</i></p>	ISCED levels	Yes	0	V	1	V	2	V	3	V	4	V	5	V	6	V	Teacher education	V	ISCED levels	Yes	0	-	1	V	2	V	3	V	4	V	5	V	6	V	Teacher education	V
ISCED levels	Yes																																				
0	V																																				
1	V																																				
2	V																																				
3	V																																				
4	V																																				
5	V																																				
6	V																																				
Teacher education	V																																				
ISCED levels	Yes																																				
0	-																																				
1	V																																				
2	V																																				
3	V																																				
4	V																																				
5	V																																				
6	V																																				
Teacher education	V																																				

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? (b) Do they address ESD²¹? (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?

Phase II: If yes, please specify for various levels of your education system in accordance with ISCED, by ticking (V) in the table as appropriate.

ISCED levels	(a)	(b)	(c)
	Ye s	Ye s	Ye s
0	V	V	V
1	V	V	V
2	V	V	V
3	V	V	V
4	V	V	V
5	V	-	V
6	-	-	-
Teacher education	V	-	V

- (a) Yes X No
 (b) Yes X No
 (c) Yes X No

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

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

²¹ For higher education institutions: either **national centres for quality assessment in higher education** or cooperation with general quality assessment agencies such as the European Foundation for Quality Management (EFQM).

	<p>the quality of Education for Sustainable Development, which are also included in Guidelines for Education for Sustainable Development from Preschool to Pre-university Education Document was developed by Comenius project SEED (School Development through Environmental Education) and the ENSI (Environment and School Initiatives) network. Slovenia is a partner in both of them.</p> <p>Slovenian translation of Quality Criteria for ESD-Schools is available on the following website: http://www.ensi.org/media-global/downloads/Publications/228/KVALITATIVNI%20KRITERIJI_ZA_SOLE_2.pdf The Criteria are also part of Guidelines for Education for Sustainable Development from Preschool to Pre-university Education.</p> <p>The quality criteria of ESD schools are presented in 3 main groups:</p> <ol style="list-style-type: none"> 1. Quality criteria regarding the quality of teaching and learning processes 2. Quality criteria regarding the school policy and organisation 3. Quality criteria regarding the school's external relations <p>Each group of criteria is divided in smaller areas.</p> <p>Quality criteria regarding the quality of teaching and learning processes</p> <ol style="list-style-type: none"> 1. Area of teaching-learning approach 2. Area of visible outcomes at school and in local community 3. Area of perspectives for the future 4. Area of a 'culture of complexity' 5. Area of critical thinking and the language of possibility 6. Area of value clarification and development 7. Area of action-based perspective 8. Area of participation 9. Area of subject matter <p>Quality criteria regarding school policy and organisation</p> <ol style="list-style-type: none"> 1. Area of school policy and planning 2. Area of school climate 3. Area of school management 4. Area of reflection and evaluation of ESD initiatives at school level. <p>Quality criteria regarding the school's external relations</p> <ol style="list-style-type: none"> 1. Area of community cooperation 2. Area of networking and partnerships
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	Are SD issues addressed in informal and public awareness-raising activities?

2.5.1	
Yes X No <input type="checkbox"/>	<p><i>Phase II: Please specify.</i>²² Yes. MES finances programmes from national budget for non-formal and informal learning; the emphasis is put on environmental issues and active citizenship. MES is preparing new public tender for ESD theme addressed in informal and public awareness-raising activities.; the emphasis will be put on environmental issues, active citizenship and intergenerational dialogue. Such activities are carried out through projects for preschool, basic and secondary education and for adult education financed by the European Social fund. A good example is a promotion through project V.O.D.A (voda means water in Slovene; initials V.O.D.A are for Varujem/safe; Obnavljam/recycle; Darujem/give; Aktivno/active), which is carried out in some preschool institutions, elementary and secondary schools in Slovenia with support of media, parents, grandparents, NGO-s, environmental institutions. Apart from different activities, the project includes different informal and public awareness-raising activities, such as making movies and adds by pupils/students about SD, making newspapers on ESD, collection of papers on SD, press conferences, conferences for local communities, publishing articles on ESD and SD etc.</p> <p>Other methods and instruments are: press articles, TV and radio programmes or public lectures promoting environmentally friendly goods and services, sustainable lifestyles; <i>very active is also Slovenian Consumers association and NGO-s.</i></p>
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 X No <input type="checkbox"/>	<p><i>Phase II: Please specify and provide examples.</i> Ministry of Education and Sport does not provide such data; other institutions/ministries assure that such a support exists.</p>
Sub-indicator 2.5.3	Are there any instruments (e.g. research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?
Yes No <input checked="" type="checkbox"/>	<p><i>Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge</i> In progress.</p>

²² Please describe how this is done, e.g. in press articles, TV and radio programmes or public lectures promoting environmentally friendly goods and services, sustainable lifestyles.

Indicator 2.6 ESD implementation is a multi-stakeholder process²³																													
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?																												
Yes X No <input type="checkbox"/>	<p><i>Phase II: Please specify in the table in appendix II (a) and (b) and use the scale. Indicate the results in the boxes below.</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">(a) According to the UNECE Strategy on ESD</td> <td style="width: 50%; text-align: center;">(b) According to the UN DESD</td> </tr> <tr> <td style="text-align: center;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%;">A</td> <td style="width: 16.6%;">B</td> <td style="width: 16.6%;">C</td> <td style="width: 16.6%;">D</td> <td style="width: 16.6%;">E</td> <td style="width: 16.6%;">F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">X</td> </tr> </table> </td> <td style="text-align: center;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%;">A</td> <td style="width: 16.6%;">B</td> <td style="width: 16.6%;">C</td> <td style="width: 16.6%;">D</td> <td style="width: 16.6%;">E</td> <td style="width: 16.6%;">F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">X</td> </tr> </table> </td> </tr> </table>	(a) According to the UNECE Strategy on ESD	(b) According to the UN DESD	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%;">A</td> <td style="width: 16.6%;">B</td> <td style="width: 16.6%;">C</td> <td style="width: 16.6%;">D</td> <td style="width: 16.6%;">E</td> <td style="width: 16.6%;">F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">X</td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%;">A</td> <td style="width: 16.6%;">B</td> <td style="width: 16.6%;">C</td> <td style="width: 16.6%;">D</td> <td style="width: 16.6%;">E</td> <td style="width: 16.6%;">F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">X</td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
(a) According to the UNECE Strategy on ESD	(b) According to the UN DESD																												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%;">A</td> <td style="width: 16.6%;">B</td> <td style="width: 16.6%;">C</td> <td style="width: 16.6%;">D</td> <td style="width: 16.6%;">E</td> <td style="width: 16.6%;">F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">X</td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%;">A</td> <td style="width: 16.6%;">B</td> <td style="width: 16.6%;">C</td> <td style="width: 16.6%;">D</td> <td style="width: 16.6%;">E</td> <td style="width: 16.6%;">F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">X</td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X				
A	B	C	D	E	F																								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X																								
A	B	C	D	E	F																								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X																								
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>																													
Equipping educators with the competence to include SD in their teaching has been one of the most successful achievements in the last years: ESD has become part of initial training, but the emphasis has been put on in-service training and on in-service training for headmaster; additional money has been provided for such training. Some new networks of educators have been established and opportunities for cooperation and sharing good practices have been opened.																													
Indicator 3.1 ESD is included in the training²⁴ of educators																													
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ²⁵																												
Yes X No <input type="checkbox"/>	<i>Phase II: Please specify by filling in the table in appendix III.</i>																												
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²⁶																												
Yes X No <input type="checkbox"/>	<i>Phase II: Please specify by filling in the table in appendix III.</i>																												
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?																												
Yes X No <input type="checkbox"/>	<i>Phase II: Please specify by filling in the table in appendix III.</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 X No <input type="checkbox"/>	<p><i>Phase II: Please specify (provide examples on how this is done).</i></p> <p style="margin-left: 20px;">- Association of headmasters of elementary and of secondary schools, Association of teachers</p>																												

²³ 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).

²⁴ ESD is addressed by content and/or by methodology.

²⁵ For higher education institutions: The focus is here on existing **teacher training at universities/colleges** regarding SD and ESD for university/college teachers.

²⁶ 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.

	<ul style="list-style-type: none"> - Teacher groups for environmental studies are organized at National Institute of Education. - Through 11 projects in the scope of Social and Civic Competences (project on Sustainable development – V.O.D.A; Active citizenship; Intergenerational Dialogue etc.), which are financed through ESF and national budget, networks of teachers of different levels of education (preschool, elementary and secondary school) were established and have regular meetings, they learn from each other, work on developing new teaching methods, materials, organise conferences etc. Such a way of working is one of the best practices for teachers.
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²⁷
Yes X No <input type="checkbox"/>	<p><i>Please specify how, listing the major ones, and describing them as appropriate.</i></p> <p>ESD networks are supported through National Education Institute, which is a public institution; all the work, that is done by the institute, is carried out through its annual plan, adopted and financed by Ministry of Education and Sport; the same is also in the case with Institute of the Republic of Slovenia for Vocational Education and Training, which also supports network of educators by giving them teaching support, tools for SD, information about SD.</p> <p>Other possibilities are also networks of ECO –Schools programme,, Healthy schools project of WHO, National Hidden treasure, Multipliers for innovation studies and projects.</p> <p>An example of network of educators from different levels has been established with projects on Social and Civic Competences (see 3.2.1.), which have been financially and administratively supported by MES.</p>
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>	
<p>Many tools and materials for ESD, done by experts and practitioners, were financed by Ministry of Education and Sport and distributed to teachers in kindergartens, elementary and secondary schools and to other different stakeholders (NGO-s, municipals, universities etc). Every tool must be reviewed before publishing.</p> <p>MES encourages development and production of ESD tools and materials, especially through different public tenders, lately many e-tools and e-materials have been developed through European Social Fund Projects; they are available on MES website free of charge.</p> <p>There are many possibilities for teachers and pupils/students to access adequate tools and materials for ESD:</p> <ul style="list-style-type: none"> - they are financed by Ministry of Education and Sport and given to all preschool institutions and schools free of charge: <ul style="list-style-type: none"> - example: “Climate change class calendar of professor Chamois” - The representative of elementary school and representative of non-governmental organization prepared the calendar, which was financed mainly by two ministries (educational and environmental). The calendar and the handbook for teacher was sent to all Slovene schools free of charge. The idea was to involve different stakeholder and to upgrade the calendar into didactical tool, which we succeed. - Different projects are financed through European Social Fund and available to all free of charge; tools and materials are found on websites (two examples) 	

²⁷ Including assistance through direct funding, in-kind help, political and institutional support.

- Project V.O.D.A - website - <http://www.bc-naklo.si/index.php?id=1477>
- Project Učilnica v naravi (Classroom in nature) – website - <http://www.ucilnicavnaravi.si/>
- Public institutions are preparing tools and materials together with teachers:
 - The National Educational institute offer to teachers material, tools, information, links etc on SD (web site) <http://www.zrss.si/default.asp?link=predmet&tip=6&pID=22>
 - Institute of the Republic of Slovenia for Vocational Education and Training also prepares such tools; for example manual for teachers for implementation of SD Think and act sustainable! Available on: <http://www.cpi.si/mednarodno-sodelovanje/ess/kakovost-in-prepoznavnost/zakladnica-znanja/trajnostni-razvoj.aspx>
- NGO-s are preparing tools and materials and share them (and teach how to use them) on different workshops for teachers and children

Indicator 4.1 Teaching tools and materials for ESD are produced	
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of development and production of ESD tools and materials exist?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe.</i></p> <p>MES encourages development and production of ESD tools and materials, especially through mechanism of public tenders; lately many e-tools and e-materials have been developed through European Social Fund Projects; they are available on MES-website free of charge.</p> <p>Slovenia adopted Guidelines for Education for Sustainable Development from Preschool to Pre-university Education that includes some general guidelines for ESD-related teaching tools and materials. ESD tools and materials have to satisfy general guidelines for preparing teaching tools and materials.</p>
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in USD) for annual expenditures on ESD-related research and development.</i></p> <p>There is only available data for ESD on national /state level.</p> <p>Tools are produced through different projects, financed by MES; ministry of Environment and European Social Fund: In 2009 there ere app. 1.300.000 €for this activity; in 2010 app. 1.000.000. This includes national in ESF money.</p> <ul style="list-style-type: none"> - In 2008 Ministry of Education invested app. 130.000 € on ESD tools from national budget; since then ESD is financed through European social fund; the amount of money is the total amount on all activities: <ul style="list-style-type: none"> o project V.O.D.A: in 2009 30.000€; 2010: 65.000 € o Public tender »Innovative and creative approaches to teaching and learning” – a project on ESD has been chosen and in the period from 1. 1. 2009 till 15.9.2009 was given 1.238.000 € o Public tender Experiential education for sustainable development (Vzpostavitev izvedbenih pogojev za izkustveno izobraževanje za trajnosti razvoj«) – Project Classroom in nature started in 11.6.2010 and will end on 31. 8. 2012; project is worth 2.400.000 €
Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist	
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities? (b) approved by public authorities? (c) tested and recommended for selection by educational institutions?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase I: For (a) and (b), please describe.</i></p> <p><i>Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c), please also describe. Please also provide your own examples, as appropriate.</i></p> <p>ESD is one of the significant educational objectives and aims and is incorporated in school legislative. All materials, tools are consistent</p>

	<p>with the aims of education. Writing or revising textbooks has to be in accordance with legislative objectives and aims included in curricula and subject syllabuses.</p> <p>Slovenian textbooks used in public education are adopted by governmental Councils of experts in the field of education. All adopted textbooks have to be in accordance with legislative objectives and aims included in the curricula and subject syllabuses. They have to fulfill the guidelines, adopted by Council of Experts of the Republic of Slovenia for General Education.</p> <p>Since there are more and more tools and materials on the website, <u>guidelines</u> for preparation, main characteristics and publication have been adopted by an expert commission at MES, which have been approved by public authorities and recommended for selection.</p>																	
Sub-indicator 4.2.2	Are ESD teaching tools/materials available: (a) in national languages? (b) for all levels of education according to ISCED?																	
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase I: For (a) please specify.</i></p> <p>Tools and material are available in national languages. Some good materials and tools from abroad are also translated. Some materials are in English and it is up to teacher to decide, which one to use. If there is a possibility of translation, such a material and tools are normally translated and are available.</p>																	
	<p><i>Phase II: If yes for (b), please specify by ticking (V) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">ISCED levels</th> <th style="text-align: center;">(b) Yes</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">0</td><td style="text-align: center;">v</td></tr> <tr><td style="text-align: center;">1</td><td style="text-align: center;">v</td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">v</td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">v</td></tr> <tr><td style="text-align: center;">4</td><td style="text-align: center;">v</td></tr> <tr><td style="text-align: center;">5</td><td style="text-align: center;">v</td></tr> <tr><td style="text-align: center;">6</td><td style="text-align: center;">v</td></tr> <tr><td style="text-align: center;">Teacher education</td><td style="text-align: center;">v</td></tr> </tbody> </table>	ISCED levels	(b) Yes	0	v	1	v	2	v	3	v	4	v	5	v	6	v	Teacher education
ISCED levels	(b) Yes																	
0	v																	
1	v																	
2	v																	
3	v																	
4	v																	
5	v																	
6	v																	
Teacher education	v																	
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 checked="" type="checkbox"/>	<i>Phase II: Please describe.</i>																	
Sub-indicator 4.3.2	Is public authority money invested in this activity?																	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify to what extent by providing an indication of the amount in USD, giving the annual expenditures for ESD-related research and development.</i></p> <p>For ESD-related research and development in general in invested approximately 200.000 € of public money and around 200.000€ of</p>																	

	money from European Social Funds.
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe.</i></p> <p>Yes, they are; they are available on Ministry's website: http://www.mss.gov.si/; on The National Education institute (http://www.zrss.si/)</p> <ul style="list-style-type: none"> ○ On Educational Research Institute: http://www.pei.si/); on Institute of the Republic of Slovenia for Vocational Education and Training (http://www.cpi.si/)
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet? (b) provided through other channels?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>For (a) and (b) please specify.</i></p> <p>a) It is accessible through internet in different ways: database of teaching tools and materials on website of Ministry of Education and Sport Database of teaching materials and tools for subject Environment and for SD on The National Educational Institute (http://www.zrss.si/default.asp?link=predmet&tip=6&pID=22) Project V.O.D.A – on the website there are different materials for elementary and secondary schools, which are available for everyone (http://www.bc-naklo.si/index.php?id=1477) and are a platform of different approaches, materials that were done in the last 2 years. Multimedia platform “Classroom in nature” (http://www.ucilnicavnaravi.si/o-projektu/) B) through seminars, conferences for teacher and students, where all accessible materials are shared</p>
Issue 5. PROMOTE RESEARCH ON AND DEVELOPMENT OF ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
<i>Many researches on ESD have been financed by Ministry of Education and Sport in the last years: For example:</i>	
<u>Analysis and Encouraging the Integration of Education for a Sustainable Development into Primary Schools:</u>	
The basic research problem of study was to establish the key elements which define ESD, to find out how they are defined in international documents and how they are introduced into school practice by some European countries, to what extent these elements are already introduced in Slovenian primary schools and whether some of these elements are given greater emphasis than others.	
<u>Inclusion of the elements of sustainable consumption and sustainable development in school curriculum:</u> The main aim of the project was to prepare the expertise which would facilitate the inclusion of the elements of sustainable consumption and sustainable development in the Slovene school curriculum. In order to achieve this aim the following goals were attained:	

Review and analysis of the relevant current literature and trends in the area of sustainable development and education for sustainable development.

- Review and analysis of the relevant foreign school curricula and of the Slovene school curriculum (for the elementary and grammar school) regarding the inclusion of the sustainable development and sustainable consumption themes and contents.
- Empirical research amongst Slovene secondary school students and their teachers in order to establish the “presence” of the sustainable development and sustainable consumption themes in teaching and learning processes and the teachers’ perceptions of the inclusion of these themes in the syllabi.
- Preparation of the list of the sustainability themes (focusing primarily on sustainable consumption), which could be included in the subjects’ syllabi, in the teaching and learning processes of different subjects, and in other school activities. The list of the good practice examples of education for sustainable development was gathered.

Two target research studies have just finished:

- Ethics in ESD
- Didactical approaches in ESD

Other research studies are financed through ESF (85%) and public money (15%).

Indicator 5.1 Research²⁸ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁹ supported?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify what kind of research (content and methods). Please provide the total amount annually over the reporting period, and if feasible, as a percentage of the total research budget.</i></p> <p>From the year 2006 to 2010 app. 200.000 € were provided from national budget and around 200.000€ from ESF (in ESF project researching is one of the activities in the project).</p>
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what kind of research (content and methods).</i></p> <p>Target research projects and evaluation, carried out by Educational Research Institute. The research studies tackled also implementation of UNECE strategy, but the research (as evident above) had primarily other aims.</p>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: ³⁰ (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?

²⁸ These include support from various sources, such as State, local authorities, business and non-governmental sources.

²⁹ E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology; means of evaluation including socio-economic impacts.

³⁰ ESD is addressed by substance and/or by approach.

	<p>7085)</p> <ul style="list-style-type: none"> - <i>Analysis and Encouraging the Integration of Education for a Sustainable Development into Primary Schools (target research report; available on http://www.mss.gov.si/si/delovna_podrocja/razvoj_solstva/razvojno_raziskovalne_studije_crp/izbrani_projekti_2006_2013/#c17085)</i> <p>Etc.</p>
	<p><i>Phase II: For (b), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i></p> <p>All scientific publications are available on: http://cobiss.izum.si/</p> <p>Some scientific publications:</p> <ul style="list-style-type: none"> - Anko. B. Bogataj, Mastnak, M..Paper on sustainability. Adult educationl centre, Ljubljana. - Zupan, Anka. Environmental education as education for sustainable development. Ljubljana: Ministry of Education and Sport, The national institute of Education, 2009. <p>Etc.</p>
Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE 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 UNECE region and beyond	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international ³⁴ networks on ESD?
<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>Phase II: Please specify for national, subnational and local levels and list major networks.</p> <p>International networks related to ESD in supported by public authorities:</p> <ul style="list-style-type: none"> - Unesco ASP net - ENO - Environment Online – Since many Slovenian schools already participate in Eno network, in the year 2011, which is dedicated to forests, Slovenian and Finnish preparation of a model of good practice in the field of SD is under discussion. - Healthy schools - Eco schools - UNICEF - U4energy - ENSI - Etc. <p>National levels:</p> <ul style="list-style-type: none"> - project V.O.D.A - Učilnica v naravi

³⁴ In this context, international associations, working groups, programmes, partnerships, etc. means those at the global, regional and subregional levels.

	<ul style="list-style-type: none"> - Slovenian global action (SLOGA) – also subnational level - Etc. <p>Local levels – there are many networks on local level.</p>
Sub-indicator 6.1.2	Do educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify. List major networks.</i></p> <p>International networks related to ESD, where educational institutions participate:</p> <ul style="list-style-type: none"> - Unesco ASP net - ENO - Environment Online - U4energy - Healthy schools - Eco schools - UNICEF - ENSI - Comenius projects (for example: LEARN (Developing a future-leading base for teaching and learning ESD – in context of local and global dimensions); COMET (Competence Management for ESD Teachers and Future-Oriented School Development) - Slovenian global action (SLOGA) – also subnational level
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify and list the major ones.</i>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please list and describe.</i>
Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLES, AS WELL AS LOCAL AND TRADITIONAL KNOWLEDGE, IN ESD	
<p><i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i></p> <p>The population in Slovenia is predominantly of Slovenian ethnic origin yet the Constitution of the Republic of Slovenia is designed in a positive relationship towards the ethnic communities. The greatest attention is paid to the Italian and Hungarian ethnic communities, a special interest is expressed towards the Roma community and there are also provisions that represent the framework for building an appropriate relationship between the state and the preservation of ethnic identity of the migrants.</p>	
<p><i>Phase II: Please provide the updated information to indicate changes over time.</i></p> <p>Some very successful projects of integration of Roma and immigrants have been carried out in Slovenia that also won important international awards (European commission awarded project of Roma assistants).</p>	

Phase III: Please provide the 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 1,500 characters with spaces). Please be as specific as possible.

Phase II: Please provide the updated information to indicate changes over time.

Challenges remain:

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

Phase III: Please provide the updated information to indicate changes over time.

Issue 9. DESCRIBE ANY ASSISTANCE NEEDED TO IMPROVE IMPLEMENTATION

Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible.

Phase II: Please provide the updated information to indicate changes over time.

Phase III: Please provide the updated information to indicate changes over time.

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 (V) 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.)

Some key themes covered by sustainable development	ISCED Levels					
	0	1	2	3	4	5
Peace studies (e.g. international relations, security and conflict resolution, partnerships)	-	-	V	V	V	V
Ethics and philosophy	V	V	V	V	V	V
Citizenship, democracy and governance	-	V	V	V	V	V
Human rights (e.g. gender and racial and inter-generational equity)	V	V	V	V	V	V
Poverty alleviation	-	V	V	V	V	V
Cultural diversity	V	V	V	V	V	V
Biological and landscape diversity	V	V	V	V	V	V
Environmental protection (waste management, etc.)	V	V	V	V	V	V
Ecological principles/ecosystem approach	V	V	V	V	V	V
Natural resource management (e.g. water, soil, mineral, fossil fuels)	V	V	V	V	V	V
Climate change	-	V	V	V	V	V
Personal and family health (e.g. HIV/AIDS, drug abuse)	V	V	V	V	V	V
Environmental health (e.g. food and drinking; water quality; pollution)	V	V	V	V	V	V
Corporate social responsibility	V	V	V	V	V	V
Production and/or consumption patterns	V	V	V	V	V	V
Economics	V	V	V	V	V	V
Rural/urban development	-	V	V	V	V	V
Total	12	16	17	17	17	17
Other (countries to add as many as needed)						

NB: 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 (max. 102 ticks; “other” not counted) is:

No. of ticks	0–5	6–10	11–25	26–50	51–75	76–100
Scale	A	B	C	D	E	F

Could you specify which specific themes are of critical important in your countries and why? Please specify for different ISCED levels, as appropriate.

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 curriculum³⁵/programme of study at various levels of formal education, by filling in the table below.

(Please tick (V) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)

Table of learning outcomes

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

³⁵ At the State level, where relevant.

	- coping under stress?	V	V	V	V	V	V
	- ability to identify and clarify values (<i>for phase III</i>)?	V	V	V	V	V	V
	Total	4	4	4	4	4	4
	- other (<i>countries to add as many as needed</i>)?						
	-						
Learning to live and work together Does education at each level enhance learners' capacity for:	Expected outcomes	0	1	2	3	4	5
	- acting with responsibility (locally and globally)?	V	V	V	V	V	V
	- acting with respect for others?	V	V	V	V	V	V
	- identifying stakeholders and their interests?	-	V	V	V	V	V
	- collaboration/team working?	V	V	V	V	V	V
	- participation in democratic decision-making?	V	V	V	V	V	V
	- negotiation and consensus-building?	V	V	V	V	V	V
	- distributing responsibilities (subsidiarity)?	V	V	V	V	V	V
	Total	6	7	7	7	7	7
- other (<i>countries to add as many as needed</i>)?							
-							

NB: Your response will reflect the variety of ESD learning outcomes 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 (maV. 138 ticks; "other" not counted) is:

No. of ticks	0–7	8–14	15–35	36–70	71–104	105–138
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 (V) relevant teaching/learning methods for each level. Use the blank rows to insert additional teaching/learning methods that are considered to be key methods in your country in teaching-learning for sustainable development.)

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy ³⁶	ISCED Levels					
	0	1	2	3	4	5
Discussions	-	V	V	V	V	V
Conceptual and perceptual mapping	V	V	V	V	V	V
Philosophical inquiry	-	V	V	V	V	V
Value clarification	V	V	V	V	V	V
Simulations; role playing; games	V	V	V	V	V	V
Scenarios; modeling	V	V	V	V	V	V
Information and communication technology (ICT)	-	V	V	V	V	V
Surveys	-	V	V	V	V	V
Case studies	-	V	V	V	V	V
EVcursions and outdoor learning	V	V	V	V	V	V
Learner-driven projects	V	V	V	V	V	V
Good practice analyses	-	V	V	V	V	V
Workplace eVperience	-	-	V	V	V	V
Problem-solving	V	V	V	V	V	V
Total	7	13	14	14	14	14
Other (<i>countries to add as many as needed</i>)						

NB: Your response will reflect the variety of ESD teaching/learning methods 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 (max. 84 ticks; “other” not counted) is:

No. of ticks	0–5	6–28	29–35	36–50	51–65	66–84
Scale	A	B	C	D	E	F

³⁶ Please refer to paragraph 33 (e) of the UNECE Strategy for ESD.

Appendix II

Indicator 2.6, sub-indicator 2.6.1

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

Table (a) According to the UNECE Strategy for ESD

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

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

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

Table (b) According to United Nations Decade of ESD

Stakeholders	Classification by United Nations Decade of ESD				
	Public awareness	Quality education	Reorienting education	Training	Social learning
NGOs	V	V	V	V	V
Local government	V	V	V	V	V
Organized labour	V	V	V	V	V
Private sector	V	V	V	V	V
Community-based	V	V	V	V	V
Faith-based	-	-	-	-	-
Media	V	V	V	V	V

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

The scoring key for this table (max. 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 is ESD a part of the initial and/or in-service educator's training, by filling in the table below by ticking (V) as appropriate.

ISCED levels	Percentage of education professionals who have received training ³⁷ to integrate ESD into their practice: (see key below)																
	Educators											Leaders/administrators ³⁸					
	Initial*						In service**					In service***					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E
0					V						V			V			
1					V						V			V			
2					V						V			V			
3				V					V					V			
4				V					V					V			
5			V						V					V			
6			V						V					V			
Non-formal				V					V					V			
Informal				V					V					V			

The scoring key for this table (max. 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

* 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.

** 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.

*** 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.

³⁷ Training is understood to include at least one day (a minimum of five contact hours).

³⁸ See paragraphs 54 and 55 of the UNECE Strategy for ESD.

Appendix IV

Summary and self-assessment³⁹ by countries:

1	Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD	<input type="checkbox"/> Not started Completed	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/>
2	Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	<input type="checkbox"/> Not started Completed	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/>
3	Indicator 1.3	National policies support synergies between processes related to SD and ESD	<input type="checkbox"/> Not started Completed	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/>
4	Indicator 2.1	SD key themes are addressed in formal education	<input type="checkbox"/> Not started Completed	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/>
5	Indicator 2.2	Strategies to implement ESD are clearly identified	<input type="checkbox"/> Not started Completed	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/>
6	Indicator 2.3	A whole-institution approach to ESD/SD is promoted	<input type="checkbox"/> Not started Completed	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/>
7	Indicator 2.4	ESD is addressed by quality assessment / enhancement systems	<input type="checkbox"/> Not started Completed	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/>
8	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 Completed	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/>
9	Indicator 2.6	ESD implementation is a multi-stakeholder process	<input type="checkbox"/> Not started Completed	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/>
10	Indicator 3.1	ESD is included in the training of educators	<input type="checkbox"/> Not started Completed	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/>
11	Indicator 3.2	Opportunities exist for educators to cooperate on ESD	<input type="checkbox"/> Not started Completed	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/>
12	Indicator 4.1	Teaching tools and materials for ESD are produced	<input type="checkbox"/> Not started Completed	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/>
13	Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	<input type="checkbox"/> Not started Completed	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/>
14	Indicator 4.3	Teaching tools and materials for ESD are accessible	<input type="checkbox"/> Not started Completed	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input checked="" type="checkbox"/>
15	Indicator 5.1	Research on ESD is promoted	<input type="checkbox"/> Not started Completed	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/>

³⁹ 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.

1 6	Indicator 5.2	Development of ESD is promoted	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Completed
1 7	Indicator 5.3	Dissemination of research results on ESD is promoted	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Completed
1 8	Indicator 6.1	International cooperation on ESD is strengthened within the UNECE region and beyond	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Completed
