

## GREECE

### Reporting on implementation of the UNECE Strategy for ESD (2017–2019)

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

Name of officer responsible for submitting the report: **Panagiotis Passas, Director General**

Signature:

Date: **11.01.2019**

Full name of the institution: **Hellenic Ministry of Education, Research and Religious Affairs**

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## A.

In order to compile the following Report, a letter was sent, by the Hellenic Ministry of Education, Research and Religious Affairs, to various involved Ministries and stakeholders, accompanied by the reporting template and the previous National Implementation Report. Ministries were asked to fill in the fields and indicators related to their activities in the template, and stakeholders to provide general information of their ESD related activities. The coordination of the various responses provided by Ministries and stakeholders for the preparation of this Report was carried out by the Directorate of European and International Affairs of the Hellenic Ministry of Education where the national focal point on ESD is located.

Governmental institutions (please specify)

- **Ministry of Education, Research and Religious Affairs**
- **Institute of Educational Policy**
- **Ministry of Culture and Sports**
- **Ministry of Environment and Energy**

Stakeholders:

- **The Museum of the Natural History of Lesvos (management body of Lesvos Island UNESCO Global Geopark)**
- **The Piraeus Bank Group Cultural Foundation (PIOP.gr) – Network of nine Thematic Museums)**
- **The National Observatory of Athens**

NGOs (please specify)

- **Mediterranean Information Office for Environment, Culture and Sustainable Development (MIO-ECSDE)**
- **Aeiforum**
- **Hellenic Society for the Protection of Nature (HSPN)**
- **Hellenic Platform (of NGOs) for Development - National platform of CONCORD (the European confederation of Relief and Development NGOs)**
- **Organization Earth**
- **Action Aid Hellas**
- **AISEC Hellas**
- **KMOP - Social Action and Innovation Centre**
- **Center of Life**
- **Positive Voice**

Academia (please specify)

- **UNESCO Chair and Network on Sustainable Development Management and Education in the Mediterranean (University of Athens)**
- **Department of Special Education, University of Thessaly**
- **Department of Early Childhood Education, University of Thessaly**
- **Department of Rural and Surveying Engineering, Aristotle University of Thessaloniki**

<b>Issue<sup>1</sup> 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD</b>	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
<b>Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD</b>	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national <sup>2</sup> language(s)?
Yes <b>X</b>	<i>Please specify languages. <b>Greek</b></i>
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <b>X</b>	<i>If yes, please specify in which ministry (ies)/department(s) the focal point(s) is (are) located.</i> <b>There are two persons appointed: The representative of the Ministry of Education to the Steering Committee is a University Professor at the Aristotle University of Thessaloniki. The focal point is an officer located within the Ministry of Education at the Directorate of European and International Affairs</b>
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <b>X</b>	<i>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</i> <b>The coordinating body which was set up in 2006 and then re-established in 2011 (National Committee) remains inactive. A Scientific Committee was set up in 2016 to submit a proposal on the new structure supporting ESD</b>
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <b>X</b>	<i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD and please indicate the Internet address where it is accessible.</i> <b>The new law (4547/2018) sets the national implementation plan for ESD</b>
Sub-indicator	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, <sup>3</sup> and other policy

<sup>1</sup> 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).

<sup>2</sup> 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.

1.1.5	processes relevant to ESD?
Yes <b>X</b>	<p><i>Please specify and list major documents.</i></p> <p><b>The UNECE Strategy , the UNESCO Global Action Programme on Education for Sustainable Development as well as the Mediterranean Strategy for ESD are the baseline for implementing ESD</b></p>
<b>Indicator 1.2</b>	<b>Policy, regulatory and operational frameworks support the promotion of ESD</b>
Sub-indicator 1.2.1	Is ESD reflected in any national policy <sup>4</sup> document(s)?
Yes <b>X</b>	<p><i>Please specify and list any major document(s).</i></p> <p><b>Ministerial Decision 40332 / 8.9.2014 (OJG 2383/B'/8.9.2014) of the Minister of Environment, Energy and Climate Change on the approval of the National Strategy for Biodiversity 2014-2029 and its accompanying 5-year Action Plan:</b></p> <p><b>The National Strategy for Biodiversity 2014-2029 and its accompanying 5-year Action Plan in line with the United Nations Convention on Biological Diversity (CBD), set out the overall vision for the protection of biodiversity and of its ecosystem services in Greece, based on three pillars, namely “halting biodiversity loss - promoting biodiversity as a national natural capital - intensifying the contribution of Greece to preventing the loss of global biodiversity”, aiming to prevent all destructive changes caused by the loss of biodiversity, by 2050.</b></p> <p><b>In this overall framework, the Strategy sets out inter alia a general target (target 11) to “integrate biodiversity conservation in the society’s value system”. As a key means to achieve this, the Strategy makes reference, particularly, to the promotion of formal and non-formal education on biodiversity, environment and sustainable development, targeting students of all ages, as well as training and life-long learning programmes and the education of educators.</b></p> <p><b><u>Government Gazette (OJG A 102/12.06.2018, Article 52, Education for Sustainability</u></b></p> <p><b>Paragraph 13 of Article 111 of Law 1892/1990 (A; 101) is replaced by the following: Education for Sustainability is a part of Primary and Secondary school curricula. The aim of Education of Sustainability is to make students aware of the relationship between human beings and their natural and social environment, to become aware of the problems associated with them and to engage with specific programs in order to contribute to the overall effort to tackle them. By decision of the Minister of Education, Research and Religious Affairs, are defined the framework and mode of implementation and funding of specific training programs for Education for sustainability. "</b></p> <p><b><u>Standing Committee on Educational Affairs of the Hellenic Parliament,</u></b></p> <p><b>National and Social Dialogue on Education, FINDINGS, PROPOSALS AND IMPLEMENTATION SCHEDULE (May, 2016) SECTION II, PROPOSAL 07: Upgrading to all levels of Education for the Environment and the Sustainable Development (pp. 44-48) (<a href="https://dialogos.minedu.gov.gr/wp-content/uploads/2016/09/porisma_epitropi_morfwtikwn.pdf">https://dialogos.minedu.gov.gr/wp-content/uploads/2016/09/porisma_epitropi_morfwtikwn.pdf</a>)</b></p>

<sup>3</sup> See A/69/76.

<sup>4</sup> Policy documents may include national strategies, plans, programmes, guidelines and the like.

**NATIONAL AND SOCIAL DIALOGUE FOR EDUCATION, CONCLUSIONS**

([https://dialogos.minedu.gov.gr/wp-content/uploads/2016/04/PORISMATA\\_DIALOGOU\\_2016.pdf](https://dialogos.minedu.gov.gr/wp-content/uploads/2016/04/PORISMATA_DIALOGOU_2016.pdf))

- ESD is reflected in official documents which refer to: a) rationalization of the teaching content (Institute of Educational Policy, 2016), b) the implementation of the new curricula and educational material (in which is included a special curriculum for Education for sustainability for compulsory education) of general school of all levels, c) curricula of vocational school, d) the teachers initial and in-service training, and e) in the regulatory framework that supports “the new curricula development” (ISCED levels 0-3).
- Circulars about school activities (e.g. <http://dipe.mes.sch.gr/autosch/joomla15/2017/November/01-01-sd-egkyklios-02-11-2017.pdf>)
- Circulars on the Centres for Environmental Education

In the framework of inclusive education in Greece, students with disabilities and special educational needs, can follow the mainstream school: (a) in a school class of the general school; (b) in a school class of the general school with parallel support; or (c) in specially organized and suitably staffed Integration Teams operating in general and vocational schools. These arrangements aim to enhance equal access and the participation of all pupils in the education system, fight early school leaving and promote equality and social cohesion. If students with disabilities and special educational needs have particular difficulties to attend the general education or integration schools, they are able to attend Schools of Special Needs Education, the analytical and timetable programs of which are similar to those of the general and vocational education that integrate the objectives and themes of ESD.

Law 3699/2008 (OJG 199A/02.10.2008 -Presidential Decree No 301/1996 (A' 208), followed by several Ministerial Decisions

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? <sup>5</sup>
(a) Yes <b>X</b> (b) Yes <b>X</b>	<p><b>1. See above answer for Sub-indicator 1.2.1</b></p> <p><b>2. ESD (key-themes, methods, learning outcomes etc.) is included in the national curricula of all levels and types of schools in two ways (Multidisciplinary and Interdisciplinary approach). Characteristic examples:</b></p> <p><b>2.1. Compulsory Education/Interdisciplinary approach</b></p> <ul style="list-style-type: none"> <li>• <b>There is A special curriculum for «Environment and education for sustainable development» (Governmental Gazette 304/13-03-2003.</b></li> <li>• <b>Guidebook for teachers and students (<a href="http://www.pi-schools.gr/books/dimotiko/perival/1-40.pdf">http://www.pi-schools.gr/books/dimotiko/perival/1-40.pdf</a>)</b></li> <li>• <b>Thematic week (Subject: Body and identity which is including sustainable development issues like health education etc. (<a href="http://www.iep.edu.gr/index.php/el/fakelos-ekpaideftikoy-ylikoy-2016-2017">http://www.iep.edu.gr/index.php/el/fakelos-ekpaideftikoy-ylikoy-2016-2017</a>, Circular of Ministry of Education Φ20.1/220482/Δ2/23-12-2016).</b></li> </ul> <p><b>2.2. Upper High School /Multidisciplinary approach</b> <b>Subject: Modern world: Citizen and democracy ( <a href="http://ebooks.edu.gr/new/books-pdf.php?course=DSGL-B142">http://ebooks.edu.gr/new/books-pdf.php?course=DSGL-B142</a>)</b></p> <p><b>3. Vocational schools</b> <b>Subject: Agriculture and Sustainable Development</b> <b>Subject: Health Education</b></p> <p><b>4. Post-secondary non-tertiary education</b></p> <p><b>5. Post-secondary non-tertiary vocational education</b></p> <p><b>6. Every year a circular sets the details for the implementation of the ESD programmes in the schools.</b> <b>ESD is included in the curricula and timetable of Special Needs Schools at primary and secondary education level. They are also in line with the educational objectives for students with disability and / or special educational needs in mainstream education (mainstreaming, parallel support, inclusive classes).</b></p>

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

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

**Ministry of Education: a) Presidential Decree of 23 February 2018 No 18 (OJG 31 A/23-2-2018 )**

**Mission and Structure of the Ministry of Education, article 36: Establishment of the Directorate for the Support of Educational Programs and Education for Sustainable Development**

**b) Law 4547/2018 (OJG 102 A/12-06-2018) Reorganization of support structures for primary and secondary education and other provisions. Establishment of PEKES (article4), KESY (article6), CES (article12).**

**Centers of Education for Sustainability (CES) support school units in ESD issues with emphasis on the environment and in areas related to sustainable development such as health promotion and culture and the interconnection of the educational community and the local community, to ensure the sustainable management of the environment and the emergence of sustainable solutions to local issues.**

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 <b>X</b>	<b>NGOs and the educational departments of different Museums support schools with programmes and activities on ESD. Ministry of Education: As above. Ministry of Environment: See above answer for Sub-indicator 1.2.1</b>
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
No <b>X</b>	<i>Please specify.</i>
Sub-indicator 1.2.5	Does a formal structure for interdepartmental <sup>6</sup> cooperation relevant to ESD exist in your Government?
Yes <b>X</b>	<i>Please specify.</i> <b>Even though a formal structure for interministerial cooperation on ESD might not exist at the moment, there is a close regular informal cooperation on the matter between the Ministries of Education and of Environment and Energy</b>
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? <sup>7</sup>
No <b>X</b>	<i>Please specify.</i>
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes <b>X</b>	<i>Please specify.</i> <b>The Hellenic Ministry of Culture and Sports initiatives on ESD are financed by the Official Governmental Annual Budget and the National Strategic Reference Framework (NSRF) 2014-2020. Hellenic Ministry of Education: Centres of Education for Sustainability under support and supervision of the Ministry of Education Consultants for Sustainability in all directorates of the country support schools to work on ESD subjects. Curricula enhancement, according to ESD, was developed by the Institute of Educational Policy (IEP) and were co-funded by national and EU funds. School projects on ESD are partly financed by the Ministry of Education. Extra curricula programs and projects supported by Ministry of Education</b>
<b>Indicator 1.3 National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable</b>	

<sup>6</sup> Between State bodies.

<sup>7</sup> For an explanation, see paragraph 46 of the UNECE Strategy for ESD.



<b>development (SD) and ESD.</b>	
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 <b>X</b>	<p>Greece places particular emphasis on achieving sustainable development and is strongly committed to the implementation of the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs). In 2017, following a wide open multi-stakeholder dialogue, Greece has set eight overarching National Priorities for adapting the SDGs to national needs and circumstances, among which a Priority on “Providing high-quality and inclusive education” directly linked to SDG 4.</p> <p>Moreover, the national Growth Strategy of Greece adopted in May 2018 (<a href="http://www.mindev.gov.gr/greece-a-growth-strategy-for-the-future/">http://www.mindev.gov.gr/greece-a-growth-strategy-for-the-future/</a>) is in line with the overall themes and provisions of the SDGs, including SDG4.</p> <p>It should also be stressed that in Greece the notion of sustainable development is embedded in the Greek Constitution (Art. 24) since 2001 that states that the protection of natural and cultural environment is an obligation of the state and every citizen is entitled to this right. To this direction the state should take preventive or remedial measures according to the principles of sustainability.</p> <p>Within the framework of NSRF 2014-2020, the Hellenic Ministry of Culture and Sports undertook in 2018 the project entitled “Greece and UNESCO: Production of educational material towards the promotion of the world heritage sites and monuments in Greece”. The action aims to ignite interest about world heritage and raise awareness among children between 10-15 years old towards preserving world’s natural and cultural heritage and respecting all cultures.</p>
Sub-indicator 1.3.2	Is ESD part of SD policy (ies) if these exist in your country?
Yes <b>X</b>	<p>As mentioned above, the national Growth Strategy of Greece adopted in May 2018 is in line with the overall themes and provisions of the SDGs, including inter alia SDGs 4.7 and 12.8 with regard to ESD. The Strategy promotes the transition into a new holistic growth model, with a balance between economic development, social well-being without exclusions, and the protection of the environment and the natural capital of the country. In this overall context, Greece has adopted in May 2018 a national Action Plan for the shift to a Circular Economy, that supports inter alia circular consumption patterns of re-using, re-storing and re-pairing rather than buying new products, especially for electrical and electronic devices, thus creating a new market and jobs in repairing services, as well as education and information of consumers so as to make more sustainable and responsible choices regarding appliances’ energy efficiency and reparability potential.</p> <p>A major part of the educational material produced by <u>the Ministry of Culture</u> is translated in English, whereas users with impaired vision also have access to online applications.</p> <p>In primary and secondary education principally as a change of the concept of environmental education in education for sustainability</p>
<i>Concluding remarks</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective</i>

<i>on issue 1</i>	<i>(a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD</i>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> <li>– <i>Which actions and/or initiatives have been particularly successful and why?</i></li> </ul> <p><b>Blog your Heritage – unblock the past, share for the future: organizing and coordinating a school competition for the design and management of blogs on local cultural heritage aiming at raising awareness among young people. The content should cover not just antiquities but various aspects of local heritage (including intangible heritage) of the respective region. The best blogs will be awarded on the basis of their originality, creativity, expressive tools, variety in subjects, and popularity (comments, likes, discussions prompted by posts etc.).</b></p> <ul style="list-style-type: none"> <li>– <i>What challenges did your country encounter when implementing this objective?</i></li> <li>– <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i></li> </ul>
<b>Issue 2. Promote SD through formal, non-formal and informal learning</b>	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
<b>Indicator 2.1 SD key themes are addressed in formal education</b>	
Sub-indicator 2.1.1	Are key themes of SD <sup>8</sup> addressed explicitly in the curriculum/programme of study at various levels <sup>9</sup> of <b>formal</b> education?
Yes <b>X</b>	<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> <p><b>The key-themes of SD are addressed in the curricula (primary and secondary education both general and vocational). Issues of high importance are: Global citizenship, democracy and governance, Human rights, Poverty alleviation, Cultural diversity, gender equality, climate change, environmental protection and sustainable consumption patterns, natural resource management, personal and family health, social cohesion, social responsibility, global citizenship, human rights, elimination of all types of discrimination, etc. These key-themes are addressed through existing subjects, as well as through stand-alone projects (Transdisciplinary and Interdisciplinary approach) (see Appendix Ia) and also 1.2.1 and 1.2.2 indicators. They diffuse in all projects, curricula, national strategy and educational policy.</b></p> <p><b>Key themes of Education for Sustainable Development are also included in the curriculum and timetable of special education schools (primary, secondary).</b></p> <p><b>Cultural Diversity: Greece performs a vast number of activities ranging from cultural heritage preservation to cultural and creative industries promotion, making Culture in Greece both an enabler and a driver of the economic, social and</b></p>

<sup>8</sup> For details, see paragraph 15 of the UNECE Strategy for ESD.

<sup>9</sup> For the State or federal level, where relevant.

	<p><b>environmental dimensions of sustainable development.</b></p> <p><b>Greece also supports and enforces in its legal framework the UNESCO's work promoting cultural diversity and UNESCO's Culture Conventions, which are keys to the implementation of the 2030 Agenda for Sustainable Development. Furthermore, Greece, through the competent public bodies, arm's-length organizations and private cultural entities, promotes cultural education of youth, with an emphasis on the use of new technologies.</b></p> <p><i>Please update the table in appendix I (a) that was used for implementation phases II and III under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" data-bbox="956 475 1556 580"> <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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Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum <sup>10</sup> /programme of study at various levels of formal education?												
Yes <b>X</b>	<p><i>Please specify what competences as learning outcomes are important in your country.</i></p> <p><b>Most of the learning outcomes that support ESD are addressed in the new curricula (compulsory and secondary education). Emphasis is put on: creative thinking, understanding interrelations across disciplines/holistic approach, ability to identify and clarify values, collaboration and team working, acting with responsibly, acting with respect for others, participation in democratic decision making, etc (see Appendix Ib).</b></p> <p><b>Learning outcomes that support Sustainable Development Education are also included in the curricula and timetable programs of Special Education Schools (primary and secondary), as well as the objectives of educating students with disability and / or special educational needs in mainstream education ( parallel support, inclusive classes).</b></p> <table border="1" data-bbox="956 986 1556 1091"> <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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<sup>10</sup> Idem.

Sub-indicator 2.1.3	Are teaching and learning methods that support ESD addressed explicitly in the curriculum <sup>11</sup> or programme of study at various levels of formal education?																																																					
Yes <b>X</b>	<p><i>Please specify which methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.</i></p> <p><b>Teaching/learning methods that support ESD are addressed in the national curricula (levels 0-3). Methods of particular significance are: Excursions and outdoor learning, learner-driven projects, Problem solving, surveys, simulations; role playing; games, conceptual and perceptual mapping, information and communication technology (ICT) etc. (see Appendix Ic).</b></p> <p><b>The teaching methods that support ESD are also included in the curricula of special education schools (primary, secondary).</b></p> <table border="1" data-bbox="974 491 1574 611"> <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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<b>Indicator 2.2 Strategies to implement ESD are clearly identified</b>																																																						
Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects <sup>12</sup> only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project <sup>13</sup> ; (e) other approaches?																																																					
(a) Yes <b>X</b> (b) Yes <b>X</b> (c) Yes <b>X</b> (d) Yes <b>X</b> (e) Yes <b>X</b>	<p><i>Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="792 799 1756 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>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>25. Lower secondary vocational education</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>35. Upper secondary vocational education</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	ISCED levels 2011	(a)	(b)	(c)	(d)	(e)	Yes	Yes	Yes	Yes	Yes	0. Early childhood education	✓	✓	✓	✓	✓	1. Primary education	✓	✓	✓	✓	✓	2. Lower secondary education	✓	✓	✓	✓	✓	25. Lower secondary vocational education	✓		✓	✓		3. Upper secondary education	✓	✓	✓	✓	✓	35. Upper secondary vocational education	✓	✓				4. Post-secondary non-tertiary education	✓	✓			
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4. Post-secondary non-tertiary education	✓	✓																																																				

<sup>11</sup> Idem.

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

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

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

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

All the above are included in the national curricula for compulsory and secondary education (0-3). In secondary education (2-3) there are additional courses/projects provided, which also support ESD. In these courses participation is optional.

ESD is supported in special education and training through a) the education of students with disability and/or special educational needs in the mainstream class, with parallel support, in inclusive classes, b) individual teaching subjects taught in special schools (c) Individualized Education Programs, according to the students' special educational needs, (d) Flexible zone programs (up to the 4th grade in primary schools) and the Creative Work Zone (e) the co-educational programs, e) the Apprenticeship program for the graduates of the Lyceums

**Indicator 2.3 A whole-institution approach<sup>14</sup> to SD/ESD is promoted**

Sub-indicator 2.3.1

Do educational institutions<sup>15</sup> adopt a “whole-institution approach” to SD/ESD?

Yes **X**

*The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2019.<sup>16</sup> ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.*

<sup>14</sup> 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).

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

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

- Curriculum for Environment and sustainable development (304/13-03-2003, and revised curriculum 2015) is designed based the idea of sustainable schools. Details on the meaning of sustainable schools are included in the Guidebook of teachers too (Guide for interdisciplinary activities for environmental education, 2008) (page 12).
- Schools at the beginning and the end of the school year prepare reports on “Planning and assessment of the educational work of the school” (Article 47, Law 4547/2018), which are sent to the Regional Centres of Educational Coordination. The reports promote a whole institution approach. IEP systematically studies the conclusions of the Regional Centres of Educational Coordination and recommends to the Minister of Education, Research and Religious Affairs ways of improving the programming and assessment procedures of the schools.
- There are also three school networks approved by the Ministry of Education (“The sustainable school through indicators”, “The sustainable school” and “Eco schools) in which the participating schools support the idea and are acting as “sustainable schools”.
- The Natural History Museum of the Lesvos Petrified Forest (management body of Lesvos Island UNESCO Global Geopark) has adopted a whole-institution approach and integrates SD issues into its educational programs, making the Geopark as a learning place for ESD

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

Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?								
Yes <b>X</b>	<p><i>If yes, please specify what schemes are available for all levels of your education system.</i></p> <p><b>Guidelines (Guide for interdisciplinary activities for environmental education, is distributed every year to all schools of compulsory education)</b>  <b>Programs and networks like: “The sustainable school through indicators”, “The sustainable school” and “Eco schools” distributes relevant educational material.</b></p> <p><b><u>AEIFORUM “The Sustainable School Label”</u>: implementing the sustainable school through indicators.</b> The SSL is a certification process that awards schools turning to sustainability. Fourty (40) indicators divided in three domains (Pedagogy/ Social-Organizational/Environmental lay in the heart of the SSL and cover the full range of school activities and functions. The schools enrol at the beginning of the school year and by the end of it they apply for the Label, sending filled in the Sustainable School Calendar. This calendar includes all the different activities, complying with the 40 indicators, which the school has undertaken during the school year. Among others the school has to create the Sustainable School Management Plan and School Activity Program.</p> <p><b><u>The Natural History Museum of the Lesvos Petrified Forest</u> (management body of Lesvos Island UNESCO Global Geopark) organizes and it realizes educational programs and activities that integrate SD issues:  Climatic change: I learn for its repercussions observing the Petrified Forest of Lesvos/I adopt and protect the Petrified Forest - I participate in the cleaning and preserving of fossils/ Earthquakes &amp; Volcanoes: Natural Hazards risk reduction/ Small Palaeontologists/ Petrified and modern ecosystems in the Lesvos Petrified Forest (Petrified Forest Parks, Nissiopi Marine Park)</b></p> <p><b><u>Various Universities in Greece</u> have initiated principles and processes of WIA in line with the Charter for Sustainable Development (see above).</b></p> <p><b><u>The Charter of the Greek Universities for Sustainable Development</u> (adopted by the Greek Universities’ Rectors in 2011) is promoting the Whole Institution Approach at the Greek Universities.</b></p> <table border="1" data-bbox="965 1209 1697 1417"> <thead> <tr> <th data-bbox="965 1209 1585 1262">ISCED levels 2011</th> <th data-bbox="1585 1209 1697 1262">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="965 1262 1585 1315">0. Early childhood education</td> <td data-bbox="1585 1262 1697 1315">✓</td> </tr> <tr> <td data-bbox="965 1315 1585 1367">1. Primary education</td> <td data-bbox="1585 1315 1697 1367">✓</td> </tr> <tr> <td data-bbox="965 1367 1585 1417">2. Lower secondary education</td> <td data-bbox="1585 1367 1697 1417">✓</td> </tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓
ISCED levels 2011	Yes								
0. Early childhood education	✓								
1. Primary education	✓								
2. Lower secondary education	✓								

		25 <input type="checkbox"/> Lower secondary vocational education	<input checked="" type="checkbox"/>
		3. Upper secondary education	<input checked="" type="checkbox"/>
		35. Upper secondary vocational education	<input checked="" type="checkbox"/>
		4. Post-secondary non-tertiary education	<input type="checkbox"/>
		45. Post-secondary non-tertiary vocational education	<input type="checkbox"/>
		5. Short-cycle tertiary education	<input type="checkbox"/>
		55. Short-cycle tertiary vocational education	<input type="checkbox"/>
		6. Bachelor's or equivalent level	<input type="checkbox"/>
		7. Master's or equivalent level	<input type="checkbox"/>
		8. Doctoral or equivalent level	<input type="checkbox"/>
		9. No information available	<input type="checkbox"/>
Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?		
<b>Yes X</b>	<p><b>Through self-assessment procedure (revised scheme 2018), schools are encouraged to set their own goals and develop their own (SD/ESD) assessments indicators, and their own school enhancement plans.</b></p> <p><b>As well as networks like: “The sustainable school through indicators”, “The sustainable school” and “Eco schools” propose specific procedures for the development of their indicators such as pedagogical, environmental, social etc. See above AEIFORUM “The Sustainable School through Indicators</b></p> <p><b>Since the adoption of SGDs (2015) <u>MIO-ECSDE</u>, especially through its educational initiative <u>MEDIES</u> aligns its educational SD/ESD activities with the principles of the 17 Global Goals (Since then MIO-ECSDE has run projects that have direct or indirect relation to SDG4, SDG6, SDG14, SDG15 and SDG17. Ref: <a href="http://www.medies.net">www.medies.net</a></b></p>		



(a) For formal institutions:

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

(b) For non-formal institutions:

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

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

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

(a) Yes **X**  
 (b) Yes **X**  
 (c) Yes **X**

*Please elaborate.*

**There is a quality assessment in relation with educational material**

**The education quality assessment system, incorporates the principles of ESD**

**Every year schools design their curricula and projects that are connected to the principles of ESD and incorporate them to educational quality.**

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

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

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

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 <b>X</b> (b) Yes <b>X</b> (c) Yes <b>X</b> (d) Yes <b>X</b> (e) Yes <b>X</b> (f) Yes <b>X</b>	<p><i>Please elaborate.</i></p> <p><b>IEP is developing a project for the revision of all curricula for compulsory and secondary education (general and vocational) in which all above dimensions are planning to reinforce in student assessment with priority to b, c and d.</b></p> <table border="1" data-bbox="781 395 1839 1260"> <thead> <tr> <th data-bbox="781 395 1285 448">ISCED levels 2011</th> <th data-bbox="1285 395 1377 448">(a)</th> <th data-bbox="1377 395 1469 448">(b)</th> <th data-bbox="1469 395 1561 448">(c)</th> <th data-bbox="1561 395 1653 448">(d)</th> <th data-bbox="1653 395 1744 448">(e)</th> <th data-bbox="1744 395 1839 448">(f)</th> </tr> <tr> <td></td> <td data-bbox="1285 448 1377 496"><i>Yes</i></td> <td data-bbox="1377 448 1469 496"><i>Yes</i></td> <td data-bbox="1469 448 1561 496"><i>Yes</i></td> <td data-bbox="1561 448 1653 496"><i>Yes</i></td> <td data-bbox="1653 448 1744 496"><i>Yes</i></td> <td data-bbox="1744 448 1839 496"><i>Yes</i></td> </tr> </thead> <tbody> <tr> <td data-bbox="781 496 1285 544">0. 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Lower secondary vocational education</td> <td data-bbox="1285 639 1377 687"></td> <td data-bbox="1377 639 1469 687"></td> <td data-bbox="1469 639 1561 687"></td> <td data-bbox="1561 639 1653 687"></td> <td data-bbox="1653 639 1744 687"></td> <td data-bbox="1744 639 1839 687"></td> </tr> <tr> <td data-bbox="781 687 1285 735">3. Upper secondary education</td> <td data-bbox="1285 687 1377 735">✓</td> <td data-bbox="1377 687 1469 735">✓</td> <td data-bbox="1469 687 1561 735">✓</td> <td data-bbox="1561 687 1653 735">✓</td> <td data-bbox="1653 687 1744 735"></td> <td data-bbox="1744 687 1839 735"></td> </tr> <tr> <td data-bbox="781 735 1285 783">35. Upper secondary vocational education</td> <td data-bbox="1285 735 1377 783">✓</td> <td data-bbox="1377 735 1469 783">✓</td> <td data-bbox="1469 735 1561 783">✓</td> <td data-bbox="1561 735 1653 783">✓</td> <td data-bbox="1653 735 1744 783"></td> <td data-bbox="1744 735 1839 783"></td> </tr> <tr> <td data-bbox="781 783 1285 831">4. Post-secondary non-tertiary education</td> <td data-bbox="1285 783 1377 831"></td> <td data-bbox="1377 783 1469 831"></td> <td data-bbox="1469 783 1561 831"></td> <td data-bbox="1561 783 1653 831"></td> <td data-bbox="1653 783 1744 831"></td> <td data-bbox="1744 783 1839 831"></td> </tr> <tr> <td data-bbox="781 831 1285 879">45. Post-secondary non-tertiary vocational education</td> <td data-bbox="1285 831 1377 879"></td> <td data-bbox="1377 831 1469 879"></td> <td data-bbox="1469 831 1561 879"></td> <td data-bbox="1561 831 1653 879"></td> <td data-bbox="1653 831 1744 879"></td> <td data-bbox="1744 831 1839 879"></td> </tr> <tr> <td data-bbox="781 879 1285 927">5. Short-cycle tertiary education</td> <td data-bbox="1285 879 1377 927"></td> <td data-bbox="1377 879 1469 927"></td> <td data-bbox="1469 879 1561 927"></td> <td data-bbox="1561 879 1653 927"></td> <td data-bbox="1653 879 1744 927"></td> <td data-bbox="1744 879 1839 927"></td> </tr> <tr> <td data-bbox="781 927 1285 975">55. 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Master's or equivalent level</td> <td data-bbox="1285 1023 1377 1070"></td> <td data-bbox="1377 1023 1469 1070"></td> <td data-bbox="1469 1023 1561 1070"></td> <td data-bbox="1561 1023 1653 1070"></td> <td data-bbox="1653 1023 1744 1070"></td> <td data-bbox="1744 1023 1839 1070">✓</td> </tr> <tr> <td data-bbox="781 1070 1285 1118">8. Doctoral or equivalent level</td> <td data-bbox="1285 1070 1377 1118"></td> <td data-bbox="1377 1070 1469 1118"></td> <td data-bbox="1469 1070 1561 1118"></td> <td data-bbox="1561 1070 1653 1118"></td> <td data-bbox="1653 1070 1744 1118"></td> <td data-bbox="1744 1070 1839 1118">✓</td> </tr> <tr> <td data-bbox="781 1118 1285 1166">9. No information available</td> <td data-bbox="1285 1118 1377 1166"></td> <td data-bbox="1377 1118 1469 1166"></td> <td data-bbox="1469 1118 1561 1166"></td> <td data-bbox="1561 1118 1653 1166"></td> <td data-bbox="1653 1118 1744 1166"></td> <td data-bbox="1744 1118 1839 1166"></td> </tr> </tbody> </table> <p data-bbox="598 1299 2016 1362"><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></p>	ISCED levels 2011	(a)	(b)	(c)	(d)	(e)	(f)		<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	0. Early childhood education	✓	✓	✓	✓			1. Primary education	✓	✓	✓	✓			2. Lower secondary education	✓	✓	✓	✓			25. Lower secondary vocational education							3. Upper secondary education	✓	✓	✓	✓			35. Upper secondary vocational education	✓	✓	✓	✓			4. Post-secondary non-tertiary education							45. Post-secondary non-tertiary vocational education							5. Short-cycle tertiary education							55. Short-cycle tertiary vocational education							6. Bachelor's or equivalent level						✓	7. Master's or equivalent level						✓	8. Doctoral or equivalent level						✓	9. No information available						
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<b>Indicator 2.5      ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice</b>	
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?

Yes **X**

The Ministry of Education supports collaboration with public and private sector bodies such as the Nutrition program of PROLEPSIS with the Support of Niarchos Foundation, the three year European program of distribution of vegetables and milk in order to fight obesity and adopt a new healthy way of living, the National program in collaboration with the Ministry of Infrastructure and Networks (“e-drive academy”) etc.

The Ministry of Environment and Energy with regard to education on environmental and biodiversity protection, in particular, since the protection of the environment can play a “horizontal” catalytic role in achieving overall sustainable development objectives, awareness raising and informal undertake education activities on particular environmental issues, as educating public on how to live in harmony with nature is a cornerstone of education for sustainable development. Some indicative examples are the following:

- The 36 Management Bodies of the 446 Natura 2000 sites in Greece all have environmental education centers that target school students of all ages and help translate, through practical training, overall sustainable development objectives down to the local level (e.g. [www.evros-delta.gr](http://www.evros-delta.gr), [www.samaria.gr](http://www.samaria.gr), [www.alonissos-park.gr](http://www.alonissos-park.gr), [www.nmp-zak.org/](http://www.nmp-zak.org/)).

- The Ministry of Environment and Energy participates as a partner in the LIFE projects. A very important component of all LIFE projects is the information sharing, education and awareness raising of the public, including local communities and youth, to which end specialized communication material is prepared and activities are carried out.

Each year, the Piraeus Bank Group Cultural Foundation (PIOP), implements a wide range of cultural, scientific and educational events, initiatives and actions.

The Greek Civil Society has been actively participating in the implementation of ESD. The Hellenic Platform for Development in the framework of the European program “Make Europe Sustainable for All” and in collaboration with its members, have implemented many public raising awareness activities around all Sustainable Development Goals. Highlights were the joint activities/campaigns “HOPE 2030” and “#17days17goalsgr”. A number of Hellenic Platform members reported examples of non-formal educational activities: "Organization Earth" records three main projects, namely "Urban farmers" workshop, "experiential environmental training for children" and collective cooking. Action Aid Hellas (AAH), implements the Action Week for Education which is a well-known campaign that enjoys a great recognition amongst students and educators in Greek schools, namely “Planet 2030”, also Walk the Global Walk: Mobilizing European young people in support of the Sustainable Development Goals, for which AAH collaborates with organizations and local authorities from 19 countries. AISEC Hellas: Global Volunteer & SDG Alignment with relevant activities and NGOs Development. KMOP - Social Action and Innovation Centre: through implementing the project InterCap (funded by DEAR) participates in a Community of Practice (CoP) network that involves 13 organizations from 12 countries, as well as CONCORD Europe. "Center of Life" and "Positive Voice" non-profit organizations support people living with HIV/AIDS, the reduction of HIV-related stigma and the promotion of the general public’s awareness of HIV/AIDS and safe sexual behaviour with activities as The “HIV Prevention Programme for High School Students”. The Positive Voice activities include the "AthCheckpoint" that contributed to the achievement of diagnosing 30% of all new HIV diagnoses in the country. Hellenic Society for the Protection of Nature/ HSPN: five networks under its coordination cover various SD issues such as energy, water, waste, local urban conditions, waste management, transportation, marine and coastal issues, biodiversity, forests, climate change, global citizenship, health and wellbeing. HSPN programmes address most themes and subthemes of the 17 Sustainable Development Goals. National Observatory of Athens: Lectures for the public on environmental issues NOA operates a visitor’s center at its premises and organizes every month lectures for the public targeted to all ages and educational background. The MEdIES initiative of MIO-ECSDE run a systematic campaign about Non-Conventional-Water-Resources which includes teaching material for teachers and students, school interventions, and a contest that were designed based on the principles of ESD (being holistic, learner-centred, hands-on, promoting critical thinking etc). In its 10 yr life the campaign reached 35,000 students and 5,200 teachers in Greece. The campaign was implemented also in Cyprus, Malta and Italy. <http://medies.net/staticpages.asp?aID=657>

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 <b>X</b>	<p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p><b>National Observatory of Athens:</b> NOA has created a network of cooperating High Schools of Greece in a program related to earthquakes. The schools operate as information centres for students and the public about seismic activity, protection measures and the students learn how to create a seismograph with simple materials.</p> <p>In order to cultivate a culture of dialogue and partnership as well to increase awareness and capacities on implementing the SDGs in Greece, <b>the General Secretariat Of Government (GSG) and line Ministries</b> support transparent and inclusive consultation information with multiple stakeholders actively engaged in the SDGs implementation process (civil society and social partners, the private sector and business community, academia and research community, regional and local authorities). In particular, an ongoing dialogue is taking place with some of the major national stakeholders, through the platform provided by the Economic and Social Council of Greece (ESC), the constitutionally recognized institution for conducting social dialogue in Greece. The ESC is working, following the model of the European Economic and Social Committee (EESC), on the basis of a tripartite structure representing the interests of three main groups involved, directly and indirectly, in achieving the SDGs at different levels: (i) employers-entrepreneurs; (ii) public and private sector employees; and (iii) other categories of interests groups such as farmers, self-employed people, professionals, consumers, environmental agencies, disabled people's confederation, gender equality and multi-child associations, and regional and local government.</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 <b>X</b>	<p><i>Please specify in particular which instruments were the most effective in assessing the outcomes of ESD as a result of non-formal or informal learning.</i></p> <p><b>A) Action Aid Hellas:</b> After the Action Week and the campaign “Planet 2030” a survey (namely Survey Monkey) was formulated and sent to all the participants in the campaign. The Survey measured the engagement of students and educators to the SDGs and impact on their perceptions and values about SDGs.</p> <p><b>B) AIESEC:</b> Once per year, since 2016, AIESEC runs Brand Audit surveys among Greek Universities to assess, among others, SD awareness.</p>
<b>Indicator 2.6 ESD implementation is a multi-stakeholder process<sup>17</sup></b>	
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?

<sup>17</sup> 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>Yes <b>X</b></p>	<p><i>Please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please update the information provided in the previous table for appendix II as appropriate.</i></p> <p><b>The Ministry of Culture and Sports designs and implements nationwide communication campaigns (<u>Green Cultural Routes</u>, since 2012 and Environment and Culture, since 2008), which: 1. promote sustainable development by educating citizens on issues associated with the protection and valorisation of the cultural wealth as well as the natural environment of the country, 2. encourage tourist development through various activities and events that harmonize each time with the landscape and the local historical and cultural tradition 3.raise public awareness about respect and understanding of different cultures. The bodies that participate and collaborate with the Hellenic Ministry of Culture and Sports are the Hellenic Ministry of Education, Research and Religious Affairs Environment Education Centres, schools, University Schools and Technological Educational Institutes, Local Government, Private museums, Environmental organizations, Associations and cooperatives, Volunteers.</b></p> <p><b><u>The Hellenic Platform for Development:</u> The main stakeholders of the campaign are CSOs, local groups, institutions, universities, schools, businesses, politicians, journalists, students, general public.</b></p> <p><b><u>Action Aid Hellas: Campaign "Planet 2030":</u> The main stakeholders of the campaign are educators, students, CSOs, Ministry of Education and Media.</b></p> <p><b><u>The Hellenic Society for the Protection of Nature:</u> Teacher seminars, workshops and summer schools, held every year throughout Greece with the support of volunteer specialists and academics, are highly successful as they provide specific knowledge and increase skills and abilities of educators</b></p>
<p><i>Concluding remarks on issue 2</i></p>	<p><i>Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning.</i></p>

Please address in particular the following questions:

– Which actions and/or initiatives have been particularly successful and why?

The educational activities of **Piraeus Bank Group Cultural Foundation** (PIOP) are specially designed for various target groups (e.g. school groups of all levels, children and families, adults and sensitive and/or vulnerable social groups, professionals etc.) and adjusted to their specific needs, expectations, requirements and overall profile, in order to achieve the maximum degree of engagement and participation and reinforce awareness, knowledge, values and behaviours towards the goals of SD. Among others, indicative successful initiatives that are appreciated by and evoke participants' satisfaction and positive remarks are those that are designed around PIOP Museum Network's thematic, the development of personal and technical skills through dedicated workshops, programs that connect generations through sharing of knowledge and experiences, initiatives that support entrepreneurship in the Cultural and Creative Industries etc.

In 2016, **Organization Earth's «Centre of the Earth»** was awarded as the best initiative worldwide for connecting people to nature by the International Union for Conservation of Nature. Workshops predominately took place at the «Centre of the Earth» but also in schools, refugee camps, local government venues, city farms, summer camps and various other locations. The children are encouraged to explore with all of their senses, instead of listening to teacher-centered instructions in a classroom setting.

**Action Aid Hellas:** The final event "Hope 2030" was very successful since it brought together educators and students along with more than 40 CSOs that work on SDGs, Media, Politicians and general public. Also, the choice to hold the event in Victoria Square, a rather multicultural and often marginalized neighbourhood was a great success.

**Centre for Life:** a number of interventions towards key goals for sustainable development, most noteworthy of which are: a) The "HIV Prevention Programme for High School Students", b) The "Support for HIV Positive Detainees and Ex-Detainees" Programme, c) The "HIV Positive Women's Empowerment" Programme, d) The "Equality in the Workspace" Programme.

Issue 3. Equip educators with the competence to include SD in their teaching	
<p><i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i></p> <p><b>Consultants of ESD (former Coordinators of EE) organize teacher’s seminars in order to promote ways to include SD in their teaching.</b></p>	
Indicator 3.1 ESD is included in the training <sup>18</sup> of educators	
Sub-indicator 3.1.1	Is ESD a part of educators’ initial training? <sup>19</sup>
Yes <b>X</b>	<p><i>In particular specify which ESD competences<sup>20</sup> are explicitly included in the study programmes.</i></p> <p><b>Developed by IEP and the Ministry of Education the strategic plan for teachers training in which ESD is a part of educators’ mandatory initial training (0-3)</b></p>
Sub-indicator 3.1.2	Is ESD a part of the educators’ in-service training? <sup>21</sup>
Yes <b>X</b>	<p><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></p> <p><b>ESD principles, methods, teaching tool etc. is a part of in-service training of educators in compulsory and secondary education. These training programs are optional. Seminars organized by Centres of Environmental Education for Teachers, by Coordinators of Environmental education (recently renamed as Consultants of ESD) on directorate level.</b></p> <p><i>Please also update the information provided under the phase III national implementation reporting in appendix III.</i></p>
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?

<sup>18</sup> ESD is addressed by content and/or by methodology.

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

<sup>20</sup> 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>.

<sup>21</sup> For higher education institutions: the focus is here on existing in-service training programmes regarding SD and ESD for university/college teachers in their own universities/colleges.

Yes <b>X</b>	<p>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.</p> <p>In the framework of UNESCO ASPnet Pilot Project “Whole school approach to Climate Change” the school head and facilitators of participating schools from the Hellenic network followed two (2) national training workshops. This project was mandatory for the 15 participating schools but it is going to be disseminated to the other school-members of the national network. The final material produced by UNESCO is accessible at: <a href="https://unesdoc.unesco.org/ark:/48223/pf0000246740">https://unesdoc.unesco.org/ark:/48223/pf0000246740</a></p>
<b>Indicator 3.2 Opportunities exist for educators to cooperate on ESD</b>	
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 <b>X</b>	<p><i>Please specify.</i></p> <p>There are also many networks/platforms in national, European and international level in which participate teachers who are involved in ESD. These networks coordinated by IEP, Centres of environmental education (recently renamed as Centres of Education for Sustainability), NGOs etc.</p> <p><u>The Hellenic Associated Schools Network</u> under UNESCO</p> <p><u>The Natural History Museum of the Lesvos Petrified Forest</u> (management body of Lesvos Island UNESCO Global Geopark) organizes educational programs and activities that integrate SD issues for experts within the country and from other countries</p> <p><u>MEdIES</u> is a Mediterranean-wide online network of ESD educators (<a href="http://www.medies.net">www.medies.net</a>). Today (2018) it has more than 5,000 online members.</p> <p><u>The Hellenic Society for the Protection of Nature (HSPN)</u> operates five ESD networks in Greece, under the auspices of the Ministry of Education, Research and Religious Affairs. Three of them are based on international programmes coordinated globally by the Foundation for Environmental Education (FEE): “Eco-Schools”, “Young Reporters for the Environment” and “Learning about Forests”.</p>

Sub-indicator 3.2.2	Are ESD networks/platforms supported by the Government in any way? <sup>22</sup>
Yes <b>X</b>	<p><i>Please specify how, listing the major ones, and describing them as appropriate.</i></p> <p><b>The establishment of 15 thematic Networks approved by IEP and the Ministry of Education.</b></p> <p><b>There is also the new platform called “Photodentro” (The Light of Tree), which has been designed and developed by CTI in the context of the “Digital School” large scale program of the Greek Ministry of Education (2010-2015) and which constitutes a core part of the Ministry’s digital infrastructure for educational content for schools. ‘Photodentro’ is the Greek National Learning Subject Repository (LOR) for primary and secondary education. It hosts learning subjects, which are small, self-contained (semantically and functionally autonomous), reusable units of learning resources, tagged with educational metadata. So, in accordance to school curriculum, there are units that refer to subjects of peace, justice and strong institutions, responsible consumption and production, respect of human rights, protection of the environment and other sustainable goals. “Photodentro” is open to students, teachers, parents, as well as to the public.</b></p>
Concluding remarks issue 3	<p><i>Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching.</i></p> <p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> <li>– <i>Which actions and/or initiatives have been particularly successful and why?</i></li> <li>– <i>What challenges did your country encounter when implementing this objective?</i></li> <li>– <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i></li> </ul>
<b>Issue 4. Ensure that adequate tools and materials for ESD are accessible</b>	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
<b>Indicator 4.1 Teaching tools and materials for ESD are produced</b>	
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?
Yes <b>X</b>	<p><i>Please describe.</i></p> <p><b>IEP is the national mechanism that develops ESD tools and materials and parallelly the institution which evaluates the quality of any teaching tools and materials and approves their implementation in formal education. IEP encourages the development and production of ESD tools and materials.</b></p>
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?

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

Yes ✓	<p><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></p> <p><b>Centres of Environmental Education (recently transformed to Centres of Education for Sustainability).</b></p>
<b>Indicator 4.2      Quality control mechanisms for teaching tools and materials for ESD exist</b>	
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) ✓ (b) Yes <input type="checkbox"/> No <input type="checkbox"/> <input type="checkbox"/> (c) Yes <input type="checkbox"/> No <input type="checkbox"/> <input type="checkbox"/>	<p><i>Please specify.</i></p> <p><b>IEP has developed Guidelines which are available on line in its website. They include specific criteria concerning pedagogical, scientific and aesthetic values according to which IEP does the evaluation of the teaching tools and materials.</b></p>
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 <b>X</b>	<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="927 220 1621 1002"> <thead> <tr> <th data-bbox="927 220 1552 268">ISCED levels 2011</th> <th data-bbox="1552 220 1621 268">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="927 268 1552 323">0. Early childhood education</td> <td data-bbox="1552 268 1621 323">✓</td> </tr> <tr> <td data-bbox="927 323 1552 379">1. Primary education</td> <td data-bbox="1552 323 1621 379">✓</td> </tr> <tr> <td data-bbox="927 379 1552 435">2. Lower secondary education</td> <td data-bbox="1552 379 1621 435">✓</td> </tr> <tr> <td data-bbox="927 435 1552 491">25. Lower secondary vocational education</td> <td data-bbox="1552 435 1621 491"></td> </tr> <tr> <td data-bbox="927 491 1552 547">3. Upper secondary education</td> <td data-bbox="1552 491 1621 547">✓</td> </tr> <tr> <td data-bbox="927 547 1552 603">35. Upper secondary vocational education</td> <td data-bbox="1552 547 1621 603">✓</td> </tr> <tr> <td data-bbox="927 603 1552 659">4. Post-secondary non-tertiary education</td> <td data-bbox="1552 603 1621 659">✓</td> </tr> <tr> <td data-bbox="927 659 1552 715">45. Post-secondary non-tertiary vocational education</td> <td data-bbox="1552 659 1621 715">✓</td> </tr> <tr> <td data-bbox="927 715 1552 770">5. Short-cycle tertiary education</td> <td data-bbox="1552 715 1621 770"></td> </tr> <tr> <td data-bbox="927 770 1552 826">55. Short-cycle tertiary vocational education</td> <td data-bbox="1552 770 1621 826"></td> </tr> <tr> <td data-bbox="927 826 1552 882">6. Bachelor's or equivalent level</td> <td data-bbox="1552 826 1621 882">✓</td> </tr> <tr> <td data-bbox="927 882 1552 938">7. Master's or equivalent level</td> <td data-bbox="1552 882 1621 938">✓</td> </tr> <tr> <td data-bbox="927 938 1552 994">8. Doctoral or equivalent level</td> <td data-bbox="1552 938 1621 994">✓</td> </tr> <tr> <td data-bbox="927 994 1552 1002">9. No information available</td> <td data-bbox="1552 994 1621 1002"></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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<b>Indicator 4.3 Teaching tools and materials for ESD are accessible</b>																															
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?																														
Yes <b>X</b>	<p><i>Please describe and in particular highlight which measures are the most efficient for dissemination.</i></p> <p><b>IEP is the official mechanism that evaluates and recommends the teaching tools and materials. The implementation of ESD teaching tools and materials is highly recommended (e.g. in the national curricula/programmes for compulsory and secondary education).</b></p> <p><b>The Ministry of Education promotes the national strategy of ESD goals in order to improve new models of management in educational policies and in accordance to European Policies and governance (Law 4547/2018/ OJG 102 A/12-6-2018) in all structures of education mainly through environmental education centers</b></p>																														

Sub-indicator 4.3.2	Is public authority money invested in this activity? <b>mainly through the funding of environmental education centers</b>
Yes <b>X</b>	<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 <b>X</b>	<p><i>Please describe and name in particular official Internet sites.</i></p> <p>Many,  <b>The approved (ESD) teaching materials that are recommended in the national programs of study (0-3) are available through the Internet: <a href="http://www.digitalschool.minedu.gov.gr">www.digitalschool.minedu.gov.gr</a>  <a href="http://photodentro.edu.gr">photodentro.edu.gr</a>  Ministry of Education: e-drive academy, <a href="http://edrive.yme.gov.gr/">http://edrive.yme.gov.gr/</a> , <a href="http://www.edutv.gr/index.php/kikloforiak-agogi">http://www.edutv.gr/index.php/kikloforiak-agogi</a></b></p>
Sub-indicator 4.3.4	<p>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?</p> <p><b>mainly through environmental education centers and environmental NGOs</b></p>
(a) Yes <b>X</b> (b) Yes <b>X</b>	<p><i>For (a) and (b) please specify and mention by whom it was established and by whom it is managed.</i></p> <p><b>The approved (ESD) teaching material is available in the national language and is accessible through the internet: <a href="http://www.digitalschool.minedu.gov.gr">www.digitalschool.minedu.gov.gr</a> as well as from the Educational Radio television <u>of the Ministry of Education.</u>  <u>Ministry of Education:</u> <a href="http://www.edutv.gr/index.php/kikloforiak-agogi">http://www.edutv.gr/index.php/kikloforiak-agogi</a></b></p> <p><b>The Hellenic Ministry of Culture and Sports provides accessibility for the cultural educational programmes through the internet and special educational kits distributed to school units of primary and secondary education in all prefectures, as well as a website with online applications i.e. interactive games regarding UNESCO monuments throughout the world.</b></p>
Concluding remarks issue 4	<p><i>Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible.</i></p>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> <li>– <i>Which actions and/or initiatives have been particularly successful and why?</i></li> <li>– <i>What challenges did your country encounter when implementing this objective?</i></li> <li>– <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i></li> </ul>

Issue 5. Promote research on and development of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 5.1 Research <sup>23</sup> on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD <sup>24</sup> supported?
Yes <input checked="" type="checkbox"/>	<p><i>Please specify in particular the most important outcomes of supported research.</i></p> <p><b>The projects-research developed by IEP support ESD (e.g. new curricula, training programs for teachers and school leaders, education assessment system etc.).</b>  <b>IEP also evaluates, under specific criteria, research proposals that researchers would like to do in the schools (involving teachers and students).</b></p> <p><b>are all mentioned at 2.5</b></p>
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: <sup>25</sup> (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?

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

<sup>24</sup> 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.

<sup>25</sup> ESD is addressed by substance and/or by approach.

(1)	
(a) Yes <b>X</b>	<i>Please specify what programmes are available and list the most important academic dissertations that address ESD.</i>
(b) Yes <b>X</b>	<b>University of Thrace, Dpt of pre School Education, Master entitled “ Education for Environment and Sustainability”</b>
(2)	
(a) Yes <b>X</b>	<b>(1a) Aristotle University of Thessaloniki: Interdisciplinary 2yr Postgraduate Program entitled "Education for Sustainability - Education Sciences"</b>
(b) Yes <b>X</b>	<b>(2a &amp;b): University of Athens (Chemistry Dpt)&gt; InterSectoral Master programme in Chemistry (Science) Didactics and ESD. Doctorate level as well</b>
	<b>1)a)Titles of post-graduate Master programs on ESD:</b>
	<b>1) “Education for Sustainable Development-Educational Sciences”, Departments of Primary Education and Biology, Aristotle University of Thessaloniki</b>
	<b>2) “Education for the Environment and Sustainability”, Department of Education Sciences in Early Childhood, Democritus University of Thrace.</b>
	<b>3) “Environmental Education”, Department of Pre-School Education and Educational Design, University of the Aegean</b>
	<b>4) “Environmental Policy, Education and Communication”, Department of Forestry, Environmental Management and Natural Resources, Democritus University of Thrace.</b>
	<b>5) “Environmental Management and Environmental Education”, Department of Agricultural Technology, Alexandrio Technological Educational Institution of Thessaloniki</b>
	<b>2)a) Indicative list of post-graduate Master programs addressing ESD:</b>
	<b>1. Environmental Protection and Sustainable Development (Aristotle University of Thessaloniki)</b>
	<b>2. Environmental Physics (Aristotle University of Thessaloniki)</b>
	<b>3. Environmental Policy &amp; Biodiversity Conservation (University of the Aegean)</b>
	<b>4. Sustainable Plant Production Sciences and Systems (University of Thessaly)</b>
	<b>5. Sustainable Crop Production and Environmental Management (University of Thessaly)</b>
	<b>6. Sustainable Management of the Aquatic Environment (University of Thessaly)</b>
	<b>7. Environment and Development (National Technical University of Athens)</b>
	<b>8. Ecological Water Quality and Management at a River Basin Level (Aristotle University of Thessaloniki)</b>
	<b>9. Conservation of Biodiversity and sustainable exploitation of Native Plants (Aristotle University of Thessaloniki)</b>

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 checked="" type="checkbox"/>	<i>Please provide information on (a) and (b).</i>
(b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>National scholarship foundation and General Secretariat of Research.</b>
<b>Indicator 5.2 Development of ESD is promoted</b>	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? <sup>26</sup>
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify what main projects were/are being implemented to that end.</i> The projects-research developed by IEP promote ESD in practice (e.g. new curricula, training programs for teachers and school leaders, education assessment system etc.).
<b>Indicator 5.3 Dissemination of research results on ESD is promoted</b>	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms <sup>27</sup> to share the results of research and examples of good practices in ESD <sup>28</sup> 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>

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

<sup>27</sup> E.g., conferences, summer schools, journals, periodicals, networks.

<sup>28</sup> 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 <b>X</b>	<i>Please name the major publications for (a) and (b).</i>
(b) Yes <b>X</b>	<b>A list of recent publications on ESD and addressing ESD is attached to this document. During the period 2011-2018, 43 papers have been published in international journals according to Google Scholar database.</b>
<i>Concluding remarks on issue 5</i>	<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"> <li>– <i>Which actions and/or initiatives have been particularly successful and why?</i></li> <li>– <i>What challenges did your country encounter when implementing this objective?</i></li> <li>– <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i></li> </ul>
<b>Issue 6. Strengthen cooperation on ESD at all levels within the ECE region</b>	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
<b>Indicator 6.1 International cooperation on ESD is strengthened within the ECE region and beyond</b>	
Sub-indicator 6.1.1	Do your public authorities cooperate in or support international <sup>29</sup> networks on ESD?
Yes <b>X</b>	<i>Please specify concrete networks and explain who supports these networks.</i> <b>Yes, there is a specific mechanism for the organization and support of international networks.</b> <b>A representative from the Ministry of Education participates in the scientific team of each network.</b> <b>For the UNESCO Associated Schools Network, the National Coordinator is located within the Ministry of Education</b>
Sub-indicator 6.1.2	Do educational institutions or organizations (formal and non-formal) in your country participate in international networks related to ESD?

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

Yes <b>X</b>	<p><i>Please specify. List major networks.</i></p> <ul style="list-style-type: none"> <li>➤ <b>UNESCO Associated Schools Project Network:</b> The Hellenic network has 240 member schools, most of them working on issues related to ESD, some of them participating in pilot UNESCO Projects such as “Whole School Approach to Climate Change, “Ocean Literacy”, and Sports Values”.</li> <li>➤ <b>My school voyages with Perseus</b></li> <li>➤ <b>The Hellenic Platform for Development:</b> member representatives have extensive experience in the fields of education (formal and non-formal).</li> <li>➤ <b>AIESEC:</b> AIESEC is a non-governmental not-profit organisation in consultative status with the United Nations Economic and Social Council (ECOSOC), affiliated with the UN DPI, member of ICMYO, and is recognized by UNESCO.</li> <li>➤ <b>KMOP:</b> KMOP through implementing the project InterCap (funded by DEAR) participates in a Community of Practice network which is intended to provide a venue for partners, associates and interested stakeholders (including Public Institutions, Local Authorities, Civil Society Organisations and Universities)</li> <li>➤ <b><u>The Hellenic Society for the Protection of Nature:</u></b> operates five ESD networks in Greece, under the auspices of the Ministry of Education, Research and Religious Affairs. Three of them are based on international programmes coordinated globally by the Foundation for Environmental Education (FEE): <u>“Eco-Schools», “Young Reporters for the Environment” and “Learning about Forests”</u>. International and cross-border projects, implemented in the context of the three international programmes, are also important as they bring in contact educators from many countries, supporting exchange of ideas and best practices, and international cooperation. Examples of such projects are “Forest action for Climate Change Mitigation” implemented in schools of Greece, Cyprus, Bulgaria and Romania, where ESD material was developed jointly; and the International Missions, organised in the framework of “Young Reporters for the Environment”, which bring together students from the participating countries (36) to address common SD issues and challenges.</li> <li>➤ <b>The UNESCO Chair and Network of University of Athens on Sustainable Development Management and Education in the Mediterranean</b> has since 2011 coordinated a number of trainings, Conferences to promote the WIA and transforming the university learning environment with the ESD. Learn more: <a href="http://unescochair.chem.uoa.gr/">http://unescochair.chem.uoa.gr/</a></li> <li>➤ <b>MEdIES (www.medies.net)</b> is an international online network of educators and institutions with an interest on ESD. MEDIES follows closely the international and European SDGs and ESD agenda. Since 2015 the UNESCO Chair of the UoA and MEdIES officially participate in the GAP/UNESCO, co-chairing the Priority Action Area of "Advancing policy" (Partner Network 1).</li> </ul>
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms or agreements that include an explicit ESD component?

Yes <b>X</b>	<p><i>Please specify and list the major ones.</i></p> <p>Education, training and public-awareness issues are included in bilateral agreements signed between Greece and other countries, for example regarding environmental protection and sustainable development. Furthermore, ESD is included in the Mediterranean Strategy on SD, where Greece actively participated in its drafting.</p> <p>In bilateral agreements with other countries cooperation on sustainable development issues is often referred.</p> <p>European projects like Intereg, Erasmus + etc. etc</p> <p><b>Ministry of Education</b> : e-twinning projects</p> <p><b>The Hellenic Ministry of Culture and Sports</b> participates in the Enlarged Partial Agreement on Cultural Routes of the Council of Europe with 5 main priority fields of action: co-operation in research and development; enhancement of memory, history and European heritage; cultural and educational exchanges for young Europeans; contemporary cultural and artistic practice; cultural tourism and sustainable cultural development.</p> <p><b>The Mediterranean Strategy on ESD (MSESD)</b> was endorsed by the Ministers of Environment of the Union for the Mediterranean (UfM) in 2014 in Athens. 2016: The MSESD was accepted as an integral part of the Mediterranean Strategy for Sustainable Development (MSSD), formally adopted by Barcelona Convention CoP19, Athens. 2016 The Action Plan of the MSESD has been adopted , together with the Nicosia Declaration, during the Ministerial Conference on ESD in Nicosia, Cyprus MSESD and its Action Plan aim to encourage the countries of the Mediterranean to develop and incorporate ESD into all relevant subjects of their formal and non-educational systems, as well as informal learning environments.</p>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes <b>X</b>	<p><i>Please list and describe.</i></p> <p>In the context of the Trilateral cooperation between Greece, Cyprus and Egypt, in the margins of the 6th Summit at Head of States level hosted by Greece, in the island of Crete, on 10 October 2018, a Trilateral MoU was signed on the promotion of Education for Sustainable Development including Environmental Education.</p> <p>Moreover, since now Greece (Hellenic Ministry of Environment and Energy) is chairing the Mediterranean Commission on Sustainable Development (MCSD) under the UNEP/MAP – Barcelona Convention system, responsible to coordinate the implementation of the Mediterranean Strategy for Sustainable Development (MSSD) 2016-2025, it ensures that a special emphasis on ESD issues is given and that related activities are promoted (from the very practical root level even up to the level of capacity building of policy makers on the SDGs).</p> <p>In the UNEP/MAP – Barcelona Convention context, the MEPIELAN Centre (Mediterranean Programme for International Environmental Law and Negotiation)/ Panteion University of Athens, being a UNEP/MAP Partner and a non-Contracting Party member of the Mediterranean Commission on Sustainable Development (MCSD), is advancing education as an implementing element of sustainable environmental governance in the Mediterranean. In this framework, it is in the process of developing a joined MEPIELAN Centre – UNEP/MAP international Master’s Degree Programme entitled “Sustainable Marine Governance in the Mediterranean”, with the collaborative support of the Cambridge Centre for Environment, Energy and National Resource Governance, University of Cambridge, UK, the Istanbul Bilgi University Law Faculty, Turkey, the University of Milan-Bicocca, Italy, and the University of Valencia, Spain.</p>

<p>Concluding remarks on issue 6</p>	<p>Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region</p> <p><b>Action Aid Hellas:</b> AAH considers that the final event “Hope 2030” was very successful since it brought together educators and students along with more than 40 CSOs that work on SDGs, Media, Politicians and general public. Also, the choice to hold the event in Victoria Square, a rather multicultural and often marginalized neighborhood was a great success.</p> <p><b>KMOP:</b> On July 13, 2018 in Thessaloniki, KMOP through project InterCap and in collaboration with the “Regional Directorate of Primary and Secondary Education of Central Macedonia” organized an awareness raising event titled “Open Discussion on the “Promotion of Sustainable Development Goals in Education”. Among the approximately 40 participants were university professors, school advisors, directors of primary and secondary Education, teachers, representatives of Environmental Education Centers, coordinators of refugees’ education, representatives of Local Government and other stakeholders.</p>
	<p>Please address in particular the following questions:</p> <ul style="list-style-type: none"> <li>- Which actions and/or initiatives have been particularly successful and why?</li> <li>- What challenges did your country encounter when implementing this objective?</li> <li>- What other considerations have to be taken into account in future ESD implementation concerning this objective?</li> </ul>
<p><b>Issue 7. Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD</b></p>	
<p>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</p>	
<p><b>Examples:</b></p> <p><b>Prespa national park</b> (traditional agriculture, livestock farming and lake management)</p> <p><b>Geoparks:</b> Local sustainable development in Geoparks regions like in Lesvos island, Psiloritis national Park, Vouraikos, etc.</p> <p>What role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.</p>	
<p><b>Issue 8. Describe any challenges and obstacles encountered in the implementation of the Strategy</b></p>	
<p>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</p>	
<p>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).</p>	
<p><b>Issue 9. Describe any assistance needed in implementing the Strategy in your countries</b></p>	
<p>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</p>	



## Appendix I (a)

### Indicator 2.1, sub-indicator 2.1.1

Some key themes covered by sustainable development	ISCED Levels 2011												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Peace studies (e.g., international relations, security and conflict resolution, partnerships)	✓	✓	✓	✓	✓	✓	✓						
Environmental ethics and philosophy	✓	✓	✓	✓	✓	✓	✓				✓	✓	
Global citizenship, democracy and governance	✓	✓	✓	✓	✓	✓	✓				✓		✓
Sustainable lifestyles	✓	✓	✓	✓	✓	✓	✓				✓		
Human rights (e.g., gender and racial and intergenerational equity)	✓	✓	✓	✓	✓	✓	✓				✓		✓
Poverty alleviation	✓	✓	✓	✓	✓	✓	✓				✓		
Cultural diversity	✓	✓	✓	✓	✓	✓	✓						
Gender equality	✓	✓	✓	✓	✓	✓	✓				✓		✓
Biological and landscape diversity	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓
Environmental protection (waste management, environmental monitoring, risk assessment, etc.)	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓
Ecological principles/ecosystem approach	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓
Natural resource management (e.g., water, soil, mineral, fossil fuels)	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓
Climate change and desertification	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓
Personal and family health (e.g., HIV/AIDS, drug abuse)	✓	✓	✓	✓	✓	✓	✓						
Environmental health (e.g., food and drinking; water quality; pollution)	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓

Some key themes covered by sustainable development	ISCED Levels 2011												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Corporate social responsibility	✓	✓	✓	✓	✓	✓	✓						
Production and/or consumption patterns	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓
Economic growth and good jobs	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓
Rural/urban development	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓
Oceans and sea	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓
Renewable energy	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓
Sustainable cities and communities	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓
Culture's contribution to sustainable development	✓	✓	✓	✓	✓	✓	✓						
<b>Total</b>	<b>23</b>	<b>23</b>	<b>23</b>	<b>23</b>	<b>23</b>	<b>23</b>	<b>23</b>				<b>18</b>	<b>13</b>	<b>15</b>
Other (countries to add as many as needed)													
Geodiversity	✓	✓	✓	✓	✓						✓	✓	✓
Natural disasters	✓	✓	✓	✓	✓						✓	✓	✓

*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	<b>F</b>

## Appendix I (b)

### Indicator 2.1, sub-indicator 2.1.2

Table of learning outcomes

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

Competence	Expected outcomes	ISCED Levels												
		0	1	2	25	3	35	4	45	5	55	6	7	8
<b>Learning to be</b>	- self-confidence?	✓	✓	✓	✓	✓								

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

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

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

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

## 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.

**Table of teaching-learning methods**

Some key ESD teaching/learning methods proposed by the Strategy <sup>a</sup>	ISCED Levels												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Discussions	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓
Conceptual and perceptual mapping	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓
Philosophical inquiry		✓	✓	✓	✓	✓	✓				✓	✓	✓
Value clarification	✓	✓	✓	✓	✓	✓	✓						
Simulations; role playing; games	✓	✓	✓	✓	✓	✓	✓				✓	✓	
Scenarios; modelling	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓
Information and communication technology (ICT)	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓
Surveys		✓	✓	✓	✓	✓	✓				✓	✓	✓
Case studies	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓
Excursions and outdoor learning	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓
Learner-driven projects		✓	✓	✓	✓	✓	✓				✓	✓	✓
Good practice analyses		✓	✓	✓	✓	✓	✓				✓	✓	✓
Workplace experience		✓	✓	✓	✓	✓	✓				✓	✓	✓
Problem-solving	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓
<b>Total</b>	<b>9</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>14</b>				<b>13</b>	<b>13</b>	<b>12</b>
Other (countries to add as many as needed)													

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	<b>F</b>

## 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	✓		✓
<b>Total</b>	<b>7</b>	<b>3</b>	<b>2</b>
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	<b>E</b>	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	✓				✓
<b>Total</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>4</b>
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	<b>12–17</b>	18–23	24–29	30–35
Scale	A	B	<b>C</b>	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 <sup>a</sup> to integrate ESD into their practice																	
	<i>Educators</i>												<i>Leaders/administrators<sup>b</sup></i>					
	<i>Initial</i>						<i>In service<sup>d</sup></i>						<i>In service<sup>e</sup></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																		



ISCED levels	Percentage of education professionals who have received training <sup>a</sup> to integrate ESD into their practice																	
	Educators												Leaders/administrators <sup>b</sup>					
	Initial						In service <sup>d</sup>						In service <sup>e</sup>					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
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																		
Non-formal																		
Informal																		

<sup>a</sup> Training is understood to include at least one day (a minimum of five contact hours).

<sup>b</sup> See paras. 54 and 55 of the UNECE Strategy for ESD.

<sup>c</sup> 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.

<sup>d</sup> 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.

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

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

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

## Appendix IV

### Summary and self-assessment by countries

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

