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Thirteenth meeting

Geneva, 3 and 4 May 2018

Item 6 of the provisional agenda

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

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

Summary

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

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

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

* Reissued for technical reasons on 1 May 2018.

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Introduction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Annex I

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

Implementation phase: 2017–2019

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

Name of officer (national focal point) responsible for submitting the report: prof. Ana Langović Milićević, PhD

Signature:

Date: 31 October 2018

Full name of the institution: Ministry of Education, Science and Technological Development

Postal address: Nemanjina 22-26, 11000 Begrade

Telephone: +381113616383

Email: ana.langovic.milicevic@mpn.gov.rs

Website: <http://www.mpn.gov.rs/>

Contact officer for national report (if different from above): vanja.nedeljkovic@mpn.gov.rs

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

Governmental institutions (please specify) Ministry for Environmental Protection sent data on the projects they financed in the previous period. Ministry of Education, Science and Technological development gave the overview of the strategic and legislative framework and integrated the report. The data regarding the pre-university education was gathered in cooperation with the Institute for the Improvement of Education.

Stakeholders: _____

NGOs (please specify): School for survival, Association of Young Researchers

Academia (please specify) 17 faculties from different universities of the Republic of Serbia responded to the questions from the report.

Business (please specify) Chamber of Commerce of Serbia sent information on projects they have participated in during the previous period.

Other (please specify) _____

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

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The Strategy is available in Serbian language on the UNECE website.
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	There are two focal points: in the Ministry of Education, Science and Technological Development and the Ministry of Environmental Protection
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	National Strategy for Sustainable Development (http://www.gs.gov.rs/lat/strategije-vs.html)
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade of Education for Sustainable Development after 2014, ³ and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Lifelong learning is one of the themes in the Strategy for Education Development in Serbia 2020. One of the strategic commitments is to increase the coverage of population on all levels of education and by 2020 a minimum of 7% of citizens to participate in some form of lifelong learning. According to the new Law on Foundations of the Education System one of 18 goals of education is to develop awareness of the importance of sustainable development, protection and conservation of nature, the environment and ecological ethics, protection and welfare of animals. One of the goals is also the development of key competences and cross-curriculum and vocational competences. The Law defines 11 general cross-curriculum competencies for primary education: competency for learning; 2) responsible participation in a democratic society; 3) esthetics competency; 4) communication; 5) responsible attitude toward environment; 6)) responsible attitude toward health; 7) initiative and entrepreneurial orientation; 8 work with data and information; 9) problem solving; 10) cooperation; 11) digital competency and 11 competences for secondary education : 1)

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

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

³ See A/69/76.

	<p>competency for lifelong learning; 2) communication; 3) work with data and information; 4) digital competency; 5) problem solving; 6) cooperation 7) responsible participation in a democratic society; 8) responsible attitude toward health; 9) responsible attitude toward environment; 10) aesthetic competency and 11) initiative and entrepreneurial competency.</p> <p>Capacity building of educators is an integral part of the reform realised both through state projects, NGOs and EU and other donations.</p> <p>It can be concluded that the sustainable development has been integrated into curricula and learning outcomes to some degree. Through the on-going reform and achieving the relevance of education, the reduction of poverty and empowerment of general population, especially youth can be achieved.</p>
Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD	
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Strategy for Education Development in Serbia 2020 (http://www.mpn.gov.rs/wp-content/uploads/2015/08/STRATEGIJA-OBRAZOVANJA.pdf)</p> <p>Action Plan for the Implementation of the Strategy for Education Development in Serbia by 2020 (http://www.mpn.gov.rs/wp-content/uploads/2015/08/Akcioni_plan.pdf)</p> <p>Progress Report on the Action Plan for the Implementation of the Strategy for Education Development in Serbia by 2020(http://www.mpn.gov.rs/wp-content/uploads/2018/08/AP-SROS-IZVESTAJ-15jun-Eng.pdf)</p> <p>Strategy for Adult Education Development in Serbia (http://www.mpn.gov.rs/wp-content/uploads/2015/08/Strategija-razvoja-OO-Sl.gl_-1-07.pdf)</p> <p>National Strategy for Sustainable Development</p> <p>The Education Curriculum (http://zuov.gov.rs/nastavni-planovi-i-programi/)</p> <p>Catalogue of teacher training programs for 2018/2019, 2019/2020 and 2020/2021 (http://zuov.gov.rs/katalog-programa-strucnog-usavrsavanja-za-skolsku-2018-2019-2019-2020-i-2020-2021-godinu/)</p>

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

The List of programmes of public interest (<https://zuov.gov.rs/>)

Sub-indicator 1.2.2	Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards, ordinances or requirements at all levels of formal education, as understood by your education system in accordance with ISCED? ⁵																																
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>In the Law on Fundamentals of the Education System, one of 18 goals of education is to develop awareness of the importance of sustainable development, protection and conservation of nature, the environment and ecological ethics, protection and welfare of animals.</p> <p>In relation to the early childhood education, the Rulebook on the foundations of education programs, among other things, refers to the kindergarten as a place of democratic and inclusive practice.</p> <p>In the primary and secondary education, the themes related to the sustainable development are present in the curriculum, and the introduction of interdisciplinary competences is now in focus. Furthermore, the new curriculum concept for general secondary education introduces a number of new elective programs, including Education for sustainable development.</p> <p>ESD is addressed in many study programmes and projects at the level of higher education institutions. <i>Please also fill in the table by ticking (✓) as appropriate.</i></p> <table border="1" data-bbox="884 751 1727 1321"> <thead> <tr> <th data-bbox="884 751 1509 852" rowspan="2">ISCED levels 2011</th> <th data-bbox="1509 751 1621 799">(a)</th> <th data-bbox="1621 751 1727 799">(b)</th> </tr> <tr> <th data-bbox="1509 799 1621 852">Yes</th> <th data-bbox="1621 799 1727 852">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="884 852 1509 906">0. Early childhood education</td> <td data-bbox="1509 852 1621 906">✓</td> <td data-bbox="1621 852 1727 906">✓</td> </tr> <tr> <td data-bbox="884 906 1509 960">1. Primary education</td> <td data-bbox="1509 906 1621 960">✓</td> <td data-bbox="1621 906 1727 960">✓</td> </tr> <tr> <td data-bbox="884 960 1509 1015">2. Lower secondary education</td> <td data-bbox="1509 960 1621 1015">✓</td> <td data-bbox="1621 960 1727 1015">✓</td> </tr> <tr> <td data-bbox="884 1015 1509 1069">25. Lower secondary vocational education</td> <td data-bbox="1509 1015 1621 1069">✓</td> <td data-bbox="1621 1015 1727 1069">✓</td> </tr> <tr> <td data-bbox="884 1069 1509 1123">3. Upper secondary education</td> <td data-bbox="1509 1069 1621 1123">✓</td> <td data-bbox="1621 1069 1727 1123">✓</td> </tr> <tr> <td data-bbox="884 1123 1509 1177">35. Upper secondary vocational education</td> <td data-bbox="1509 1123 1621 1177">✓</td> <td data-bbox="1621 1123 1727 1177">✓</td> </tr> <tr> <td data-bbox="884 1177 1509 1232">4. Post secondary non-tertiary education</td> <td data-bbox="1509 1177 1621 1232"></td> <td data-bbox="1621 1177 1727 1232"></td> </tr> <tr> <td data-bbox="884 1232 1509 1286">45. Post-secondary non-tertiary vocational education</td> <td data-bbox="1509 1232 1621 1286"></td> <td data-bbox="1621 1232 1727 1286"></td> </tr> <tr> <td data-bbox="884 1286 1509 1321">5. Short-cycle tertiary education</td> <td data-bbox="1509 1286 1621 1321"></td> <td data-bbox="1621 1286 1727 1321"></td> </tr> </tbody> </table>	ISCED levels 2011	(a)	(b)	Yes	Yes	0. Early childhood education	✓	✓	1. Primary education	✓	✓	2. Lower secondary education	✓	✓	25. Lower secondary vocational education	✓	✓	3. Upper secondary education	✓	✓	35. Upper secondary vocational education	✓	✓	4. Post secondary non-tertiary education			45. Post-secondary non-tertiary vocational education			5. Short-cycle tertiary education		
ISCED levels 2011	(a)		(b)																														
	Yes	Yes																															
0. Early childhood education	✓	✓																															
1. Primary education	✓	✓																															
2. Lower secondary education	✓	✓																															
25. Lower secondary vocational education	✓	✓																															
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⁵ See <http://uis.unesco.org/en/topic/international-standard-classification-education-isced>.

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

Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Providing a baseline for lifelong learning, through evaluation of formal, non-formal and informal forms of learning is addressed in the Education Strategy 2020, as well as in the Strategy for Adult Education Development.</p> <p>The Law on National Qualifications Framework has been adopted. The Qualification Agency was established at the end of 2018 and is expected to be fully operational during 2019. One of its activities is the external evaluation of the publically recognized adult education organizers. As the Register of publically recognized adult education organizers has not yet been established, there is no precise data on the organizers or on the number of participants in these programs of non-formal education.</p>
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	National Strategy for Sustainable Development recognizes the importance of raising public awareness regarding ESD.
Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁶ cooperation relevant to ESD exist in your Government?
Yes <input type="checkbox"/> No <input type="checkbox"/>	
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ⁷
Yes <input type="checkbox"/> No <input type="checkbox"/>	
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes, through the support of different projects.
Indicator 1.3 National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD	
Sub-indicator 1.3.1	Does your country have a standalone “sustainable development”, “global understanding”, “international understanding” policy, plan or law in place, in each case using “sustainable development” language?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>National Strategy for Sustainable Development</p> <p>Law on Environmental Protection</p>
Sub-indicator 1.3.2	Is ESD part of SD policy(ies) if these exist in your country?

⁶ Between State bodies.

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

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	National Strategy for Sustainable Development Law on Environmental Protection												
<i>Concluding remarks on issue 1</i>													
Issue 2. Promote SD through formal, non-formal and informal learning													
Sustainable development is also a strategy for improving the quality of life and work of all citizens of the Republic of Serbia. The domain of education is an important factor in further implementation of sustainable development.													
Indicator 2.1 SD key themes are addressed in formal education													
Sub-indicator 2.1.1	Are key themes of SD ⁸ addressed explicitly in the curriculum/programme of study at various levels ⁹ of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Climate change, renewable energy sources, water quality, air pollution, waste management – recycling, etc. All these themes are addressed in the curriculum at various levels of formal education, in an age-appropriate way. Other SD themes, such as socio-cultural and economic aspects, are also present, though are not always recognized as a part of the SD. <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>												
	<table border="1"> <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"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>								
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹⁰ /programme of study at various levels of formal education?												

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

⁹ For the State or federal level, where relevant.

¹⁰ Idem.

Yes <input checked="" type="checkbox"/>	As part of the on-going reform, learning outcomes are being identified. In the next period it is expected for learning outcomes to be defined.												
No <input type="checkbox"/>	On the tertiary level of education learning outcomes that support ESD relate among other to the environmental protection and management of natural resources, risks prevention and prevention of environmental pollution. Learning outcomes are primarily related to the understanding of sustainable development, not only as a study material, but also as the adoption of behaviour that would improve the state of the society.												
<p><i>Please update the table in appendix I (b) that was used for implementation phases II and III under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p>													
<table border="1"> <thead> <tr> <th data-bbox="925 395 1021 443">A</th> <th data-bbox="1021 395 1117 443">B</th> <th data-bbox="1117 395 1214 443">C</th> <th data-bbox="1214 395 1310 443">D</th> <th data-bbox="1310 395 1406 443">E</th> <th data-bbox="1406 395 1525 443">F</th> </tr> </thead> <tbody> <tr> <td data-bbox="925 443 1021 501"><input type="checkbox"/></td> <td data-bbox="1021 443 1117 501"><input type="checkbox"/></td> <td data-bbox="1117 443 1214 501"><input type="checkbox"/></td> <td data-bbox="1214 443 1310 501"><input type="checkbox"/></td> <td data-bbox="1310 443 1406 501"><input type="checkbox"/></td> <td data-bbox="1406 443 1525 501"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>		A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>								

Sub-indicator 2.1.3	Are teaching and learning methods that support ESD addressed explicitly in the curriculum ¹¹ or programme of study at various levels of formal education?																																									
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>At the level of primary and secondary education some compulsory and some elective subjects address ESD, and at the university level certain study programmes regard SD. Methods of importance are workshops, discussions, round tables, surveys, good practice analyses, field visits, labs.</p> <p><i>Please also update the table in appendix I (c) that was used to report on implementation phases II and III, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" data-bbox="1133 472 1733 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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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>																																					
Indicator 2.2 Strategies to implement ESD are clearly identified																																										
Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects ¹² only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project ¹³ ; (e) other approaches?																																									
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (d) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (e) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>ESD is addressed through the existing subjects, and the Law on Foundations of the Education System lists as one of the cross-curriculum competencies for both primary and secondary education - responsible attitude toward environment. In gymnasiums among elective subjects is Education for sustainable development. There are also different projects supported by the ministries.</p> <table border="1" data-bbox="954 890 1917 1256"> <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> </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	✓	✓			
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3. Upper secondary education	✓	✓																																								

¹¹ Idem.

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

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

	35. Upper secondary vocational education	✓	✓				
	4. Post-secondary non-tertiary education						
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	5. Short-cycle tertiary education						
	55. Short-cycle tertiary vocational education						
	6. Bachelor's or equivalent level	✓	✓	✓	✓	✓	
	7. Master's or equivalent level	✓	✓	✓	✓	✓	
	8. Doctoral or equivalent level	✓	✓	✓	✓	✓	
	9. No information available						
Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).							
Indicator 2.3 A whole-institution approach¹⁴ to SD/ESD is promoted							
Sub-indicator 2.3.1		Do educational institutions ¹⁵ adopt a “whole-institution approach” to SD/ESD?					
Yes <input type="checkbox"/> No <input type="checkbox"/>		<p><i>The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2019.¹⁶ ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.</i></p> <p><i>Also, please provide information for all levels of your education system in accordance with ISCED by ticking (✓) in the table as appropriate and specify for non-formal and informal education, as appropriate.</i></p>					
		ISCED levels 2011				Yes	

¹⁴ A “whole institution approach” means that all aspects of an institution’s internal operations and external relationships are reviewed and revised in the light of SD/ESD principles. Within such an approach each institution would decide on its own actions, addressing the three overlapping spheres of Campus (management operations); Curriculum; and Community (external relationships).

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

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

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Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?																													
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0. Early childhood education</td><td></td></tr> <tr><td>1. Primary education</td><td></td></tr> <tr><td>2. Lower secondary education</td><td></td></tr> <tr><td>25. Lower secondary vocational education</td><td></td></tr> <tr><td>3. Upper secondary education</td><td></td></tr> <tr><td>35. Upper secondary vocational education</td><td></td></tr> </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															
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Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																				
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate:</i></p> <p><i>(a) For formal institutions:</i></p> <table border="1"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0. Early childhood education</td><td></td></tr> <tr><td>1. Primary education</td><td></td></tr> <tr><td>2. Lower secondary education</td><td></td></tr> <tr><td>25. Lower secondary vocational education</td><td></td></tr> <tr><td>3. Upper secondary education</td><td></td></tr> <tr><td>35. Upper secondary vocational education</td><td></td></tr> <tr><td>4. Post secondary non-tertiary education</td><td></td></tr> <tr><td>45. Post-secondary non-tertiary vocational education</td><td></td></tr> <tr><td>5. Short-cycle tertiary education</td><td></td></tr> </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	
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(b) For non-formal institutions:

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Indicator 2.4 ESD is addressed by quality assessment/enhancement systems																																																																		
Sub-indicator 2.4.1		(a) Are there any education quality assessment/enhancement systems?: ¹⁷ (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?																																																																
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/> (c) Yes <input type="checkbox"/> No <input type="checkbox"/>		<i>Please elaborate.</i> <i>Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.</i>																																																																
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¹⁷ For higher education institutions: either national centres for quality assessment in higher education or cooperation with general quality assessment agencies, such as the European Foundation for Quality Management (EFQM).

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

Sub-indicator 2.4.2	Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to ESD?: (a) Knowledge, (b) Skills and competencies; (c) Values and attitudes; (d) Behaviours; (e) None; (f) No information available.																																																																																																															
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/> (c) Yes <input type="checkbox"/> No <input type="checkbox"/> (d) Yes <input type="checkbox"/> No <input type="checkbox"/> (e) Yes <input type="checkbox"/> No <input type="checkbox"/> (f) Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please elaborate.</i></p> <p><i>Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="786 427 1839 1294"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> <th>(d)</th> <th>(e)</th> <th>(f)</th> </tr> <tr> <th><i>Yes</i></th> <th><i>Yes</i></th> <th><i>Yes</i></th> <th><i>Yes</i></th> <th><i>Yes</i></th> <th><i>Yes</i></th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Primary education</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>25. Lower secondary vocational education</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>35. Upper secondary vocational education</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>45. Post-secondary non-tertiary vocational education</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>55. Short-cycle tertiary vocational education</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>9. No information available</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>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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Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice	
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>NGO associations deal with the implementation of education in the field of ecology, environmental protection and sustainable development in the educational system from kindergarten to university, through formal and informal forms of education.</p> <p>An important segment of the education for sustainable development implementation is realized through projects financially supported by the Ministry of Environmental Protection and Ministry of Education Science and Technological Development, the Secretariat for the Red Cross, Regional Environmental Centre and the Friedrich Ebert Foundation. Target groups are in addition to teachers, state and local administrative body employees, public and private enterprises and institutions, media representatives and sector representatives.</p> <p>Furthermore SD is addressed through accredited programs of compulsory professional development of employees in education (Education for Sustainable Development) in the period from 2005-2018, as well as in the next three years - until 2021 with the following topics: Why Education for the Environment and Sustainable Development , Environmental ethics and sustainable development as preconditions of survival, (Non) sustainable development in practice, Climate change and sustainable development, Preserving bio and geo-diversity - the basis of sustainable development, City as an ecosystem and sustainable development, Water and survival on the Planet etc.</p> <p>The SD is also addressed through activities of universities and student unions.</p>
Sub-indicator 2.5.2	Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) which addresses SD issues?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	There are training programs for pupils and students of environmental professions, for participants in public works in the field of environmental protection.
Sub-indicator 2.5.3	Are there any instruments (e.g., research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?
Yes <input type="checkbox"/> No <input type="checkbox"/>	
Indicator 2.6 ESD implementation is a multi-stakeholder process¹⁸	

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

Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Educational institutions at all levels of education, the line ministries, in particular the Ministry of Education and the Ministry of Environmental Protection, local self-governments, non-governmental organizations, especially those in the field of environmental protection, trade unions, companies, chambers of commerce.
<i>Concluding remarks on issue 2</i>	<p>Different stakeholders successfully cooperated on different projects such as:</p> <ul style="list-style-type: none"> - “Parliamentarism Week - Presentation of the Sustainable Development Agenda 2030”, 8 November 2016; - The conference organized by the Ministry of Youth and Sports in cooperation with UNFPA - “Where are Young People in the Agenda 2030?”, in February 2017 - The international conference ‘International Cooperation and Development Forum in Serbia’, organized by DevelopmentAid, on 13 June 2017.
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> - <i>Which actions and/or initiatives have been particularly successful and why?</i> - <i>What challenges did your country encounter when implementing this objective?</i> - <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i>

Issue 3. Equip educators with the competence to include SD in their teaching	
There are projects for training of educators and educational institutions' employees conducted through both formal and non-formal channels. The data of the Centre for professional development of employees in education can be found on the following internet page http://www.zuov.rs/programi1/Odrzani.aspx .	
Indicator 3.1 ESD is included in the training¹⁹ of educators	
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ²⁰
Yes <input type="checkbox"/> No <input type="checkbox"/>	
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²¹
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	On the list of programmes of public importance, as well as in the Catalogue of teacher training programs for 2018/2019, 2019/2020 and 2020/2021 there are courses related to certain aspects of SD.
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes <input type="checkbox"/> No <input type="checkbox"/>	
Indicator 3.2 Opportunities exist for educators to cooperate on ESD	
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?
Yes <input type="checkbox"/> No <input type="checkbox"/>	There is no official platform/network of educators who are involved in ESD, but there are more informal possibilities for cooperation and networking of educators.
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the Government in any way? ²²
Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>Concluding remarks issue 3</i>	
<i>Please address in particular the following questions:</i> <ul style="list-style-type: none"> – Which actions and/or initiatives have been particularly successful and why? – What challenges did your country encounter when implementing this objective? – What other considerations have to be taken into account in future ESD implementation concerning 	

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

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

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

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

	<i>this objective?</i>
Issue 4. Ensure that adequate tools and materials for ESD are accessible	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 4.1 Teaching tools and materials for ESD are produced	
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	This theme is part of the teaching materials for certain compulsory and elective subjects on different levels of education. For further development of ESD tools and materials, including non-formal education, the incentives are given through different projects, but there is no fully developed mechanism.
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes, through different projects.
Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist	
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities?; (b) approved by public authorities?; (c) tested and recommended for selection by educational institutions?
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/> (c) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i>
Sub-indicator 4.2.2	Are ESD teaching tools and materials available: (a) in national languages?; (b) for all levels of education according to ISCED?

(a) Yes No
 (b) Yes No

The teaching materials are most often available from non-formal sources or as a product of NGOs' or project activities, or are part of the curriculum/study programme.
Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.

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

Indicator 4.3 Teaching tools and materials for ESD are accessible	
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Dissemination is mostly done through the cooperation and financial support to the NGOs, through different projects, or as part of the curriculum reform.
Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Through the cooperation and financial support to the NGOs and other stakeholders.

Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input type="checkbox"/> No <input type="checkbox"/>	
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet?; (b) provided through other channels?
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>For (a) and (b) please specify and mention by whom it was established and by whom it is managed.</i>
<i>Concluding remarks issue 4</i>	
<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> – <i>Which actions and/or initiatives have been particularly successful and why?</i> – <i>What challenges did your country encounter when implementing this objective?</i> – <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i> 	
Issue 5. Promote research on and development of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 5.1 Research²³ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁴ supported?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The Ministry of Education, Science and Technological Development supported the project SEEDLING - "Meeting the New Millennium: Presenting the UN Objectives for Sustainable Development in Schools in Southeast Europe" of the Regional environment centre (REC). Its publication "Education for sustainable development - Knowledge, attitudes and habits of pupils at the end of the secondary education" (2017) gives insight into the ESD themes in Serbia.
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Analysis and recommendations for the improvement / incorporation of the principles of sustainable development into the curriculum and educational standards in primary education, REC, 2013.

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

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

Sub-indicator 5.1.3	Are post-graduate programmes available: (1) On ESD: ²⁵ (a) for the master's level?; (b) for the doctorate level?; (2) Addressing ESD: (a) for the master's level?; (b) for the doctorate level?
(1) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	For the Teacher Education Faculty: - master teacher (elective subjects: methods of teaching natural sciences, methods of teaching social sciences, intercultural education, inclusive education); - master educator (methodology of learning about the environment); - doctoral studies - Doctor of methodology of class teaching (within it the methodology of teaching about nature). There are also other post-graduate study programmes that integrate different SD themes.
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	There are scholarships on the national level for PhD students and researchers for many fields of research.
Indicator 5.2 Development of ESD is promoted	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? ²⁶
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The support is assured through different projects.
Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ²⁷ to share the results of research and examples of good practices in ESD ²⁸ among authorities and stakeholders?
Yes <input type="checkbox"/> No <input type="checkbox"/>	

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

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

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

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

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please name the major publications for (a) and (b).</i>
<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"> - <i>Which actions and/or initiatives have been particularly successful and why?</i> - <i>What challenges did your country encounter when implementing this objective?</i> - <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
Issue 6. Strengthen cooperation on ESD at all levels within the ECE region	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 6.1 International cooperation on ESD is strengthened within the ECE region and beyond	
Sub-indicator 6.1.1	Do your public authorities cooperate in or support international ²⁹ networks on ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	
Sub-indicator 6.1.2	Do educational institutions or organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	In the field of environmental protection the NGO sector cooperates in the networks CEEWEB, SEENET and others.
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms or agreements that include an explicit ESD component?
Yes <input type="checkbox"/> No <input type="checkbox"/>	
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>Concluding remarks on issue 6</i>	

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

	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> - <i>Which actions and/or initiatives have been particularly successful and why?</i> - <i>What challenges did your country encounter when implementing this objective?</i> - <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
Issue 7.	Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD
<i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i>	
<i>What role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.</i>	
Issue 8.	Describe any challenges and obstacles encountered in the implementation of the Strategy
Issue 9.	Describe any assistance needed in implementing the Strategy in your countries

Appendix I (a)

Indicator 2.1, sub-indicator 2.1.1

Please specify which key themes of SD are addressed explicitly in the curriculum/programme of study at various levels of formal education by filling in the table below. (Please tick (✓) relevant themes for each level. Use the blank rows to insert additional themes that are considered to be key themes in addressing learning for SD.)

Also, could you specify which specific themes are of critical importance in your country and why?

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

Some key themes covered by sustainable development	ISCED Levels 2011												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Environmental health (e.g., food and drinking; water quality; pollution)		✓	✓	✓	✓						✓	✓	✓
Corporate social responsibility				✓		✓					✓	✓	✓
Production and/or consumption patterns	✓	✓	✓	✓	✓	✓					✓	✓	✓
Economic growth and good jobs				✓		✓					✓	✓	✓
Rural/urban development											✓	✓	✓
Oceans and sea	✓	✓	✓	✓	✓	✓					✓	✓	✓
Renewable energy			✓		✓						✓	✓	✓
Sustainable cities and communities											✓	✓	✓
Culture's contribution to sustainable development											✓	✓	✓
Total	4	11	16	12	16	6					23	23	23
Other (countries to add as many as needed)													

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

The scoring key for this table (maximum 153 ticks; “other” categories not counted) is:

No. of ticks	0–9	10–16	17–39	40–75	76–112	113–153
Scale	A	B	C	D	E	F

Appendix I (b)

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum³⁰ or programme of study at various levels of formal education, by filling in the table below. (Please tick (✓) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)

Table of learning outcomes

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

³⁰ At the state level, where relevant.

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

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

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

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

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

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

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy ^a	ISCED Levels												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Discussions	✓	✓	✓	✓	✓	✓					✓	✓	✓
Conceptual and perceptual mapping	✓	✓	✓	✓		✓					✓	✓	✓
Philosophical inquiry	✓	✓	✓	✓	✓	✓					✓	✓	✓
Value clarification	✓	✓	✓	✓	✓	✓					✓	✓	✓
Simulations; role playing; games	✓	✓	✓	✓	✓	✓							
Scenarios; modelling	✓	✓	✓								✓	✓	✓
Information and communication technology (ICT)	✓	✓	✓	✓	✓	✓					✓	✓	✓
Surveys	✓	✓	✓	✓		✓					✓	✓	✓
Case studies		✓	✓	✓	✓	✓					✓	✓	✓
Excursions and outdoor learning	✓	✓	✓	✓	✓	✓							
Learner-driven projects			✓	✓	✓	✓					✓	✓	✓
Good practice analyses	✓	✓	✓	✓	✓	✓					✓	✓	✓
Workplace experience				✓		✓					✓	✓	✓
Problem-solving	✓	✓	✓	✓	✓	✓					✓	✓	✓
Total	11	12	13	13	10	13					12	12	12
Other (countries to add as many as needed)													

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

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

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

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

Appendix II

Indicator 2.6, sub-indicator 2.6.1

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

Table (a)

According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	<i>Formal</i>	<i>Non-formal</i>	<i>Informal</i>
NGOs		✓	✓
Local government	✓		✓
Organized labour			✓
Private sector		✓	
Community-based	✓		
Faith-based		✓	
Media		✓	
Total	2	4	3
Other (<i>countries to add as many as needed</i>)			

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

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

Table (b)
According to United Nations Decade of ESD

Stakeholders	Classification by United Nations Decade of ESD				
	<i>Public awareness</i>	<i>Quality education</i>	<i>Reorienting education</i>	<i>Training</i>	<i>Social learning</i>
NGOs	✓			✓	✓
Local government	✓	✓	✓	✓	
Organized labour	✓			✓	
Private sector			✓	✓	
Community-based					✓
Faith-based	✓				
Media	✓				✓
Total	5	1	2	4	3
Other (<i>countries to add as many as needed</i>)					

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

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

Appendix III

Indicator 3.1, sub-indicator 3.1.3

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

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

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

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

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

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

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

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

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

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

Appendix IV

Summary and self-assessment by countries

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

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

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

Annex II

Proposed timeline for reporting

The proposed timeline for the preparation and submission of national implementation reports set out below aims to facilitate the reporting exercise at the national level. Member States are asked to respect the deadline of 1 November 2018 to ensure sufficient time for the preparation of the report on progress in implementation during the first post-2015 phase of implementation of the Strategy at the regional level, and the reflection of any review of implementation in the discussions on education for sustainable development within the framework of the Steering Committee.

<i>National preparation process</i>	<i>Time required</i>	<i>Tentative timing</i>
First draft of the report	1 month	June 2018
Multi-stakeholder consultation on the draft	1–3 months	July-September 2018
Final report preparation (including translation, where required)	1 month	October 2018
Deadline for submission of national implementation reports to ECE		1 November 2018
