



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

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

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

Name of officer (national focal point) responsible for submitting the report: DES/SEPED

Signature:

Date: 29 October 2010

Full name of the institution: Ministry of Education Life long learning and Religious Affairs

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

A working group was established in order to collect the information from public authorities and other stakeholders. Each partner was sent the appropriate set of indicators. All the data were put together in the final paper.

Governmental institutions

- *Ministry of National Education Life long Learning and Religious Affairs*
 1. *Directorate of International Relations in Education (in relations with UNESCO and UNECE) , Directorate of Vocational Guidance and Educational Activities (responsible for the Centres of Environmental Education and ESD)*
 2. *General Secretariat for Life long learning*
 3. *General Secretariat for Youth*
 4. *Pedagogical Institute*
- *Ministry for Environment and Climate Change*
- *Ministry for Culture and Tourism*
- *General Secretariat for Gender Equality*
- *Greek Ombudsman*

Stakeholders:

NGOs

- *Mediterranean Information Office for Environment, Culture and Sustainable Development (MIO-ECSDE)*
- *GAIA*
- *WWF Greece*
- *Elliniki Etaireia for the Environment and Culture*
- *Elliniki Etaireia for the Protection of Nature*
- *Mediterranean SOS*
- *Ecological Recycling Society*
- *Regulatory Authority for Energy*
- *ARKTOUROS,*
- *MOM (Organization for the research and the protection of Monk Seal)*
- *Association of Friends of the GOULANDRI Museum for Natural History*
- *HELMEPA*
- *Centre for Renewable Energy Sources,*
- *Action Aid,*
- *DRYAS (Association of Eastern Olympus),*
- *The Greek Guiding Association*
- *Development Agency of Cyclades*
- *GEORAMA*
- *European Community Publications Office*
- *Greek Centre for Development and Innovation*
- *Association of Authors Daily Newspapers*

Academia

- *National and Kapodistrian University of Athens (1. Department of Chemistry, Intra-university postgraduate Programme for Science and Chemistry Education; 2. Faculty of Early Childhood Education, 3. Faculty of Philosophy, Pedagogy and Psychology)*
- *Agricultural University of Athens*
- *Aristotle University of Thessaloniki (Faculty of Early Childhood Education)*
- *University of Crete (Department of primary Education - UNESCO Chair ESD in ICT),*
- *University of the Aegean (Department of Pre-school Education and Educational Design - Rhodes)*
- *Panteio University (Department of International and European Studies - European Centre for*

Environmental Research and Training/ ECERT)

- *University of Thessaly (Department of preschool education)*

Business

- *Technical Chamber*
- *Association of Greek Industries*
- *Geotechnical Chamber of Greece*
- *TOYOTA HELLAS*
- *Recycling Company*
- *Coca-Cola 3E & Coca-Cola Hellas in cooperation with GWP-Med*

Other

- *Local Government (Communities, Development Societies, OTA)*
- *General Confederation of Greek Workers*
- *Labor Centre of Athens*
- *Panellenic Union of Teachers for Environmental Education*

TEMPLATE FOR REPORTING

ISSUE ¹ 1. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD	
<i>The Pedagogical Institute sets out the framework for schools from primary to secondary education. A circular letter is being sent every year to schools mentioning ESD and relevant projects</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>It is translated in Greek</i>
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>A coordination body has been set up but is not active at the moment. It has not a mandate for implementation</i>
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>There is a plan that includes implementation of the UNECE Strategy for ESD, still in progress</i>
Sub-indicator 1.1.5	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the United Nations Decade of ESD, ³ and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>There is at the level of the Ministry of Education, Ministry of Environment, National Commission for UNESCO, NGO's</i>
Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD	
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> ▪ <i>Low 3848/ 2010 on education ("the new school")</i> ▪ <i>Circular about school activities</i> ▪ <i>Circulars on the Centres for Environmental Education and ESD</i> ▪ <i>The National Strategic Reference Framework</i>

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

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

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

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

Sub-indicator 1.2.2	Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards/ordinances/requirements; at all levels of formal education, as understood by your education system in accordance with ISCED? ⁵																														
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> ▪ <i>A circular sets the framework (78506/T7/03-07-2002)</i> ▪ <i>Each year there is a different general theme related to ESD (2005-2014) (so far, water, consumption, forests, agriculture & food, energy, and human rights)</i> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #e0e0e0;">ISCED levels ⁶</th> <th style="background-color: #e0e0e0;">(a)</th> <th style="background-color: #e0e0e0;">(b)⁷</th> </tr> <tr> <td></td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> </tr> <tr> <td style="text-align: center;">4</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">5⁸</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">6</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Teacher education</td> <td></td> <td></td> </tr> </tbody> </table>	ISCED levels ⁶	(a)	(b) ⁷		Yes	Yes	0	√	√	1	√	√	2	√	√	3	√	√	4			5⁸			6			Teacher education		
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5⁸																															
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Teacher education																															
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"/>	<ul style="list-style-type: none"> ▪ <i>NGO's supported activities with schools especially in EE and ESD</i> ▪ <i>Circular (GOV. GAZETTE 693b /03-06-2003) Circular about NGO's cooperation with schools (HA47587/16-05-2003)</i> 																														
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"/>	<i>Circular from General Secretariat of Information for Media</i>																														
Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁹ cooperation relevant to ESD exist in your Government?																														
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>"National Committee on ESD" currently under revision</i>																														
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ¹⁰																														
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>																															
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?																														

⁵ International Standard Classification of Education (ISCED), UNESCO, 1997 (http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm).

⁶ Education level in accordance with ISCED.

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

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

⁹ Between State bodies.

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

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> ▪ <i>The Centers for Environmental Education and ESD are financed by the National Strategic Reference Framework (NSRF)</i> ▪ <i>School projects for ESD are partly financed by the Ministry of Education</i> 												
Indicator 1.3 National policies support synergies between processes related to SD and ESD													
Sub-indicator 1.3.1	Is ESD part of SD policy(s) if such exist in your country?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>There is a simple reference to ESD in the National Strategy drafted in 2002. ESD is included in the 2nd National Sustainable Development Strategy drafted in 2007, which is not authorised yet.</i>												
Issue 2. PROMOTE SD THROUGH FORMAL, NON-FORMAL AND INFORMAL LEARNING													
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>													
Indicator 2.1 SD key themes are addressed in formal education													
Sub-indicator 2.1.1	Are key themes of SD ¹¹ addressed explicitly in the curriculum ¹² /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="padding: 2px;">A</td> <td style="padding: 2px;">B</td> <td style="padding: 2px;">C</td> <td style="padding: 2px;">D</td> <td style="padding: 2px;">E</td> <td style="padding: 2px;">F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹³ /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="padding: 2px;">A</td> <td style="padding: 2px;">B</td> <td style="padding: 2px;">C</td> <td style="padding: 2px;">D</td> <td style="padding: 2px;">E</td> <td style="padding: 2px;">F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum ¹⁴ /programme of study at various levels of formal education?												
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								

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

¹² At the State level, where relevant.

¹³ See footnote 12.

¹⁴ See footnote 12.

Indicator 2.2 Strategies to implement ESD are clearly identified

Sub-indicator 2.2.1 Is ESD addressed through:¹⁵ (a) existing subjects¹⁶only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project?¹⁷ (e) other approaches?

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

ISCED levels	(a)	(b)	(c)	(d)	(e)
	Yes	Yes	Yes	Yes	Yes
0		√		√	
1	√	√		√	
2	√	√		√	
3	√	√		√	
4	√				
5	√		√	√	
6	√	√	√	√	
Teacher education					

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

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

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

Indicator 2.3 A whole-institution approach¹⁸ to SD/ESD is promoted																			
Sub-indicator 2.3.1	Do educational institutions ¹⁹ adopt a “whole-institution approach” to SD/ESD?																		
<p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>	<p><i>Not as a general rule and practice. However, there are in progress projects of new environmental-friendly school buildings, and a project for “sustainable schools”.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">ISCED levels</th> <th style="text-align: center;">Yes</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">0</td><td></td></tr> <tr><td style="text-align: center;">1</td><td></td></tr> <tr><td style="text-align: center;">2</td><td></td></tr> <tr><td style="text-align: center;">3</td><td></td></tr> <tr><td style="text-align: center;">4</td><td></td></tr> <tr><td style="text-align: center;">5</td><td></td></tr> <tr><td style="text-align: center;">6</td><td></td></tr> <tr><td style="text-align: center;">Teacher education</td><td></td></tr> </tbody> </table>	ISCED levels	Yes	0		1		2		3		4		5		6		Teacher education	
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Teacher education																			
Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support “a whole institution approach to SD/ESD”?																		
<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<ul style="list-style-type: none"> ▪ <i>The recently (2010) launched campaign of the “Sustainable School Award” run by “Elliniki Etaireia,” under the auspices of the Ministry of Education for primary and secondary education</i> ▪ <i>Some Universities elaborate at the moment guidelines towards this direction</i> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">ISCED levels</th> <th style="text-align: center;">Yes</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">0</td><td></td></tr> <tr><td style="text-align: center;">1</td><td style="text-align: center;">√</td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">√</td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">√</td></tr> <tr><td style="text-align: center;">4</td><td></td></tr> <tr><td style="text-align: center;">5</td><td style="text-align: center;">√</td></tr> <tr><td style="text-align: center;">6</td><td></td></tr> <tr><td style="text-align: center;">Teacher education</td><td></td></tr> </tbody> </table>	ISCED levels	Yes	0		1	√	2	√	3	√	4		5	√	6		Teacher education	
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¹⁸ A “whole institution approach” means that all aspects of an institution's internal operations and external relationships are reviewed and revised in light of SD/ESD principles. Within such an approach each institution would decide on its own actions, addressing the three overlapping spheres of Campus (management operations); Curriculum; and Community (external relationships).

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

Sub-indicator 2.3.3

Do institutions/learners develop their own SD/ESD indicators for their institution/organization?

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

(a) For formal institutions.

ISCED levels	Yes
0	
1	
2	
3	
4	
5	
6	
Teacher education	

Yes No

(b) For non-formal institutions for non-formal and informal education.

ISCED levels	Yes
0	
1	
2	
3	
4	
5	
6	
Teacher education	

If relevant data are available, please also specify (i.e. provide examples on how it is done).

Indicator 2.4 ESD is addressed by quality assessment/enhancement systems																																					
Sub-indicator 2.4.1	<p>(a) Are there any education quality assessment/enhancement systems? (b) Do they address ESD²⁰? (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?</p> <ul style="list-style-type: none"> ▪ <i>There is a quality assessment in relation with educational material, infrastructures, quotas on teachers to students' ratios, etc</i> ▪ <i>There is quality assessment system for Higher Education (on-going process).</i> <div style="text-align: center; border: 1px dashed black; padding: 5px; margin: 10px auto; width: fit-content;"> <table border="1"> <thead> <tr> <th style="text-align: left;">ISCED levels</th> <th style="text-align: center;">(a) Yes</th> <th style="text-align: center;">(b) Yes</th> <th style="text-align: center;">(c) Yes</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">0</td><td style="text-align: center;">√</td><td></td><td></td></tr> <tr><td style="text-align: center;">1</td><td style="text-align: center;">√</td><td></td><td></td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">√</td><td></td><td></td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">√</td><td></td><td></td></tr> <tr><td style="text-align: center;">4</td><td style="text-align: center;">√</td><td></td><td></td></tr> <tr><td style="text-align: center;">5</td><td style="text-align: center;">√</td><td></td><td></td></tr> <tr><td style="text-align: center;">6</td><td style="text-align: center;">√</td><td></td><td></td></tr> <tr><td style="text-align: center;"><i>Teacher education</i></td><td></td><td></td><td></td></tr> </tbody> </table> </div> <p style="margin-top: 10px;"><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	(a) Yes	(b) Yes	(c) Yes	0	√			1	√			2	√			3	√			4	√			5	√			6	√			<i>Teacher education</i>			
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<i>Teacher education</i>																																					
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	<p>Are SD issues addressed in informal and public awareness-raising activities?</p> <ul style="list-style-type: none"> ▪ <i>The Ministry of Environment, Energy and Climate Change has an Education Division which, amongst other things, prepares educational and awareness-raising material on environmental and SD issues which are used by schools etc.</i> ▪ <i>Furthermore, several other activities include press articles, TV programs, radio programs, public lectures and pilot projects.</i> 																																				
Sub-indicator 2.5.2	<p>Is there any support for work-based learning (e.g. for small companies, farmers, trade unions, associations) which addresses SD issues?</p> <p><i>The Training Institute (IN.E.P) of the National Centre for Public Administration and Local Government (E.K.D.D.A.) offers training and capacity building activities and seminars aimed at public administration officials, including on ESD/SD issues. Also, there exist initiatives of various groups and the private sector..</i></p>																																				
Sub-indicator 2.5.3	<p>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?</p> <p><i>Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.</i></p>																																				

²⁰ 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).

Indicator 2.6 ESD implementation is a multi-stakeholder process ²¹																									
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Phase II: Please specify in the table in appendix II (a) and (b) and use the scale. Indicate the results in the boxes below.</p> <p>(a) According to the UNECE Strategy on ESD</p> <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 checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table> <p>(b) According to the UN DESD</p> <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 checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	B	C	D	E	F																				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>																				
A	B	C	D	E	F																				
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																				
Issue 3. EQUIP EDUCATORS WITH THE COMPETENCE TO INCLUDE SD IN THEIR TEACHING																									
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).																									
Indicator 3.1 ESD is included in the training ²² of educators																									
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ²³																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Phase II: Please specify by filling in the table in appendix III.																								
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²⁴																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Phase II: Please specify by filling in the table in appendix III.																								
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Phase II: Please specify by filling in the table in appendix III.																								
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 checked="" type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> ▪ Centres of Environmental Education (ESD and lifelong learning) ▪ Teachers coordinating projects of ASPnet schools- UNESCO ▪ MEDIES (The Mediterranean Education Initiative on Environment and Sustainability), a Mediterranean-wide network of ESD educators that may come from the formal or the non-formal sector. 																								
	Are ESD networks/platforms supported by the government in any way? ²⁵																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> ▪ Thematic networks coordinated by the Centres of EE which include specialized projects addressed to teachers and students with a great variety of ESD themes (renewable energy, water sustainable management, recycling etc) ▪ MEDIES 																								

²¹ 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).

²² ESD is addressed by content and/or by methodology.

²³ For higher education institutions: The focus is here on existing **teacher training at universities/colleges** regarding SD and ESD for university/college teachers.

²⁴ 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.

²⁵ Including assistance through direct funding, in-kind help, political and institutional support.

Issue 4. ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE

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

Indicator 4.1 Teaching tools and materials for ESD are produced																					
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of development and production of ESD tools and materials exist?																				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>By occasional calls funded by the NSRF and co-funded by the European –Union</i>																				
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"/>	<i>Public authority money co-funded by the European –Union (NSRF). The amount varies from year to year</i>																				
Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist																					
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities? (b) approved by public authorities? (c) tested and recommended for selection by educational institutions?																				
(a) Yes <input 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"/>	<i>Phase I: For (a) and (b), please describe.</i>																				
	<i>Guidelines exist in GOV. GAZETTE 303b/13-03-2003</i>																				
Sub-indicator 4.2.2	Are ESD teaching tools/materials available: (a) in national languages? (b) for all levels of education according to ISCED?																				
	<i>Phase I: For (a) please specify.</i>																				
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: If yes for (b), please specify by ticking (V) in the table as appropriate.</i>																				
	<table border="1"> <thead> <tr> <th>ISCED levels</th> <th>(b)</th> </tr> <tr> <td></td> <td>Yes</td> </tr> </thead> <tbody> <tr> <td>0</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>1</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>2</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>3</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>4</td> <td><input type="checkbox"/></td> </tr> <tr> <td>5</td> <td><input type="checkbox"/></td> </tr> <tr> <td>6</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Teacher education</td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	ISCED levels	(b)		Yes	0	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	Teacher education	<input type="checkbox"/>
ISCED levels	(b)																				
	Yes																				
0	<input checked="" type="checkbox"/>																				
1	<input checked="" type="checkbox"/>																				
2	<input checked="" type="checkbox"/>																				
3	<input checked="" type="checkbox"/>																				
4	<input type="checkbox"/>																				
5	<input type="checkbox"/>																				
6	<input type="checkbox"/>																				
Teacher education	<input type="checkbox"/>																				
Indicator 4.3 Teaching tools and materials for ESD are accessible																					
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?																				
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please describe.</i>																				
Sub-indicator 4.3.2	Is public authority money invested in this activity?																				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify to what extent by providing an indication of the amount in USD, giving the annual expenditures for ESD-related research and development.</i>																				
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?																				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>On the following web sites:</i> <ul style="list-style-type: none"> <i>www.medies.net (water in Mediterranean, wastes in our Lives, Mediterranean food, ESD in protected areas)</i> 																				

	<ul style="list-style-type: none"> ▪ www.pi-schools.gr ▪ www.minedu.gov.gr/e-yliko/kpe
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet? (b) provided through other channels?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>See above</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 Research²⁶ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁷ supported?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify what kind of research (content and methods). Please provide the total amount annually over the rep</i>
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify what kind of research (content and methods).</i>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: ²⁸ (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"/>	<p>POSTGRADUATE</p> <p><i>Currently there are no postgraduate programmes on ESD. However there are several programmes on Environmental Education (EE) that address ESD. We mention a few</i></p> <p><i>2a & b: University of Athens (Chemistry Dpt) > InterSectoral Master programme in Chemistry Didactics and ICTs > Course on Environmental Education and Education for Sustainable Development. Doctorate level as well</i></p> <p><i>2a & b: University of Athens (Faculty of Early Childhood Education) > Centre for Research, Study and Implementation of Environmental Education > Several Master Programmes on EE and ESD. Doctorate level as well</i></p> <p><i>2a: Aristotle University of Thessaloniki (Faculty of Early Childhood Education) > InterSectoral Master Programme entitled "Specialization in Environmental Education"</i></p> <p><i>2a & b: University of the Aegean (Dpt of Pre-school Education and Educational Design - Rhodes) > Master Degree in Environmental Education. Doctorate level as well</i></p> <p><i>2a & b: Panteio University (Dpt of International and European Studies), Masters Degree in Environmental Governance and Sustainable Development (Jean Monnet) and facilitation of the European Centre for Environmental Research and Training (ECERT)</i></p>

²⁶ These include support from various sources, such as State, local authorities, business and non-governmental sources.

²⁷ E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology; means of evaluation including socio-economic impacts.

²⁸ ESD is addressed by substance and/or by approach.

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 checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify for (a) and (b).</i>
Indicator 5.2 Development of ESD is promoted	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? ²⁹
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period.</i>
Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ³⁰ to share the results of research and examples of good practices in ESD ³¹ among authorities and stakeholders?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period.</i>
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase I: For (a), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i>
	<i>Phase II: For (b), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones. 2 reviewed journal, non reviewed journals and conferences proceedings</i>
Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 6.1 International cooperation on ESD is strengthened within the UNECE region and beyond	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international ³² networks on ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify for national, subnational and local levels and list major networks. For national, sub national and local networks see indicator 3.2</i>
Sub-indicator 6.1.2	Do educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>MEdIES, (Mediterranean Education Initiative on Environment and Sustainability): Several Educational bodies participate in MEdIES (which is an international network), such as EE Centres from all around Greece, EE Directorates of Primary and Secondary level from all around Greece, at the formal level; as well as NGOs at the non-formal level. MEDUNET: The Network of the Mediterranean Universities for Sustainable Development (SD) focusing on ESD was established as an urgent demand in order to revitalize the Higher Educational system towards SD aiming to establish a Mediterranean Master Course on ESD.</i>

²⁹ Activities may include pilot projects, action research, social learning and multi-stakeholder teams.

³⁰ E.g. conferences, summer schools, journals, periodicals, networks.

³¹ 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.

³² In this context, international associations, working groups, programmes, partnerships, etc. means those at the global, regional and subregional levels.

Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify and list the major ones 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.</i>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Strategy ESD Mediterranean Region</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>Phase II: Please provide the updated information to indicate changes over time.</i>	
<i>Phase III: Please provide the updated information to indicate changes over time.</i>	

Issue 8. DESCRIBE ANY CHALLENGES AND OBSTACLES ENCOUNTERED IN THE IMPLEMENTATION OF THE STRATEGY

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

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

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

Issue 9. DESCRIBE ANY ASSISTANCE NEEDED TO IMPROVE IMPLEMENTATION

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

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

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

Appendix I (a)

Indicator 2.1, sub-indicator 2.1.1

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

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

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

The scoring key for this table (max. 102 ticks; “other” not counted) is:

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

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

Appendix I (b)

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum³³/programme of study at various levels of formal education, by filling in the table below.

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

Table of learning outcomes

Competence	Expected outcomes	ISCED Levels					
		0	1	2	3	4	5
Learning to learn Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?	√	√	√	√		
	- understanding complexity/systemic thinking?			√	√		
	- overcoming obstacles/problem-solving?			√	√		
	- managing change/problem-setting?						
	- creative thinking/future-oriented thinking?						
	- understanding interrelationships across disciplines/holistic approach?	√	√	√			
	Total						
	- 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						
	- other (countries to add as many as needed)?						
-							
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 (for phase III)?	√	√	√	√		
	Total						
	- other (countries to add as many as needed)?						
	-						
	-						

³³ At the State level, where relevant.

	Expected outcomes					
	0	1	2	3	4	5
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					
- other (<i>countries to add as many as needed</i>)?						
-						

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

The scoring key for this table (max. 138 ticks; "other" not counted) is:

No. of ticks	0–7	8–14	15–35	36–70	71–104	105–138
Scale	A	B	C	D	E	F

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

Please indicate the teaching/learning methods used for ESD at the different ISCED levels.

(Please tick (✓) relevant teaching/learning methods for each level. Use the blank rows to insert additional teaching/learning methods that are considered to be key methods in your country in teaching-learning for sustainable development.)

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy ³⁴	ISCED Levels					
	0	1	2	3	4	5
Discussions	✓	✓	✓	✓		
Conceptual and perceptual mapping		✓	✓			
Philosophical inquiry				✓		
Value clarification	✓	✓	✓	✓		
Simulations; role playing; games	✓	✓	✓			
Scenarios; modeling			✓	✓		
Information and communication technology (ICT)		✓	✓	✓		
Surveys			✓			
Case studies	✓	✓	✓			
Excursions and outdoor learning	✓	✓	✓	✓		
Learner-driven projects	✓	✓	✓			
Good practice analyses			✓	✓		
Workplace experience	✓	✓	✓	✓		
Problem-solving	✓	✓	✓	✓		
Total						
Other (countries to add as many as needed)						

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

The scoring key for this table (max. 84 ticks; "other" not counted) is:

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

³⁴ Please refer to paragraph 33 (e) of the UNECE Strategy for ESD.

Appendix II

Indicator 2.6, sub-indicator 2.6.1

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

Table (a) According to the UNECE Strategy for ESD

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

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

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

Table (b) According to United Nations Decade of ESD

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

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

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

Appendix III

Indicator 3.1, sub-indicator 3.1.3

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

ISCED levels	Percentage of education professionals who have received training ³⁵ to integrate ESD into their practice: (see key below)																	
	Educators												Leaders/administrators ³⁶					
	Initial*						In service**						In service***					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0	√								√									
1	√								√						√			
2	√								√						√			
3	√								√						√			
4																		
5																		
6																		
Non-formal																		
Informal																		

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

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

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

³⁵ Training is understood to include at least one day (a minimum of five contact hours).

³⁶ See paragraphs 54 and 55 of the UNECE Strategy for ESD.

Appendix IV

Summary and self-assessment³⁷ by countries:

1	Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
2	Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
3	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
4	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
5	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
6	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
7	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
8	Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
9	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
10	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
11	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
12	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
13	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
14	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
15	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
16	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
17	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
18	Indicator 6.1	International cooperation on ESD is strengthened within the UNECE region and beyond	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed

³⁷ 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.