



**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 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: Evgenia Kostadinova

Signature:

Date:

Full name of the institution: Ministry of Education, Youth and Science

Postal address: Sofia 1000, 2A 'Knyaz Dondoukov' blv

Telephone: +3592 9217 446

Fax: +3592 9217 598

E-mail: e.kostadinova@mon.bg

Website: www.mon.bg

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

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

Governmental institutions (*please specify*) _____

Stakeholders:

NGOs (*please specify*) _____

Academia (*please specify*) _____

Business (*please specify*) _____

Other (*please specify*) _____

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

TEMPLATE FOR REPORTING

ISSUE ¹ 1. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Bulgarian</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>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</i> Since October 2010, the Ministry of Education, Youth and Science has been appointed as a coordinating body, with no particular time-mandate given.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD.</i> National SD Strategy Draft, coordinated by all interested ministries that are party, but of no further development for the time being
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>Please specify.</i>
Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD	
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and list major document(s).</i> National SD Strategy Draft

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 type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>If yes, please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">ISCED levels ⁶</th> <th>(a)</th> <th>(b)⁷</th> </tr> <tr> <th><i>Yes</i></th> <th><i>Yes</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;">1</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;">2</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;">3</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;">4</td> <td></td> <td style="text-align: center;">X</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 style="text-align: center;">x</td> </tr> <tr> <td style="text-align: center;">Teacher education –as part of their subject education</td> <td></td> <td style="text-align: center;">x</td> </tr> </tbody> </table>	ISCED levels ⁶	(a)	(b) ⁷	<i>Yes</i>	<i>Yes</i>	0		X	1		X	2		X	3		X	4		X	5⁸			6		x	Teacher education –as part of their subject education		x
ISCED levels ⁶	(a)		(b) ⁷																											
	<i>Yes</i>	<i>Yes</i>																												
0		X																												
1		X																												
2		X																												
3		X																												
4		X																												
5⁸																														
6		x																												
Teacher education –as part of their subject education		x																												
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"/>	<i>Please specify.</i>																													
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?																													
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify.</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>Please specify.</i> A working expert Group will be set up shortly.																													
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ¹⁰																													
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i>																													
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?																													

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

⁶ Education level in accordance with ISCED.

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

⁸ For higher education institutions when answering: (1) regarding national legislation: this objective is focusing equally at the first stage of tertiary education (Bachelor), the second stage (MSc) and the third stage (PhD) while covering various aspects such as **service agreements/contracts, national strategies of Research and Development, university organization and studies acts, or general laws of higher educations**; (2) regarding national

and/or subnational standards/ordinances/requirements: special attention shall be devoted to indications of linking systems of **quality assurance and accreditation** (with regard to the Bologna process; see http://www.coe.int/t/dg4/highereducation/EHEA2010/BolognaPedestrians_en.asp for information) for higher education institutions with ESD, as well as to **regulations of study programmes and study fields** which reflect the principles of ESD.

⁹ Between State bodies.

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

Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify.</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>Please specify.</i> It has been extensively mentioned in the National implementation report.												
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"/>	<i>Phase II: Please specify in the table in appendix I (a) and use the scale. Indicate the results in the box below.</i> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><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 ¹³ /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify in the table in appendix I (b) and use the scale. Indicate the results in the box below.</i> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><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 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum ¹⁴ /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify in the table in appendix I (c) what methods are of particular significance in your country and use the scale. Indicate the results in the box below.</i> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table> <i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).</i>	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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 subjects ¹⁶ only? (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 <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (d) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (e) Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: If yes, please specify for different levels of education system in accordance with ISCED by ticking (V) in the table as appropriate.</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th style="text-align: left;">ISCED levels</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> <th>(d)</th> <th>(e)</th> </tr> <tr style="font-size: small;"> <th></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 style="background-color: #cccccc;">0</td> <td></td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">1</td> <td></td> <td>X</td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">2</td> <td></td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">3</td> <td></td> <td>X</td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">4</td> <td></td> <td>X</td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">5</td> <td></td> <td>X</td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">6</td> <td></td> <td>X</td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">Teacher education</td> <td></td> <td>x</td> <td>X</td> <td>X</td> <td></td> </tr> </tbody> </table> <p><i>If you ticked (e), please specify the approaches.</i></p>	ISCED levels	(a)	(b)	(c)	(d)	(e)		<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	0		X		X		1		X	X	X		2		X		X		3		X	X	X		4		X	X	X		5		X	X	X		6		X	X	X		Teacher education		x	X	X	
ISCED levels	(a)	(b)	(c)	(d)	(e)																																																								
	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>																																																								
0		X		X																																																									
1		X	X	X																																																									
2		X		X																																																									
3		X	X	X																																																									
4		X	X	X																																																									
5		X	X	X																																																									
6		X	X	X																																																									
Teacher education		x	X	X																																																									

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

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

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

Indicator 2.3 A whole-institution approach ¹⁸ to SD/ESD is promoted																			
Sub-indicator 2.3.1	Do educational institutions ¹⁹ adopt a “whole-institution approach” to SD/ESD?																		
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: If yes, please specify for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>ISCED levels</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0</td><td>X</td></tr> <tr><td>1</td><td>X</td></tr> <tr><td>2</td><td>X</td></tr> <tr><td>3</td><td>X</td></tr> <tr><td>4</td><td>X</td></tr> <tr><td>5</td><td>X</td></tr> <tr><td>6</td><td>X</td></tr> <tr style="background-color: #cccccc;"><td>Teacher education</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 (provide examples on how it is done).</i></p>	ISCED levels	Yes	0	X	1	X	2	X	3	X	4	X	5	X	6	X	Teacher education	
ISCED levels	Yes																		
0	X																		
1	X																		
2	X																		
3	X																		
4	X																		
5	X																		
6	X																		
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”?																		
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Phase II: If yes, please specify what schemes are available for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>ISCED levels</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0</td><td></td></tr> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>5</td><td></td></tr> <tr><td>6</td><td></td></tr> <tr style="background-color: #cccccc;"><td>Teacher education</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 (provide examples on how it is done).</i></p>	ISCED levels	Yes	0		1		2		3		4		5		6		Teacher education	
ISCED levels	Yes																		
0																			
1																			
2																			
3																			
4																			
5																			
6																			
Teacher education																			

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> <p><i>Phase II: If yes, please specify for various levels of your education system in accordance with ISCED, by ticking (V) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">ISCED levels</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0</td><td></td><td></td><td></td></tr> <tr><td>1</td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td></tr> <tr><td>Teacher education</td><td></td><td></td><td></td></tr> </tbody> </table> <p>(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>Partially, as to formal education, we do have an assessment system of external assessments at the end of each level and the upper secondary school leaving exams (matura) by subject.</p> <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	(a)	(b)	(c)	Yes	Yes	Yes	0				1				2				3				4				5				6				Teacher education			
ISCED levels	(a)		(b)	(c)																																				
	Yes	Yes	Yes																																					
0																																								
1																																								
2																																								
3																																								
4																																								
5																																								
6																																								
Teacher education																																								
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> <p><i>Phase II: Please specify.²¹</i></p>																																							
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>																																								
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>Phase II: Please specify and provide examples.</i></p>																																							
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>																																								
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>																																							
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p>Though through the foreign language matura exams one can have one's informal learning assessed, however it is an opportunity open to anyone but a matter of personal choice to sit for the exam or not.</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).

²¹ Please describe how this is done, e.g. in press articles, TV and radio programmes or public lectures promoting environmentally friendly goods and services, sustainable lifestyles.

Indicator 2.6 ESD implementation is a multi-stakeholder process ²²																																					
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?																																				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify in the table in appendix II (a) and (b) and use the scale. Indicate the results in the boxes below.</i></p> <table border="1"> <thead> <tr> <th colspan="6">(a) According to the UNECE Strategy on ESD</th> <th colspan="6">(b) According to the UN DESD</th> </tr> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>F</th> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>F</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" 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><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </tbody> </table>	(a) According to the UNECE Strategy on ESD						(b) According to the UN DESD						A	B	C	D	E	F	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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(a) According to the UNECE Strategy on ESD						(b) According to the UN DESD																															
A	B	C	D	E	F	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"/>	<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																																					
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>																																					
Indicator 3.1 ESD is included in the training ²³ of educators																																					
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ²⁴																																				
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Phase II: Please specify by filling in the table in appendix III.</i></p> <p>Aspects of ESD have been embedded in the HEI's syllabi for the Pedagogy field of study. However this is largely at the discretion of the HEIs, which have academic autonomy.</p>																																				
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²⁵																																				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify by filling in the table in appendix III.</i>																																				
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?																																				
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify by filling in the table in appendix III.</i>																																				
Indicator 3.2 Opportunities exist for educators to cooperate on ESD																																					
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?																																				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify (provide examples on how this is done).</i>																																				
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²⁶																																				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify how, listing the major ones, and describing them as appropriate.</i> Organisational and methodological support.																																				
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>																																					

²² 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).

²³ ESD is addressed by content and/or by methodology.

²⁴ For higher education institutions: The focus is here on existing **teacher training at universities/colleges** regarding SD and ESD for university/college teachers.

²⁵ 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.

²⁶ Including assistance through direct funding, in-kind help, political and institutional support.

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>Please describe.</i> For formal education there is an established procedure of approving textbooks and supplementary materials.																		
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>Phase II: Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in USD) for annual expenditures on ESD-related research and development.</i> All 1st to 7th graders included get free of charge textbooks.																		
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 checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase I: For (a) and (b), please describe.</i> <i>Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c), please also describe. Please also provide your own examples, as appropriate.</i>																		
Sub-indicator 4.2.2	Are ESD teaching tools/materials available: (a) in national languages? (b) for all levels of education according to ISCED?																		
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase I: For (a) please specify.</i> Bulgarian <i>Phase II: If yes for (b), please specify by ticking (V) in the table as appropriate.</i>																		
	<table border="1" style="border-collapse: collapse; width: 150px; margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">ISCED levels</th> <th style="text-align: center;">(b) Yes</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">0</td><td></td></tr> <tr><td style="text-align: center;">1</td><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">4</td><td style="text-align: center;">X</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	(b) Yes	0		1	X	2	X	3	X	4	X	5		6		Teacher education	
ISCED levels	(b) Yes																		
0																			
1	X																		
2	X																		
3	X																		
4	X																		
5																			
6																			
Teacher education																			
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 checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please describe.</i> As far as formal education is concerned.																		
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> As to formal education textbooks.
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please describe.</i> There is an education web portal with teaching and supplementary materials for formal education.
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet? (b) provided through other channels?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>For (a) and (b) please specify.</i> For formal education
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 Research²⁷ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁸ supported?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify what kind of research (content and methods). Please provide the total amount annually over the reporting period, and if feasible, as a percentage of the total research budget.</i>
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: ²⁹ (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 type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify what kind of programmes are available for (1) (a) and (b); (2) (a) and (b).</i> For example with Biomanagement and SD at Sofia University
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> Basically there are, however, not necessarily explicitly on ESD issues.
Indicator 5.2 Development of ESD is promoted	

²⁷ These include support from various sources, such as State, local authorities, business and non-governmental sources.

²⁸ 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.

²⁹ ESD is addressed by substance and/or by approach.

Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? ³⁰
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period.</i> Organisational and methodological support.
Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ³¹ to share the results of research and examples of good practices in ESD ³² 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> As to examples of good practices there are conferences, seminars, rubrics on Regional Inspectorates of Education web sights, national programme “The School – Every Student’s Desired Territory”
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 checked="" 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.</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 ³³ 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.</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>Please specify. List major networks.</i>
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.</i>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please list and describe.</i>
Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLES, AS WELL AS LOCAL AND TRADITIONAL KNOWLEDGE, IN ESD	
<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>	
In formal and non-formal education through subjects like History, Literature, Music etc. as well as a number of club and extracurricular activities	

³⁰ Activities may include pilot projects, action research, social learning and multi-stakeholder teams.

³¹ E.g. conferences, summer schools, journals, periodicals, networks.

³² 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.

³³ In this context, international associations, working groups, programmes, partnerships, etc. means those at the global, regional and subregional levels.

as to informal education. ESD is not a separate subject but is integrated in a number of subjects (actually all, though to a different degree) using as much as possible modern information and communication technologies.

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 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.

The greatest challenge still is the insufficiency of good tools and teaching materials and the corresponding methodology approaches applicable to integrated ESD, moreover in Bulgarian particularly for extracurricular activities and project development.

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.

Broadening the access to ESD teaching materials and tools, as well as to specific methodology approaches and network good practices, project development through web sites, seminars etc. would be very beneficial.

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

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

Appendix I (a)

Indicator 2.1, sub-indicator 2.1.1

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

Some key themes covered by sustainable development	ISCED Levels					
	0	1	2	3	4	5
Peace studies (e.g. international relations, security and conflict resolution, partnerships)	x	x	x	x	x	X
Ethics and philosophy	x	x		x	x	X
Citizenship, democracy and governance		x	x	x	x	X
Human rights (e.g. gender and racial and inter-generational equity)	x	x	x	x	x	X
Poverty alleviation				x	x	X
Cultural diversity	x	x	x	x	x	X
Biological and landscape diversity	x	x	x	x	x	X
Environmental protection (waste management, etc.)	x	x	x	x	x	X
Ecological principles/ecosystem approach	x	x	x	x	x	X
Natural resource management (e.g. water, soil, mineral, fossil fuels)	x	x	x	x	x	X
Climate change	x	x	x	x	x	X
Personal and family health (e.g. HIV/AIDS, drug abuse)	x	x	x	x	x	X
Environmental health (e.g. food and drinking; water quality; pollution)	x	x	x	x	x	X
Corporate social responsibility		x	x	x	x	X
Production and/or consumption patterns		x	x	x	x	X
Economics		x	x	x	x	X
Rural/urban development		x	x	x	x	x
Total	12	16	15	17	17	17
Other (countries to add as many as needed)						

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

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

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

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

Appendix I (b)

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum³⁴/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?		x	x	x	x	x	X
	- understanding complexity/systemic thinking?		x	x	x	x	x	X
	- overcoming obstacles/problem-solving?	x	x	x	x	x	x	X
	- managing change/problem-setting?		x	x	x	x	x	X
	- creative thinking/future-oriented thinking?	x	x	x	x	x	x	X
	- understanding interrelationships across disciplines/holistic approach?		x	x	x	x	x	x
	Total		2	6	6	6	6	6
	- other (countries to add as many as needed)?							
-								
Learning to do Does education at each level enhance learners' capacity for:	- applying learning in a variety of life-wide contexts?	x	x	x	x	x	x	X
	- decision-making, including in situations of uncertainty?	x	x	x	x	x	x	X
	- dealing with crises and risks?		x	x	x	x	x	X
	- acting responsibly?	x	x	x	x	x	x	X
	- acting with self-respect ?	x	x	x	x	x	x	X
	- acting with determination?			x	x	x	x	x
	Total		4	5	6	6	6	6
	- other (countries to add as many as needed)?							
-								
Learning to be Does education at each level enhance learners' capacity for:	- self-confidence?		x	x	x	x	x	X
	- self-expression and communication?	x	x	x	x	x	x	X
	- coping under stress?				x	x	x	X
	- ability to identify and clarify values (for phase III)?		x	x	x	x	x	x
	Total		1	3	3	4	4	4
	- other (countries to add as many as needed)?							
	-							

³⁴ At the State level, where relevant.

	Expected outcomes	0	1	2	3	4	5
		- acting with responsibility (locally and globally)?	x	x	x	x	x
- acting with respect for others?	x	x	x	x	x	X	
- identifying stakeholders and their interests?					x	X	
- collaboration/team working?	x	x	x	x	x	X	
- participation in democratic decision-making?	x	x	x	x	x	X	
- negotiation and consensus-building?			x	x	x	X	
- distributing responsibilities (subsidiarity)?		x	x	x	x	x	
Total		4	5	6	6	7	7
- other (<i>countries to add as many as needed</i>)?							
-							

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

The scoring key for this table (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 (V) relevant teaching/learning methods for each level. Use the blank rows to insert additional teaching/learning methods that are considered to be key methods in your country in teaching-learning for sustainable development.)

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy ³⁵	ISCED Levels					
	0	1	2	3	4	5
Discussions	x	x	x	x	x	X
Conceptual and perceptual mapping		X	x	x	x	x
Philosophical inquiry			x	x	x	X
Value clarification	x	x	x	x	x	X
Simulations; role playing; games	x	x	x	x	X	
Scenarios; modeling			x	x	x	X
Information and communication technology (ICT)			x	x	x	X
Surveys		x	x	x	x	X
Case studies				x	x	X
Excursions and outdoor learning	x	x	x	x	X	
Learner-driven projects			x	x	X	
Good practice analyses					x	X
Workplace experience					x	X
Problem-solving		x	x	x	x	x
Total	4	7	11	12	14	11
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

³⁵ 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	x	x	X
Local government		X	
Organized labour			
Private sector	x	x	
Community-based		x	x
Faith-based			x
Media		x	x
Total	2	5	4
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	x		x	x	X
Local government	X		x	x	X
Organized labour					
Private sector	X			x	
Community-based	X				x
Faith-based					
Media	x				x
Total	5		2	3	4
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 IV

Summary and self-assessment³⁸ 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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
5	Indicator 2.2	Strategies to implement ESD are clearly identified	<input type="checkbox"/> Not started	<input checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
15	Indicator 5.1	Research on ESD is promoted	<input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed

³⁸ 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.

ANNEX

NATIONAL REPORT **of the REPUBLIC OF BULGARIA** **on the implementation of the Strategy for Education for Sustainable Development**

With regard to the overarching aims of the Education for Sustainable Development, following up to commitments made at international level, as well as in response to the objectives, set within the framework of the UN-declared Decade of Education for Sustainable Development, Bulgaria has developed a National Strategy for Sustainable Development, based on the renewed EU Sustainable Development Strategy, the recently launched new Lisbon Strategy and in conformity with the National Strategic Reference Framework (NSRF), the National Reform Programme (NRP) and the Operational Programmes. However, the formal adoption of the National Strategy for Sustainable Development has not up-to-date been approved. Nevertheless, the part related to the Education for Sustainable Development has being implemented successfully.

In order to enhance the access to education, as well as to ensure quality education for all children, pupils and students, including those with special educational needs, for those belonging to risk groups/disadvantaged pupils, a **National Preschool and School Education Development Programme (2006-2015) has been implemented**. The Programme underlines the significance of the Education for Sustainable Development as a basis for building up a contemporary personality and a responsible society. We share the view that the Education for Sustainable Development is a lifelong process that permeates the entire life of a person. Moreover, the key competences are acquired by learners not only within the formal educational system, but also the process goes beyond the school education.

Primary and secondary school education cover the cultural and educational fields and study subjects which are “designed” for the Education for Sustainable Development (ESD) and are taught with success 8 years now. The state educational requirements for study content together with the curricula, intended for the Natural Sciences and Ecology cultural-educational field, place a strong emphasis on ESD. The field encompasses the study subjects such as Environment, The Man and the Nature, Biology and Health Education, Chemistry and Natural Environment protection. Also, a specific emphasis is laid on the cultural-educational field, Social Sciences and Civic Education (the study subjects on Homeland, The Man and the Society, History and Civilization, Geography and Economy). It refers also to the subject cycle Philosophy.

The ESD specific objectives, which are embedded aim to point out the interaction between the economic, social and ecological processes and phenomena; to provide for a more critical approach and to raise awareness about the economical, social and ecological problems in their entirety; to encourage

the respect and understanding of other cultures and the contribution they have made to the world diversity; to encourage assuming the responsibilities for creating sustainable future; to contribute to building up of a civil society.

Central place is attributed to issues, such as equality, solidarity and inter-dependency in nowadays generation and between the generations, as well as to matters applying to the relationship between the rich and the poor, to the existing relation between the man and nature, to the responsibilities of each of us to themselves, to the human society and to the

environment. *The main concepts are:* piece, democracy, security, human rights, society, poverty, social and economic development, health protection, gender equality, cultural diversity, environment protection, nature resource management, production and consumption.

The age, objectives, key issues and concepts provide for the *integrated approach*. ESD is present not only in the above mentioned study subjects. It permeates all curricula, at all levels, including vocational education, teacher and teacher trainers education and training, lifelong learning and training of professionals and policy makers. *Interactive technologies* and *teamwork* have been ever wider applied so that the ESD objectives can be achieved.

The *informal learning* is regarded as being of particular importance because it is most directly oriented to the students and requires their active participation. The ever gaining popularity over the recent years *distance learning form* further provides support to the informal learning.

The modern information and communication technologies are widely spread and used. The learning process has been increasingly facilitated by modern information and communication technologies. Schools have computers, multimedia systems and multifunctional devices.

In the very essence of the sustainable development is embedded the main principle of the democracy. Therefore the process of ESD could be successfully implemented only if it is based on that principle. The educational process is not only about data reporting or solutions finding, but also is about creating a permanent democratic debate on the condition and analysis of the data and the possible solutions according to specific circumstances.

In the period 2008-2010, Bulgaria has developed documents and projects, which tackle different aspects of ESD.

Different **changes in the curricula** were made in order to reinforce the ESD.

The curricula designed for the initial phase of the subject Homelife and Technology have been altered so that entrepreneurial thinking from an early age could be developed. A training of 100 new teachers on the updated curricula is planned to be held as part of the Qualification National Program.

In the draft School Education Law, the inclusion of entrepreneurship education in the first stage of the secondary school level, has been laid down. Its underlying aim is to form business skills, leadership skills, different strategies for success to be taught through different education and practical activities. Moreover, young people should be taught to manage better their lives as well as their business or career, in compliance with the principles of sustainability.

A new emphasis is placed upon the new curriculum of the study subject Bulgarian Language and Literature: the collective forms of verbal culture. The curriculum contains a general picture of the archaic beliefs about the origin of the world, people and ethnic groups. The collection of texts, related to beliefs, folklore calendar and different ethnic communities folk heritage teaches the students tolerance and respect towards multi-ethnic verbal and cultural traditions in modern Bulgaria.

In the period 2008-2010, **several national programs** were developed and implemented, which target the ESD, in particular. Examples given:

The National Programme, entitled: "The School the Desired Territory of the Pupil" set out the main objectives to prepare the adolescents to be active citizens, affiliated with the values of a democratic society; to demonstrate students professional knowledge, skills and competencies and to encourage their personal expression and the desire to pursue a chosen profession; to create conditions for further creative development of the child; intercultural education and upbringing in this spirit.

With care to each student National Programme aims to provide an opportunity for further education to children with outstanding abilities, as well as to children, who experience learning difficulties; to promote the use of innovative approaches in teaching and learning children with different abilities and needs.

Modernization of the Vocational Education System National Programme objectives are set to provide for the material premises in order to meet the demands of the labour market by allocating budgetary funds as well as by ensuring co-funding by employers; to increase the relevant number of the graduates from vocational education and training on a given profession, who have achieved labour-market and social realization; to set up a modern learning environment for vocational education provision for the most demanded and the professions with prospects, in conformity with the business requirements; , to create possibilities for learners to start working with the latest computer equipment; to acquire professional competences in real-life working conditions; to establish a direct contact between student and employer.

Improving sexual and reproductive health of young people in Bulgaria five-year Program has been completed. It was a joint project between the Ministry of Education, Youth and Science, Ministry of Health and the UN Population Fund. In the project took part 38 schools. More than 1000 teachers, class teachers, pedagogical and medical professionals, headmasters, assistant headmasters and education experts acquired and upgraded basic skills for conducting classes on health education in the V-XII grades. The participants mastered interactive techniques and acquired experience through training in order to work with groups in extracurricular activities. They improved their communication skills and presence in the teachers' team, their knowledge how to develop projects. More than 6500 pupils have undergone health education training for the free-elective (extracurricular) classes. Various and varied approaches have been applied during the training, including "Peers teach peers" method has been employed and also other drama techniques for sexual and health education used. A large number of manuals, training materials, newsletters, collections of good pedagogical practices in modern sexual and reproductive health education were developed. Various foreign editions were also translated and adapted for the purposes of Bulgarian sexual and health education.

In 2008-2009 school year, the annual **National Olympiad in Civic Education** for I-st-XII-th grade students has been launched . The Olympiad aims to prompt pupils to demonstrate and practice the acquired skills and competencies relating to civic education by means of project development. Children and young people are encouraged to develop their self-organization skills, an active attitude towards the social and the environmental problems, to strengthen their conviction that the efforts made can bring meaningful benefit for real change of the world for better.

In the recent years, the Education for Sustainable Development together with the Environmental Education has been a major priority for the Ministry of Environment and Waters. Representatives of the Ministry also are assigned to and participate in joint working groups with experts coming from the Ministry of Education, Youth and Science, the European Commission, the Economic Commission for Europe of the United Nations /UNECE/ UNESCO, as well as from NGOs.

The education is viewed as a key tool for change of the public attitudes and the economic behavior, as far as they refer to the environment. The Environmental Education is a cross-curricular subject, enabling the link between the environment topics with all sectors at all education levels; it may involve different stakeholders

and is in the position to reach various target groups, such as pupils, students, adults, management and legislation-related staff, and may even develop a gender approach.

With this regard, the Ministry of Environment and Waters (MEWs) signed a Memorandum of Cooperation with the Ministry of Education, Youth and Science. One of the objectives, laid down in the Memorandum points to the Education for Sustainable Development in the Bulgarian school.

Bulgaria was among the first countries that approved the educational tool of the Flemish Environment Agency “With Flupi for a better environment” for kindergarten children, and for students from first to sixth grade. It aims to teach them the proper attitude to the environment: how to keep the air and water, our streets, yards and homes clean, how to protect the world around us.

Another successful initiative of our country was the dissemination of the so called *Green Package* across the Bulgarian schools. One of its main targets was to train teachers and experts to work with the textbook and to integrate it in the curricular content, which provides for cross-curricular links between social, science-related and humanitarian subjects. This *Green Package* contributed to the understanding of the teachers and experts in environmental education, of the specific requirements and benefits arising from the accession of Bulgaria to the EU, and in particular from the implementation of the Environmental Education across the national education system.

At the initiative of the Ministry of Environment and Waters, A Programme in support of the Education for Sustainable Development in Bulgaria has being developed jointly with experts from the Ministry of Education, Youth and Science and some non-governmental organizations, which is entitled: “*Toward environment protection through education*”. The idea Bulgaria to be one of the first southeastern countries, which has drafted its own programme, outlining the main directions for work in the future, in support for the Education for Sustainable Development, was very welcome by professionals and experts of the Ministry of Foreign Affairs of the Kingdom of the Netherlands, and of the Environment and Agricultural Activities Department of the United Kingdom.

Over the last years, experts from the Ministry of Environment and Waters elaborated *two international projects on topics exploring the environment education*.

The first is entitled "Support for the development of the education for environment protection in Bulgaria" and is funded under the Darwin Initiative, The Department for Environment and Agricultural activities, by the United Kingdom.

The project is aimed at capacity building and at broadening the cooperation between the institutions with regard to the implementation of the National Plan for biodiversity protection in Bulgaria, by means of the support provided by the Education for Protection of the Nature.

The second project, entitled "Education for Environmental Education intended for initial school classes in Bulgaria" under the MATRA Programme, administered by the Ministry of Foreign Affairs and the Kingdom of Netherlands, was intended to produce various materials and manuals designed for teachers and pupils from the initial stage of the primary school education.

**Information on the accomplished project between Bulgaria and Flanders on
the Environmental Management for Sustainable Lifestyle
in the initial primary school in Bulgaria
within the Cooperation Programme between Bulgaria and Flanders**

In implementation of the Memorandum for joint cooperation between the Ministry of Environment and Waters and the Ministry of Education, Youth and Science, the results achieved following the fruitful cooperation at an expert level on issues related to the Education for Sustainable Development and the Environment Conservation over the recent years, led to training by various methods of at least 1500 teachers that have been encompassed.

The project objectives look to provide for the awareness-raising as well as for the overall implementation of ESD to schools together with the environmental education by means of enhancing and improving the teachers' accumulated knowledge as regards dealing with modern teaching tools and providing support for them in the process of application of new approaches and working methods as far as pupils and parents are concerned.

To this end, the Nature and Environment Education Service to the Flemish Embassy provides for free and for non-repayable use educational materials, developed by them to be adapted and used for the initial stage of the primary school level by the Bulgarian educational system.

One of the project activities seeks to develop methodological guidelines for use and consequently to set up links between the state educational requirements for the initial educational stage (1 – 6 school grade) and the Environment and Homeland Module; to present specific for Bulgaria information on topics, related to the environment components; to identify and present successful models highlighted from the schools' practice and experience that comply with the Bulgarian setting and conditions; to present methodology designed for teaching environment protection at initial school and to train teachers, school heads and experts.

Specific objective of the project is to assist in the implementation of a system for environment-friendly conduct. It is all meant for pupils from the initial school education in Bulgaria, building up on the gathered experience and teaching materials, which have all been compiled and promoted by the Flemish partners.

In the framework of the project, 5 pilot municipalities across the country have been identified (namely Vratsa, Bansko, Montana, Rousse and Sofia) and 4 or 5 schools out of each of them, targeted. These schools declared willing to test the adapted for the Bulgarian context teaching materials so that the specific features of the Bulgarian curricula for the initial school level could be reflected and possibilities for teaching the content in various extracurricular and out-of-school class forms, ensured.

The visible outcome of the project has been the print of 800 pilot manuals, which are going to be launched across Bulgarian country through the school educational system.

The ESD in Bulgaria is already a fact. However, there is still a long way to go until its actual impact takes effect.

What lies still ahead of us is both a common challenge and a shared responsibility of all involved in the implementation of ESD, the government and the society.