



United Nations
Economic Commission for Europe



**DRAFT 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 Croatia 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: Marina Prelec

Signature:

Date: 29 October 2010

Full name of the institution: Ministry of Environmental Protection, Physical Planning and Construction

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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 on or contributed to its preparation; how the stakeholders were consulted and how the outcome of this consultation was taken into account; and the material used as a basis for the report.

This report has been prepared in cooperation with the Ministry of Science, Education and Sports through participatory approach and consultative process with all relevant and interested stakeholders.

- 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"/>	Croatian
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"/>	Ms Zana Fakin and Ms Marina Prelec, Department for International Relations, Ministry of Environmental Protection, Physical Planning and Construction
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Steering Committee for the Development of National Action Plan on Education for Sustainable Development
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	National Action Plan on ESD is in the process of development.
Sub-indicator 1.1.5	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the UN Decade of ESD, ³ and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Synergies are achieved through the work of Steering Committee and Task Force for the Development of National Action Plan on Education for Sustainable Development.
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"/>	Environmental Protection Act (2007), Strategy for Sustainable Development (2009), Waste Management Strategy (2005), Waste Management Plan for the period 2007-2015, National Curriculum for Preschool Education, General Compulsory and Secondary School Education (2010), Croatian National Educational Standards for pre-school, primary and secondary education, National Environmental Strategy (2002) and National Environmental Action Plan (2002), Law on Gender Equality (2003) – par. 14., National Population Politics, National Action Plan for the Rights and Interests of Children 2006 - 2012, Action plan for the implementation of the migration politics, National Strategy for Prevention of Violence in the Family, National Plan for Prevention of Human Trafficking, National Program for Prevention and Promotion of Human Rights, National Politics on Promotion of Gender Equality, National Strategy against Discrimination, National Strategy for Repression of Drug Abuse, Action plan for Repression of Drug Abuse, National Youth Program (2009), National Strategy for Making Equal the Possibilities for Disabled People 2007 – 2015, National State of Environment Report (2007); will be addressed also in the new SER (2005-2008) publishing expected by the end of 2010, Strategy and Action Plan for the Protection of Biological and Landscape Diversity (2008).
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

¹ Issues 1 to 6 are in accordance with the objectives of the Strategy.

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 substate 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.

(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.																																																	
	<table border="1"> <thead> <tr> <th rowspan="2">ISCED⁶</th> <th colspan="2">(a)</th> <th colspan="2">(b)⁷</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>1</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>2</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>5⁸</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Teacher education</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> </tbody> </table>		ISCED ⁶	(a)		(b) ⁷		Yes	No	Yes	No	0	V		V		1	V		V		2	V		V		3			V		4			V		5 ⁸					6					Teacher education	V		V
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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"/>	Non-formal and informal ESD are carried out by different public administration bodies (PAB) and civil society organizations supported financially by PAB. There are many documents in which non-formal and informal ESD are addressed, such as National Strategy for Sustainable Development (with a special paragraph indicating the importance of ESD), National Strategy for the Creation of Good Environment for the Development of Civil Society and National Environmental Strategy																																																	
	Is public awareness in relation to ESD addressed in relevant national document(s)?																																																	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Public awareness in relation to ESD is addressed in several general documents such as Act on Ratification of the Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters, Act on the Right of Access to Information, Codex for Consultations with the Interested Public in the Processes of Adoption of Laws, Regulations and Legal Acts and also in sectoral documents such as Environmental Protection Act, National Strategy for Sustainable Development, National Waste Management Strategy, Waste Management Plan for the period 2007-2015, National Environmental Strategy and National Environmental Action Plan																																																	
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"/>	Steering Committee and Task Force for the Development of National Action Plan on Education for Sustainable Development (AP ESD). Task force includes representatives of different ministries, NGO's, business sector and media.																																																	
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"/>	It exists through the work of Steering Committee and Task Force for the development of AP ESD, and later in its implementation.																																																	

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 focussing 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 R&D, university organisation and studies acts, or general laws of higher educations**.; (2) regarding national and/or national standards ordinances/ requirements: special attention shall be devoted to indications of linking systems of **quality assurance and accreditation** (with regard to the Bologna process) for higher educations 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 Strategy.

Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>National Human Rights Program – financed continuously by the Government Office for Human Rights; Ministry of Environmental Protection, Physical Planning and Construction and Ministry of Science, Education and Sports are financially supporting projects and programs of associations working in the field of extra-institutional education of children and youth – one of the priorities of the call for project proposals is ESD. They also support promotion of ESD by co-financing the work of the organizations of civil society. G2G project with the Netherlands "Training for civil servants on sustainable development and education for sustainable development". The final goal of the project is to educate future trainers for sustainable development and to include this programme into the Catalogue of training for civil servants in the Ministry of Public Administration Ministry of Tourism has regularly supported through grants educational programmes for residents and for employees in tourism, which are related to sustainable tourism. These educational programmes are organized and conducted by NGO's, agencies and institutes through various seminars and workshops. Ministry of Family, Veterans' Affairs and Intergenerational Solidarity continuously supports the National Youth Program whose aim is to contribute to addressing the needs of young people and contribute to raising the quality of their lives.</p>												
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"/>	ESD in the form of environmental education is primarily addressed in the Environmental Protection Act, National Strategy for Sustainable Development, National Waste Management Strategy, Waste Management Plan for the period 2007-2015, National Environmental Strategy and the National Environmental Action Plan. It is the crucial horizontal part of sustainable development policy of the Republic of Croatia.												
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"/>	<p><i>Phase II: please specify in the table in Annex 1 (a) and use the scale. Indicate the results in the box below.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="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 type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>								
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"/>	<p><i>Phase II: Please specify in the table in Annex 1 (b) and use the scale. Indicate the results in the box below.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="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 type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Indicator 2.2 Strategies to implement ESD are clearly identified.													

¹¹ For explanation see paragraph 15 of the Strategy.

¹² At the state level, where relevant.

¹³ See footnote 14.

Sub-indicator 2.2.1	Is ESD addressed through: ¹⁴ (a) existing subjects ¹⁵ only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project? ¹⁶																																																																																									
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (d) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: For (a)–(d) please specify for different levels of education system in accordance with ISCED in the table by ticking (V) as appropriate.</i></p> <table border="1" data-bbox="737 313 1524 613"> <thead> <tr> <th rowspan="2">ISCED levels</th> <th colspan="2">(a)</th> <th colspan="2">(b)</th> <th colspan="2">(c)</th> <th colspan="2">(d)</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>No</th> <th>Yes</th> <th>Yes</th> <th>No</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>V</td> <td></td> <td></td> <td>V</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>1</td> <td>V</td> <td></td> <td></td> <td>V</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>2</td> <td>V</td> <td></td> <td></td> <td>V</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>3</td> <td>V</td> <td></td> <td></td> <td>V</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>V</td> <td></td> <td></td> <td>V</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Teacher education</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	ISCED levels	(a)		(b)		(c)		(d)		Yes	No	No	Yes	Yes	No	Yes	No	0	V			V	V		V		1	V			V	V		V		2	V			V	V		V		3	V			V	V		V		4									5	V			V	V		V		6									Teacher education								
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Indicator 2.3 A whole-institution approach¹⁷ to ESD/SD is promoted.																																																																																										
Sub-indicator 2.3.1	Do educational institutions ¹⁸ adopt a “whole-institution approach” to SD/ESD?																																																																																									
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Phase II: please specify for all levels of your education system in accordance with ISCED in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</i></p> <table border="1" data-bbox="926 776 1335 1052"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td>V</td> </tr> <tr> <td>1</td> <td></td> <td>V</td> </tr> <tr> <td>2</td> <td></td> <td>V</td> </tr> <tr> <td>3</td> <td></td> <td>V</td> </tr> <tr> <td>4</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> </tr> <tr> <td>Teacher education</td> <td></td> <td></td> </tr> </tbody> </table>	ISCED levels	Yes	No	0		V	1		V	2		V	3		V	4			5			6			Teacher education																																																																
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Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support “a whole institution approach to SD/ESD”?																																																																																									

¹⁴ 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.

¹⁵ E.g. geography or biology. For higher education “subject” means “course”.

¹⁶ A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

¹⁷ 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).

¹⁸ For higher education institutions: **Whole university, whole college or whole faculty approach** (including inter-faculty approaches).

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify what schemes are available for all levels of your education system in accordance with ISCED in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 2px;">ISCED levels</th> <th style="padding: 2px;">Yes</th> <th style="padding: 2px;">No</th> </tr> </thead> <tbody> <tr><td style="padding: 2px;">0</td><td style="padding: 2px;">V</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">1</td><td style="padding: 2px;">V</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">2</td><td style="padding: 2px;">V</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">3</td><td style="padding: 2px;">V</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">4</td><td style="padding: 2px;"></td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">5</td><td style="padding: 2px;"></td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">6</td><td style="padding: 2px;"></td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">Teacher education</td><td style="padding: 2px;"></td><td style="padding: 2px;"></td></tr> </tbody> </table>	ISCED levels	Yes	No	0	V		1	V		2	V		3	V		4			5			6			Teacher education		
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Sub-indicator 2.3.3	Do institutions/learners develop their own SD indicators for their institution/organization?																											
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Phase II: Please specify for all levels of your education system in accordance with ISCED, in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 2px;">ISCED levels</th> <th style="padding: 2px;">Yes</th> <th style="padding: 2px;">No</th> </tr> </thead> <tbody> <tr><td style="padding: 2px;">0</td><td style="padding: 2px;"></td><td style="padding: 2px;">V</td></tr> <tr><td style="padding: 2px;">1</td><td style="padding: 2px;"></td><td style="padding: 2px;">V</td></tr> <tr><td style="padding: 2px;">2</td><td style="padding: 2px;"></td><td style="padding: 2px;">V</td></tr> <tr><td style="padding: 2px;">3</td><td style="padding: 2px;"></td><td style="padding: 2px;">V</td></tr> <tr><td style="padding: 2px;">4</td><td style="padding: 2px;"></td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">5</td><td style="padding: 2px;"></td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">6</td><td style="padding: 2px;"></td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">Teacher education</td><td style="padding: 2px;"></td><td style="padding: 2px;"></td></tr> </tbody> </table>	ISCED levels	Yes	No	0		V	1		V	2		V	3		V	4			5			6			Teacher education		
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Indicator 2.4 ESD is addressed by quality assessment/enhancement systems.																												
Sub-indicator 2.4.1	Are there any education quality assessment/enhancement systems that include criteria on ESD ¹⁹ in: (a) national systems? (b) other?																											

¹⁹ 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).

(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify for various levels of your education system in accordance with ISCED, in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</i></p> <table border="1" data-bbox="863 285 1394 586"> <thead> <tr> <th rowspan="2">ISCED levels</th> <th colspan="2">(a)</th> <th colspan="2">(b)</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>No</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td>V</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td></td> <td>V</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td>V</td> <td></td> <td>V</td> </tr> <tr> <td>3</td> <td></td> <td>V</td> <td></td> <td>V</td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Teacher education</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	ISCED levels	(a)		(b)		Yes	No	No	Yes	0		V			1		V			2		V		V	3		V		V	4					5					6					Teacher education				
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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	Are SD issues addressed in informal and public awareness-raising activities?																																																	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Phase II: Please specify. ²⁰ SD issues are addressed in radio and TV broadcast, websites, relevant articles in daily papers and specialized magazines, publications on SD issues published by competent public administration bodies. The civil sector also largely contributes to public awareness-raising activities. Relevant projects financed from international or national sources are also presented to public through various public events, websites, radio and TV broadcast and brochures.																																																	
Sub-indicator 2.5.2	Is there any support for work-based learning (e.g. for small companies, farmers, trade unions, associations), which addresses SD issues?																																																	

²⁰ Please describe how this is done – for example, in press articles, TV and radio programmes or public lectures promoting environmentally friendly goods and services, sustainable lifestyles.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify and provide examples.</i></p> <p>G2G project with the Netherlands "Training for civil servants on sustainable development and education for sustainable development". The final goal of the project is to educate future trainers for sustainable development and to include this programme into the Catalogue of training for civil servants in the Ministry of Public Administration</p> <p>The "House in Order" (HiO) project carried out in cooperation with UNDP which aims to implement EE and systematic energy management in all buildings owned by the central government.</p> <p>Project "Green Office" is a part of governmental programme "House in Order" carried out in cooperation of the Ministry of Economy, Labour and Entrepreneurship, Environmental Protection and Energy Efficiency Fund and UNDP. It consists of a series of motivational-educational workshops for civil servants with the aim of teaching them how to reduce the negative impact on environment in their daily work. 100 educational workshops are planned to be held for 3000 civil servants in 2010.</p> <p>For a widespread dissemination of knowledge on the principles of the Water Framework Directive an e-learning tool has been developed as an activity under Twinning project "Building and Development of Guidelines for the Implementation of Water Framework Directive in Croatia" in cooperation with Federal Ministry of Environment, Nature Conservation and Nuclear Safety, Germany and DLG Service for Land and Water Management, Netherlands Among numerous themes covering implementation of Water Framework Directive, it included also education on sustainable water management. Educated personnel are transmitting gained knowledge to the civil servants involved in WFD implementation into the daily work of the water administration. Therefore the course focused on practical approaches and provided comprehensive information that is facilitating the work in the field of water management.</p>																																				
Sub-indicator 2.5.3	Are there any instruments (e.g. research, survey, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?																																				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.</i></p> <p>There were several projects in 200 Eco – pre-schools and schools in Croatia. Due to their quality one kindergarten even became the centre of excellence.</p> <p>The following indicators of efficiency were watched: the number of teachers at the presentation of materials; number of students participating in the initial examination and number of students at the final examination, as well as the number of visits to the webpage of the project; the number of downloaded documents and working materials of the project, the number of the students participating in the final examination of the acquired knowledge.</p> <p>Civil society organizations make annual reports on projects conducted in schools and their outcomes.</p>																																				
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><i>Phase II: Please specify in the table in Annex 2 (a) and (b) and use the scale. Indicate the results in the boxes below.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="6" style="text-align: left;">(a) according to the UNECE Strategy on ESD</th> <th colspan="6" style="text-align: left;">(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 style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input checked="" 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><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> </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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Issue 3. EQUIP EDUCATORS WITH THE COMPETENCE TO INCLUDE SD IN THEIR TEACHING																																					

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).

<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 training²³ of educators.	
Sub-indicator 3.1.1	Is ESD a part of the initial educators' training? ²³
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify by filling in the table in Annex 3.</i> ESD is not a part of the initial educators' training, but several employees from different ministries attended the initial training "Engaging in SD" organized through Government to Government project with the Netherlands which was the initial phase of a wider Programme, guided by MEPPPC whose final goal is to educate future trainers for sustainable development.
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"/>	<i>Phase II: Please specify by filling in the table in Annex 3.</i> ESD is a part of general education and it is integrated in numerous trainings.
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"/>	<i>Phase II: Please specify by filling in the table in Annex 3.</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.</i> Eco-schools, program GLOBE, National Human Rights Program.
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²⁵
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify how. Please list major ones and describe as appropriate.</i> National Human Rights Program, Eco-schools and GLOBE program are financially supported by the Government
Issue 4. ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE	
<i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)</i>	
Indicator 4.1 Teaching tools and materials for ESD are produced.	
Sub-indicator 4.1.1	Does a national strategy/ mechanism for encouragement of development and production of ESD tools and materials exist?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please describe.</i> National Strategy for Sustainable Development adopted in 2009.
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 authority money is invested in this activity, by providing an indication of the amount (in USD) referring to the amount of ESD-related research and development expenditures, annually.</i> Public authority money is invested in publishing numerous brochures focusing on different aspects of ESD.

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

²³ For higher education institutions: The focus is here on existing **teacher training 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.

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>Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c) please also describe.</i> Ministry of Science, Education and Sports gives approval for the supplementary literature, verifies the programs and gives support to projects.																														
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> Numerous brochures and toolkits focusing on different aspects of ESD have been published, such as booklets on human rights, ECO school booklets, NGOs- booklets on project work and waste management and other sectoral brochures such as A river is more than just a water, High and dry, Background information for teacher, Learning/Competence check, Water in 21 st century, Ozzy Ozone, The one ton CO2 challenge, Everybody can do something to save the ozone layer, Let me tell you a secret about the environment, Resource kit on Sustainable consumption and production.																														
	<i>Phase II: For (b) please specify in the table by ticking (V) as appropriate.</i>																														
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4																															
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 type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please describe.</i> A national mechanism for dissemination of ESD tools and materials does not exist yet, but it will be established by the National Action Plan on Education for Sustainable Development which is in the process of development.																														
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 referring to the amount of ESD related R&D expenditures, annually.</i> Public authority money is invested in publishing numerous brochures and leaflets focusing on different aspects of ESD.																														
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> ESD teaching materials resulting from different projects and initiatives of other national institutions must get the approval of the Ministry of Science, Education and Sport in order to be distributed to schools and available through the Internet. Some of them are available at http://www.mzopu.hr/default.aspx?id=3684 , http://www.wfd-croatia.eu/
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in national language(s): (a) accessible through the Internet? (b) provided through other channels?
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>For (a) and (b) please specify.</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 type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period, and if feasible, as % 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.</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 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 for (1) (a) and (b); (2) (a) and (b).</i> ESD is addressed in post graduate programs both at master's and doctorate level. However the extent to which ESD is addressed depends on the type and content of the program. The Senate of universities decides on programs. University postgraduate specialist multidisciplinary international studies on Sustainable Environmental Management - Policy and Sustainability (EMPS) proposed, developed and adopted in this way meets the educational needs of personnel in the field of environmental management, not only in Croatia but also in other Mediterranean and continental European countries in the region. Each case study has two teachers. The experts from commercial, governmental and nongovernmental organizations are also included in the teaching of some courses. Cooperation between teachers and experts from Croatia, Europe and USA provides for students this study a better insight into the latest knowledge in the field of environmental protection and management. EMPS studies are performed in the postgraduate center at the University of Zagreb, CaaS (Centre for Advanced Academic Studies) in Dubrovnik.
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?

²⁶ These includes 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 ICT; means of evaluation including socio-economic impacts.

(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify for (a) and (b).</i>
(b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
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? ²⁸
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> G2G project with the Netherlands "Training for civil servants on sustainable development and education for sustainable development". The final goal of the project is to educate future trainers for sustainable development. The project is partly financed from public budget. Ministry of Regional Development, Forestry and Water Management participated with 5 employees in e-learning process for education in sustainable water management.
Indicator 5.3 Dissemination of research results on ESD is promoted.	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ²⁹ to share the results of research and examples of good practices in ESD ³⁰ 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 type="checkbox"/> No <input checked="" 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> Ministry of Science, Education and Sports has financially supported several scientific conferences whose topic was partly on ESD. The following scientific conferences were financially supported: 16 th summer school of health improvement in Motovun (16. Motovunska ljetna škola unapređenja zdravlja), Regional security and multilateral cooperation - Croatia and Southeast Europe, National minorities in democratic societies, International Workshop on Advanced Ship Design for Pollution Prevention, Research Advancement for Sustainable Society – Reas 2009, Climate Change Workshop in South-eastern European Countries IV (Zagreb)- Causes, Impacts, Solutions. Conference proceedings were made as a part of these scientific conferences.
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 ³¹ networks on ESD?

²⁸ Activities may include pilot projects, action research, social learning, multi-stakeholder teams.

²⁹ E.g. conferences, summer schools, journals, periodicals, networks.

³⁰ E.g. 'participatory approach'; links to local, regional and global problems; integrative approach to environmental, economic and social issues; orientation to understanding, preventing and solving problems.

³¹ In this context, "international associations, working groups, programmes, partnerships etc. covers "global", "regional" and "subregional".

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> Croatian public authorities support networks on ESD such as Program GLOBE (available in Croatian at http://www.ssbjt.hr/globe/) and Eco-schools (available in Croatian at http://www.lijepa-nasa.hr/eko-skole)
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> Eco-schools, SEMEP ; Program GLOBE, Project Citizen, UNESCO Associated Schools – ASPnet (one of the four study themes is Education for sustainable development)
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> Agreement on Program GLOBE implementation Council of Europe: Pestalozzi Programme UNESCO Associated Schools (ASPnet)-one of the four study themes is Education for sustainable development. Kultur kontakt: The Zagreb k-education Project Office carries out projects on behalf of the Austrian Federal Ministry of Education, the Arts and Culture and KulturKontakt Austria in close cooperation with the Croatian Ministry of Science, Education and Sports (MZOS). One of the main focuses is ESD. In IPA Cross-border cooperation programme sustainable development has been identified as a priority for project proposals in OPs with Hungary, Serbia and Slovenia to which among others, all educational institutions can apply. G2G project with the Netherlands "Training for civil servants on sustainable development and education for sustainable development". The final goal of the project is to educate future trainers for sustainable development and to include this programme into the Catalogue of training for civil servants in the Ministry of Public Administration Croatian-Hungarian Joint Committee for Environmental Protection and Nature Conservation – includes cooperation in the process of implementation of the Aarhus Convention.
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>Please list and describe.</i> Yes, in the Mediterranean through Mediterranean Action Plan in the context of Mediterranean Commission for Sustainable Development implementation of the Mediterranean Strategy for Sustainable Development.
Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLE 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	
<i>Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible.</i> There are many ideas for the implementation of the strategy. However, locating financial instruments for their realization is still a challenge.	

Phase II: please provide the updated information to indicate changes over time.
National Strategy for Sustainable Development was adopted in 2009. It sets the framework plan for the creation of the Action Plan on Education for Sustainable Development.
Several action plans are in the process of drafting, such as Action Plan on Education for Sustainable Development, Sustainable Consumption and Production Action Plan, Environment and Natural Resources Action Plan and Action Plan for the Protection of the Adriatic Sea, Coast and Islands. Their adoption is expected in 2011.
There are many awareness raising activities, educational projects and programmes on instruments of environmental protection and sustainable development. The work of civil society organizations has intensified regarding this issue.

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.
Assistance in producing ESD implementation plans; educators/teacher training; education materials, finances for concrete implementation projects.

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

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

Annex 1 (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 sustainable development.)

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

NB The indicator will be reflected by (a) a scale based on the sum of ticks and (b) changes in the pattern of response between subsequent reports.

The assessment 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

Annex 1 (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 curriculum³²/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 sustainable development.)

Table of learning outcomes

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

³² At state level, where relevant.

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

NB The indicator will be reflected by (a) a scale based on the sum of ticks and (b) changes in the pattern of response between subsequent reports.

The assessment 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

Annex 2

Indicator 2.6, sub-indicator 2.6.1

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

Table (a) According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	Formal	Non-formal	Informal
NGOs	V	V	
Local government	V		V
Organized labour	V		
Private sector	V	V	
Community-based	V	V	
Faith-based	V		
Media	V	V	V
Total	7	4	2
Other (countries to add as many as needed)			

The assessment 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 UN DESD

Stakeholders	Classification by UN DESD				
	Public awareness	Quality education	Reorienting education	Training	Social learning
NGOs	V			V	
Local government					V
Organized labour					
Private sector					
Community-based					
Faith-based					V
Media	V				
Total	2			1	2
Other (countries to add as many as needed)					

The assessment 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

Annex 3

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	% of education professionals who have received training ³³ to integrate ESD into their practice: (see key below)																	
	Educators						Leaders/administrators ³⁴											
	Initial*			In service**			In service***											
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0	V							V						V				
1	V							V						V				
2	V							V						V				
3	V							V					V					
4																		
5	V							V						V				
6																		
Non-formal																		
Informal																		

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

% 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 % of educators who have received initial training on ESD to total number of educators by the reporting date.

** Please indicate the % of educators who have received training on ESD to total number of educators who received in-service teacher training by the reporting date.

*** Please indicate the % of leaders/administrators who have received training on ESD to total number of leaders/administrators who received in-service teacher training by the reporting date.

³³ Training is understood to include at least one day (a minimum of 5 contact hours).

³⁴ Paragraphs 54 and 55 of the UNECE Strategy on ESD.

Annex 4

Summary and self-assessment³⁵ 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 checked="" 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 checked="" 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 checked="" 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 type="checkbox"/> In progress	<input checked="" 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 type="checkbox"/> In progress	<input checked="" 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 type="checkbox"/> In progress	<input checked="" 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 checked="" 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 checked="" 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 checked="" 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 type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed

³⁵ 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. For the self-assessment, the sub-indicators having the status of “proposed” should be ignored.