



**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)*

SUBMITTED BY TURKEY

The following report is submitted on behalf of the Government of Turkey 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: Serdar YILMAZ

Signature:

Date: 30.11.2010

Full name of the institution: Ministry of National Education (MoNE) - Directorate General for Foreign Relations

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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 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*)

MoNE – Directorate General for Pre-school Education,

MoNE – Directorate General for Primary Education,

MoNE – Directorate General for Secondary Education,

MoNE – Directorate General for Girls Technical Education,

MoNE – Directorate General for Boys Technical Education,

MoNE – Board of Education

Ministry of Environment and Forestry

Stakeholders:

NGOs (*please specify*) Bölgesel Çevre Merkezi – Türkiye (Regional Environment Center – Turkey)

Academia (*please specify*) _____

Business (*please specify*) _____

Other (*please specify*)

MoNE – Directorate General for Pre-school Education, Experts of Text Book Writing Commissions

MoNE – Board of Education, Program Developers

- 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.)

Because of the centralized system of education in Turkey (formal and non-formal excluding universities), discussions and meetings were coordinated by MoNE - Directorate General for Foreign Relations and were held mainly among Directorate Generals responsible for education, training, curriculum and text-book development. MoNE – Board of education (responsible for drawing up curricula) and Directorate General for Pre-school Education (responsible for developing text books and educational materials) were mainly the consulted education and training institutions. It is also very important to underline that ESD is considered as a context shared by educational (MoNE), environmental (Ministry of Environment and Forestry) and social institutions (Prime Ministry-Directorate General for the Status of Women) of the government and civil society (Regional Environment Center-Turkey, etc.).

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"/>	It's available in Turkish.
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"/>	Serdar YILMAZ (Manager of United Nations / UNESCO Section) MoNE - Directorate General for Foreign Relations
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	MoNE - Directorate General for Foreign Relations is the coordinating body for implementations of ESD.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD.</i>
Sub-indicator 1.1.5	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the United Nations Decade of ESD, ³ and other policy processes relevant to ESD?
Yes <input 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"/>	9th Seven Year Development Plan Mid-term Program (2010-2012) Environment Law

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

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

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

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

Sub-indicator 1.2.2	Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards/ordinances/requirements; at all levels of formal education, as understood by your education system in accordance with ISCED? ⁵																													
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>If yes, please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.</i></p> <table border="1" data-bbox="942 321 1316 643"> <thead> <tr> <th rowspan="2">ISCED levels ⁶</th> <th>(a)</th> <th>(b)⁷</th> </tr> <tr> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>1</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>2</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>3</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>4</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>5⁸</td> <td><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td>6</td> <td><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td>Teacher education</td> <td><input checked="" type="checkbox"/></td> <td></td> </tr> </tbody> </table>	ISCED levels ⁶	(a)	(b) ⁷	Yes	Yes	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	5 ⁸	<input checked="" type="checkbox"/>		6	<input checked="" type="checkbox"/>		Teacher education	<input checked="" type="checkbox"/>	
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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"/>	9th Seven Year Development Plan Basic Law on National Education Action Plan of the Ministry of National Education (2009-2013) MoNE Regulation on Non-formal Education Institutions Act on Vocational Education Progress Reports of SVET (Project on Strengthening the Vocational Education and Training System in Turkey), Law on Vocational Competencies Institution (numbered 5544)																													
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?																													
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Public awareness in relation to ESD is addressed in the MoNE Regulation on Non-formal Education Institutions. Besides, Regulation on Public Education Centers and Vocational Education Centers perform field researches and inform the public about their results.																													
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"/>	Protocols on the cooperation between MoNE and Ministry of Environment and Forestry (MoEF) on environmental education and projects were signed. Those protocols cover ESD priorities and themes.																													
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ¹⁰																													

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"/>	There are some projects and initiatives with the participation of different stakeholders but a special mechanism doesn't exist.
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	There is no public budget or an economic incentive available specifically to support ESD but the Turkish Government allocates resources to MoNE and MoEF who study (or may) on ESD.
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 type="checkbox"/> No <input checked="" type="checkbox"/>	SD is one of the priority areas of Turkey as stated in National Environment Activity Plan. Since ESD themes and priority subjects are disseminated and integrated to the national curricula and text books ESD isn't a part of SD policy(s) in Turkey yet.
Issue 2. PROMOTE SD THROUGH FORMAL, NON-FORMAL AND INFORMAL LEARNING	
<p>Besides initiatives and curriculum and text book studies a project especially aiming sustainable development has been implemented in Turkey: "The Green Pack Project". Implemented with the participation of MoNE, MoFE and Regional Environment Center-Turkey (REC), The Green Pack Project aims to build capacities, transfer know-how and establish the basis for further developments in the field of Education for Sustainable Development in Central and Eastern Europe and worldwide. The Green Pack project module includes three basic phases: a) feasibility study, b) Green Pack set (depending on conditions, needs and available funds, the set consists of: teacher's handbook, dilemma game, film and video clip collection on video cassette or DVD, CD-ROM, five posters, one for each chapter, Green Pack diploma, Green Pack stamp, Green Pack leaflet) development, and c) teachers' training and Green Pack sets' distribution and dissemination.</p> <p>The Green Pack emphasizes the formation of new values in students and the setting of a new model of behavior at school, at home and in society rather than simply the accumulation of knowledge in particular environmental areas. In this context, students are, above all, partners with the teachers in the accomplishment of various activities, discussions, role-plays and decision taking. The main messages of the pack are also effectively distributed to other members of the family and society via the students and teachers.</p> <p>In general the Green Pack includes 22 topics related to environmental protection and sustainable development, divided into five chapters:</p> <ul style="list-style-type: none"> » Environmental components: air, water, soil and biodiversity; » Threats to the environment: urbanization, noise, waste and chemicals; » Human activities and impacts: energy, transport, industry, agriculture, forestry and tourism; » Global challenges: climate change, ozone depletion, acidification, and issues affecting seas and oceans; » Values: ethics and values related to consumerism, human health and the environment, citizens' rights, and responsibility for the Earth's future. <p>Each of the main Green Pack components – the CD ROM, the teacher's handbook, the film collection and the dilemma game – follows the same structure.</p> <p>Teachers' handbook</p> <p>The handbook is intended primarily for European teachers and their students. Its core elements are the lesson plans, which can be combined with the other components of the Green Pack: the video cassette or DVD, CD-ROM and dilemma game. Each of the environmental topics is covered by one or more of the lesson scenarios. The scenarios are structured so as to provide users with information about the major concept, relevant school subjects, materials needed, time and place, objectives and methodology. The introduction presents basic information on the issue and users are advised to look for more information in the related section of the CD-ROM. Before an activity begins, teachers can find various fact sheets and schemes at the end of each lesson plan to be photocopied and distributed in the class. A table presenting schematic information on environmental topics, lesson scenarios and their appropriateness to the different school subjects, as well as the recommended films and video clips, is usually enclosed at the end of the handbook. The activities described in the handbook have a guiding, rather than compulsory character. They are intended to stoke the teacher's imagination and lead to the organisation of events similar to the ones suggested, but meeting the particular needs and abilities of the students.</p> <p>CD-ROM</p> <p>The CD-ROM is especially designed for teachers and educators working in the field of environmental protection and sustainable development. It provides information on the 22 main environmental topics structured as follows: general information on the topic in its context, what the challenge is and how to overcome the problems, some case</p>	

studies, and what each of us can do about it.
 The information is presented in texts, pictures, photos, maps, tests, interactive tables and illustrations, and video clips. Links to relevant, useful international and national websites are also provided throughout the CD-ROM. The lesson plans, which are the same as those in the handbook in PDF format, can be downloaded and used as classroom activities.
Film collection (DVD)
 Approximately 180-minute collection of films (in either video or DVD format) includes about 30-40 video clips, educational films and documentaries. Information about which of them relate to the 22 environmental topics can be found in the summary table enclosed usually at the end of the teacher's handbook.
Dilemma Game
 There are 22 case studies (one for each environmental topic) organised as a dilemma game. Each case study presents a situation and a number of possible choices for dealing with the problem, as well as comments on the positive and negative aspects of each choice. By working through the dilemmas in this game, teachers and students can engage in in-depth discussions on particular aspects of the conflict between environmental protection and economic development, and train themselves in understanding and respecting different opinions and building consensus.
Website
 In Turkish: <http://www.yesilkutu.net>

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 style="text-align: center;">A</td> <td style="text-align: center;">B</td> <td style="text-align: center;">C</td> <td style="text-align: center;">D</td> <td style="text-align: center;">E</td> <td style="text-align: center;">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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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 style="text-align: center;">A</td> <td style="text-align: center;">B</td> <td style="text-align: center;">C</td> <td style="text-align: center;">D</td> <td style="text-align: center;">E</td> <td style="text-align: center;">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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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 style="text-align: center;">A</td> <td style="text-align: center;">B</td> <td style="text-align: center;">C</td> <td style="text-align: center;">D</td> <td style="text-align: center;">E</td> <td style="text-align: center;">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> <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>	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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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 checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (d) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (e) Yes <input 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>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td style="background-color: #cccccc;">0</td> <td></td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">1</td> <td></td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">2</td> <td></td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">3</td> <td></td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">4</td> <td></td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">5</td> <td></td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">6</td> <td></td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">Teacher education</td> <td></td> <td>√</td> <td>√</td> <td></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)		Yes	Yes	Yes	Yes	Yes	0		√	√			1		√	√	√		2		√	√	√		3		√	√	√		4		√	√	√		5		√	√			6		√	√			Teacher education		√	√		
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¹⁵ For higher education institutions: These distinctions would be equal to: (a) **courses and disciplines**; (b) **interdisciplinary courses**; (c) **separate, specified SD courses or seminars**; and (d) **stand-alone projects** implemented by the department, faculty or inter-faculty structures.

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

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

Indicator 2.3 A whole-institution approach¹⁸ to SD/ESD is promoted																			
Sub-indicator 2.3.1	Do educational institutions ¹⁹ adopt a “whole-institution approach” to SD/ESD?																		
<p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>	<p><i>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;"> <thead> <tr> <th style="text-align: center;">ISCED levels</th> <th style="text-align: center;">Yes</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">0</td><td></td></tr> <tr><td style="text-align: center;">1</td><td></td></tr> <tr><td style="text-align: center;">2</td><td></td></tr> <tr><td style="text-align: center;">3</td><td></td></tr> <tr><td style="text-align: center;">4</td><td></td></tr> <tr><td style="text-align: center;">5</td><td></td></tr> <tr><td style="text-align: center;">6</td><td></td></tr> <tr> <td style="text-align: center;">Teacher education</td> <td></td> </tr> </tbody> </table> <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	
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Teacher education																			
Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support “a whole institution approach to SD/ESD”?																		
<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<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> <p>Among others: Green Pack Diploma (for primary schools), Applied Environment Education Project Certificate (for primary and secondary schools), White Flag Award (for primary and secondary schools), The Eco-school Award (for primary and secondary schools), Young Speakers of Environment Award (for primary and secondary schools). These initiatives and projects give technical and professional support but no extra funds for institutions.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">ISCED levels</th> <th style="text-align: center;">Yes</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">0</td><td style="text-align: center;">√</td></tr> <tr><td style="text-align: center;">1</td><td style="text-align: center;">√</td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">√</td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">√</td></tr> <tr><td style="text-align: center;">4</td><td style="text-align: center;">√</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> <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	
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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?																																				
<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<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> <p><i>(a) For formal institutions.</i></p> <table border="1" data-bbox="976 332 1281 609"> <thead> <tr> <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><td>Teacher education</td><td></td></tr> </tbody> </table> <p><i>(b) For non-formal institutions for non-formal and informal education.</i></p> <table border="1" data-bbox="976 673 1281 950"> <thead> <tr> <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><td>Teacher education</td><td></td></tr> </tbody> </table> <p><i>If relevant data are available, please also specify (i.e. provide examples on how it is done).</i></p> <p>Total Quality Management application is carried out in Turkish schools. Within the context of this application there is a School Development Model in which indicators are developed by the schools. And themes related with SD are also addressed in this Model besides other themes.</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	
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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 style="text-align: center;">0</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">√</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">√</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">√</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">√</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">√</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">√</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Teacher education</td> <td style="text-align: center;">√</td> <td></td> <td></td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this data (i.e. provide examples on how the data was compiled).</i></p>	ISCED levels	(a)	(b)	(c)	Yes	Yes	Yes	0				1	√			2	√			3	√			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	<p>Are SD issues addressed in informal and public awareness-raising activities?</p> <p><i>Phase II: Please specify.</i>²¹</p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>There are 925 Public Education Centers affiliated to the MoNE. And these centers address SD issues among other themes through the web sites and periodicals. Also, in press articles and TV and radio programmes SD issues are addressed.</p>																																							
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> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Educational activities are carried out by the MoNE in cooperation with Small and Medium Industry Development Organization (KOSGEB). Also, the MoNE and enterprises cooperate in the educational activities carried out education units established at the enterprises which employ more than 200 staff. These educational activities address SD issues among others.</p>																																							
Sub-indicator 2.5.3	<p>Are there any instruments (e.g. research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?</p> <p><i>Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.</i></p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></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 process²²																																					
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 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> </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 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"/>
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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 training²³ of educators																																					
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ²⁴																																				
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 3.1.2	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 checked="" type="checkbox"/> No <input 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"/>	<p><i>Phase II: Please specify (provide examples on how this is done).</i></p> <p>Mainly teachers benefit the network set up by MoNE – Board of Education which is “Teachers’ Portal”. Website: http://ttkb.meb.gov.tr/ogretmen/modules.php?name=Downloads&d_op=viewdownload&cid=18</p> <p>Another network is the Green Pack internet site set up by REC-Turkey with the coordination of MoNE and MoFE. Website: http://www.yesilkutu.net/</p>																																				
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"/>	<p><i>Please specify how, listing the major ones, and describing them as appropriate.</i></p> <p>As stated above (sub-indicator 3.2.1)</p>																																				
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 type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please describe.</i>																
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?																
Yes <input type="checkbox"/> No <input checked="" 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>																
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?																
	<i>Phase I: For (a) please specify.</i> “The Green Pack” materials are available in English, German, French, Russian, Bulgarian, etc. Ministry of Environment and Forestry’s ESD materials are disseminated by local directorates.																
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<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: 100%;"> <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;">✓</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">✓</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">✓</td> </tr> <tr> <td style="text-align: center;">4</td> <td></td> </tr> <tr> <td style="text-align: center;">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	✓	2	✓	3	✓	4		6		Teacher education	
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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> In Turkey free textbooks have been provided for all primary and secondary education students. Within this context, text books of the courses related with SD are also distributed to the students free of charge.																
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</i>																

	<i>development.</i> There are data on the textbooks distributed as free of charge as a whole but it is not possible to give data on ESD tools and materials solely. Cost of all text books disseminated out of charge in 2007-2008 Academic Year :175,480,951 USD (261.642.098,87 TL)
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> MoNE – Board of Education which is “Teachers’ Portal” website: http://ttkb.meb.gov.tr/ogretmen/modules.php?name=Downloads&d_op=viewdownload&cid=18 The Green Pack website: http://www.yesilkutu.net/
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet? (b) provided through other channels?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>For (a) and (b) please specify.</i> Please look at sub-indicator 4.3.3
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 checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify what kind of research (content and methods). Please provide the total amount annually over the reporting period, and if feasible, as a percentage of the total research budget.</i> Some of the researches performed by the Department of Educational Research and Development (EARGED) of the MoNE upon the demand of the Ministerial units address ESD content and methods. Also, researches of academic staff of the universities are supported by the EARGED within the context of Support Programme for Educational Researches and there are also researches among these that address ESD content and methods. However, there isn't data only for the researches related with ESD.
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)	<i>Phase II: Please specify what kind of programmes are available for (1) (a) and (b); (2) (a) and (b).</i> 2-a and 2-b) Environment Sciences, Environment Technologies, Sea Biology and Fishery, Physical and chemical Oceanography, Sea Biology, Sea Economy, Educational Sciences, Economy and Social Sciences, Energy-Science and Technology, Solar Energy, Public Health, Engineering Sciences,

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.

(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Economy and Social Demography, Health Sciences, Social Sciences,
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> There are not any scholarships especially on ESD but programs (sub-indicator 5.1.3) addressing ESD are supported by public authorities.
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? 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> Innovation and capacity-building in ESD practice among other themes are supported through the School Development Model in the Total Quality Management Application.
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 checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period.</i> There is a database namely "Database of Educational Researches in Turkey (TEAV)" coordinated by the Department of Educational Research and Development of the MoNE. Within this database also researches related with ESD are shared. There are mechanisms within the MoNE to share good practices of students, teachers and administrators namely "This is my Achievement", "Conference on Good Practices" and "Pool of Activities". Through these, examples of good practices are shared besides other themes.
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> The reports of the researches performed by the Department of Educational Research and Development of the MoNE, universities and NGOs are published. The Scientific and Technological Research Council of Turkey (TUBITAK) and State Planning Organization have monthly and periodic publications which also address ESD themes.
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 type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify for national, subnational and local levels and list major networks.</i>

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.

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 type="checkbox"/> No <input checked="" 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 type="checkbox"/> No <input checked="" 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>	
<i>Phase II: Please provide the updated information to indicate changes over time.</i>	
<i>Phase III: Please provide the updated information to indicate changes over time.</i>	

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

Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible.
 MoNE (decision making bodies) face difficulties in terms of making sustainable development one of the key components of the curricula and text books. Because curriculum developers and text book writers have a semi-autonomy structure within their processes.

Another main issue is some other priorities of MoNE authorities such as increasing literacy, decreasing number of students per classrooms, enhancing use of ICT at schools, etc. Despite the fact that sustainable development is recognized as a crucial component of education by all, complexity of other issues push the procedures of SD behind some other issues considered to be more crucial.

The complexity of issues on sustainable development also makes it more difficult to involve different government departments, NGOs, universities and actors of education and training.

In terms of in-service teacher trainings, there is lack of mechanisms (information, curriculum, training materials) and master trainers (trainers of trainers) on ESD.

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

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

Issue 9. DESCRIBE ANY ASSISTANCE NEEDED TO IMPROVE IMPLEMENTATION

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

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

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

Appendix I (a)

Indicator 2.1, sub-indicator 2.1.1

Please specify which key themes of SD are addressed explicitly in the curriculum/programme of study at various levels of formal education by filling in the table below. (Please tick (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)		√	√	√	√	
Ethics and philosophy	√	√	√	√	√	
Citizenship, democracy and governance		√	√	√	√	
Human rights (e.g. gender and racial and inter-generational equity)	√	√	√	√	√	
Poverty alleviation		√	√	√	√	
Cultural diversity		√	√	√	√	
Biological and landscape diversity	√	√	√	√	√	
Environmental protection (waste management, etc.)	√	√	√	√	√	
Ecological principles/ecosystem approach		√	√	√	√	
Natural resource management (e.g. water, soil, mineral, fossil fuels)	√	√	√	√	√	
Climate change		√	√	√	√	
Personal and family health (e.g. HIV/AIDS, drug abuse)	√	√	√	√	√	
Environmental health (e.g. food and drinking; water quality; pollution)	√	√	√	√	√	
Corporate social responsibility	√	√	√	√	√	
Production and/or consumption patterns	√	√	√	√	√	
Economics	√	√	√	√	√	
Rural/urban development		√	√	√	√	
Total	10	17	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?	√	√	√	√	√	
	- understanding complexity/systemic thinking?		√	√	√	√	
	- overcoming obstacles/problem-solving?	√	√	√	√	√	
	- managing change/problem-setting?		√	√	√	√	
	- creative thinking/future-oriented thinking?	√	√	√	√	√	
	- understanding interrelationships across disciplines/holistic approach?	√	√	√	√	√	
	Total	4	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?	√	√	√	√	√	
	- decision-making, including in situations of uncertainty?	√	√	√	√	√	
	- dealing with crises and risks?		√	√	√	√	
	- acting responsibly?	√	√	√	√	√	
	- acting with self-respect ?	√	√	√	√	√	
	- acting with determination?		√	√	√	√	
	Total	4	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?	√	√	√	√	√	
	- self-expression and communication?	√	√	√	√	√	
	- coping under stress?		√	√	√	√	
	- ability to identify and clarify values (for phase III)?	√	√	√	√	√	
	Total	3	4	4	4	4	
	- other (countries to add as many as needed)?						

³⁴ At the State level, where relevant.

		0	1	2	3	4	5
Expected outcomes							
- acting with responsibility (locally and globally)?		√	√	√	√	√	
- acting with respect for others?		√	√	√	√	√	
- identifying stakeholders and their interests?			√	√	√	√	
- collaboration/team working?		√	√	√	√	√	
- participation in democratic decision-making?			√	√	√	√	
- negotiation and consensus-building?		√	√	√	√	√	
- distributing responsibilities (subsidiarity)?		√	√	√	√	√	
Total		5	7	7	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	√	√	√	√	√	
Conceptual and perceptual mapping	√	√	√	√	√	
Philosophical inquiry		√	√	√	√	
Value clarification	√	√	√	√	√	
Simulations; role playing; games	√	√	√	√	√	
Scenarios; modeling	√	√	√	√	√	
Information and communication technology (ICT)		√	√	√	√	
Surveys		√	√	√	√	
Case studies		√	√	√	√	
Excursions and outdoor learning	√	√	√	√	√	
Learner-driven projects	√	√	√	√	√	
Good practice analyses	√	√	√	√	√	
Workplace experience	√	√	√	√	√	
Problem-solving	√	√	√	√	√	
Total	10	14	14	14	14	
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	√	√	√
Local government	√	√	√
Organized labour		√	√
Private sector	√	√	√
Community-based		√	√
Faith-based		√	√
Media	√	√	√
Total	4	7	7
Other (countries to add as many as needed)			

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

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

Table (b) According to United Nations Decade of ESD

Stakeholders	Classification by United Nations Decade of ESD				
	Public awareness	Quality education	Reorienting education	Training	Social learning
NGOs	√	√		√	√
Local government	√	√	√	√	√
Organized labour	√				√
Private sector	√				
Community-based	√	√	√	√	√
Faith-based	√				
Media	√				
Total	7	3	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 III

Indicator 3.1, sub-indicator 3.1.3

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

ISCED levels	Percentage of education professionals who have received training ³⁶ to integrate ESD into their practice: (see key below)																				
	Educators												Leaders/administrators ³⁷								
	Initial*						In service**						In service***								
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F			
0						√	√									√					
1						√	√									√					
2						√	√									√					
3						√	√									√					
4						√	√									√					
5			√				√									√					
6			√				√									√					
Non-formal				√			√									√					
Informal																					

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

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

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

³⁶ Training is understood to include at least one day (a minimum of five contact hours).

³⁷ See paragraphs 54 and 55 of the UNECE Strategy for ESD.

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 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 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 type="checkbox"/> In progress	<input checked="" 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 checked="" 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 type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
15	Indicator 5.1	Research on ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
16	Indicator 5.2	Development of ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
17	Indicator 5.3	Dissemination of research results on ESD is promoted	<input type="checkbox"/> Not started	<input checked="" 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 checked="" 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.