United Nations
Economic Commission for Europe

**REPORT
ON IMPLEMENTATION OF THE UNECE STRATEGY FOR
EDUCATION FOR SUSTAINABLE DEVELOPMENT**[1]

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

SUBMITTED BY LITHUANIA

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

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A.   Provide brief information (not more than half a page) on the process by which this report has been prepared, including information on which types of public authorities were consulted 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.

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.)

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[1] This document was not formally edited

TEMPLATE FOR REPORTING

ISSUE[2] 1. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD
If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)

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[3] language(s)?
Yes ☒ No ☐	*Please specify languages.*
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes ☒ No ☐	
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes ☒ No ☐	*Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.*
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes ☐ No ☒	*Please specify whether this plan includes implementation of the UNECE Strategy for ESD.*
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,[4] and other policy processes relevant to ESD?
Yes ☒ No ☐	*Please specify.*
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[5] document(s)?
Yes ☒ No ☐	*Please specify and list major document(s))*

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[2] Issues 1 to 6 are in accordance with the objectives of the Strategy.
[3] 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.
[4] 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.
[5] 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?[6]
(a) Yes ☒ No ☐ (b) Yes ☒ No ☐	*Please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.*

ISCED[7]	(a)		(b)[8]	
	Yes	No	Yes	No
0				
1				
2				
3				
4				
5[9]				
6				
Teacher education				

Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?
Yes ☐ No ☒	*Please specify.*
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes ☒ No ☐	*Please specify.*
Sub-indicator 1.2.5	Does a formal structure for interdepartmental[10] cooperation relevant to ESD exist in your government?
Yes ☒ No ☐	*Please specify.*

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

[7] Education level in accordance with ISCED.

[8] National curricula and/or national standards/ordinances/requirements.

[9] 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.

[10] Between state bodies.

Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your government?[11]
Yes ☒ No ☐	*Please specify.*
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes ☒ No ☐	*Please specify.*
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 ☒ No ☐	*Please specify.*
Issue 2. PROMOTE SD THROUGH FORMAL, NON-FORMAL AND INFORMAL LEARNING	
If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)	
Indicator 2.1 SD key themes are addressed in formal education.	
Sub-indicator 2.1.1	Are key themes of SD[12] addressed explicitly in the curriculum[13]/programme of study at various levels of formal education?
Yes ☒ No ☐	*Phase II: please specify in the table in Annex 1 (a) and use the scale. Indicate the results in the box below.* A ☐ B ☐ C ☐ D ☐ E ☐ F ☐
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum[14]/programme of study at various levels of formal education?
Yes ☒ No ☐	*Phase II: Please specify in the table in Annex 1 (b) and use the scale. Indicate the results in the box below.* A ☐ B ☐ C ☐ D ☐ E ☐ F ☐
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]

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[11] For explanation see paragraph 46 of the Strategy.
[12] For explanation see paragraph 15 of the Strategy.
[13] At the state level, where relevant.
[14] See footnote 14.

	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.
(a) Yes ☒ No ☐ (b) Yes ☒ No ☐ (c) Yes ☐ No ☒ (d) Yes ☒ No ☐	(table below)

ISCED levels	(a)		(b)		(c)		(d)	
	Yes	*No*	*No*	*Yes*	*Yes*	*No*	*Yes*	*No*
0								
1								
2								
3								
4								
5								
6								
Teacher education								

Indicator 2.3 A whole-institution approach[18] to ESD/SD is promoted.

Sub-indicator 2.3.1	Do educational institutions[19] adopt a "whole-institution approach" to SD/ESD?
Yes ☒ No ☐	*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.*

ISCED levels	Yes	No
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.

[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 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support "a whole institution approach to SD/ESD"?
Yes ☐ No ☒	*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.* **ISCED levels** / *Yes* / *No* 0 1 2 3 4 5 6 **Teacher education**

ISCED levels	Yes	No
0		
1		
2		
3		
4		
5		
6		
Teacher education		

Sub-indicator 2.3.3	Do institutions/learners develop their own SD indicators for their institution/organization?
Yes ☐ No ☒	*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.*

ISCED levels	Yes	No
0		
1		
2		
3		
4		
5		
6		
Teacher education		

	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[20] in: (a) national systems? (b) other?

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[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).

<table>
<tr><td rowspan="2">(a) Yes ☐ No ☒
(b) Yes ☐ No ☒</td><td colspan="2">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.</td></tr>
<tr><td colspan="2">

ISCED levels	(a)		(b)	
	Yes	*No*	*No*	*Yes*
0				
1				
2				
3				
4				
5				
6				
Teacher education				

</td></tr>
<tr><td colspan="3">Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice.</td></tr>
<tr><td colspan="2">Sub-indicator 2.5.1</td><td>Are SD issues addressed in informal and public awareness-raising activities?</td></tr>
<tr><td colspan="2">Yes ☐ No ☒</td><td>Phase II: Please specify.[21]</td></tr>
<tr><td colspan="2">Sub-indicator 2.5.2</td><td>Is there any support for work-based learning (e.g. for small companies, farmers, trade unions, associations), which addresses SD issues?</td></tr>
<tr><td colspan="2">Yes ☒ No ☐</td><td>Phase II: Please specify and provide examples.</td></tr>
<tr><td colspan="2">Sub-indicator 2.5.3</td><td>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?</td></tr>
<tr><td colspan="2">Yes ☐ No ☒</td><td>Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.</td></tr>
<tr><td colspan="3">Indicator 2.6 ESD implementation is a multi-stakeholder process.[22]</td></tr>
<tr><td colspan="2">Sub-indicator 2.6.1</td><td>Is ESD implementation a multi-stakeholder process?</td></tr>
</table>

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[21] 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.

[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).

Yes ☒ No ☐	*Phase II: Please specify in the table in Annex 2 (a) and (b) and use the scale. Indicate the results in the boxes below.*

(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	
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	

Issue 3. EQUIP EDUCATORS WITH THE COMPETENCE TO INCLUDE SD IN THEIR TEACHING

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

Indicator 3.1 ESD is included in the training[23] of educators.

Sub-indicator 3.1.1	Is ESD a part of the initial educators' training?[24]
Yes ☒ No ☐	*Phase II: Please specify by filling in the table in Annex 3.*
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training?[25]
Yes ☒ No ☐	*Phase II: Please specify by filling in the table in Annex 3.*
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes ☒ No ☐	*Phase II: Please specify by filling in the table in Annex 3.*

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 ☒ No ☐	*Phase II: Please specify.*
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way?[26]
Yes ☒ No ☐	*Please specify how. Please list major ones and describe as appropriate.*

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

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[23] ESD is addressed by content and/or by methodology.
[24] For higher education institutions: The focus is here on existing **teacher training 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.

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

Indicator 4.1 Teaching tools and materials for ESD are produced.	
Sub-indicator 4.1.1	Does a national strategy/ mechanism for encouragement of development and production of ESD tools and materials exist?
Yes ☐ No ☒	*Please describe.*
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes ☒ No ☐	*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.*
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 ☐ No ☒ (b) Yes ☐ No ☒ (c) Yes ☐ No ☒	*Phase I: for (a) and (b) please describe.*
	Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c) please also describe.
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 ☒ No ☐ (b) Yes ☐ No ☒	*Phase I: For (a) please specify.* *Phase II: For (b) please specify in the table by ticking (V) as appropriate.*

ISCED levels	(b)	
	No	*Yes*
0		
1		
2		
3		
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 ☐ No ☒	*Phase II: Please describe.*
Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes ☐ No ☒	*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.*
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes ☐ No ☒	*Please describe.*
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 ☐ No ☒ (b) Yes ☐ No ☒	*For (a) and (b) please specify.*
Issue 5. PROMOTE RESEARCH ON AND DEVELOPMENT OF ESD	
If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)	
Indicator 5.1 Research[27] on ESD is promoted.	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD[28] supported?
Yes ☐ No ☒	*Phase II: Please specify and provide the total amount annually over the reporting period, and if feasible, as % of the total research budget.*
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes ☐ No ☒	*Please specify.*
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?

[27] These includes 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 ICT; means of evaluation including socio-economic impacts.
[29] ESD is addressed by substance and/or by approach.

(1) (a) Yes ☐ No ☒ (b) Yes ☐ No ☒ (2) (a) Yes ☐ No ☒ (b) Yes ☐ No ☒	*Phase II: Please specify for (1) (a) and (b); (2) (a) and (b).*
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 ☐ No ☒ (b) Yes ☐ No ☒	*Phase II: Please specify for (a) and (b).*
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 ☒ No ☐	*Phase II: Please specify and provide the total amount annually over the reporting period.*
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 ☐ No ☒	*Phase II: please specify and provide the total amount annually over the reporting period.*
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?
(a) Yes ☒ No ☐ (b) Yes ☒ No ☐	*Phase I: For (a) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.* *Phase II: For (b) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.*
Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION	
If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)	
Indicator 6.1 International cooperation on ESD is strengthened within the UNECE region and beyond.	

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[30] Activities may include pilot projects, action research, social learning, multi-stakeholder teams.
[31] E.g. conferences, summer schools, journals, periodicals, networks.
[32] 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.

Sub-indicator 6.1.1	Do your public authorities cooperate in/support international[33] networks on ESD?
Yes ☒ No ☐	*Phase II: Please specify for national, subnational and local levels and list major networks.*
Sub-indicator 6.1.2	Do educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD?
Yes ☒ No ☐	*Please specify. List major networks.*
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes ☐ No ☒	*Phase II: Please specify and list the major ones.*
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?
Yes ☐ No ☒	*Please list and describe.*
Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLE IN ESD	
Provide relevant information on your country situation regarding this specific issue. (up to 2,000 characters with spaces). Please be as specific as possible.	
Phase II: Please provide the updated information to indicate changes over time.	
Phase III: please provide the updated information to indicate changes over time.	
Issue 8. DESCRIBE ANY CHALLENGES AND OBSTACLES ENCOUNTERED IN THE IMPLEMENTATION OF THE STRATEGY	
Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible.	
Phase II: please provide the updated information to indicate changes over time.	
Phase III: please provide the updated information to indicate changes over time.	
Issue 9. DESCRIBE ANY ASSISTANCE NEEDED TO IMPROVE IMPLEMENTATION	
Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible.	

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

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