

National Implementation Report

(As submitted by: Bulgaria)

Format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development Phase III: 2011–2015

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

Name of officer (national focal point) responsible
for submitting the report: Mrs. Evgeniya Kostadinova

Signature:

Date:

Full name of the institution: MINISTRY OF EDUCATION AND SCIENCE

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

Ministry of Education and Science and Ministry of Environment and Waters

Stakeholders: UNESCO Chair on Human Rights, municipalities, schools

NGOs (please specify): Regional Education Centre, Center for Educational Initiatives Association, No to Violence Association, Junior Achievement Bulgaria,

Academia (please specify): Bulgarian Academy of Sciences, Sofia University, University of Shumen, Free University of Bourgas, Thracian University, Plovdiv University "Paisii Hilendarski", University of Veliko Turnovo "St. St. Cyrillus and Methodius"; Military Academy of Sofia, the New Bulgarian University;

Business (please specify): Overgas Inc. AD, Eurodesign Ltd., RAABE Bulgaria

Other (please specify) : -

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

The decision making as regards the higher education system in Bulgaria,

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify languages.</i> – Bulgarian
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"/>	<i>If yes, please specify in which ministrie(s)/department(s) the focal point(s) are located.</i> Focal points leading the process for the UN ECE ESD Strategy implementation are located at the Ministry of Education and Science – Curricula and Study Content Directorate, and at the Ministry of Environment and Waters – Environment Policies Directorate
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</i> Since October 2010, the Ministry of Education and Science has been appointed as a national coordinating body, with no particular time-mandate given. As far as its competence permits, the MES promotes joint actions and collaboration as regards the full implementation of the Strategy on part of all stakeholders, businesses, municipalities and NGOs to promote and expand the reach of ESD.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	National SD Strategy Draft coordinated by all interested ministries that are party, but of no further development for the time being. <i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD and please indicate the Internet address where it is accessible.</i>

¹ Issues 1 to 6 herein are in accordance with the objectives (a)-(f) set out in the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1, para. 7).

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.

Issue¹ 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>	
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the UNESCO global process on the United Nations Decade of ESD, ³ and other policy processes relevant to ESD? Yes, all efforts and actions envisioned and undertaken to the moment at national level, address both ECE ESD Strategy and the UN Decade on ESD. It is the synergy indeed that has been ever sought.
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and list major documents.</i>

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.

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"/>	<p><i>Please specify and list any major document(s).</i></p> <p>National SD Strategy Draft;</p> <p>Draft school curricula as of 2012-2013 that will be enacted under the new National Education Act, being currently under public discussion. Thus, ESD is planned to be further expanded and integrated, as the draft legislation foresee to determine one more key competence assigned to the sustainable development and the healthy lifestyle, in addition to the main eight key competences for lifelong learning (as formulated according to the European Reference Framework).</p>																																
Sub-indicator 1.2.2	Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards/ordinances/requirements at all levels of formal education, as understood by your education system in accordance with ISCED? ⁵																																
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>If yes, please specify details for (a) and (b).</i></p> <p><i>Please also fill in the table by ticking (✓) 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> </tr> <tr> <th><i>Yes</i></th> <th><i>Yes</i></th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> <td>X</td> </tr> <tr> <td>1. Primary education</td> <td></td> <td>X</td> </tr> <tr> <td>2. Lower secondary education</td> <td></td> <td>X</td> </tr> <tr> <td>3. Upper secondary education</td> <td></td> <td>X</td> </tr> <tr> <td>4. Post secondary non-tertiary education</td> <td></td> <td>X</td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td>X</td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td></td> <td>X</td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> <td>X</td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> <td></td> </tr> </tbody> </table>	ISCED levels	(a)	(b)	<i>Yes</i>	<i>Yes</i>	0. Early childhood education		X	1. Primary education		X	2. Lower secondary education		X	3. Upper secondary education		X	4. Post secondary non-tertiary education		X	5. Short-cycle tertiary education		X	6. Bachelor's or equivalent level		X	7. Master's or equivalent level		X	8. Doctoral or equivalent level		
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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?																																

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

⁵ See <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>All ESD aspects are explicitly addressed, and well integrated in the education policies in Bulgaria, being promoted by the Ministry of Education and Science. In recent years, the number of projects being funded and implemented in the framework of the EU Operational Programmes has increased.</p> <p>In its variety, all possible topics and issues applying to sustainable development are embedded in the school curricula and study content, for the different classes of the compulsory primary and secondary schooling.</p> <p>An integrated approach has been employed, without the need to establish a separate school subject on “sustainable development”; the topics are discussed given their particular specificity, once, and then within the context of the relevant taught school subject and broader cultural-educational field.</p> <p>This approach enables best opportunities for gaining a deeper understanding and reflecting upon the given topics both in the context of the specific scientific field and in reference to other spheres of knowledge and human activity via cross-curricular links.</p> <p>Education for Sustainable Development is delivered not only within the compulsory schooling, but also in extracurricular and free elective classes, in different forms, such as, for example – clubs, national contests, etc.</p> <p>As far as non-formal education is concerned, a crucial role in promoting ESD play the projects and programmes developed jointly, in partnership, with non-governmental organizations and civic society representatives.</p> <p>At school level, various initiatives applying to the ESD, such as debates, art exhibitions, summer schools etc. are organized.</p> <p>The most common practice employed by schools in their attempt to ingrain ESD throughout classes and school life, is to develop curricula meant to be taught in the “free-elective classes”, teaching explicitly topics related to the ESD concept.</p> <p>Apart from that, a series of schools have established environmental education clubs, where ESD is also entirely in focus.</p>
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please specify.</i></p> <p>Not explicitly, however, public awareness has ever been indivisible part of all targeted efforts and ESD objectives in national context.</p>

Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁶ cooperation relevant to ESD exist in your Government?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> According to the amendment of the CM Decree on the participation policies of Republic of Bulgaria in the international cooperation for development, as of 1 August 2011, it was foreseen in 2013 that a new framework for sustainable development after 2015 is to be drawn up and enforced. Under the same CM Decree as of 2013, aid for development in the field of education and science is also to be provided. A specially designated interdepartmental working group “Cooperation for development” was set up then in compliance with Art. 13 of CM Decree on the participation policies of Republic of Bulgaria in the international cooperation for development, along with an informal working group charged with sustainable development issues.
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ⁷
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> The Ministry of Education and Science has established a long-term, sustainable and fruitful cooperation with the Bulgarian Platform for International Development, holding under its umbrella 22 development NGOs in Bulgaria. Other stakeholders such as schools, universities and local authorities have been also involved in regular consultation meetings.
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"/>	<i>Please specify.</i> Not specifically, however, it can be registered a growing tendency for allocation of public budget funds, targeted for development education, both in the country and as official development aid as far as the international cooperation is concerned. In compliance with the provisions of the CM Decree on the participation policies of Republic Bulgaria in the international cooperation for development, development aid for education is foreseen. Under a CM Decree as of 2008 was established a UNESCO Trust Fund of the Republic of Bulgaria with the aim to provide allocated funding to projects in the field of education, cultural diversity and tolerance in favour of the sub-Saharan Africa countries, post-conflict counties and small island countries.
Indicator 1.3	National policies support synergies between processes related to sustainable development (SD) and ESD
Sub-indicator 1.3.1	Is ESD part of SD policy(ies) if these exist in your country?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> Definitely, the Ministry of Education and Science participates on equal footing both in the interdepartmental working group on cooperation for development and in the informal working group on sustainable development; it also is consulted when joint official opinions and positions are to be negotiated and formulated.

⁶ Between State bodies.

⁷ For an explanation, see paragraph 46 of the UNECE Strategy for ESD.

<i>Concluding remarks on issue 1</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD</i>
	<i>Please address in particular the following questions:</i> <ul style="list-style-type: none"><li data-bbox="562 288 1971 320">— <i>Which actions/initiatives have been particularly successful and why?</i><li data-bbox="562 325 1971 357">— <i>What challenges did your country encounter when implementing this objective?</i><li data-bbox="562 362 1971 394">— <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i>

Issue 2. Promote SD through formal, non-formal and informal learning													
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>													
<p>In its variety, all possible topics and issues applying to sustainable development are embedded in the school curricula and study content, for the different classes of the compulsory primary and secondary schooling.</p> <p>An integrated approach has been employed, without the need to establish a separate school subject under the title “sustainable development”; the topics are discussed given their particular specificity, once, and then within the context of the relevant taught school subject and broader cultural-educational field. This approach enables best opportunities for gaining a deeper understanding and reflecting upon the given topics both in the context of the specific scientific field and in reference to other spheres of knowledge and human activity via cross-curricular links.</p> <p>As far as non-formal education is concerned, a crucial role in promoting ESD play the projects and programmes, developed jointly, in partnership, with non-governmental organizations and civic society representatives.</p> <p>In the framework of an EU-funded project on Quality Education, implemented by the Ministry of Education and Science, draft school curricula for primary and secondary education have been drawn up, where the topics and issues of the sustainable development have been thoroughly considered and explicitly embedded.</p> <p>Education for Sustainable Development is delivered not only within the compulsory schooling, but also in extracurricular and free elective classes, in different forms, such as, for example – clubs, national contests, etc. A series of schools have established environmental education clubs, where ESD is entirely in focus.</p>													
Indicator 2.1 SD key themes are addressed in formal education													
Sub-indicator 2.1.1	Are key themes of SD ⁸ addressed explicitly in the curriculum/programme of study at various levels ⁹ of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what SD issues are important in the country (i.e., biodiversity, gender, consumption/production, etc.) and how they are addressed in the curricula.</i></p> <p><i>Please update the table in appendix I (a) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <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 type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </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 ¹⁰ /programme of study at various levels of formal education?												

⁸ For details, see paragraph 15 of the UNECE Strategy for ESD.

⁹ For the State or federal level, where relevant.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what competences as learning outcomes are important in your country.</i></p> <p><i>Please update the table in appendix I (b) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" data-bbox="974 300 1574 405"> <thead> <tr> <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> </tr> </tbody> </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 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum ¹¹ /programme of study at various levels of formal education?																																																											
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Please specify what methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.</p> <p>Please also update the table in appendix I (c) that was used to report on implementation phase II, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</p> <table border="1" data-bbox="974 379 1572 486"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	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"/>																																															
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Indicator 2.2 Strategies to implement ESD are clearly identified																																																												
Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects ¹² only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project ¹³ ; (e) other approaches?																																																											
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (d) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (e) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.</p> <table border="1" data-bbox="788 671 1751 1198"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> <th>(d)</th> <th>(e)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>1. Primary education</td> <td></td> <td>X</td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td></td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td></td> <td>X</td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td></td> <td>X</td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td>X</td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td></td> <td>X</td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> <td>X</td> <td>X</td> <td>X</td> <td></td> </tr> </tbody> </table> <p>Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).</p>	ISCED levels 2011	(a)	(b)	(c)	(d)	(e)	Yes	Yes	Yes	Yes	Yes	0. Early childhood education		X		X		1. Primary education		X	X	X		2. Lower secondary education		X		X		3. Upper secondary education		X	X	X		4. Post-secondary non-tertiary education		X	X	X		5. Short-cycle tertiary education		X	X	X		6. Bachelor's or equivalent level		X	X	X		7. Master's or equivalent level		X	X	X	
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¹¹ Idem.

¹² E.g., geography or biology. For higher education, “subject” means “course”.

¹³ A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

	<p>a) ESD is addressed through existing subjects:</p> <p>In Bulgaria, the upper secondary education curricula integrate ESD topics and issues in the following subjects: “Homeland”, “The Man and the Society”, “History and Civilization”, “Geography and Economics”, the philosophy subjects, “The Man and the Nature”, “Chemistry and Environment Protection”, “Biology and Health Education”.</p> <p>The focus is explicitly placed on peace and democracy, security and safety, human rights, citizenship, poverty, social and economic development, health and health care, gender equality, cultural diversity, environment protection, management of the natural resources, production and consumption.</p> <p>In developing mechanisms for further promoting ESD, the Ministry of Education and Science collaborates with acting in the field NGOs, as for example, together with Borrowed Nature Association has been drafted ESD programme.</p> <p>The Ministry of Education and Science and the Ministry of Environment and Waters promotes and supports projects of schools as well as of NGOs (see Good Practices).</p> <p>b) ESD is predominately addressed through cross-curricular approach. ESD is a vital component of the formal education as integrated in the curricula for compulsory schooling for different school subjects, both in general and vocational education.</p> <p>ESD has been embedded in the state educational requirements prescribing the acquisition of knowledge, skills, attitudes and competences in relevance to the ESD by pupils by the time they complete an educational stage and a level of education.</p> <p>In accordance with the provisions of the Vocational Education and Training Act, the compulsory vocational education and training for every single profession is designed in compliance with the state educational requirements for acquiring a professional qualification degree. On the basis of the state educational requirements, the study content is designed so as to encompass and promote also knowledge and skills concerning the preservation of the environment. It also provides certain possibilities for teachers to consider and reflect in class on topics and issues related, for example, to the harmful impact that the different stages of the technological process might have on air, water, soils, as well as on health and life as a whole, of people (vibrations, noise, radiation, etc.).</p> <p>The system of vocational education and training also prepares pupils for the profession of the environmentalist and of the agro-environmentalist.</p> <p>The compulsory vocational education and training in all professions leading to acquiring a third professional qualification degree in the school system has also introduced a school subject on entrepreneurship and a school subject on economics. In the curricula of the latter are considered themes and topics reflecting on crucial economic contemporary problems – the scarcity of resources versus the unlimited consumption in everyday life. The vocational education curricula as of 2009 regulate in various forms the possibility to encourage the entrepreneurial thinking and behavior by combining schooling with working practice at company. The interactive training supports again the concept of the ESD, stimulating entrepreneurial creative thinking and ideas for innovations, considering maintaining the ecological balance.</p> <p>In the course of four up to five years vocational training, pupils acquire professional knowledge, skills and competences that are a guarantee for a successful professional realization in a number of fields of the given professional competence. At workplace then, pupils are to apply the gained knowledge, skills and competences when conducting analyses of products, air, water, soils, and exercising control over the waste and production processes.</p>
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	<p>Furthermore, in the national examination curricula on acquiring a professional qualification are embedded evaluation criteria for the acquired professional competences, related to environment preservation.</p> <p>ESD key topics and aspects have been broadly delivered as extracurricular and out-of-school classes and activities; a relevant and excellent example could be the annually held across Bulgaria National Olympiad on civic education, as well as the National Competition on Key Competences in Natural Sciences.</p> <p>All significant national campaigns related to environment protection have been included in the National Calendar of extracurricular and out-of-school activities of the Ministry of Education and Science.</p>
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Indicator 2.3 A whole-institution approach¹⁴ to SD/ESD is promoted																					
Sub-indicator 2.3.1	Do educational institutions ¹⁵ adopt a “whole-institution approach” to SD/ESD?																				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2015. ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.</i></p> <p>When preparing and drawing up their annual school plans with activities to be implemented in cooperation over the next year, UNESCO associated schools across Bulgaria are required to adhere to the priorities of the global network, which UNESCO strongly advises schools to focus on and contribute to when developing plans, programmes and perform activities. The overarching priority has ever been ESD for the last 10 years.</p> <p><i>Also, please provide information for all levels of your education system in accordance with ISCED by ticking (✓) in the table as appropriate and specify for non-formal and informal education, as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>X</td> </tr> <tr> <td>1. Primary education</td> <td>X</td> </tr> <tr> <td>2. Lower secondary education</td> <td>X</td> </tr> <tr> <td>3. Upper secondary education</td> <td>X</td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td>X</td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td>X</td> </tr> <tr> <td>6. Bachelor’s or equivalent level</td> <td>n/a</td> </tr> <tr> <td>7. Master’s or equivalent level</td> <td>n/a</td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td>n/a</td> </tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education	X	1. Primary education	X	2. Lower secondary education	X	3. Upper secondary education	X	4. Post-secondary non-tertiary education	X	5. Short-cycle tertiary education	X	6. Bachelor’s or equivalent level	n/a	7. Master’s or equivalent level	n/a	8. Doctoral or equivalent level	n/a
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¹⁴ A “whole institution approach” means that all aspects of an institution’s internal operations and external relationships are reviewed and revised in the 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).

¹⁵ For higher education institutions: whole-university, whole-college or whole-faculty approach (including inter-faculty approaches).

Indicator 2.3 A whole-institution approach ¹⁴ to SD/ESD is promoted																					
Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?																				
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>If yes, please specify what schemes are available for all levels of your education system.</i></p> <p><i>Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="981 427 1563 849"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> </tr> <tr> <td>1. Primary education</td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant information is available please also specify (provide examples).</i></p>	ISCED levels 2011	Yes	0. Early childhood education		1. Primary education		2. Lower secondary education		3. Upper secondary education		4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level	
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Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																																								
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p data-bbox="562 256 1823 284"><i>Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.</i></p> <p data-bbox="562 320 1944 347"><i>Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate:</i></p> <p data-bbox="562 384 846 411"><i>(a) For formal institutions:</i></p> <table border="1" data-bbox="981 443 1563 863"> <thead> <tr> <th data-bbox="987 448 1464 507">ISCED levels 2011</th> <th data-bbox="1471 448 1556 507">Yes</th> </tr> </thead> <tbody> <tr><td data-bbox="987 512 1464 555">0. Early childhood education</td><td data-bbox="1471 512 1556 555"></td></tr> <tr><td data-bbox="987 560 1464 603">1. Primary education</td><td data-bbox="1471 560 1556 603"></td></tr> <tr><td data-bbox="987 608 1464 651">2. Lower secondary education</td><td data-bbox="1471 608 1556 651"></td></tr> <tr><td data-bbox="987 655 1464 699">3. Upper secondary education</td><td data-bbox="1471 655 1556 699"></td></tr> <tr><td data-bbox="987 703 1464 746">4. Post-secondary non-tertiary education</td><td data-bbox="1471 703 1556 746"></td></tr> <tr><td data-bbox="987 751 1464 794">5. Short-cycle tertiary education</td><td data-bbox="1471 751 1556 794"></td></tr> <tr><td data-bbox="987 799 1464 842">6. Bachelor's or equivalent level</td><td data-bbox="1471 799 1556 842"></td></tr> <tr><td data-bbox="987 847 1464 890">7. Master's or equivalent level</td><td data-bbox="1471 847 1556 890"></td></tr> <tr><td data-bbox="987 895 1464 938">8. Doctoral or equivalent level</td><td data-bbox="1471 895 1556 938"></td></tr> </tbody> </table> <p data-bbox="562 895 898 922"><i>(b) For non-formal institutions:</i></p> <table border="1" data-bbox="981 954 1563 1374"> <thead> <tr> <th data-bbox="987 959 1464 1018">ISCED levels 2011</th> <th data-bbox="1471 959 1556 1018">Yes</th> </tr> </thead> <tbody> <tr><td data-bbox="987 1023 1464 1066">0. Early childhood education</td><td data-bbox="1471 1023 1556 1066"></td></tr> <tr><td data-bbox="987 1070 1464 1114">1. Primary education</td><td data-bbox="1471 1070 1556 1114"></td></tr> <tr><td data-bbox="987 1118 1464 1161">2. Lower secondary education</td><td data-bbox="1471 1118 1556 1161"></td></tr> <tr><td data-bbox="987 1166 1464 1209">3. Upper secondary education</td><td data-bbox="1471 1166 1556 1209"></td></tr> <tr><td data-bbox="987 1214 1464 1257">4. Post-secondary non-tertiary education</td><td data-bbox="1471 1214 1556 1257"></td></tr> <tr><td data-bbox="987 1262 1464 1305">5. Short-cycle tertiary education</td><td data-bbox="1471 1262 1556 1305"></td></tr> <tr><td data-bbox="987 1310 1464 1353">6. Bachelor's or equivalent level</td><td data-bbox="1471 1310 1556 1353"></td></tr> <tr><td data-bbox="987 1358 1464 1401">7. Master's or equivalent level</td><td data-bbox="1471 1358 1556 1401"></td></tr> <tr><td data-bbox="987 1406 1464 1449">8. Doctoral or equivalent level</td><td data-bbox="1471 1406 1556 1449"></td></tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education		1. Primary education		2. Lower secondary education		3. Upper secondary education		4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level		ISCED levels 2011	Yes	0. Early childhood education		1. Primary education		2. Lower secondary education		3. Upper secondary education		4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level	
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Indicator 2.4 ESD is addressed by quality assessment/enhancement systems																																												
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems?: ¹⁶ (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?																																											
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please elaborate.</i>																																											
(b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.</i>																																											
(c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>																																												
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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 type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify and provide information on new developments and good practice examples.</i>																																											

¹⁶ 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).

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?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify and provide information on new developments and good practice examples.</i>
Sub-indicator 2.5.3	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?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify in particular what instruments were the most effective in assessing the outcomes of ESD as a result of non-formal/informal learning.</i>
Indicator 2.6 ESD implementation is a multi-stakeholder process¹⁷	
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please update the information provided in the previous table for appendix II as appropriate.</i>
Concluding remarks on issue 2	<i>Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning</i>
	<i>Please address in particular the following questions:</i> — <i>Which actions/initiatives have been particularly successful and why?</i> — <i>What challenges did your country encounter when implementing this objective?</i> — <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
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>	
<p>Teacher trainings aimed at implementation of the aspects of ESD concept are an ongoing and have been an incesasable process over the recent years.</p> <p>A large number of teacher trainings have been held across the country under the guidance of the Regional Inspectorates for Education, the University Departments for Further Teacher Training and Qualification. Others have been conducted by NGOs, supported by the Ministry of Education and Science.</p>	

¹⁷ 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).

Indicator 3.1 ESD is included in the training¹⁸ of educators	
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ¹⁹
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>In particular specify what ESD competences²⁰ are explicitly included in the study programmes.</i></p> <p>As regards programmes and courses delivered by HEIs, including in-service and pre-service trainings, it is at the discretion of the HEIs to decide how to develop and promote them and what ESD competences to focus on.</p>

¹⁸ ESD is addressed by content and/or by methodology.

¹⁹ For higher education institutions: the focus is here on existing teacher training at universities/colleges regarding SD and ESD for university/college teachers.

²⁰ For a set of core competences in ESD please see the report by the ECE Expert Group on Competences, *Learning for the future: Competences in Education for Sustainable Development* (ECE/CEP/AC.13/2011/6), available online from <http://www.unece.org/education-for-sustainable-development-esd/publications.html.html>.

Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²¹
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>In particular specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.</i></p> <p>At the discretion of the HEIs.</p> <p>The training programmes offered can be both compulsory and optional.</p> <p><i>Please also update the information provided under the phase II national implementation reporting in appendix III.</i></p>
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional.</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>Please specify.</i></p> <p>The networks of educators involved in ESD are established and managed by NGOs dedicated to SD.</p> <p>The Bulgarian network of UNESCO associated schools is also a member of two UNESCO-coordinated collaborative online platforms dedicated to biodiversity and ESD (more detailed information is provided in the space under the following indicators).</p>
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²²
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>They are not supported financially.</p> <p><i>Please specify how, listing the major ones, and describing them as appropriate.</i></p> <p>Organizational and methodological support</p>
Concluding remarks issue 3	<p><i>Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching</i></p> <p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> – <i>Which actions/initiatives have been particularly successful and why?</i> – <i>What challenges did your country encounter when implementing this objective?</i> – <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i>

²¹ 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.

²² Including assistance through direct funding, in-kind help, political and institutional support.

Issue 4. Ensure that adequate tools and materials for ESD are accessible	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 4.1 Teaching tools and materials for ESD are produced	
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe.</i></p> <p>As far as formal education is concerned, there are official procurement and procedures established for reviewing and approval of textbooks, aids and other educational resources.</p> <p>NGOs in collaboration with the Ministry of Education and Science as well as with the Ministry of Environment and Waters are the main actors that work towards producing, translating and providing more teaching and learning ESD-related resources. A best practice has been featured separately (pls. see in Best Practices).</p>

Sub-indicator 4.1.2	<p>Is public (national, subnational, local) authority money invested in this activity?</p> <p>Definitely, free textbooks for all pupils from 1st-7th grade are provided every year. The content incorporated in the textbooks for different school subjects apply also to ESD-related aspects and topics.</p>																				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in United States dollars (USD)) for annual expenditures on ESD-related research and development.</i></p>																				
<p>Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist</p>																					
Sub-indicator 4.2.1	<p>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?</p>																				
<p>(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>(b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>(c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>	<p><i>Please specify.</i></p> <p>The quality criteria guiding the selection of school textbooks and teaching aids are applied also in view of ESD as it is taught as integral part of the study content.</p>																				
Sub-indicator 4.2.2	<p>Are ESD teaching tools/materials available: (a) in national languages?; (b) for all levels of education according to ISCED?</p> <p>All teaching tools/educational resources applying to ESD are available in Bulgarian language.</p>																				
<p>(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="981 868 1563 1289"> <thead> <tr> <th data-bbox="981 868 1464 943">ISCED levels 2011²³</th> <th data-bbox="1464 868 1563 943">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="981 948 1464 986">0. Early childhood education</td> <td data-bbox="1464 948 1563 986"></td> </tr> <tr> <td data-bbox="981 991 1464 1029">1. Primary education</td> <td data-bbox="1464 991 1563 1029">X</td> </tr> <tr> <td data-bbox="981 1034 1464 1072">2. Lower secondary education</td> <td data-bbox="1464 1034 1563 1072">X</td> </tr> <tr> <td data-bbox="981 1077 1464 1115">3. Upper secondary education</td> <td data-bbox="1464 1077 1563 1115">X</td> </tr> <tr> <td data-bbox="981 1120 1464 1158">4. Post-secondary non-tertiary education</td> <td data-bbox="1464 1120 1563 1158">X</td> </tr> <tr> <td data-bbox="981 1163 1464 1201">5. Short-cycle tertiary education</td> <td data-bbox="1464 1163 1563 1201"></td> </tr> <tr> <td data-bbox="981 1206 1464 1244">6. Bachelor's or equivalent level</td> <td data-bbox="1464 1206 1563 1244"></td> </tr> <tr> <td data-bbox="981 1249 1464 1287">7. Master's or equivalent level</td> <td data-bbox="1464 1249 1563 1287"></td> </tr> <tr> <td data-bbox="981 1292 1464 1331">8. Doctoral or equivalent level</td> <td data-bbox="1464 1292 1563 1331"></td> </tr> </tbody> </table>	ISCED levels 2011 ²³	Yes	0. Early childhood education		1. Primary education	X	2. Lower secondary education	X	3. Upper secondary education	X	4. Post-secondary non-tertiary education	X	5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level	
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²³ Education level in accordance with ISCED.

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"/>	<p><i>Please describe and in particular highlight what measures are the most efficient for dissemination.</i></p> <p>The applicable mechanisms for nationwide dissemination of ESD-related resources are employed and used in the context of school and formal education. No specific measures have been undertaken in addition.</p>

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, and please also mention any other significant sources of funding.</i>
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please describe and name in particular official Internet sites.</i>
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet?; (b) provided through other channels?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>For (a) and (b) please specify and mention by whom it was established and by whom it is managed.</i>
Concluding remarks issue 4	<i>Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible</i>
	<i>Please address in particular the following questions:</i> <ul style="list-style-type: none"> – Which actions/initiatives have been particularly successful and why? – What challenges did your country encounter when implementing this objective? – Which other considerations have to be taken into account in future ESD implementation concerning this objective?
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 Research²⁴ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁵ supported?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify in particular the most important outcomes of supported research.</i>
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify what subjects were investigated and list major reports.</i>

²⁴ These include support from various sources, such as State, local authorities, business and non-governmental organizations or institutions.

²⁵ E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology ;and means of evaluation, including socioeconomic impacts.

Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: ²⁶ (a) for the master's level?; (b) for the doctorate level?; (2) addressing ESD: (a) for the master's level?; (b) for the doctorate level?
(1) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify what programmes are available and list the most important academic dissertations that address ESD.</i> In principle, such possibilities are made readily available by HEIs across the country; however, it is at the discretion of HEIs and within their competence to decide whether to promote and introduce courses and master's and/or doctorate level programmes concerning ESD.
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>Please provide information on (a) and (b).</i>
Indicator 5.2 Development of ESD is promoted	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? ²⁷
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify what main projects were/are being implemented to that end.</i> Organizational and methodological support has been granted. – pls. see in Good practices
Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ²⁸ to share the results of research and examples of good practices in ESD ²⁹ among authorities and stakeholders?

²⁶ ESD is addressed by substance and/or by approach.

²⁷ Activities may include projects, action research, social learning and multi-stakeholder teams.

²⁸ E.g., conferences, summer schools, journals, periodicals, networks.

²⁹ 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.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and provide information about where published research and dissertations are accessible.</i></p> <p>The Bulgarian associated to UNESCO schools collaborated and shared their best practices and experience on ESD with schools from the rest of the Global ASP-net on the designed and promoted by UNESCO Action online platform dedicated to learning and exchanging about biodiversity.</p> <p>In the framework of various action campaigns around UN International Days like Mother Earth Day in April, World Migratory Birds Day in May, World Environment Day in June, International Day for the Preservation of the Ozone Layer in September or World Food Day in October, schools have mobilized in and outside the classrooms to learn about biodiversity and take action to protect it.</p> <p>Schools have also joined the recently launched new ASP-net in Action online collaborative platform “Global Citizens connected for Sustainable Development”.</p> <p>Apart from ASP-net, the “School – Desired Territory for Every Pupil” National Programme, administered by the Ministry of Education and Science has already become a sustainable mechanism enabling and stimulating the sharing of innovations and good practices between teaching practitioners. In these forums organized within the conferences under this National Programme, all teachers who have conducted research or have identified and tested good practices related to ESD aspects, participate, present and share them.</p>
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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 type="checkbox"/> No <input checked="" type="checkbox"/>	Please name the major publications for (a) and (b).
Concluding remarks on issue 5	Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.
	<ul style="list-style-type: none"> – Which actions/initiatives have been particularly successful and why? – What challenges did your country encounter when implementing this objective? – Which other considerations have to be taken into account in future ESD implementation concerning this objective?
Issue 6. Strengthen cooperation on ESD at all levels within the ECE 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 ECE region and beyond	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international ³⁰ networks on ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Please specify concrete networks and explain who supports these networks.</p> <p>Active, dynamic and interactive cooperation is maintained with UNESCO ASP-net.</p> <p>At national level, the Bulgarian associated schools are supported by the Ministry of Education and Science, the Ministry of Environment and Waters, the Ministry of Culture, the Ministry of Foreign Affairs, the Ministry of Youth and Sports.</p> <p>Also, public authorities successfully cooperate with the UN Global Compact network Bulgaria, the Bulgarian Platform for International Development, and other organizations that are part and represent officially international networks on ESD-related competence.</p>

³⁰ 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/organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify. List major networks.</i></p> <p>UNESCO ASP-net</p> <p>UNGC Bulgaria</p> <p>UN Association Bulgaria</p> <p>UN Education First Initiative</p> <p>The UN Alliance of Civilization (UNAOC)</p>
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>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 ECE region?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please list and describe.</i></p> <p>In UNESCO Forums, international working groups dedicated to SD and MDGs, development and global education. Experience and good practices are presented, exchanged and discussed.</p> <p>In the framework of the Alliance of Civilizations Initiative and the implemented projects targeting education within it, ESD has also been touched upon as far as the overall aim of the Initiative is to improve understanding and relations among nations and peoples across cultures and religions.</p>
<i>Concluding remarks on issue 6</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region</i>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> - <i>Which actions/ initiatives have been particularly successful and for which reason?</i> - <i>What challenges did your country encounter when implementing this objective?</i> - <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i>

Issue 7.	Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD
<p><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></p>	
<p><i>What the role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.</i></p> <p>As regards the conservation and promotion of local and traditional knowledge, two grand-scale international projects have been implemented with the support of the UNESCO Participation Programme 2012 -2012. Both projects had great impact on the policies in favour of ESD in Bulgaria.</p> <p>A project on “Innovative Approaches for Better Utilization of Local Biodiversity in SEE Based on Ethnopharmacology. The case of Sideritis” developed and implemented by the Bulgarian Academy of Sciences. The latter was acting on behalf of the Regional Steering Committee of the “Southeast European Network on Phytochemistry and Chemistry of Natural Products for Green and Sustainable Growth” (SEE PhytoChemNet) established under the aegis of UNESCO during the International Year of Chemistry 2011.</p> <p>The project was conceived and aimed at the conservation of Sideritis, contributing to:</p> <ol style="list-style-type: none"> (1) Better utilization of the local biodiversity in SEE based on ethnopharmacology on the example of Sideritis, (2) Strengthening the co-operation among the partnering institutions, participants in SEEPHytoChemNet. (3) Improved joint usage of the infrastructure available in the partnering institutions, and (4) Establishment of new relations with farmers and companies transforming the medical and aromatic plants into products with high-added value. <p>The second scientific-research project, directly linked to ESD and implemented in 2012-2013, was “ProKARSTerra - integration between the research concept of Karst geosystems and educational concept “Lifelong education” (on the example of model protected karst areas)”. Main strands of the Project were as follows:</p> <ol style="list-style-type: none"> 1. Concept of karst geosystems: Methodological platform for research and management of protected karst territories. 2. Monitoring of karst: Models and results. System for integrated monitoring of protected karst territories. 3. Man and karst: Land use, maintenance use and management of protected karst territories. Legislation. Best practices. 4. Documentation and specialized cadastre of protected karst territories. Organization of information. 5. Cognitive and educational importance of protected karst territories. Initiatives and programs. 6. International collaboration: The network of protected karst territories – contemporary challenges and innovations. 	

Issue 8. Describe any challenges and obstacles encountered in the implementation of the Strategy
<p><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></p> <p>The challenges encountered during the third cycle of implementation of the ESD Strategy remain more or less the same; however, more sustainable efforts are being made to gradually overcome them in the long run.</p> <p><i>Please in particular discuss any challenges and obstacles encountered that were not yet mentioned in the concluding remarks on the implementation of the Strategy's main objectives (issues 1–6).</i></p>
Issue 9. Future implementation of Education for Sustainable Development
<p><i>Is there a political commitment/an indication that ESD implementation will continue to be supported after the end of phase III of the UNECE Strategy for ESD and after the United Nations Decade of ESD in your country? If yes, is there already an indication of implementation priorities?</i></p> <p>Definitely. It is common understanding of the decision-makers at all levels that ESD is vital for ensuring future for the generations ahead.</p>

Appendix I (a)

Indicator 2.1, sub-indicator 2.1.1

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

Also, could you specify which specific themes are of critical importance in your country and why?

Some key themes covered by sustainable development	ISCED Levels 2011								
	0	1	2	3	4	5	6	7	8
Peace studies (e.g., international relations, security and conflict resolution, partnerships)	X	X	X	X	X	X			
Ethics and philosophy	X	X		X	X	X			
Citizenship, democracy and governance		X	X	X	X	X			
Human rights (e.g., gender and racial and intergenerational equity)	X	X	X	X	X	X			
Poverty alleviation				X	X	X			
Cultural diversity	X	X	X	X	X	X			
Biological and landscape diversity	X	X	X	X	X	X			
Environmental protection (waste management, etc.)	X	X	X	X	X	X			
Ecological principles/ecosystem approach	X	X	X	X	X	X			
Natural resource management (e.g., water, soil, mineral, fossil fuels)	X	X	X	X	X	X			
Climate change	X	X	X	X	X	X			
Personal and family health (e.g., HIV/AIDS, drug abuse)	X	X	X	X	X	X			
Environmental health (e.g., food and drinking; water quality; pollution)	X	X	X	X	X	X			
Corporate social responsibility		X	X	X	X	X			
Production and/or consumption patterns		X	X	X	X	X			
Economics		X	X	X	X	X			
Rural/urban development		X	X	X	X	X			
Total	11	16	15	17	17	17			
Other <i>(countries to add as many as needed)</i>									

Note: 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 (maximum 153 ticks; “other” categories not counted) is:

No. of ticks	0–9	10–16	17–39	40–75	76–112	113–153
Scale	A	B	C	D	E	F

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 curriculum³¹/programme of study at various levels of formal education, by filling in the table below. (Please tick (✓) 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	6	7	8
Learning to learn Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?		x	x	x	x	x			
	- understanding complexity/systemic thinking?		x	x	x	x	x			
	- overcoming obstacles/problem-solving?	x	x	x	x	x	x			
	- managing change/problem-setting?		x	x	x	x	x			
	- creative thinking/future-oriented thinking?	x	x	x	x	x	x			
	- understanding interrelationships across disciplines/holistic approach?		x	x	x	x	x			
	Total		2	6	6	6	6	6		
- other (countries to add as many as needed)?										
-										
Learning to do Does education at each level enhance learners' capacity for:	- applying learning in a variety of life-wide contexts?	x	x	x	x	x	x			
	- decision-making, including in situations of uncertainty?	x	x	x	x	x	x			
	- dealing with crises and risks?		x	x	x	x	x			
	- acting responsibly?	x	x	x	x	x	x			
	- acting with self-respect?	x	x	x	x	x	x			
	- acting with determination?			x	x	x	x			
	Total		4	5	6	6	6	6		
- other (countries to add as many as needed)?										

³¹ At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels								
		0	1	2	3	4	5	6	7	8
Learning to be Does education at each level enhance learners' capacity for:	- self-confidence?		x	x	x	x	x			
	- self-expression and communication?	x	x	x	x	x	x			
	- coping under stress?				x	x	x			
	- ability to identify and clarify values (<i>for phase III</i>)?		x	x	x	x	x			
	Total	1	3	3	4	4	4			
	- other (<i>countries to add as many as needed</i>)?									
Learning to live and work together Does education at each level enhance learners' capacity for:	- acting with responsibility (locally and globally)?	x	x	x	x	x	x			
	- acting with respect for others?	x	x	x	x	x	x			
	- identifying stakeholders and their interests?					x	x			
	- collaboration/team working?	x	x	x	x	x	x			
	- participation in democratic decision-making?	x	x	x	x	x	x			
	- negotiation and consensus-building?			x	x	x	x			
	- distributing responsibilities (subsidiarity)?		x	x	x	x	x			
	Total	4	5	6	6	7	7			
	- other (<i>countries to add as many as needed</i>)?									
-										

Note: 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 (maximum 207 ticks; "other" not counted) is:

No. of ticks	0–11	12–21	22–53	54–105	106–156	157–207
Scale	A	B	C	D	E	F

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

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

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy ^a	ISCED Levels								
	0	1	2	3	4	5	6	7	8
Discussions	x	x	x	x	x	x			
Conceptual and perceptual mapping		x	x	x	x	x			
Philosophical inquiry			x	x	x	x			
Value clarification	x	x	x	x	x	x			
Simulations; role playing; games	x	x	x	x	X				
Scenarios; modelling			x	x	x	X			
Information and communication technology (ICT)			x	x	x	X			
Surveys		x	x	x	x	X			
Case studies				x	x	X			
Excursions and outdoor learning	x	x	x	x	X				
Learner-driven projects			x	x	X				
Good practice analyses					x	X			
Workplace experience					x	X			
Problem-solving		x	x	x	x	x			
Total	4	7	11	12	14	11			
Other (countries to add as many as needed)									

Note: 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.

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

The scoring key for this table (maximum 126 ticks; “other” not counted) is:

No. of ticks	0–8	9–42	43–53	54–76	77–98	99–126
Scale	A	B	C	D	E	F

Appendix II

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent ESD implementation is a multi-stakeholder process by filling in the table below. Please provide examples of good practice. *(Please tick (✓) 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		
	<i>Formal</i>	<i>Non-formal</i>	<i>Informal</i>
NGOs	x	x	X
Local government		X	
Organized labour			
Private sector	x	x	
Community-based		x	x
Faith-based			x
Media		x	x
Total	2	5	4
Other <i>(countries to add as many as needed)</i>			

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

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

Table (b)
According to United Nations Decade of ESD

Stakeholders	Classification by United Nations Decade of ESD				
	Public awareness	Quality education	Reorienting education	Training	Social learning
NGOs	x		x	x	X
Local government	X		x	x	X
Organized labour					
Private sector	X			x	
Community-based	X				x
Faith-based					
Media	x				x
Total	5		2	3	4
Other (<i>countries to add as many as needed</i>)					

The scoring key for this table (maximum 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 ESD is a part of the initial and/or in-service educator's training, by filling in the table below by ticking (✓) as appropriate.

ISCED levels	Percentage of education professionals who have received training ^a to integrate ESD into their practice																	
	Educators												Leaders/administrators ^b					
	Initial ^c						In service ^d						In service ^e					
	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.																		
7.																		
8.																		
Non-formal																		
Informal																		

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

^b See paras. 54 and 55 of the UNECE Strategy for ESD.

^c 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.

^d 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.

^e 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.

The scoring key for this table (maximum 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

Appendix IV

Summary and self-assessment by countries

Please specify the status of efforts to implement the sub-indicators listed in the table below by ticking (✓) as appropriate.

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.

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 checked="" type="checkbox"/> Completed
Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
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 checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
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
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
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
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
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
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
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
Indicator 3.2	Opportunities exist for educators to cooperate on ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
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
Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.3	Teaching tools and materials for ESD are accessible	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
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
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
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
Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed