



**FORMAT FOR REPORTING
ON IMPLEMENTATION OF THE UNECE STRATEGY FOR
EDUCATION FOR SUSTAINABLE DEVELOPMENT**

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

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

Name of officer (national focal point) responsible
for submitting the report: **Mgr. Róbert Korec**

Signature:

Date: 25th November 2010

Full name of the institution: **Ministry of Education, Science and Sport**

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

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

The report has been prepared by members of National committee for ESD that has been established in 2005 for preparation of National strategy for ESD and its Action plan. The committee is also responsible body for coordination of all relevant stakeholders and for monitoring of the progress of implementation of Action plan in Slovak republic.

Governmental institutions (*please specify*) Ministry of Education, Science and Sport, State Pedagogical Institute, Representatives of Universities

Stakeholders:

NGOs (*please specify*) _____

Academia (*please specify*) _____

Business (*please specify*) _____

Other (*please specify*) _____

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

TEMPLATE FOR REPORTING

ISSUE ¹ 1. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Slovak language</i>
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>The Ministry of Education of the SR</i>
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>In December 2006 the Action plan for ESD in the SR has been approved by minister of education and minister of environment.</i>
Sub-indicator 1.1.5	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the United Nations Decade of ESD, ³ and other policy processes relevant to ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD	
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>National strategy for sustainable development (2001), Action plan for SD for 2005-2010 (2005), Operational programmes prepared in relation to the National Strategic Reference Framework (2007-2013)</i>

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

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

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

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

Sub-indicator 1.2.2	Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards/ordinances/requirements; at all levels of formal education, as understood by your education system in accordance with ISCED? ⁵																													
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>If yes, please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">ISCED levels ⁶</th> <th>(a)</th> <th>(b)⁷</th> </tr> <tr> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> </tr> <tr> <td style="text-align: center;">4</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">5⁸</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">6</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Teacher education</td> <td></td> <td></td> </tr> </tbody> </table>	ISCED levels ⁶	(a)	(b) ⁷	Yes	Yes	0	x	x	1	x	x	2	x	x	3	x	x	4			5⁸			6			Teacher education		
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2	x	x																												
3	x	x																												
4																														
5⁸																														
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>In the Conception of the environmental education, published by the Ministry of Environment of the SR. as well as in the frame of Action plan for ESD in the SR</i>																													
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?																													
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>National strategy for sustainable development (2001), Action plan for SD for 2005-2010 (2005), Operational programmes prepared in relation to the National Strategic Reference Framework (2007-2013), Action plan for ESD in the SR</i>																													
Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁹ cooperation relevant to ESD exist in your Government?																													
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Joint committee of Ministry of Education and Ministry of Environment for ESD is established on cross-sectoral and participatory base of relevant stakeholders, including representatives of other state bodies.</i>																													
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ¹⁰																													
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>The above mentioned intersectoral committee on ESD has beside the representatives of both ministries also members representing NGOs, State Pedagogic Institute and universities. In due time the representatives of other ministries, state bodies and other stakeholders will be involved in its work by means of expert groups preparing concrete implementation plans according to approved Action plan for ESD.</i>																													
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"/>																														
Indicator 1.3 National policies support synergies between processes related to SD and ESD																														

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

⁶ Education level in accordance with ISCED.

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

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

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

⁹ Between State bodies.

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

Sub-indicator 1.3.1	Is ESD part of SD policy(s) if such exist in your country?												
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>													
Issue 2. PROMOTE SD THROUGH FORMAL, NON-FORMAL AND INFORMAL LEARNING													
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>													
Indicator 2.1 SD key themes are addressed in formal education													
Sub-indicator 2.1.1	Are key themes of SD ¹¹ addressed explicitly in the curriculum ¹² /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify in the table in appendix I (a) and use the scale. Indicate the results in the box below.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><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"/>
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"/>								
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹³ /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify in the table in appendix I (b) and use the scale. Indicate the results in the box below.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><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"/>
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"/>								
Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum ¹⁴ /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify in the table in appendix I (c) what methods are of particular significance in your country and use the scale. Indicate the results in the box below.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).</i></p>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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"/>								

¹¹ For explanation see paragraph 15 of the UNECE Strategy for ESD.

¹² At the State level, where relevant.

¹³ See footnote 12.

¹⁴ See footnote 12.

Indicator 2.2 Strategies to implement ESD are clearly identified

Sub-indicator 2.2.1 Is ESD addressed through:¹⁵ (a) existing subjects¹⁶only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project?¹⁷ (e) other approaches?

Phase II: If yes, please specify for different levels of education system in accordance with ISCED by ticking (V) in the table as appropriate.

- (a) Yes No
- (b) Yes No
- (c) Yes No
- (d) Yes No
- (e) Yes No

ISCED levels	(a)	(b)	(c)	(d)	(e)
	Yes	Yes	Yes	Yes	Yes
0		X		X	X
1		X		X	X
2		X	X	X	X
3		X	X	X	X
4	X		X		
5	X	X	X	X	X
6	X	X	X	X	X
Teacher education			X		

summer courses, excursion

If you ticked (e), please specify the approaches.

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

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

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

Indicator 2.3 A whole-institution approach ¹⁸ to SD/ESD is promoted																			
Sub-indicator 2.3.1	Do educational institutions ¹⁹ adopt a “whole-institution approach” to SD/ESD?																		
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Phase II: If yes, please specify for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>ISCED levels</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0</td><td></td></tr> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>5</td><td></td></tr> <tr><td>6</td><td></td></tr> <tr style="background-color: #cccccc;"><td>Teacher education</td><td></td></tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify (provide examples on how it is done).</i></p>	ISCED levels	Yes	0		1		2		3		4		5		6		Teacher education	
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Teacher education																			
Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support “a whole institution approach to SD/ESD”?																		
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: If yes, please specify what schemes are available for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>ISCED levels</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0</td><td></td></tr> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>5</td><td></td></tr> <tr><td>6</td><td></td></tr> <tr style="background-color: #cccccc;"><td>Teacher education</td><td></td></tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).</i></p>	ISCED levels	Yes	0		1		2		3		4		5		6		Teacher education	
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¹⁸ A “whole institution approach” means that all aspects of an institution's internal operations and external relationships are reviewed and revised in light of SD/ESD principles. Within such an approach each institution would decide on its own actions, addressing the three overlapping spheres of Campus (management operations); Curriculum; and Community (external relationships).

¹⁹ For higher education institutions: **whole university, whole college or whole faculty approach** (including inter-faculty approaches).

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																																				
<p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>	<p><i>Phase II: If yes, please specify for all levels of your education system in accordance with ISCED, by ticking (V) in the table as appropriate:</i></p> <p><i>(a) For formal institutions.</i></p> <table border="1" data-bbox="976 349 1281 625"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0</td><td></td></tr> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>5</td><td></td></tr> <tr><td>6</td><td></td></tr> <tr><td>Teacher education</td><td></td></tr> </tbody> </table> <p><i>(b) For non-formal institutions for non-formal and informal education.</i></p> <table border="1" data-bbox="976 682 1281 958"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0</td><td></td></tr> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>5</td><td></td></tr> <tr><td>6</td><td></td></tr> <tr><td>Teacher education</td><td></td></tr> </tbody> </table> <p><i>If relevant data are available, please also specify (i.e. provide examples on how it is done).</i></p>	ISCED levels	Yes	0		1		2		3		4		5		6		Teacher education		ISCED levels	Yes	0		1		2		3		4		5		6		Teacher education	
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Indicator 2.4 ESD is addressed by quality assessment/enhancement systems																																								
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems? (b) Do they address ESD ²⁰ ? (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"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Phase II: If yes, please specify for various levels of your education system in accordance with ISCED, by ticking (V) in the table as appropriate.</i></p> <table border="1"> <thead> <tr> <th rowspan="2">ISCED levels</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0</td><td></td><td></td><td></td></tr> <tr><td>1</td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td></tr> <tr><td>Teacher education</td><td></td><td></td><td></td></tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this data (i.e. provide examples on how the data was compiled).</i></p>	ISCED levels	(a)	(b)	(c)	Yes	Yes	Yes	0				1				2				3				4				5				6				Teacher education			
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Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice																																								
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?																																							
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>TV and radio have some special programmes devoted to environmental education and there are special seminars, workshops organised by Slovak National Environmental Agency, Slovak Mining museum, Slovak caves administration, Slovak museum of nature and cave protection as well.</i>																																							
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>Phase II: Please specify and provide 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>Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.</i>																																							

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).

Indicator 2.6 ESD implementation is a multi-stakeholder process ²¹																																					
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?																																				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Phase II: Please specify in the table in appendix II (a) and (b) and use the scale. Indicate the results in the boxes below.</p> <table border="1"> <thead> <tr> <th colspan="6">(a) According to the UNECE Strategy on ESD</th> <th colspan="6">(b) According to the UN DESD</th> </tr> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>F</th> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>F</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </tbody> </table>	(a) According to the UNECE Strategy on ESD						(b) According to the UN DESD						A	B	C	D	E	F	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Issue 3. EQUIP EDUCATORS WITH THE COMPETENCE TO INCLUDE SD IN THEIR TEACHING																																					
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 ²² of educators																																					
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ²³																																				
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Phase II: Please specify by filling in the table in appendix III.																																				
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²⁴																																				
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Phase II: Please specify by filling in the table in appendix III.																																				
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"/>	Phase II: Please specify by filling in the table in appendix III.																																				
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"/>	The Slovak National Environmental Agency has a special educational programme for teachers and leaders. There are also voluntary "platforms" supporting also ESD – e.g. Slovak association for Sustainable living, Slovak Association for Landscape Ecology, Colloquium for Landscape – oriented departments at Slovak universities etc.																																				
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²⁵																																				
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Please specify how, listing the major ones, and describing them as appropriate.																																				
Issue 4. ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE																																					
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).																																					

²¹ For higher education institutions: this covers the issue of **university "outreach"** (meaning a wide spectrum from regional integration, business cooperation and transdisciplinarity to eco-procurement and research-education-cooperation).

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

²³ For higher education institutions: The focus is here on existing **teacher training at universities/colleges** regarding SD and ESD for university/college teachers.

²⁴ For higher education institutions: The focus is here on existing **in-service training programmes** regarding SD and ESD for university/college teachers in their own universities/colleges.

²⁵ Including assistance through direct funding, in-kind help, political and institutional support.

Indicator 4.1 Teaching tools and materials for ESD are produced																			
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of development and production of ESD tools and materials exist?																		
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Action plan for SD for the years 2005-2010 (2005), Action plan for ESD (2006), Governmental Council for SD, Policy for Nature Conservation (2006), Environmental Film Festival</i>																		
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?																		
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in USD) for annual expenditures on ESD-related research and development.</i>																		
Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist																			
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities? (b) approved by public authorities? (c) tested and recommended for selection by educational institutions?																		
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase I: For (a) and (b), please describe.</i>																		
	<i>Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c), please also describe. Please also provide your own examples, as appropriate.</i>																		
Sub-indicator 4.2.2	Are ESD teaching tools/materials available: (a) in national languages? (b) for all levels of education according to ISCED?																		
	<i>Phase I: For (a) please specify.</i>																		
	<i>Phase II: If yes for (b), please specify by ticking (V) in the table as appropriate.</i>																		
	<i>In NGO sector a number of teaching materials has been prepared, mainly for basic and secondary schools (e.g. "Green package")</i>																		
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<table border="1"> <thead> <tr> <th>ISCED levels</th> <th>(b) Yes</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> </tr> <tr> <td>1</td> <td>X</td> </tr> <tr> <td>2</td> <td>X</td> </tr> <tr> <td>3</td> <td>X</td> </tr> <tr> <td>4</td> <td>X</td> </tr> <tr> <td>5</td> <td>X</td> </tr> <tr> <td>6</td> <td>X</td> </tr> <tr> <td>Teacher education</td> <td>X</td> </tr> </tbody> </table>	ISCED levels	(b) Yes	0		1	X	2	X	3	X	4	X	5	X	6	X	Teacher education	X
ISCED levels	(b) Yes																		
0																			
1	X																		
2	X																		
3	X																		
4	X																		
5	X																		
6	X																		
Teacher education	X																		
Indicator 4.3 Teaching tools and materials for ESD are accessible																			
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?																		
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please describe.</i>																		
Sub-indicator 4.3.2	Is public authority money invested in this activity?																		

Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify to what extent by providing an indication of the amount in USD, giving the annual expenditures for ESD-related research and development.</i>
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Teaching materials mentioned in 4.2.2 are partly available on internet.</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 type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>For (a) and (b) please specify.</i>
Issue 5. PROMOTE RESEARCH ON AND DEVELOPMENT OF ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 5.1 Research²⁶ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁷ supported?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> ?	<i>Phase II: Please specify what kind of research (content and methods). Please provide the total amount annually over the reporting period, and if feasible, as a percentage of the total research budget.</i>
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> ?	<i>Please specify what kind of research (content and methods).</i>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: ²⁸ (a) for the master's level? (b) for the doctorate level? (2) addressing ESD: (a) for the master's level? (b) for the doctorate level?
(1) (a) Yes <input 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>Phase II: Please specify what kind of programmes are available for (1) (a) and (b); (2) (a) and (b).</i> Summer schools, seminars....
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 checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Indicator 5.2 Development of ESD is promoted	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? ²⁹

²⁶ These include support from various sources, such as State, local authorities, business and non-governmental sources.

²⁷ E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology; means of evaluation including socio-economic impacts.

²⁸ ESD is addressed by substance and/or by approach.

²⁹ Activities may include pilot projects, action research, social learning and multi-stakeholder teams.

Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period.</i>
Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ³⁰ to share the results of research and examples of good practices in ESD ³¹ among authorities and stakeholders?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period.</i>
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase I: For (a), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones. There are regularly organised conferences on SD, including ESD issue in the SR. In December 2006 the first international conference specifically devoted to ESD was also organised. From all of these events publications are issued. These could be considered as scientific publications as their authors are scientists/experts on SD/ESD.</i>
Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 6.1 International cooperation on ESD is strengthened within the UNECE region and beyond	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international ³² networks on ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Representatives of respective ministries/national focal point attend regular meetings of Steering committee of UNECE region in Geneva, universities are involved in programme Copernicus-Campus and other international network, UNISCAPE, CIVILSCAPE</i>
Sub-indicator 6.1.2	Do educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Schools and NGOs engaged in project "Green school" are the part of network Ecoschools. SEVO ŠPIRÁLA is the member of Foundation for Environmental Education. Association for SD is also the member of various networks. Selected Slovak universities are members of Campus-Copernicus (3 universities) and programme Baltic universities (6 Slovak universities).</i>
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify and list the major ones.</i>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please list and describe.</i>
Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLES, AS WELL AS LOCAL AND TRADITIONAL KNOWLEDGE, IN ESD	
<i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i>	

³⁰ E.g. conferences, summer schools, journals, periodicals, networks.

³¹ 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.

³² In this context, international associations, working groups, programmes, partnerships, etc. means those at the global, regional and subregional levels.

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

- non-existence of instruments for implementation of anyhow ambitious theories and plans;
- low decision makers' awareness of the importance of institutional or financial promotion of ESD;
- insufficiently applied partnership in the process;
- insufficient human resources on governmental level designated to ESD;
- hard discussion between the Ministry of Education and Ministry of Environment about the appointing the national focal point
- certain formality of the process

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

Assistance needed regarding methodologies and best practice in areas of:

- a. securing political commitment, real support from authorities (politicians should show direction)*
- b. securing access to financial resources for both the coordinating body as well as implementation, creating efficient, multisourced and transparent grant mechanism fair to all applicants, which could promote particular points of AP ESD*
- c. mapping existing practice in education in respect to key themes and learning outcomes*
- d. effective stakeholder involvement, especially at the local level*
- e. institutional performance (SD and ESD performance of learning institutions)*
- f. reorienting education to ESD key themes and learning outcomes*
- g. creating of systematic instruments for implementation of Action plan for ESD*
- h. legislation shouldn't be against SD principles*
- i. sufficiently efficient and incorruptible control mechanisms*

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

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

Appendix I (a)

Indicator 2.1, sub-indicator 2.1.1

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

Some key themes covered by sustainable development	ISCED Levels					
	0	1	2	3	4	5
Peace studies (e.g. international relations, security and conflict resolution, partnerships)			x	x	x	x
Ethics and philosophy			x	x	x	x
Citizenship, democracy and governance			x	x	x	x
Human rights (e.g. gender and racial and inter-generational equity)		x	x	x	x	x
Poverty alleviation			x	x	x	x
Cultural diversity		x	x	x	x	x
Biological and landscape diversity		x	x	x	x	x
Environmental protection (waste management, etc.)		x	x	x	x	x
Ecological principles/ecosystem approach			x	x	x	x
Natural resource management (e.g. water, soil, mineral, fossil fuels)			x	x	x	x
Climate change			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
Production and/or consumption patterns			x	x	x	x
Economics				x	x	x
Rural/urban development				x	x	x
Total	2	6	15	17	17	17
Other (countries to add as many as needed)						

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

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

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

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

Appendix I (b)

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum³³/programme of study at various levels of formal education, by filling in the table below.

(Please tick (V) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)

Table of learning outcomes

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

³³ At the State level, where relevant.

Does education at each level enhance learners' capacity for:	- acting with responsibility (locally and globally)?		x	x	x	x	x
	- acting with respect for others?	x	x	x	x	x	x
	- identifying stakeholders and their interests?			x	x	x	x
	- collaboration/team working?	x	x	x	x	x	x
	- participation in democratic decision-making?			x	x	x	x
	- negotiation and consensus-building?			x	x	x	x
	- distributing responsibilities (subsidiarity)?			x	x	x	x
	Total	2	3	7	7	7	7
- other (countries to add as many as needed)?							
-							

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

The scoring key for this table (max. 138 ticks; "other" not counted) is:

No. of ticks	0–7	8–14	15–35	36–70	71–104	105–138
Scale	A	B	C	D	E	F

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

Please indicate the teaching/learning methods used for ESD at the different ISCED levels.

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

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy ³⁴	ISCED Levels					
	0	1	2	3	4	5
Discussions	x	x	x	x	x	x
Conceptual and perceptual mapping			x	x	x	x
Philosophical inquiry				x	x	x
Value clarification			x	x	x	x
Simulations; role playing; games	x	x	x	x	x	x
Scenarios; modeling		x	x	x	x	x
Information and communication technology (ICT)		x	x	x	x	x
Surveys				x	x	x
Case studies				x	x	x
Excursions and outdoor learning	x	x	x	x	x	x
Learner-driven projects	x	x	x	x	x	x
Good practice analyses				x	x	x
Workplace experience	x	x	x	x	x	x
Problem-solving	x	x	x	x	x	x
Total	6	8	10	14	14	14
Other (countries to add as many as needed)						

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

The scoring key for this table (max. 84 ticks; "other" not counted) is:

No. of ticks	0–5	6–28	29–35	36–50	51–65	66–84
Scale	A	B	C	D	E	F

³⁴ Please refer to paragraph 33 (e) of the UNECE Strategy for ESD.

Appendix II

Indicator 2.6, sub-indicator 2.6.1

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

Table (a) According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	Formal	Non-formal	Informal
NGOs	X	X	X
Local government			X
Organized labour			
Private sector		X	X
Community-based		X	X
Faith-based		X	
Media		X	X
Total	1	5	5
Other (countries to add as many as needed)			

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

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

Table (b) According to United Nations Decade of ESD

Stakeholders	Classification by United Nations Decade of ESD				
	Public awareness	Quality education	Reorienting education	Training	Social learning
NGOs	X	X	X	X	X
Local government	X	X		X	X
Organized labour					
Private sector	X			X	X
Community-based	X			X	X
Faith-based	X			X	X
Media	X				
Total	6	2	1	5	5
Other (countries to add as many as needed)					

The scoring key for this table (max. 35 ticks; "other" not counted) is:

No. of ticks	0-5	6-11	12-17	18-23	24-29	30-35
Scale	A	B	C	D	E	F

Appendix III

Indicator 3.1, sub-indicator 3.1.3

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

ISCED levels	Percentage of education professionals who have received training ³⁵ to integrate ESD into their practice: (see key below)																	
	Educators												Leaders/administrators ³⁶					
	Initial*						In service**						In service***					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0																		
1																		
2																		
3																		
4																		
5																		
6																		
Non-formal																		
Informal																		

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

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

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

³⁵ Training is understood to include at least one day (a minimum of five contact hours).

³⁶ See paragraphs 54 and 55 of the UNECE Strategy for ESD.

Appendix IV

Summary and self-assessment³⁷ by countries:

1	Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
2	Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
3	Indicator 1.3	National policies support synergies between processes related to SD and ESD	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
4	Indicator 2.1	SD key themes are addressed in formal education	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
5	Indicator 2.2	Strategies to implement ESD are clearly identified	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
6	Indicator 2.3	A whole-institution approach to ESD/SD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
7	Indicator 2.4	ESD is addressed by quality assessment / enhancement systems	<input checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
8	Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
9	Indicator 2.6	ESD implementation is a multi-stakeholder process	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
10	Indicator 3.1	ESD is included in the training of educators	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
11	Indicator 3.2	Opportunities exist for educators to cooperate on ESD	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
12	Indicator 4.1	Teaching tools and materials for ESD are produced	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
13	Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
14	Indicator 4.3	Teaching tools and materials for ESD are accessible	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
15	Indicator 5.1	Research on ESD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
16	Indicator 5.2	Development of ESD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
17	Indicator 5.3	Dissemination of research results on ESD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
18	Indicator 6.1	International cooperation on ESD is strengthened within the UNECE region and beyond	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed

³⁷ 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.