



United Nations
Economic Commission for Europe



**REPORT
ON IMPLEMENTATION OF THE UNECE STRATEGY FOR
EDUCATION FOR SUSTAINABLE DEVELOPMENT¹**

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

SUBMITTED BY TURKEY

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

Name of officer (national focal point) responsible for submitting the report: Doc. Dr. Ibrahim OZDEMIR

Signature:

Date: 29.1.2007

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

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

¹ This document was not formally edited

ISSUE 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 ⁴ language(s)?																																																	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	It is available in Turkish.																																																	
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?																																																	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Assoc. Prof. İbrahim ÖZDEMİR Director General of Foreign Relations Ministry of National Education																																																	
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?																																																	
Yes <input type="checkbox"/> No <input type="checkbox"/>																																																		
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?																																																	
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>																																																		
Sub-indicator 1.1.5	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the UN Decade of ESD, ⁵ and other policy processes relevant to ESD?																																																	
Yes <input type="checkbox"/> No <input 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 ⁶ document(s)?																																																	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	ESD key themes are reflected in 9 th Seven Year Development Plan.																																																	
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? ⁷																																																	
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.</i></p> <table border="1"> <thead> <tr> <th rowspan="2">ISCED⁸</th> <th colspan="2">(a)</th> <th colspan="2">(b)</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>1</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>2</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>3</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>4</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>5¹⁰</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Teacher education</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	ISCED ⁸	(a)		(b)		Yes	No	Yes	No	0	V		V		1	V		V		2	V		V		3	V		V		4	V		V		5¹⁰					6					Teacher education				
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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"/>	Non-formal ESD is addressed in the 9 th Seven Year Development Plan, 40 th Article of the Basic Law on National Education, 18 th Article of the Law no 3797, 2001-2005 Action Plan of the Ministry of National Education (MoNE), Progress Reports of SVET (Project on Strengthening the Vocational Education and Training System in Turkey), Regulation of the Non-formal Education Institutions of the MoNE and Law on Vocational Competencies Institution numbered 5544.												
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Public awareness in relation to ESD is addressed in the Regulation on Non-formal Education Institutions of the MoNE. In accordance with this Regulation Public Education Centers and Vocational Education Centers perform field researches and inform the public about their results.												
Sub-indicator 1.2.5	Does a formal structure for interdepartmental ¹¹ cooperation relevant to ESD exist in your government?												
Yes <input type="checkbox"/> No <input type="checkbox"/>													
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your government? ¹²												
Yes <input type="checkbox"/> No <input type="checkbox"/>													
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.													
Sub-indicator 1.3.1	Is ESD part of SD policy(s) if such exist in your country?												
Yes <input type="checkbox"/> No <input 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 ¹³ addressed explicitly in the curriculum ¹⁴ /programme of study at various levels of formal education? <i>Phase II: please specify in the table in Annex 1 (a) and use the scale. Indicate the results in the box below.</i>												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>X</td> </tr> </table>	A	B	C	D	E	F						X
A	B	C	D	E	F								
					X								
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹⁵ /programme of study at various levels of formal education? <i>Phase II: Please specify in the table in Annex 1 (b) and use the scale. Indicate the results in the box below.</i>												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>X</td> </tr> </table>	A	B	C	D	E	F						X
A	B	C	D	E	F								
					X								

Indicator 2.2 Strategies to implement ESD are clearly identified.

Sub-indicator 2.2.1

Is ESD addressed through:¹⁶ (a) existing subjects¹⁷ only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project?¹⁸

Phase II: For (a)-(d) please specify for different levels of education system in accordance with ISCED in the table by ticking (V) as appropriate.

(a) Yes No

(b) Yes No

(c) Yes No

(d) Yes No

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

Indicator 2.3 A whole-institution approach¹⁹ to ESD/SD is promoted.

Sub-indicator 2.3.1

Do educational institutions²⁰ adopt a "whole-institution approach" to SD/ESD?

Phase II: please specify for all levels of your education system in accordance with ISCED in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.

Yes No

ISCED levels	Yes	No
0		V
1		V
2		V
3		V
4	V	
5		
6		
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 type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Phase II: Please specify what schemes are available for all levels of your education system in accordance with ISCED in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</i></p> <table border="1" data-bbox="485 363 879 643"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td>V</td> </tr> <tr> <td>1</td> <td></td> <td>V</td> </tr> <tr> <td>2</td> <td></td> <td>V</td> </tr> <tr> <td>3</td> <td></td> <td>V</td> </tr> <tr> <td>4</td> <td>V</td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> </tr> <tr> <td>Teacher education</td> <td></td> <td></td> </tr> </tbody> </table>	ISCED levels	Yes	No	0		V	1		V	2		V	3		V	4	V		5			6			Teacher education		
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Teacher education																												
Sub-indicator 2.3.3	Do institutions/learners develop their own SD indicators for their institution/organization?																											
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify for all levels of your education system in accordance with ISCED, in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</i></p> <table border="1" data-bbox="485 761 861 1037"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>V</td> <td></td> </tr> <tr> <td>2</td> <td>V</td> <td></td> </tr> <tr> <td>3</td> <td>V</td> <td></td> </tr> <tr> <td>4</td> <td>V</td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> </tr> <tr> <td>Teacher education</td> <td></td> <td></td> </tr> </tbody> </table> <p>Total Quality Management application is carried out in our schools. Within the context of this application there is a School Development Model in which indicators are developed by the schools. And themes related with SD are also addressed in this Model besides other themes.</p>	ISCED levels	Yes	No	0			1	V		2	V		3	V		4	V		5			6			Teacher education		
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Indicator 2.4 ESD is addressed by quality assessment/enhancement systems.																												
Sub-indicator 2.4.1	Are there any education quality assessment/enhancement systems that include criteria on ESD ²¹ in: (a) national systems? (b) other?																											

(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify for various levels of your education system in accordance with ISCED, in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</i></p> <table border="1"> <thead> <tr> <th rowspan="2">ISCED levels</th> <th colspan="2">(a)</th> <th colspan="2">(b)</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>No</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>V</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>V</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>V</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>V</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Teacher education</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	ISCED levels	(a)		(b)		Yes	No	No	Yes	0					1	V				2	V				3	V				4	V				5					6					Teacher education				
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Teacher education																																																		
Total Quality Management Application																																																		
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"/>	<p><i>Phase II: Please specify.²</i></p> <p>There are 925 Public Education Centers affiliated to the MoNE. And these centers address SD issues among other themes through the web sites and periodicals. Also, in press articles and TV and radio programmes SD issues are addressed.</p>																																																	
Sub-indicator 2.5.2	Is there any support for work-based learning (e.g. for small companies, farmers, trade unions, associations), which addresses SD issues?																																																	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify and provide examples.</i></p> <p>Educational activities are carried out by the MoNE in cooperation with Small and Medium Industry Development Organization (KOSGEB). Also, the MoNE and enterprises cooperate in the educational activities carried out education units established at the enterprises which employ more than 200 staff. These educational activities address SD issues among others.</p>																																																	
Sub-indicator 2.5.3	Are there any instruments (e.g. research, survey, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?																																																	
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.</i></p>																																																	
Indicator 2.6 ESD implementation is a multi-stakeholder process.																																																		
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?																																																	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify in the table in Annex 2 (a) and (b) and use the scale. Indicate the results in the boxes below.</i></p> <p>(a) according to the UNECE Strategy on ESD</p> <table border="1"> <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></td> <td></td> <td></td> <td></td> <td></td> <td>X</td> </tr> </tbody> </table>	A	B	C	D	E	F						X																																					
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A	B	C	D	E	F								
Issue 3. EQUIP EDUCATORS WITH THE COMPETENCE TO INCLUDE SD IN THEIR TEACHING													
<i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)</i>													
Indicator 3.1 ESD is included in the training²⁴ of educators.													
Sub-indicator 3.1.1	Is ESD a part of the initial educators' training? ²⁵												
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify by filling in the table in Annex 3.</i>												
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²⁶												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify by filling in the table in Annex 3.</i>												
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify by filling in the table in Annex 3.</i>												
Indicator 3.2 Opportunities exist for educators to cooperate on ESD.													
Sub-indicator 3.2.1	Are there any networks / platforms of educators and/or leaders/administrators who are involved in ESD in your country?												
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify.</i>												
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²⁷												
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify how. Please list major ones and describe as appropriate.</i>												
Issue 4. ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE													
<i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)</i>													
Indicator 4.1 Teaching tools and materials for ESD are produced.													
Sub-indicator 4.1.1	Does a national strategy/ mechanism for encouragement of development and production of ESD tools and materials exist?												
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please describe.</i>												
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?												
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify to what extent public authority money is invested in this activity, by providing an indication of the amount (in USD) referring to the amount of ESD-related research and development expenditures, annually.</i>												
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"/>	<i>Phase I: for (a) and (b) please describe</i>																													
(b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c) please also describe.</i>																													
(c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>																														
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: For (b) please specify in the table by ticking (V) as appropriate.</i>																													
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<table border="1"> <thead> <tr> <th rowspan="2">ISCED levels</th> <th colspan="2">(b)</th> </tr> <tr> <th>No</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td>V</td> </tr> <tr> <td>3</td> <td></td> <td>V</td> </tr> <tr> <td>4</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> </tr> <tr> <td>Teacher education</td> <td></td> <td></td> </tr> </tbody> </table>	ISCED levels	(b)		No	Yes	0			1			2		V	3		V	4			5			6			Teacher education		
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5																														
6																														
Teacher education																														
(b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>																														
Indicator 4.3 Teaching tools and materials for ESD are accessible.																														
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?																													
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please describe</i> In Turkey free textbooks have been provided for all primary and secondary education students. Within this context, text books of the courses related with SD are also distributed to the students free of charge.																													
Sub-indicator 4.3.2	Is public authority money invested in this activity?																													
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify to what extent by providing an indication of the amount in USD referring to the amount of ESD related R&D expenditures, annually.</i> We have data on the textbooks distributed as free of charge as a whole. So, it is impossible to give a data on ESD tools and materials alone.																													
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?																													
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please describe.</i> There is a webpage of the Board of Education of the MoNE which is responsible for curricula and text books. In this web page curricula of all courses thus the curricula of SD themes are available.																													

Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in national language(s): (a) accessible through the Internet? (b) provided through other channels?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>For (a) and (b) please specify.</i>
(b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	As mentioned above, there is a database for all curricula which also include SD themes. And also in this webpage there is a part for an activity pool. In this activity pool teachers share their good examples of activities for all subjects including SD themes.
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 Research²⁸ on ESD is promoted.	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁹ supported?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period, and if feasible, as % of the total research budget.</i> Some of the researches performed by the Department of Educational Research and Development (EARGED) of the MoNE upon the demand of the Ministerial units address ESD content and methods. Also, researches of academic staff of the universities are supported by the EARGED within the context of Support Programme for Educational Researches and there are also researches among these that address ESD content and methods. However, there isn't data only for the researches related with ESD.
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify.</i>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: ³⁰ (a) for the master's level? (b) for the doctorate level? (2) addressing ESD: (a) for the master's level? (b) for the doctorate level?
(1) (a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/> (2) (a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify for (1) (a) and (b); (2) (a) and (b).</i>
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 type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify for (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? ³¹
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period</i> Innovation and capacity-building in ESD practice among other themes are supported through the School Development Model in the Total Quality Management Application.
Indicator 5.3 Dissemination of research results on ESD is promoted.	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ³² to share the results of research and examples of good practices in ESD ³³ among authorities and stakeholders?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: please specify and provide the total amount annually over the reporting period</i> There is a database namely “Database of Educational Researches in Turkey (TEAV)” coordinated by the Department of Educational Research and Development of the MoNE. Within this database also researches related with ESD are shared. There are mechanisms within the MoNE to share good practices of students, teachers and administrators namely “This is my Achievement”, “Conference on Good Practices” and “Pool of Activities”. And through these, examples of good practices are shared besides other themes.
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase I: For (a) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i>
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: For (b) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i> The reports of the researches performed by the Department of Educational Research and Development of the MoNE, universities and NGOs are published. The Scientific and Technological Research Council of Turkey (TUBITAK) and State Planning Organization have monthly and periodic publications which also address ESD themes.
Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION	
<i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)</i>	
Indicator 6.1 International cooperation on ESD is strengthened within the UNECE region and beyond.	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international ³⁴ networks on ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify for national, subnational and local levels and list major networks.</i>
Sub-indicator 6.1.2	Do educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify. List major networks.</i>
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify and list the major ones.</i>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please list and describe.</i>

Annex 1 (a)

Indicator 2.1, sub-indicator 2.1.1

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

Some key themes covered by sustainable development	ISCED Levels					
	0	1	2	3	4	5
Peace studies (international relations, security and conflict resolution, partnerships, etc.)		V	V	V	V	
Ethics and philosophy	V	V	V	V	V	
Citizenship, democracy and governance		V	V	V	V	
Human rights, (including gender, racial and inter-generational equity;)	V	V	V	V	V	
Poverty alleviation		V	V	V	V	
Cultural diversity		V	V	V	V	
Biological and landscape diversity	V	V	V	V	V	
Environmental Protection (Waste management, etc.)	V	V	V	V	V	
Ecological principles/ecosystem approach		V	V	V	V	
Natural resource management (including water, soil, mineral, fossil fuels, etc.)	V	V	V	V	V	
Climate change			V	V	V	
Personal and family health (e.g. HIV/AIDS, drug abuse, .)	V	V	V	V	V	
Environmental health (e.g. food and drinking; water quality; pollution)	V	V	V	V	V	
Corporate social responsibility	V	V	V	V	V	
Production and/or consumption patterns	V	V	V	V	V	
Economics	V	V	V	V	V	
Rural/urban development		V	V	V	V	
Total	10	16	17	17	17	
Other (countries to add as many as needed)						

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

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

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

Annex 1 (b) Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum³⁵/programme of study at various levels of formal education, by filling in the table below.

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

Table of learning outcomes

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

		0	1	2	3	4	5
Learning to live and work together Does education at each level enhance learners' capacity for:	Expected outcomes						
	acting with responsibility (locally and globally)	V	V	V	V	V	
	acting with respect for others	V	V	V	V	V	
	identifying stakeholders and their interests		V	V	V	V	
	collaboration/team working	V	V	V	V	V	
	participation in democratic decision making		V	V	V	V	
	negotiation and consensus building	V	V	V	V	V	
	distributing responsibilities (subsidiarity)	V	V	V	V	V	
	Total	5	7	7	7	7	
other (<i>countries to add as many as needed</i>)							
-							

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

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

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

Annex 2 Indicator 2.6, sub-indicator 2.6.1

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

Table (a) According to the UNECE Strategy for ESD

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

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

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

Table (b) According to UN DESD

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

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

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

Annex 3

Indicator 3.1, sub-indicator 3.1.3

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

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

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

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

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

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

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

Annex 4

Summary and self-assessment³⁸ by countries:

1	Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD.	<input type="checkbox"/>	Not started	<input type="checkbox"/>	In progress	<input type="checkbox"/>	Developing	<input type="checkbox"/>	Completed
2	Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD.	<input type="checkbox"/>	Not started	<input type="checkbox"/>	In progress	<input type="checkbox"/>	Developing	<input type="checkbox"/>	Completed
3	Indicator 1.3	National policies support synergies between processes related to SD and ESD.	<input type="checkbox"/>	Not started	<input type="checkbox"/>	In progress	<input type="checkbox"/>	Developing	<input 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 type="checkbox"/>	Developing	<input type="checkbox"/>	Completed
5	Indicator 2.2	Strategies to implement ESD are clearly identified.	<input type="checkbox"/>	Not started	<input type="checkbox"/>	In progress	<input 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 type="checkbox"/>	In progress	<input type="checkbox"/>	Developing	<input type="checkbox"/>	Completed
7	Indicator 2.4	ESD is addressed by quality assessment / enhancement systems.	<input type="checkbox"/>	Not started	<input type="checkbox"/>	In progress	<input type="checkbox"/>	Developing	<input type="checkbox"/>	Completed
8	Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice.	<input type="checkbox"/>	Not started	<input type="checkbox"/>	In progress	<input 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 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 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 type="checkbox"/>	In progress	<input type="checkbox"/>	Developing	<input type="checkbox"/>	Completed
12	Indicator 4.1	Teaching tools and materials for ESD are produced.	<input type="checkbox"/>	Not started	<input type="checkbox"/>	In progress	<input 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 type="checkbox"/>	In progress	<input type="checkbox"/>	Developing	<input type="checkbox"/>	Completed
14	Indicator 4.3	Teaching tools and materials for ESD are accessible.	<input type="checkbox"/>	Not started	<input type="checkbox"/>	In progress	<input type="checkbox"/>	Developing	<input type="checkbox"/>	Completed
15	Indicator 5.1	Research on ESD is promoted.	<input type="checkbox"/>	Not started	<input type="checkbox"/>	In progress	<input type="checkbox"/>	Developing	<input type="checkbox"/>	Completed
16	Indicator 5.2	Development of ESD is promoted.	<input type="checkbox"/>	Not started	<input type="checkbox"/>	In progress	<input 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 type="checkbox"/>	In progress	<input type="checkbox"/>	Developing	<input type="checkbox"/>	Completed
18	Indicator 6.1	International cooperation on ESD is strengthened within the UNECE region and beyond.	<input type="checkbox"/>	Not started	<input type="checkbox"/>	In progress	<input type="checkbox"/>	Developing	<input type="checkbox"/>	Completed