National Implementation Report

(As submitted by: Greece)

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

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

Name of officer (national focal point) responsible
for submitting the report: **INTERNATIONAL RELATIONS DIVISION**

Signature:

Date:

Full name of the institution: **MINISTRY OF EDUCATION AND RELIGIOUS AFFAIRS**

Postal address: **37, PAPANDREOU Str.,**
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Contact officer for national report (if different from above): **Vera DILARI**

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

A letter was sent to stakeholders accompanied by the reporting format and the previous National Implementation Report. They were asked to fill in the indicators related to their activities.

☐ Governmental institutions (please specify)

1. *MINISTRY OF EDUCATION AND RELIGIOUS AFFAIRS*
2. *MINISTRY OF ENVIRONMENT*
3. *MINISTRY OF CULTURE*
4. *INSTITUTE OF EDUCATIONAL POLICY*
5. *GENERAL SECRETARIAT FOR YOUTH*

☐ Stakeholders:

1. *MUSUM OF NATURAL HISTORY OF LESVOS*
2. *PANELLENIC ASSOCIATION OF TEACHERS FOR ENVIRONMENTAL EDUCATION*

☐ NGOs (please specify) *MEDITERRANAEAN INFORMATION OFFICE FOR CULTURE AND SUSTAINABLE DEVELOPMENT*

☐ Academia (please specify)

1. *UNESCO CHAIR FOR THE MANAGEMENT OF EDUCATION AND SUSTAINABLE DEVELOPMENT IN THE MEDITERANNEAN, (University of Athens)*
2. *UNESCO CHAIR FOR ICT'S IN ESD (University of Crete)*
3. *HELLENIC CENTER FOR MARINE RESEARCH (academic research organization)*

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.)

Issue[1] 1.	**Ensure that policy, regulatory and operational frameworks support the promotion of ESD**

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

The Institute of Educational Policy sets out the framework for schools from compulsory to secondary education *A circular letter is being sent by the Ministry every year to schools giving directions about ESD and relevant projects.*	
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 ☐ No ☐	*Greek*
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes ☐ No ☐	*Ministry of Education (International Relations)* *Ministry of Environment (International Relations)*
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes ☐ No ☐	*The coordination body has not a mandate and for the time being remains inactive.*
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes ☐ No ☐	*It is to be finalised*
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the UNESCO global process on the United Nations Decade of ESD,[3] and other policy processes relevant to ESD?
Yes ☐ No ☐	*At the level of Ministries of Education, Environment, Culture, National Commission for UNESCO, NGO's.*

[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.

<table>
<tr><th>Indicator 1.2</th><th>Policy, regulatory and operational frameworks support the promotion of ESD</th></tr>
<tr><td>Sub-indicator 1.2.1</td><td>Is ESD reflected in any national policy[4] document(s)?</td></tr>
<tr><td>Yes ☐ No ☐</td><td>

ESD is reflected in documents which refer to: a) the implementation of the new curricula/programmes of study, b) the teacher's initial and in-service training, c) the implementation of educational assessment system and d) in the regulatory framework that supports "the school of 21st century" (ISCED levels 0-3).
Circular about school activities
Circulars on the Centres for Environmental Education

</td></tr>
<tr><td>Sub-indicator 1.2.2</td><td>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]</td></tr>
<tr><td>(a) Yes ☐ No ☐
(b) Yes ☐ No ☐</td><td>

a) see 1.2.1
b) ESD (key-themes, methods, learning outcomes etc.) is included in the national curricula/programmes of study for compulsory and secondary education (ISCED levels 0-3).
A circular for schools sets the framework

<table>
<tr><th>ISCED levels</th><th>(a)
Yes</th><th>(b)
Yes</th></tr>
<tr><td>0. Early childhood education</td><td>✓</td><td>✓</td></tr>
<tr><td>1. Primary education</td><td>✓</td><td>✓</td></tr>
<tr><td>2. Lower secondary education</td><td>✓</td><td>✓</td></tr>
<tr><td>3. Upper secondary education</td><td>✓</td><td>✓</td></tr>
<tr><td>4. Post secondary non-tertiary education</td><td></td><td></td></tr>
<tr><td>5. Short-cycle tertiary education</td><td></td><td></td></tr>
<tr><td>6. Bachelor's or equivalent level</td><td>✓</td><td></td></tr>
<tr><td>7. Master's or equivalent level</td><td>✓</td><td></td></tr>
<tr><td>8. Doctoral or equivalent level</td><td>✓</td><td></td></tr>
</table>
</td></tr>
<tr><td>Sub-indicator 1.2.3</td><td>Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?</td></tr>
</table>

[4] Policy documents may include national strategies, plans, programmes, guidelines and the like.
[5] See http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx.

Yes ☐ No ☐	*NGO's supported activities for schools and teachers*
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes ☐ No ☐	*Please specify.*

Sub-indicator 1.2.5	Does a formal structure for interdepartmental[6] cooperation relevant to ESD exist in your Government?
Yes ☐ No ☐	*"National Commission for ESD", was under revision but remained inactive*
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government?[7]
Yes ☐ No ☐	*Please specify.*
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes ☐ No ☐	• *Training programmes for teachers in compulsory and secondary education (levels 0-3), and curricula enhancement, according to ESD, were developed by the Institute of Educational Policy (IEP) and were co-funded by national and EU funds.* • *The Centres for EE and ESD are financed by the National Strategic Reference Framework* • *School projects are partly financed by the Ministry of Education*
Indicator 1.3	**National policies support synergies between processes related to sustainable development (SD) and ESD**
Sub-indicator 1.3.1	Is ESD part of SD policy (ies) if these exist in your country?
Yes ☐ No ☐	
Concluding remarks on issue 1	

[6] Between State bodies.
[7] For an explanation, see paragraph 46 of the UNECE Strategy for ESD.

<table>
<tr><td>Issue 2.</td><td>Promote SD through formal, non-formal and informal learning</td></tr>
<tr><td colspan="2">If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</td></tr>
<tr><td>Indicator 2.1</td><td>SD key themes are addressed in formal education</td></tr>
<tr><td>Sub-indicator 2.1.1</td><td>Are key themes of SD[8] addressed explicitly in the curriculum/programme of study at various levels[9] of formal education?</td></tr>
<tr><td>Yes ☐ No ☐</td><td>The key-themes of SD are addressed in the new curricula (compulsory and secondary education). Issues of high importance are: environmental protection and sustainable consumption patterns, natural resource management, climate change, personal and family health, social responsibility etc. These key-themes are addressed through existing subjects, as well as through stand-alone projects (see Appendix Ia).
<table>
<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>X</td><td>☐</td><td>☐</td></tr>
</table></td></tr>
<tr><td>Sub-indicator 2.1.2</td><td>Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum[10]/programme of study at various levels of formal education?</td></tr>
<tr><td>Yes ☐ No ☐</td><td>Most of the learning outcomes that support ESD are addressed in the new curricula (compulsory and secondary education). Emphasis is put on: collaboration and team working, acting responsibly, acting with respect for others, participation in democratic decision making, etc (see Appendix Ib).
<table>
<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>X</td><td>☐</td><td>☐</td></tr>
</table></td></tr>
</table>

[8] For details, see paragraph 15 of the UNECE Strategy for ESD.
[9] For the State or federal level, where relevant.
[10] Idem.

Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum[11]/programme of study at various levels of formal education?
Yes ☐ No ☐	*Teaching/learning methods that support ESD are addressed in the national curricula (levels 0-3). Methods of particular significance are: information and communication technology (ICT), learner-driven projects. Problem solving, surveys. Etc (see Appendix Ic).*

A	B	C	D	E	F
☐	☐	☐	✓	☐	☐

Indicator 2.2	**Strategies to implement ESD are clearly identified**
Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects[12] only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project?[13]; (e) other approaches?
(a) **Yes** ☐ No ☐ (b) **Yes** ☐ No ☐ (c) **Yes** ☐ No ☐ (d) **Yes** ☐ No ☐ (e) **Yes** ☐ **No** ☐	

ISCED levels 2011	**(a)**	**(b)**	**(c)**	**(d)**	**(e)**
	Yes	*Yes*	*Yes*	*Yes*	*Yes*
0. Early childhood education	✓	✓	✓	✓	
1. Primary education	✓	✓	✓	✓	
2. Lower secondary education	✓	✓	✓	✓	✓
3. Upper secondary education	✓	✓	✓	✓	✓
4. Post-secondary non-tertiary education					
5. Short-cycle tertiary education					
6. Bachelor's or equivalent level					
7. Master's or equivalent level					

All the above are included in the national curricula for compulsory and secondary education (0-3). In secondary education (2-3)

[11] Idem.
[12] E.g., geography or biology. For higher education, "subject" means "course".
[13] A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

	there are additional courses/projects provide, which also support ESD. In these courses participation is optional.
Indicator 2.3	**A whole-institution approach[14] to SD/ESD is promoted**
Sub-indicator 2.3.1	Do educational institutions[15] adopt a "whole-institution approach" to SD/ESD?

[14] A "whole institution approach" means that all aspects of an institution's internal operations and external relationships are reviewed and revised in the light of SD/ESD principles. Within such an approach each institution would decide on its own actions, addressing the three overlapping spheres of Campus (management operations); Curriculum; and Community (external relationships).

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

Yes ☐ No ☐	• *IEP has developed the current curricula/programs of study for compulsory and secondary education, which incorporate the principles of ESD (methods, expected learning outcomes, holistic approach, etc.). In addition, IEP has developed the educational assessment system. IEP supports school units (0-3) by providing the implementation guidelines. The assessment is mandatory for school units and promotes a whole-institution approach.* • *Some schools have participated in the project "The sustainable school through indicators"* • *The National Museum of the Lesvos Petrified Forest has adopted a whole-institution approach and integrated SD issues into its educational programs.* • *The Charter of the Greek Universities for SD, adopted by all Rectors, is promoting the Whole Institution Approach to Universities.*

ISCED levels 2011	*Yes*
0. Early childhood education	✓
1. Primary education	✓
2. Lower secondary education	✓
3. Upper secondary education	✓
4. Post-secondary non-tertiary education	
5. Short-cycle tertiary education	
6. Bachelor's or equivalent level	✓
7. Master's or equivalent level	
8. Doctoral or equivalent level	

Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?
Yes ☐ No ☐	*"The Sustainable School Award".* *Seminars offered by NGO's to educators.* *The National Museum of the Lesvos Petrified Forest organizes and realizes educational programs and activities that integrate ESD issues:* ➢ *Climate Change: I learn for its repercussions observing the Petrified Forest* ➢ *I adopt and protect the Petrified Forest-I participate in the cleaning and preserving of fossils* ➢ *The adventures of small Dinoulis in the forest with the Sequoias* ➢ *Small Paleontologists* ➢ *Petrified and modern ecosystems in the Petrified Forest Plaka Park* *See 2.3.1* *Please also specify for non-formal and informal education, as appropriate. If relevant information is available please also specify (provide examples).*

ISCED levels 2011	*Yes*
0. Early childhood education	✓
1. Primary education	✓
2. Lower secondary education	✓
3. Upper secondary education	✓
4. Post-secondary non-tertiary education	
5. Short-cycle tertiary education	
6. Bachelor's or equivalent level	✓
7. Master's or equivalent level	
8. Doctoral or equivalent level	

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?
Yes☐ No ☐	*Through self-assessment, schools are encouraged to set their own goals and develop their own (SD/ESD) assessments indicators,and their own school enhancement plans.* *(a) For formal institutions:* **ISCED levels 2011** — *Yes* 0. Early childhood education ✓ 1. Primary education ✓ 2. Lower secondary education ✓ 3. Upper secondary education ✓ 4. Post-secondary non-tertiary education 5. Short-cycle tertiary education 6. Bachelor's or equivalent level 7. Master's or equivalent level 8. Doctoral or equivalent level *(b) For non-formal institutions:* **ISCED levels 2011** — *Yes* 0. Early childhood education 1. Primary education ✓ 2. Lower secondary education ✓ 3. Upper secondary education ✓ 4. Post-secondary non-tertiary education 5. Short-cycle tertiary education 6. Bachelor's or equivalent level 7. Master's or equivalent level 8. Doctoral or equivalent level *The "Sustainable School Indicators" Project proposes three sets of indicators: environmental, pedagogical, social*

<table>
<tr><td>Indicator 2.4</td><td>ESD is addressed by quality assessment/enhancement systems</td></tr>
<tr><td>Sub-indicator 2.4.1</td><td>(a) Are there any education quality assessment/enhancement systems?:[16] (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?</td></tr>
<tr><td>(a) Yes ☐ No ☐
(b) Yes ☐ No ☐
(c) Yes ☐ No ☐</td><td>There is a quality assessment in relation with educational material
The education quality assessment system, incorporates the principles of ESD

<table>
<tr><th>ISCED levels 2011</th><th>(a)
Yes</th><th>(b)
Yes</th><th>(c)
Yes</th></tr>
<tr><td>0. Early childhood education</td><td>✓</td><td>✓</td><td>✓</td></tr>
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<tr><td>3. Upper secondary education</td><td>✓</td><td>✓</td><td>✓</td></tr>
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<tr><td>8. Doctoral or equivalent level</td><td></td><td></td><td></td></tr>
</table>

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).</td></tr>
<tr><td>Indicator 2.5</td><td>ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice</td></tr>
<tr><td>Sub-indicator 2.5.1</td><td>Are SD issues addressed in informal and public awareness-raising activities?</td></tr>
<tr><td>Yes ☐ No ☐</td><td>The Environmental Education Centres organise seminars and workshops for public awareness
MEDIES ESD Network (www.medies.net) in cooperation with UNESCO and other Institutions has developed handbooks and tools for non-formal learning and assessment for ESD: “ESD in Biosphere Reserves”, Handbook on methods used in EE and ESD.</td></tr>
</table>

[16] For higher education institutions: either national centres for quality assessment in higher education or cooperation with general quality assessment agencies, such as the European Foundation for Quality Management (EFQM).

Sub-indicator 2.5.2	Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) which addresses SD issues?
Yes ☐ No ☐	*The Training Institute of the National Centre for public administration offers training and capacity building seminars for administrators and officials (ministries, municipalities) including SD issues.*
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 ☐ No ☐	*Please specify in particular what instruments were the most effective in assessing the outcomes of ESD as a result of non-formal/ informal learning.*
Indicator 2.6	**ESD implementation is a multi-stakeholder process**[17]
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes ☐ No ☐	*Please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please update the information provided in the previous table for appendix II as appropriate.*
Concluding remarks on issue 2	*Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning*
	Please address in particular the following questions: – *Which actions/initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*
Issue 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**[18] **of educators**
Sub-indicator 3.1.1	Is ESD a part of educators' initial training?[19]
Yes ☐ No ☐	*ESD is a part of educators' mandatory initial training (0-3)*

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

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

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

Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training?[20]
Yes ☐ No ☐	*ESD principles, methods, teaching tool etc. is a part of in-service training of educators in compulsory and secondary education.* *These training programs are optional.* *Seminars organized by Centres of Environmental Education for Teachers of Environmental Education*
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes ☐ No ☐	*Please specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional.*
Indicator 3.2	**Opportunities exist for educators to cooperate on ESD**
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?
Yes ☐ No ☐	*Thematic networks coordinated by the Centres of Environmental Education and supported by Teachers of Environmental Education* *Teacher-Coordinators in every district* *UUESCO Associated Schools Project network (study theme "ESD")* *MEDIES* *"Teachers for ESD network" (NGO)*
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way?[21]
Yes ☐ No ☐	*Thematic networks coordinated by the Centres of Environmental Education*
Concluding remarks issue 3	*Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching*
	Please address in particular the following questions: – *Which actions/initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*
Issue 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).	

[20] 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.

[21] 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 the development and production of ESD tools and materials exist?
Yes ☐ No ☐	*IEP is the national mechanism that evaluates the quality of any teaching tools and materials and approves their implementation in formal education. IEP encourages the development and production of ESD tools and materials.*

<table>
<tr><td>Sub-indicator 4.1.2</td><td>Is public (national, subnational, local) authority money invested in this activity?</td></tr>
<tr><td>Yes ☐ No ☐</td><td>Centres of Environmental Education are co-funded by the European Union</td></tr>
<tr><td>Indicator 4.2</td><td>Quality control mechanisms for teaching tools and materials for ESD exist</td></tr>
<tr><td>Sub-indicator 4.2.1</td><td>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?</td></tr>
<tr><td>(a) Yes ☐ No ☐
(b) Yes ☐ No ☐
(c) Yes ☐ No ☐</td><td>IEP evaluates and recommends the use of teaching materials and tools in formal compulsory and secondary education. The quality standards (criteria and guidelines) are in accordance with ESD.</td></tr>
<tr><td>Sub-indicator 4.2.2</td><td>Are ESD teaching tools/materials available: (a) in national languages; (b) for all levels of education according to ISCED?</td></tr>
<tr><td>(a) Yes ☐ No ☐
(b) Yes ☐ No ☐</td><td>There are ESD teaching tools and materials for formal compulsory and secondary education (0-3) in the national language (Greek)
<table>
<tr><td>ISCED levels 2011[22]</td><td>Yes</td></tr>
<tr><td>0. Early childhood education</td><td>✓</td></tr>
<tr><td>1. Primary education</td><td>✓</td></tr>
<tr><td>2. Lower secondary education</td><td>✓</td></tr>
<tr><td>3. Upper secondary education</td><td>✓</td></tr>
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<tr><td>8 Doctoral or equivalent level</td><td></td></tr>
</table></td></tr>
<tr><td>Indicator 4.3</td><td>Teaching tools and materials for ESD are accessible</td></tr>
<tr><td>Sub-indicator 4.3.1</td><td>Does a national strategy/mechanism for dissemination of ESD tools and materials exist?</td></tr>
<tr><td>Yes ☐ No ☐</td><td>IEP is the official mechanism that evaluates and recommends the teaching tools and materials. The implementation of ESD teaching tools and materials is highly recommended (e.g. in the national curricula/programmes for compulsory and secondary education).</td></tr>
</table>

[22] Education level in accordance with ISCED.

Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes ☐ No ☐	*Please specify to what extent by providing an indication of the amount in USD, and please also mention any other significant sources of funding.*
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes ☐ No ☐	*The approved (ESD) teaching materials that are recommended in the national programs of study (0-3), are available through the Internet: www.digitalschool.minedu.gov.gr* *photodentro.edu.gr*
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** ☐ No ☐ (b) Yes ☐ No ☐	*The approved (ESD) teaching material is available in the national language and is accessible through the internet: www.digitalschool.minedu.gov.gr*
Concluding remarks issue 4	*Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible*
	Please address in particular the following questions: – *Which actions/initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*
Issue 5.	**Promote research on and development of ESD**
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 5.1	**Research[23] on ESD is promoted**
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD[24]supported?
Yes ☐ No ☐	*The projects-research developed by IEP support ESD (e.g. new curricula, training programs for teachers and school leaders, education assessment system etc.).*
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?

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

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

Yes ☐ No ☐	*Please specify what subjects were investigated and list major reports.*
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD:[25] (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** ☐ No ☐ (b) **Yes** ☐ No ☐ (2) (a) **Yes** ☐ No ☐ (b) **Yes** ☐ No ☐	*POSTGRADUATE* *Currently there are no postgraduate programmes on exclusively on ESD. However there are several programmes on Environmental Education (EE) amd address ESD under various titles. We mention a few* *2a & b: University of Athens (Chemistry Dpt)> InterSectoral Master programme in Chemistry (Science) Didactics and ICTs > Course with Degree on Education for Environment and Sustainable Development. Doctorate level as well* *2a & b: University of Athens (Faculty of Early Childhood Education) >Centre for Research, Study and Implementation of Environmental Education> Several Master Programmes on EE and ESD. Doctorate level as well* *2a: Aristotle University of Thessaloniki (Faculty of Early Childhood Education) > InterSectoral Master Programme entitled "Specialization in Environmental Education"* *2a & b: University of the Aegean (Dpt of Pre-school Education and Educational Design - Rhodes) > Master Degree in Environmental Education. Doctorate level as well* *2a & b: Panteio University (Dpt of International and European Studies), Masters Degree in Environmental Governance and Sustainable Development (Jean Monnet) and facilitation of the European Centre for Environmental Research and Training (ECERT)*
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?
(a) Yes ☐ No ☐ (b) Yes ☐ No ☐	*Please provide information on (a) and (b).*

[25] ESD is addressed by substance and/or by approach.

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?[26]
Yes ☐ No ☐	*The projects-research developed by IEP promote ESD in practice (e.g. new curricula, training programs for teachers and school leaders, education assessment system etc.).*
Indicator 5.3	**Dissemination of research results on ESD is promoted**
Sub-indicator 5.3.1	Is there any public authority support for mechanisms[27] to share the results of research and examples of good practices in ESD[28] among authorities and stakeholders?
Yes ☐ No ☐	*Please specify and provide information about where published research and dissertations are accessible.*

[26] Activities may include projects, action research, social learning and multi-stakeholder teams.
[27] E.g., conferences, summer schools, journals, periodicals, networks.
[28] 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.

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
(a) **Yes** ☐ No ☐ (b) Yes ☐ No ☐	*2 reviewed journal, non reviewed journals and conferences proceedings*
Concluding remarks on issue 5	*Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.*
	– *Which actions/initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*
Issue 6.	**Strengthen cooperation on ESD at all levels within the ECE region**
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 6.1	**International cooperation on ESD is strengthened within the ECE region and beyond**
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international[29] networks on ESD?
Yes ☐ No ☐	*Please specify concrete networks and explain who supports these networks.*
Sub-indicator 6.1.2	Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?

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

Yes ☐ No ☐	*MEdIES, (Mediterranean Education Initiative on Environment and Sustainability): Several Educational bodies participate in MEdIES (which is an international network), such as EE Centres from all around Greece, EE Directorates of Primary and Secondary level from all around Greece, at the formal level; as well as NGOs at the non-formal level.* *MEDUNET: The Network of the Mediterranean Universities for Sustainable Development (SD) focusing on ESD was established as an urgent demand in order to revitalize the Higher Educational system towards SD aiming to establish a Mediterranean Master Course on ESD.* *The UNESCO Chair and Network on Sustainable Development Management and Education in the Mediterranean has been accredited to the National and Kapodistrian University of Athens in late 2011 and since then, the Chair is coordinating the aforementioned Mediterranean Network of Universities while promoting the WIA and transforming the university learning environment with the ESD.*
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes ☐ No ☐	*Education, training and public-awareness issues are included in bilateral agreements signed between Greece and other countries, for example regarding environmental protection and sustainable development. Furthermore, ESD is included in the Mediterranean Strategy on SD, where Greece actively participated in its drafting.*
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes ☐ No ☐	*The Mediterranean Strategy on ESD (MSESD) was endorsed by the Ministers of Environment of the Union for the Mediterranean (UfM, including the Greek Minister, in May 2014 in Athens during the UfM Ministerial Meeting. MSESD aims at encouraging the countries of the Mediterranean to develop and incorporate ESD into all relevant subjects of their formal educational systems, as well as in non-formal and informal educational systems.*
Concluding remarks on issue 6	*Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region*
	Please address in particular the following questions: - *Which actions/ initiatives have been particularly successful and for which reason?* - *What challenges did your country encounter when implementing this objective?* - *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*
Issue 7.	**Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD**
Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.	
What the role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.	
Issue 8.	**Describe any challenges and obstacles encountered in the implementation of the Strategy**

Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible. *Please in particular discuss any challenges and obstacles encountered that were not yet mentioned in the concluding remarks on the implementation of the Strategy's main objectives (issues 1–6).*
Issue 9. Future implementation of Education for Sustainable Development
YES

Appendix I (a)

Indicator 2.1, sub-indicator 2.1.1

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

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

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

The scoring key for this table (maximum 153 ticks; “other” categories not counted) is:

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

Appendix I (b)

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum[30]/programme of study at various levels of formal education, by filling in the table below. *(Please tick (✓) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)*

Table of learning outcomes

Competence	Expected outcomes	ISCED Levels								
		0	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*
Learning to learn Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?	✓	✓	✓	✓				✓	
	- understanding complexity/systemic thinking?		✓	✓	✓			✓		
	- overcoming obstacles/problem-solving?	✓	✓	✓	✓				✓	
	- managing change/problem-setting?		✓	✓	✓				✓	
	- creative thinking/future-oriented thinking?		✓	✓	✓				✓	
	- understanding interrelationships across disciplines/holistic approach?		✓	✓	✓					✓
	Total									
	- other (*countries to add as many as needed*)?									
	-									
Learning to do Does education at each level enhance learners' capacity for:	- applying learning in a variety of life-wide contexts?	✓	✓	✓	✓					
	- decision-making, including in situations of uncertainty?			✓	✓					
	- dealing with crises and risks?			✓	✓		✓			
	- acting responsibly?	✓	✓	✓	✓				✓	
	- acting with self-respect?	✓	✓	✓	✓			✓		
	- acting with determination?	✓	✓	✓	✓					
	Total									
	- other (*countries to add as many as needed*)?									

[30] At the state level, where relevant.

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

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

The scoring key for this table (maximum 207 ticks; "other" not counted) is:

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

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

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

Table of teaching-learning methods

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

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

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

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

No. of ticks	0–8	9–42	43–53	54–76	77–98	99–126

Scale	A	B	C	X	E	F

Appendix II

Indicator 2.6, sub-indicator 2.6.1

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

Table (a)
According to the UNECE Strategy for ESD

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

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

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

Table (b)

According to United Nations Decade of ESD

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

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

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

Appendix III

Indicator 3.1, sub-indicator 3.1.3

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

ISCED levels	Percentage of education professionals who have received training[a] to integrate ESD into their practice																	
	Educators												*Leaders/administrators*[b]					
	Initial[c]						*In service*[d]						*In service*[e]					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0.	✓								✓									
1.	✓								✓						✓			
2.	✓								✓						✓			
3.	✓								✓						✓			
4.																		
5.																		
6.																		
7.																		
8.																		
Non-formal																		
Informal																		

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

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

[c] Please indicate the number of educators who have received initial training on ESD as a percentage of the total number of educators by the reporting date.

[d] Please indicate the number of educators who have received training on ESD as a percentage of the total number of educators who received in-service teacher training by the reporting date.

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

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

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

Appendix IV

Summary and self-assessment by countries

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

On the basis of the answers to the sub-indicators, please self-assess the status of the implementation of the respective indicator in your country. If feasible, please specify the methodology used for the self-assessment.

Indicator 1.1	**Prerequisite measures are taken to support the promotion of ESD**	☐ Not started ☐ In progress ✓ Developing ☐ Completed
Indicator 1.2	**Policy, regulatory and operational frameworks support the promotion of ESD**	☐ Not started ☐ In progress ✓☐ Developing ☐ Completed
Indicator 1.3	**National policies support synergies between processes related to SD and ESD**	☐ Not started ✓ In progress ☐ Developing ☐ Completed
Indicator 2.1	**SD key themes are addressed in formal education**	☐ Not started ☐ In progress ☐ Developing ✓☐ Completed
Indicator 2.2	**Strategies to implement ESD are clearly identified**	☐ Not started ☐ In progress ✓ Developing ☐ Completed
Indicator 2.3	**A whole-institution approach to ESD/SD is promoted**	☐ Not started ✓ In progress ☐ Developing ☐ Completed
Indicator 2.4	**ESD is addressed by quality assessment/enhancement systems**	☐ Not started ☐ In progress ✓ Developing ☐ Completed
Indicator 2.5	**ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice**	☐ Not started ✓ In progress ☐ Developing ☐ Completed
Indicator 2.6	**ESD implementation is a multi-stakeholder process**	☐ Not started ✓ In progress ☐ Developing ☐ Completed
Indicator 3.1	**ESD is included in the training of educators**	☐ Not started ☐ In progress ☐ Developing ✓ Completed
Indicator 3.2	**Opportunities exist for educators to cooperate on ESD**	☐ Not started ☐ In progress ✓ Developing ☐ Completed
Indicator 4.1	**Teaching tools and materials for ESD are produced**	☐ Not started ☐ In progress ✓ Developing ☐ Completed
Indicator 4.2	**Quality control mechanisms for teaching tools and materials for ESD exist**	✓ Not started ☐ In progress ☐ Developing ☐ Completed
Indicator 4.3	**Teaching tools and materials for ESD are accessible**	☐ Not started ☐ In progress ☐ Developing ✓ Completed
Indicator 5.1	**Research on ESD is promoted**	☐ Not started ✓ In progress ☐ Developing ☐ Completed
Indicator 5.2	**Development of ESD is promoted**	☐ Not started ☐ In progress ✓ Developing ☐ Completed
Indicator 5.3	**Dissemination of research results on ESD is promoted**	✓☐ Not started ☐ In progress ☐ Developing ☐ Completed
Indicator 6.1	**International cooperation on ESD is strengthened within the ECE region and beyond**	☐ Not started ☐ In progress ✓ Developing ☐ Completed