

# National Implementation Report

(As submitted by: Luxembourg)

## 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 Luxembourg 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: Mr. Steve Jungen

Signature:

Date: 01/12/2014

Full name of the institution: Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse - Service de Coordination de la Recherche et de l'Innovation Pédagogiques et Technologiques

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E-mail: [steve.jungen@men.lu](mailto:steve.jungen@men.lu)

Website: <http://www.men.public.lu> <http://www.bne.lu>

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, how the stakeholders were consulted and how the outcome of this consultation was taken into account and on the material used as a basis for the report.

✓ Governmental institutions (please specify) Ministry of Education, Children and Youth, Ministry of Sustainable Development and Infrastructures, Ministry of Higher Education and Research, Ministry of Foreign and European affaires

Stakeholders: \_\_\_\_\_

✓ NGOs (please specify) signatories of the national ESD charter ([www.BNE.lu](http://www.BNE.lu))

✓ Academia (please specify) University of Luxembourg

Business (please specify) \_\_\_\_\_

Other (please specify) \_\_\_\_\_

The report has been compiled by the Inter-ministerial Committee on ESD. (see 1.1.3) All concerned departments and institutions were formally invited by the Minister of Education, Children and Youth to contribute to the national report. All contributions have been made in a written form. Some departments and institutions contributed data that was precompiled for the purpose of this report.

The compiled report has been sent to all participating institutions and organizations for approval. Know stakeholder networks have been used to make the draft report available for consultation to as many concerned non governmental organizations as possible.

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

The decision-making structure for education in Luxembourg is centralized. The two ministries in charge of formal and non formal education are The Ministry of Education, Children and Youth and the Ministry of higher education and research.

The resources available for general ESD implementation did not allow a more formal consultation process including stakeholder meetings without being detrimental to running ESD projects and developments. Data for the non governmental sector was drawn from previous consultation processes like the national ESD charter and the national ESD repository.

<b>Issue<sup>1</sup> 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD</b>	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
<b>Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD</b>	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national <sup>2</sup> language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Available in French and German</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>If yes, please specify in which ministrie(s)/department(s) the focal point(s) are located. The ESD Committee is coordinated by the Service de Coordination de la recherche et de l'Innovation pédagogiques et technologiques within the Ministry for Education, Children and Youth.</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"/>	<i>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</i>  The coordination of ESD is ensured by the Interministerial Committee on ESD (Comité Interministériel pour l'EDD). Its mission is to coordinate the process of establishing ESD in Luxembourg and to guarantee concerted action regarding ESD policy across the departments of national education, environment, development cooperation and research. The committee is constituted by representatives of the Ministry of Education, Children and Youth, of the Ministry of Sustainable Development and Infrastructures, of the Ministry of Higher Education and Research, the Ministry of Foreign Affairs and of the University of Luxembourg.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD and please indicate the Internet address where it is accessible.</i> There is the 2009 National ESD Strategy (Stratégie nationale pour l'Education au Développement durable: Agir pour l'avenir; Apprendre le développement durable), which is part of the National Action Plan on Sustainable Development. <a href="http://www.men.public.lu/catalogue-publications/themes-pedagogiques/education-developpement-durable/apprendre-developpement-durable/fr.pdf">http://www.men.public.lu/catalogue-publications/themes-pedagogiques/education-developpement-durable/apprendre-developpement-durable/fr.pdf</a> <a href="http://en.calameo.com/read/00072389430ff81e39e8e?authid=Xehrkbm2s3M2">http://en.calameo.com/read/00072389430ff81e39e8e?authid=Xehrkbm2s3M2</a>
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

<sup>1</sup> 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).

<sup>2</sup> 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.

<b>Issue<sup>1</sup> 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD</b>	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
	Decade of ESD, <sup>3</sup> and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and list major documents.</i></p> <p>The national ESD strategy (see 1.1.4) reflects both the ECE ESD process and the UNESCO global process. The interministerial committee on ESD considers the implementation of ESD as a single integrative process in the light of the various international and national processes on ESD. As the only governmental focal point on ESD, the committee identifies and fosters synergies wherever possible in the wide area of ESD related processes and initiatives. It does so in close consultation with the Superior Counsel of Sustainable Development as well as relevant governmental institutions and stakeholder networks.</p>

<sup>3</sup> 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.

<b>Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD</b>																																	
Sub-indicator 1.2.1	Is ESD reflected in any national policy <sup>4</sup> document(s)?																																
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes, see the links in 1.1.4. above.																																
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? <sup>5</sup>																																
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>If yes, please specify details for (a) and (b).</i></p> <p><i>Please also fill in the table by ticking ( ✓ ) as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">ISCED levels</th> <th>(a)</th> <th>(b)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <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> </tbody> </table>	ISCED levels	(a)	(b)	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			8. Doctoral or equivalent level		
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Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?																																
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The national strategy on ESD includes both non-formal and informal education. Further more there has been a concerted way of proceeding in order to offer a common training for staff of formal and non formal contexts in the objective of intensifying the cooperation and the coherence of institutions such as primary schools and day care structures. Accordingly an ESD framework with real life examples has been developed but is not yet available in its final version.																																

<sup>4</sup> Policy documents may include national strategies, plans, programmes, guidelines and the like.

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

Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

Sub-indicator 1.2.5	Does a formal structure for interdepartmental <sup>6</sup> cooperation relevant to ESD exist in your Government?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The Interministerial Committee is not a formal juridical entity, but has an advisory function.
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? <sup>7</sup>
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The Interministerial Committee is promoting multi-stakeholder cooperation on ESD but there is no formal, system-wide mechanism for such a cooperation.
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"/>	No.
<b>Indicator 1.3 National policies support synergies between processes related to sustainable development (SD) and ESD</b>	
Sub-indicator 1.3.1	Is ESD part of SD policy(ies) if these exist in your country?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes. See above.1.1.4.
<i>Concluding remarks on issue 1</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD</i>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> <li>– <i>Which actions/initiatives have been particularly successful and why?</i></li> <li>– <i>What challenges did your country encounter when implementing this objective?</i></li> <li>– <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i></li> </ul>

<sup>6</sup> Between State bodies.

<sup>7</sup> For an explanation, see paragraph 46 of the UNECE Strategy for ESD.

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 <sup>8</sup> addressed explicitly in the curriculum/programme of study at various levels <sup>9</sup> of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what SD issues are important in the country (i.e., biodiversity, gender, consumption/production, etc.) and how they are addressed in the curricula.</i></p> <p><i>Please update the table in appendix I (a) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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<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 <sup>10</sup> /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what competences as learning outcomes are important in your country.</i></p> <p><i>Please update the table in appendix I (b) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<sup>8</sup> For details, see paragraph 15 of the UNECE Strategy for ESD.

<sup>9</sup> For the State or federal level, where relevant.

<sup>10</sup> Idem.



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

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

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

	There are no specific incentives for the implementation of ESD in Luxembourg.
<b>Indicator 2.3</b>	<b>A whole-institution approach<sup>14</sup> to SD/ESD is promoted</b>
Sub-indicator 2.3.1	Do educational institutions <sup>15</sup> adopt a “whole-institution approach” to SD/ESD?

<sup>14</sup> 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).

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

Yes  No

*The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2015. ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.*

*Also, please provide information for all levels of your education system in accordance with ISCED by ticking (✓) in the table as appropriate and specify for non-formal and informal education, as appropriate.*

In July 2010 Rolf Tarrach, rector of the University of Luxembourg, signed the ‘Sustainable Campus Charter’, which highlights the clear commitment of the university to organize its future development in view of bringing about positive environmental and social impacts. The charter was developed by the International Sustainable Campus Network (ISCN) and the Global University Leaders Forum (GULF). Lead author of the ISCN-GULF charter is Dr. Ariane König in her function as chair of one of the ISCN Working Groups.

The interministerial committee on ESD is offering support for educational institutions (ISCED 0-3) willing to adopt a whole institution approach. A respective framework with supportive documentation is in preparation. From next year on ESD will be among the priorities of the school development financing scheme.

For institutions of the non-formal sector an incentive scheme is planned in cooperation with the National Youth Service (Service National de la Jeunesse). This includes an ESD label for institutions, regular exchange meetings and a train-the-trainers programme.

ISCED levels 2011	Yes
0. Early childhood education	✓ > 2015
1. Primary education	✓ > 2015
2. Lower secondary education	✓ > 2015
3. Upper secondary education	✓ > 2015
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="943 360 1597 780"> <thead> <tr> <th data-bbox="949 365 1429 432">ISCED levels 2011</th> <th data-bbox="1435 365 1590 432">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="949 437 1429 480">0. Early childhood education</td> <td data-bbox="1435 437 1590 480">✓ &gt; 2015</td> </tr> <tr> <td data-bbox="949 485 1429 528">1. Primary education</td> <td data-bbox="1435 485 1590 528">✓ &gt; 2015</td> </tr> <tr> <td data-bbox="949 533 1429 576">2. Lower secondary education</td> <td data-bbox="1435 533 1590 576">✓ &gt; 2015</td> </tr> <tr> <td data-bbox="949 580 1429 624">3. Upper secondary education</td> <td data-bbox="1435 580 1590 624">✓ &gt; 2015</td> </tr> <tr> <td data-bbox="949 628 1429 671">4. Post-secondary non-tertiary education</td> <td data-bbox="1435 628 1590 671"></td> </tr> <tr> <td data-bbox="949 676 1429 719">5. Short-cycle tertiary education</td> <td data-bbox="1435 676 1590 719"></td> </tr> <tr> <td data-bbox="949 724 1429 767">6. Bachelor's or equivalent level</td> <td data-bbox="1435 724 1590 767">✓</td> </tr> <tr> <td data-bbox="949 772 1429 815">7. Master's or equivalent level</td> <td data-bbox="1435 772 1590 815">✓</td> </tr> <tr> <td data-bbox="949 820 1429 863">8. Doctoral or equivalent level</td> <td data-bbox="1435 820 1590 863"></td> </tr> </tbody> </table> <p data-bbox="562 836 1964 895"><i>Please also specify for non-formal and informal education, as appropriate. If relevant information is available please also specify (provide examples).</i></p> <p data-bbox="562 900 730 944">Please see 2.3.1</p>	ISCED levels 2011	Yes	0. Early childhood education	✓ > 2015	1. Primary education	✓ > 2015	2. Lower secondary education	✓ > 2015	3. Upper secondary education	✓ > 2015	4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level	✓	7. Master's or equivalent level	✓	8. Doctoral or equivalent level	
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8. Doctoral or equivalent level																					

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions. See 2.4.1</i></p> <p><i>Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate:</i></p> <p><i>(a) For formal institutions:</i></p> <table border="1" data-bbox="981 443 1563 863"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0. Early childhood education</td><td></td></tr> <tr><td>1. Primary education</td><td></td></tr> <tr><td>2. Lower secondary education</td><td></td></tr> <tr><td>3. Upper secondary education</td><td>✓</td></tr> <tr><td>4. Post-secondary non-tertiary education</td><td></td></tr> <tr><td>5. Short-cycle tertiary education</td><td></td></tr> <tr><td>6. Bachelor's or equivalent level</td><td></td></tr> <tr><td>7. Master's or equivalent level</td><td></td></tr> <tr><td>8. Doctoral or equivalent level</td><td></td></tr> </tbody> </table> <p><i>(b) For non-formal institutions:</i></p> <table border="1" data-bbox="981 954 1563 1374"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0. Early childhood education</td><td></td></tr> <tr><td>1. Primary education</td><td></td></tr> <tr><td>2. Lower secondary education</td><td></td></tr> <tr><td>3. Upper secondary education</td><td></td></tr> <tr><td>4. Post-secondary non-tertiary education</td><td></td></tr> <tr><td>5. Short-cycle tertiary education</td><td></td></tr> <tr><td>6. Bachelor's or equivalent level</td><td></td></tr> <tr><td>7. Master's or equivalent level</td><td></td></tr> <tr><td>8. Doctoral or equivalent level</td><td></td></tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education		1. Primary education		2. Lower secondary education		3. Upper secondary education	✓	4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level		ISCED levels 2011	Yes	0. Early childhood education		1. Primary education		2. Lower secondary education		3. Upper secondary education		4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level	
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<b>Indicator 2.4 ESD is addressed by quality assessment/enhancement systems</b>																																												
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems?: <sup>16</sup> (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?																																											
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p>The quality assessment system for formal education implicitly addresses multiple aspects of ESD. It is conceptualized as a framework for self-assessment and allows for adapting and completing indicators for a particular setting. A growing set of non mandatory ESD indicators will be made available as the framework will be built upon the experience of participating institutions.</p> <p><i>Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> </tr> <tr> <th><i>Yes</i></th> <th><i>Yes</i></th> <th><i>Yes</i></th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td></td> <td></td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> <td></td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</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 2011	(a)	(b)	(c)	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	0. Early childhood education				1. Primary education	✓			2. Lower secondary education	✓			3. Upper secondary education	✓	✓		4. Post-secondary non-tertiary education				5. Short-cycle tertiary education				6. Bachelor's or equivalent level				7. Master's or equivalent level				8. Doctoral or equivalent level			
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<b>Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice</b>																																												
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"/>	SD issues are addressed in campaigns run by the Environmental Agency (Administration de l'Environnement), e.g. renewable energy, littering, and so forth, and by the associative, non-profit sector.																																											

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

Sub-indicator 2.5.2	Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) which addresses SD issues?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
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"/>	
<b>Indicator 2.6</b>	<b>ESD implementation is a multi-stakeholder process<sup>17</sup></b>
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please update the information provided in the previous table for appendix II as appropriate.</i></p> <p>Implementation of ESD is strongly supported by NGOs addressing various aspects of SD and offering their expertise and materials to educators. The vast majority of ESD materials available in Luxembourg are offered by NGOs or developed with their support. ESD is also supported by the two major umbrella organizations/platforms.</p> <p>The national charter on ESD has been based on two previous charters from the development and environmental NGOs. It has been developed in a participatory process and defines a common understanding between the involved stakeholders of a high quality ESD intervention in an educational setting. Educational offers of associated organizations can be found in the national ESD repository (<a href="http://www.BNE.lu">http://www.BNE.lu</a>).</p>
Concluding remarks on issue 2	<i>Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning</i>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> <li>– Which actions/initiatives have been particularly successful and why?</li> <li>– What challenges did your country encounter when implementing this objective?</li> <li>– Which other considerations have to be taken into account in future ESD implementation concerning this objective?</li> </ul>
<b>Issue 3.</b>	<b>Equip educators with the competence to include SD in their teaching</b>
	<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>
<b>Indicator 3.1</b>	<b>ESD is included in the training<sup>18</sup> of educators</b>

<sup>17</sup> 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).

<sup>18</sup> ESD is addressed by content and/or by methodology.

Sub-indicator 3.1.1	Is ESD a part of educators' initial training? <sup>19</sup>
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>In particular specify what ESD competences<sup>20</sup> are explicitly included in the study programmes.</i></p> <p><b>ESD in primary school teacher training</b></p> <p>In line with the national strategy, the University of Luxembourg (Fakultät für Sprachwissenschaften und Literatur, Geisteswissenschaften, Kunst und Erziehungswissenschaften) has been integrating ESD into the Bachelor in Science of Education (BScE) since the academic year 2012-2013.</p> <p>This integration happens through:</p> <ol style="list-style-type: none"> <li>1. a mandatory module for first year students;</li> <li>2. a participatory ESD-related class in education science (Lehr- / Lernwerkstatt) offered in semesters 5 to 8 (8ECTS or 208 hours), which includes an analysis or practical activities with children or youth in schooling or extra-curricular contexts.</li> </ol> <p>The most important ESD-related skills sets that are being developed include:</p> <ol style="list-style-type: none"> <li>1. recognising and understanding the need for social change towards a future-proofing of society</li> <li>2. learning to apply relevant pedagogical tools and assessment methods to schooling contexts</li> <li>3. gaining an understanding of human impacts on biodiversity and being capable of showing children these links through accessible examples</li> <li>4. gaining confidence to address sensitive topics such as poverty and inequality in appropriate fashion for the concerned age group</li> <li>5. understanding the need for children and adolescents to experience connections with nature in order to address ESD related concerns</li> <li>6. learning to reflect everyday phenomena in complex, global contexts</li> <li>7. gaining confidence in the methodology, planning and implementation of participatory projects with NGOs</li> </ol> <p><b>ESD in secondary school teacher training</b></p> <p>ESD is addressed in both interdisciplinary and disciplinary course modules of secondary school teaching training. Regarding disciplinary training, it is most explicitly present in the training for natural science and health care subjects. There are also optional courses that build on ESD pilot projects and offer the trainees a close engagement with the latter innovations. Some trainees may choose to write their training dissertation on ESD-related subjects.</p>

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

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



Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? <sup>21</sup>
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>In particular specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.</i></p> <p>For teachers, training is mandatory, but subjects may be chosen individually from the official priority list. ESD is not defined as an overarching priority, thus not all offers related to ESD are prioritized. As far as educators are concerned, priorities may be chosen by their employer.</p> <p><i>Please also update the information provided under the phase II national implementation reporting in appendix III.</i></p>
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional.</i>
<b>Indicator 3.2</b>	<b>Opportunities exist for educators to cooperate on ESD</b>
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"/>	Informal networking is promoted by the Interministerial Committee on ESD. A formalized structure with regular meetings and a web-based support is planned.
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? <sup>22</sup>
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>The Ministry of Education, Children and Youth and the Interministerial Committee on ESD created and manage the platform <a href="http://www.BNE.lu">http://www.BNE.lu</a>. They offer on-demand training and coaching.</p> <p>Multiple NGOs involved in ESD are supported, either financially or logistically, by the Ministry of Sustainable Development and Infrastructure or the Ministry of Foreign Affairs. This support is, however, not directly and exclusively related to ESD.</p>
<i>Concluding remarks issue 3</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching</i>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> <li>– <i>Which actions/initiatives have been particularly successful and why?</i></li> <li>– <i>What challenges did your country encounter when implementing this objective?</i></li> <li>– <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i></li> </ul>
<b>Issue 4.</b>	<b>Ensure that adequate tools and materials for ESD are accessible</b>

<sup>21</sup> 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.

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

<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
<b>Indicator 4.1</b>	<b>Teaching tools and materials for ESD are produced</b>
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

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>Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in United States dollars (USD)) for annual expenditures on ESD-related research and development.</i>																				
<b>Indicator 4.2</b>	<b>Quality control mechanisms for teaching tools and materials for ESD exist</b>																				
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"/>																					
Sub-indicator 4.2.2	Are ESD teaching tools/materials available: (a) in national languages?; (b) for all levels of education according to ISCED?																				
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p>Please specify. <i>If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.</i></p> <p>There are no official and specific teaching tools and materials for ESD, except for initial teacher training. In primary and secondary education some but not all aspects of ESD are integrated in existing subjects. Most materials are developed by non governmental organizations and are not referred to in the official curriculum.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>ISCED levels 2011<sup>23</sup></th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> </tr> <tr> <td>1. Primary education</td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> </tr> <tr> <td>8 Doctoral or equivalent level</td> <td></td> </tr> </tbody> </table>	ISCED levels 2011 <sup>23</sup>	Yes	0. Early childhood education		1. Primary education		2. Lower secondary education		3. Upper secondary education		4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8 Doctoral or equivalent level	
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<b>Indicator 4.3</b>	<b>Teaching tools and materials for ESD are accessible</b>																				
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>Please describe and in particular highlight what measures are the most efficient for dissemination.</i>																				

<sup>23</sup> Education level in accordance with ISCED.

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, and please also mention any other significant sources of funding.</i>
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please describe and name in particular official Internet sites.</i>
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet?; (b) provided through other channels?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>For (a) and (b) please specify and mention by whom it was established and by whom it is managed.</i> (a) www.BNE.lu was established and is managed by the Inter ministerial Committee on ESD in cooperation with the Cercle de Coopération des ONGD de Luxembourg, the Luxembourgish platform for development NGOs. (b) www.CITIM.lu (library and other materials) was established and is managed by Action Solidarité Tiers Monde, one of the main development NGOs.
<i>Concluding remarks issue 4</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible</i>
	<i>Please address in particular the following questions:</i> – <i>Which actions/initiatives have been particularly successful and why?</i> – <i>What challenges did your country encounter when implementing this objective?</i> – <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
<b>Issue 5. Promote research on and development of ESD</b>	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
<b>Indicator 5.1 Research<sup>24</sup> on ESD is promoted</b>	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD <sup>25</sup> supported?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify in particular the most important outcomes of supported research.</i>
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?

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

<sup>25</sup> 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 <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify what subjects were investigated and list major reports.</i>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: <sup>26</sup> (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 checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (2) (a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify what programmes are available and list the most important academic dissertations that address ESD.</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 checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please provide information on (a) and (b).</i>
<b>Indicator 5.2 Development of ESD is promoted</b>	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? <sup>27</sup>
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify what main projects were/are being implemented to that end.</i> <ul style="list-style-type: none"> <li>• Training and coaching on demand is available for educational institutions.</li> <li>• A framework with good practice examples for educators is under development.</li> <li>• Regular network meetings specifically addressed to educators are planned in order to promote exchange of best practice and training of multipliers.</li> </ul>
<b>Indicator 5.3 Dissemination of research results on ESD is promoted</b>	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms <sup>28</sup> to share the results of research and examples of good practices in ESD <sup>29</sup> among authorities and stakeholders?

<sup>26</sup> ESD is addressed by substance and/or by approach.

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

<sup>28</sup> E.g., conferences, summer schools, journals, periodicals, networks.

<sup>29</sup> E.g., the "participatory approach"; links to local, regional and global problems; an integrative approach to environmental,

Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify and provide information about where published research and dissertations are accessible.</i>
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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 <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please name the major publications for (a) and (b).</i>
(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>These are publications emanating from a key doctoral thesis :</p> <p>Sonnleitner, P., Keller, U., Martin, R., Latour, T., &amp; Brunner, M. (in press). “Assessing Complex Problem Solving in the Classroom: Meeting Challenges and Opportunities”. In B., Csapó &amp; J., Funke (Eds.), <i>The Nature of Problem Solving</i>. Paris, France: OECD.</p> <p>Sonnleitner, P., Brunner, M., Keller, U., &amp; Martin, R. (2014). „Differential relations between facets of complex problem solving and students’ immigration background. <i>Journal of Educational Psychology</i>”, Advance online publication.</p>
Concluding remarks on issue 5	<i>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.</i>
	<p>– <i>Which actions/initiatives have been particularly successful and why?</i></p> <p>– <i>What challenges did your country encounter when implementing this objective?</i></p> <p>– <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i></p>
<b>Issue 6.</b>	<b>Strengthen cooperation on ESD at all levels within the ECE region</b>
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
<b>Indicator 6.1</b>	<b>International cooperation on ESD is strengthened within the ECE region and beyond</b>
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international <sup>30</sup> networks on ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Luxemburg is part of the Regional network on ESD, which unites partners from Belgium, France, Germany and Luxemburg. Training offers are currently and gradually being opened to educators and other stakeholders living across the border. Opening up the trainings to neighbouring countries, and to the possibility of accrediting will considerably broaden the spectrum of available ESD trainings in the region.</p> <p>Luxemburg is also participating in the ESD meetings organized by the BENELUX general secretariat on a regular basis.</p>
Sub-indicator 6.1.2	Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify. List major networks.</i></p> <p><i>UNESCO Associated Schools</i></p>

<sup>30</sup> In this context, international associations, working groups, programmes, partnerships, etc., means those at the global, regional and subregional levels.

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>Please specify and list the major ones.</i>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please list and describe.</i>
Concluding remarks on issue 6	<i>Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region</i>
	<i>Please address in particular the following questions:</i> - <i>Which actions/ initiatives have been particularly successful and for which reason?</i> - <i>What challenges did your country encounter when implementing this objective?</i> - <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
<b>Issue 7.</b>	<b>Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD</b>
	<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>
	<i>What the role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.</i>
<b>Issue 8.</b>	<b>Describe any challenges and obstacles encountered in the implementation of the Strategy</b>



*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).*

Education in Luxembourg has the particularity of multiple languages of instruction. Alphabetization happens in German, which is the language of instruction of primary schools. In secondary schools, both German and French are languages of instruction depending on classes and specializations. Since Luxembourg is very small, the small print run of books makes national editions very expensive. Luxembourg is therefore dependent on international publishers that orient their offer towards bigger countries. Since books from different publishers in French and German differ greatly in terms of methodology and chronology, it is extremely challenging to realize a transversal but coherent ESD integration encompassing its multiple aspects.

Since the aim of ESD is transdisciplinary integration, it is important to address the silences that can come about from school books. Exchange of best practices and resources among teachers, educators and external stakeholders is the only viable option to address this issue.

Moreover Luxembourg's national education is in the midst of a fundamental school reform and there is not as yet an overarching curriculum that would integrate ESD in a coherent fashion.

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**Issue 9. Future implementation of Education for Sustainable Development**

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*Is there a political commitment/an indication that ESD implementation will continue to be supported after the end of phase III of the UNECE Strategy for ESD and after the United Nations Decade of ESD in your country? If yes, is there already an indication of implementation priorities?*

The following statements about ESD are included in the current governmental programme:

- The government will continue to support a interministerial approach on ESD and foster a broad societal debate regarding consumerism and societal priorities with regards to prosperity and sustainable development.
- Cross-cutting skills will be further integrated into primary and secondary education in order to promote ESD, ICT ...
- ESD will be integrated in educators' initial and in-service training in the context of both formal and non formal education.

## 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
1 Peace studies (e.g., international relations, security and conflict resolution, partnerships)									
2 Ethics and philosophy		✓	✓	✓					
3 Citizenship, democracy and governance		✓	✓	✓			✓	✓	
4 Human rights (e.g., gender and racial and intergenerational equity)		✓	✓	✓			✓	✓	
5 Poverty alleviation		✓	✓	✓			✓	✓	
6 Cultural diversity		✓	✓	✓					
7 Biological and landscape diversity	✓	✓	✓	✓			✓	✓	
8 Environmental protection (waste management, etc.)	✓	✓	✓	✓			✓	✓	
9 Ecological principles/ecosystem approach	✓	✓	✓	✓			✓	✓	
10 Natural resource management (e.g., water, soil, mineral, fossil fuels)	✓	✓	✓	✓			✓	✓	
11 Climate change		✓	✓	✓			✓	✓	
12 Personal and family health (e.g., HIV/AIDS, drug abuse)	✓	✓	✓	✓			✓	✓	
13 Environmental health (e.g., food and drinking; water quality; pollution)	✓	✓	✓	✓			✓	✓	
14 Corporate social responsibility			✓	✓			✓	✓	
15 Production and/or consumption patterns	✓	✓	✓	✓			✓	✓	
16 Economics		✓	✓	✓			✓	✓	
17 Rural/urban development			✓	✓			✓	✓	
<b>Total</b>	7	13	16	16			14	14	
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 153 ticks; “other” categories not counted) is:

No. of ticks	0–9	10–16	17–39	40–75	76–112	113–153
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Scale	A	B	C	D	E	F
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## 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<sup>31</sup>/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
<b>Learning to learn</b> 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?	✓	✓	✓				✓	✓	
	<b>Total</b>		6	5	5	2			6	6
- other (countries to add as many as needed)?										
-										
<b>Learning to do</b> 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?	✓	✓	✓						
	<b>Total</b>		6	4	4	1			3	3
- other (countries to add as many as needed)?										

<sup>31</sup> At the state level, where relevant.



Competence	Expected outcomes	ISCED Levels									
		0	1	2	3	4	5	6	7	8	
<b>Learning to be</b> Does education at each level enhance learners' capacity for:	- self-confidence?	✓	✓		✓						
	- self-expression and communication?	✓	✓		✓						
	- coping under stress?		✓		✓						
	- ability to identify and clarify values ( <i>for phase III</i> )?	✓	✓	✓				✓	✓		
	<b>Total</b>	3	4	1	3			1	1		
	- other ( <i>countries to add as many as needed</i> )?										
<b>Learning to live and work together</b> 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)?	✓									
	<b>Total</b>	6	5	3	3			4	4		
	- other ( <i>countries to add as many as needed</i> )?										
-											

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

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

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

## Appendix I (c)

### Indicator 2.1, sub-indicator 2.1.3

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

**Table of teaching-learning methods**

Some key ESD teaching/learning methods proposed by the Strategy <sup>a</sup>	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	✓	✓	✓	✓			✓	✓		
<b>Total</b>	11	10	9	10			12	12		
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.

<sup>a</sup> 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
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Scale	A	B	C	D	E	F
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## Appendix II

### Indicator 2.6, sub-indicator 2.6.1

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

Table (a)

#### According to the UNECE Strategy for ESD

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

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

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

Table (b)  
According to United Nations Decade of ESD

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

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

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

## Appendix III

### Indicator 3.1, sub-indicator 3.1.3

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

ISCED levels	Percentage of education professionals who have received training <sup>a</sup> to integrate ESD into their practice																	
	<i>Educators</i>												<i>Leaders/administrators<sup>b</sup></i>					
	<i>Initial<sup>c</sup></i>						<i>In service<sup>d</sup></i>						<i>In service<sup>e</sup></i>					
	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																		

<sup>a</sup> Training is understood to include at least one day (a minimum of five contact hours).

<sup>b</sup> See paras. 54 and 55 of the UNECE Strategy for ESD.

<sup>c</sup> 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.

<sup>d</sup> 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.

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

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

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

## Appendix IV

### Summary and self-assessment by countries

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

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

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