

National Implementation Report

(As submitted by: Poland)

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 Poland 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: Barbara Pąkowska

Signature:

Date: 1 November 2014

Full name of the institution: Ministry of Environment, Strategy and Communication Department

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

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

Stakeholders: Centre for Education Development

NGOs (please specify): Grupa Zagranica, Institute for Sustainable Development

Academia (please specify): Warsaw University Centre for Environmental Studies and Sustainable Development

Business (please specify): Polish Confederation Lewiatan, IKEA

Other (please specify) _____

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

As a basis for the report, the report submitted by Poland in Phase II (by 2010) has been reviewed. Moreover, the report on ESD Decade submitted by Poland to UNESCO in 2013 has been used as well. Research documents like study of SD understanding among teachers or the analysis of core curriculum in terms of SD content as well as the outcomes of conferences and workshops on ESD have also been referred to. They served as a diagnosis of core curriculum in terms of SD content, existing activities and needs in formal, non formal as well as informal education for sustainable development.

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify languages.</i> Polish
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>If yes, please specify in which ministrie(s)/department(s) the focal point(s) are located.</i> Ministry of the Environment – Communication and Strategy Department, Wawelska 52/54 St., 00-922 Warsaw, Poland, phone: (+48 22) 57 92 350, fax: (+48 22) 57 92 387, email: barbara.pakowska@mos.gov.pl
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input type="checkbox"/> No <input checked="" 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>
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> ESD is included in policy documents in Poland. Polish development policy is based on three overarching development strategies: a long-term one (to 2030), a medium-term one (to 2020) and the National Spatial Development Concept (to 2030). These are supplemented by a number of national policies. One is the Strategy for Energy Security and the Environment (ESE) where ESD is an important part. Another is the Strategy for Innovation and Efficiency of the Economy, where ESD forms an important component. ESD is also included in the Perspective for Lifelong Learning – a strategic document adopted by the Council of Ministries on the 10th of September 2013. The strategies are part of a core set of the most important strategic documents in Poland, which forms a blueprint for the country development. Polish Constitution refers to sustainable development as a principle of the environment protection: http://isap.sejm.gov.pl/DetailsServlet?id=WDU19970780483 The notion of sustainable development has been defined in the Environmental Protection Act:

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

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

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
	<p>http://isap.sejm.gov.pl/DetailsServlet?id=WDU19800030006 Strategy for Energy Security and Environment: http://bip.mg.gov.pl/files/upload/21165/SBEIS.pdf Strategy for Innovation and Efficiency of the Economy: http://www.mg.gov.pl/files/upload/17492/SIEG_PL_wersja%20ksi%C4%85%C5%BCKowa.pdf Perspective for Lifelong Learning: http://www.men.gov.pl/images/mlodziez_zagranica/PLLL_2013_09_10za%C5%82_do_uchwa%C5%82y_RM.pdf Strategy for Conservation and Sustainable Use of Biodiversity: http://biodiv.gdos.gov.pl/wdrazanie-konwencji/national-strategy-conservation-and-sustainable-use-biodiversity-polish Strategic Plan for Climate Change Adaptation of Sectors and Areas Vulnerable to Climate Change http://www.mos.gov.pl/g2/big/2013_10/becc4b984fb12cd415b855e2cb42f68a.pdf</p>
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and list major documents.</i></p> <p>The synergies have been reflected in cross-discipline National Strategies (2013) that form a blueprint for the country development. Also, there are synergies on the non-formal level as well as the level of cooperation between NGOs and formal education institutions, e.g. seminars, training and conferences with active participation of key actors relevant to ESD.</p>

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

Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD	
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and list any major document(s).</i></p> <p>Act on System of Education;</p> <p>Core Curricula for Preschool Education and General Education in All Types of Schools;</p> <p>National Environmental Education Strategy “Through Education to Sustainable Development”;</p> <p>The National Environmental Policy for 2009-2012 and its 2016 outlook;</p> <p>National Strategy for Energy Security and Environment;</p> <p>National Strategy for Innovation and Efficiency of the Economy;</p> <p>Perspective for Lifelong Learning – a strategic document adopted by the Council of Ministries on the 10th of September 2013;</p> <p>Human Capital Development Strategy – adopted by the Council of Ministries on the 18th June 2013;</p> <p>Strategy for Conservation and Sustainable Use of Biodiversity;</p> <p>Strategic Plan for Climate Change Adaptation of Sectors and Areas Vulnerable to Climate Change;</p>
Sub-indicator 1.2.2	Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards/ordinances/requirements at all levels of formal education, as understood by your education system in accordance with ISCED? ⁵

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>.

(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>If yes, please specify details for (a) and (b).</i> <i>Please also fill in the table by ticking (✓) as appropriate.</i></p> <table border="1" data-bbox="943 252 1599 671"> <thead> <tr> <th rowspan="2">ISCED levels</th> <th>(a)</th> <th>()</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)	()	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"/>	<p><i>Please specify.</i></p> <p>National environmental Education Strategy “Through Education to Sustainable Development” – one part of the document is dedicated to extracurricular education, including education at the workplace, education in the family, education by media, non-governmental organisations, local government institutions.</p> <p>The National Environmental Policy for 2009-2012 and its 2016 outlook;</p> <p>National Strategy for Energy Security and Environment</p> <p>National Strategy for Innovation and Efficiency of the Economy;</p> <p>Perspective for Lifelong Learning – a strategic document adopted by the Council of Ministries on the 10th of September 2013;</p> <p>Human Capital Development Strategy – adopted by the Council of Ministries on the 18th June 2013;</p> <p>The Change of Production and Consumption Patterns to Facilitate the Implementation of the Principles of Sustainable Development;</p> <p>Strategy for Conservation and Sustainable Use of Biodiversity;</p> <p>Strategic Plan for Climate Change Adaptation of Sectors and Areas Vulnerable to Climate Change;</p> <p>It is planned to incorporate education for sustainable consumption (low-carbon education) in the National Programme for the Development of Low-Carbon Economy that is currently drafted.</p>																																

Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>National Environmental Education Strategy “Through Education to Sustainable Development”;</p> <p>The National Environmental Policy for 2009-2012 and its 2016 outlook;</p> <p>National Strategy for Energy Security and Environment;</p> <p>National Strategy for Innovation and Efficiency of the Economy;</p> <p>Perspective for Lifelong Learning – a strategic document adopted by the Council of Ministries on the 10th of September 2013;</p> <p>Human Capital Development Strategy – adopted by the Council of Ministries on the 18th June 2013.</p>

Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁶ cooperation relevant to ESD exist in your Government?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify.</i>
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ⁷
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <ul style="list-style-type: none"> - Polish Working Group for DESD, established in 2007 on the initiative of the Warsaw University Centre for Environmental Studies and Sustainable Development and the Polish National Commission for UNESCO. The Group comprised of representatives of governmental and non-governmental institutions, universities, research institutes serves as an interdisciplinary platform for information and knowledge exchange on DESD and on different initiatives undertaken to foster the Decade's idea and guidelines in Poland. - Informal Group of Support of the UN Decade on Education for Sustainable Development – under the patronage of the Ministry of the Environment, with participation of representatives of the Ministry of the Environment; - Interdepartmental agreement process on the global education with participation of representatives of the Ministry of National Education, Ministry of Foreign Affairs, Ministry of the Environment, NGOs, educators. - Issues related to non-formal education for sustainable development are also included into the agenda of a working group on sustainable consumption. This group has developed recommendations, which concern dissemination of knowledge on new, more sustainable consumer behaviour. Recommendations are available on the website of the Ministry of Economy: http://www.mg.gov.pl/Wspieranie+przedsiębiorczosci/Zrownowazony+rozwoj/Spoleczna+Odpowiedzialnosc+Przedsiobiorstw+CSR/Zespol+CSR/Grupy+robocze/GR+zrownowazona+konsumpcja - Responsible Business Forum at the Ministry of Economy
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>E.g. projects promoting environmental awareness, protecting children against health threats, scientific and research work to obtain expert opinions financed by the National Fund for Environmental Protection and Water Management, which – together with the Voivodeship Funds for Environmental Protection – form the backbone of the system for financing environmental protection projects in Poland, www.nfosigw.gov.pl.</p> <p>Ministry of Foreign Affairs grants for global/developmental education projects, www.polskapomoc.gov.pl.</p>
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?

⁶ Between State bodies.

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

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>e.g. The National Environmental Policy for 2009-2012 and its 2016 outlook National Strategy for Energy Security and Environment National Strategy for Innovation and Efficiency of the Economy National Strategy of Changing Production and Consumption Patterns in Favour of the Principles of Sustainable Development National Culture Development Strategy for 2004-2013 The Environmental Protection Programmes for Voivodeships, Poviats and Municipalities Perspective for Lifelong Learning – a strategic document adopted by the Council of Ministries on the 10th of September 2013; Human Capital Development Strategy – adopted by the Council of Ministries on the 18th June 2013.</p>
<i>Concluding remarks on issue 1</i>	<p><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>
	<p><i>Please address in particular the following questions:</i></p> <p>– <i>Which actions/initiatives have been particularly successful and why?</i> Introduction of ESD in national strategic documents – “Strategy for Energy Security and Environment”, “Strategy for Innovation and Efficiency of the Economy”, as well as “Perspective for Lifelong Learning”. The strategies are part of a core set of the most important strategic documents in Poland, which forms a blueprint for the country development. Polish Constitution (1997) refers to sustainable development as a principle of the environment protection, which has been a basis and an important reference point for formulating further programmes and implementation of the ESD in Poland.</p> <p>– <i>What challenges did your country encounter when implementing this objective?</i> As the notion of ESD is multidimensional and requires cooperation among a wide network of stakeholders, it has been a challenge to align various stakeholder expectations and agree on common goals on a strategic level.</p> <p>– <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i></p>

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 ⁸ addressed explicitly in the curriculum/programme of study at various levels ⁹ of formal education?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what SD issues are important in the country (i.e., biodiversity, gender, consumption/production, etc.) and how they are addressed in the curricula.</i></p> <p>The important SD issues are address in the core curriculum at all levels of formal education. The core curriculum is formulated in terms of competencies that a student should acquire at a given stage of education.</p> <p>Among the goals of preschool education there are e.g. the development of a value system, so that children are becoming more aware of good and evil, as well as the development of children understanding of the social, natural and technical phenomena.</p> <p>At the primary education level, the core curricula outlines the importance of self-confidence, respect for others and for nature. Natural science curriculum at this level requires students to learn about life in chosen ecosystems and take actions to protect the environment in their neighbourhood – do not litter, act with respect for plants, help animals. Moreover, children are expected to understand the need to sort waste, use eco-friendly packaging, save water. They learn about nature damages caused by human (e.g. burning meadows, waste thrown away in forests, excessive noise, poaching).</p> <p>Later on in the education process ecology related issues are most often address during nature, biology and geography classes.</p> <p>During nature classes, children develop their knowledge, skills and attitudes related to nature protection, they learn about forms of nature protection in Poland, they prepare for taking actions to protect the environment, they learn about the relationship between human and nature, conduct observation and identify locations in their neighbourhood that have been positively or negatively impacted by human activity. They learn where national parks, nature reserves and nature monuments are located. They also learn where protected species naturally occur, also in their neighbourhood.</p> <p>In lower secondary education level, during geography classes, students identify relationships between nature, economy and social life. They develop their responsibility for the environment. Core curriculum for biology includes biodiversity and basic biological processes. Ecology block investigates e.g. environmental factors necessary for proper functioning of organisms, inter- and intra-specific competition, symbiosis, living and inanimate elements of the ecosystem.</p> <p>In upper secondary education level students further develop their understanding of the human-environment-society relation, both in a local and a global scale. During biology classes students are expected to further develop their respect for others and for all leaving creatures, and to understand the need for the sustainable use of resources. Students pose analytical questions about causes and effects of environmental issues and threats, including the need for international cooperation to prevent environmental threats.</p>

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

⁹ For the State or federal level, where relevant.

	<p>Core curriculum for ethics emphasises the need for sustainable development that enables social growth while reducing negative impact on the environment. Moral aspects of the relationship between human and the environment are highlighted.</p> <p>Supplementary curriculum for nature includes sustainable development and rules that should be incorporated within the economy.</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" data-bbox="972 363 1570 469"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>								
Sub-indicator 2.1.2	<p>Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum¹⁰/programme of study at various levels of formal education?</p>												
<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Please specify what competences as learning outcomes are important in your country.</i></p> <ul style="list-style-type: none"> - Learning to learn – posing analytical questions/critical thinking, problem solving, future-oriented thinking (ability to understand the interrelations across social and economic development and the natural resources protection). - Learning to do – applying learning in a variety of life-wide contexts, decision making, dealing with risks, acting responsibly and with self-respect (ability to look for solutions that reduce the adverse environmental impact of production and consumption on the environment and resources) - Learning to be – self-confidence, self-expression and communication, coping under stress, ability to identify and clarify values - Learning to live and work together – acting with responsibility (locally and globally), acting with respect for others, collaboration/team working, participation in democratic decision-making, negotiation and consensus-building, acquiring intercultural skills and building open attitude towards the cultural diversity of contemporary world <p><i>Please update the table in appendix I (b) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" data-bbox="972 1050 1570 1153"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>								

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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.</i></p> <p>Core curriculum for natural science subjects recommends empirical investigation as a learning method, including observation, experiments, research and learner-driven projects with the use of ICT. Independent student observation should be the basis for analysis, conclusion drawing and generalisation. For ecology and biodiversity related issues, outdoor activities and excursions are recommended to enable hands-on experience.</p> <p>Recommendations regarding active teaching methods support the accomplishment of goals defined in the core curriculum and lead to development of investigative capacities of learners, as well as strengthening of their cognitive self-reliance, team-work, and increase of interest in natural sciences. Teachers while implementing the curriculum do not only follow teaching methods indicated in the core curriculum but also choose other methods described by modern pedagogy that are best suitable for their students. It is entirely teacher's decision which teaching methods he or she chooses.</p> <p>See also the information above - Sub-indicator 2.1.2</p> <p><i>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.</i></p> <table border="1" data-bbox="972 719 1570 826"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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"/>								
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?												

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.

(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 checked="" type="checkbox"/> No <input type="checkbox"/> (e) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.					
	ISCED levels 2011					
		(a)	(b)	(c)	(d)	(e)
		<i>Yes</i>	<i>Yes</i>	<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	✓	✓	✓	✓		
Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).						
Indicator 2.3 A whole-institution approach¹⁴ to SD/ESD is promoted						
Sub-indicator 2.3.1	Do educational institutions ¹⁵ adopt a “whole-institution approach” to SD/ESD?					

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

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.

ISCED levels 2011	<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	✓

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>If yes, please specify what schemes are available for all levels of your education system.</i></p> <p>The Ministry of National Education supports ESD through yearly national level interdisciplinary competitions (Olympics) in subjects like biology, geography, physics, and ecological knowledge. Honorary patronage of the Ministry of Education is given to many initiatives dedicated to the environment protection. Teacher and school master competencies in terms of ESD are developed through a variety of professional development forms offered by the Centre for Education Development – national level institution dedicated to teacher and school manager professional development.</p> <p>Source of education materials available on Scholaris Scholaris is a platform of knowledge directed mainly to teachers. It contains quality educational resources, available free of charge and accessible online, suitable for all stages of education. The materials on the website are compliant with the new core curriculum. Today, the portal contains nearly 28,000 interactive materials to assist teachers in teaching in all subjects at different educational levels, including ESD.</p> <p><i>Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="978 767 1561 1187"> <thead> <tr> <th data-bbox="978 767 1464 839">ISCED levels 2011</th> <th data-bbox="1464 767 1561 839">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="978 839 1464 882">0. Early childhood education</td> <td data-bbox="1464 839 1561 882">✓</td> </tr> <tr> <td data-bbox="978 882 1464 925">1. Primary education</td> <td data-bbox="1464 882 1561 925">✓</td> </tr> <tr> <td data-bbox="978 925 1464 968">2. Lower secondary education</td> <td data-bbox="1464 925 1561 968">✓</td> </tr> <tr> <td data-bbox="978 968 1464 1011">3. Upper secondary education</td> <td data-bbox="1464 968 1561 1011">✓</td> </tr> <tr> <td data-bbox="978 1011 1464 1054">4. Post-secondary non-tertiary education</td> <td data-bbox="1464 1011 1561 1054">✓</td> </tr> <tr> <td data-bbox="978 1054 1464 1098">5. Short-cycle tertiary education</td> <td data-bbox="1464 1054 1561 1098">✓</td> </tr> <tr> <td data-bbox="978 1098 1464 1141">6. Bachelor's or equivalent level</td> <td data-bbox="1464 1098 1561 1141">✓</td> </tr> <tr> <td data-bbox="978 1141 1464 1184">7. Master's or equivalent level</td> <td data-bbox="1464 1141 1561 1184">✓</td> </tr> <tr> <td data-bbox="978 1184 1464 1227">8. Doctoral or equivalent level</td> <td data-bbox="1464 1184 1561 1227">✓</td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant information is available please also specify (provide examples).</i></p>	ISCED levels 2011	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓	3. Upper secondary education	✓	4. Post-secondary non-tertiary education	✓	5. Short-cycle tertiary education	✓	6. Bachelor's or equivalent level	✓	7. Master's or equivalent level	✓	8. Doctoral or equivalent level	✓
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Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																																								
Yes <input 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.</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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Indicator 2.4	ESD is addressed by quality assessment/enhancement systems
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems?: ¹⁶ (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?

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).

(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please elaborate.</i>																																												
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<p>A number of projects on eco schools and schools for ESD are in place, e.g. the Green Certificate for schools, www.zielonycertyfikat.org.</p>																																													
<p>Schools for Sustainable Development programme has been implemented in Poland since 2001. Since 2007, the SSD programme has become part of the international Eco-Schools Programme, which is administered by the Partnership for Environment, with the support of the Polish Ministry of the Environment and the Ministry of National Education. Schools can obtain a certificate awarded for model management of the school environment (1st level: status of Local Centre for environmental Action, 2nd level: international "Green Flag" certificate awarded in 46 countries around the world as part of the Eco-Schools program), www.ekoszkola.pl.</p>																																													
<p>ASPnet - there are 102 UNESCO Associated Schools in Poland. Schools that belong to the UNESCO Associated Schools Project Network in Poland (ASPnet) are engaged in fostering and delivering quality education, in pursuit of peace, liberty, justice and human development, aiming at meeting the pressing educational needs of children and young people. The activities of schools are coordinated by Polish National Commission for UNESCO which encourages the directors, teachers and students to participate in the process of education for sustainable development, intercultural learning, human rights promotion and education for peace.</p>																																													
Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice																																												
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?																																												

Yes No

Please specify and provide information on new developments and good practice examples.

There is plenty of actions aimed at raising public awareness on SD organised by different institutions and stakeholders.

e.g. the Ministry of the Environment social campaigns aiming at changing lifestyle and consumption patterns – “Green Cities” (sustainable transport) www.miejskajazda.pl, “Keep Your Soul Unpolluted” and “Our Waste” (campaigns on waste management), www.naszemiesci.pl, “Eco-Schick” (sustainable consumption), www.ekoszyk.com.pl, “Partnership for Climate” (climate change), Lessons from Nature (biological diversity, motivational scheme for teachers in cooperation with nature parks), www.lekcjeznatury.pl, “Eco Kids” (sustainable use of resources, biological diversity, programme for children and parents), www.ekodzieciaki.pl.

“Global Education Week” is an educational initiative, coordinated by the North-South Centre of the Council of Europe. Poland, together with other European countries, has joined the initiative aimed at raising the awareness of problems and challenges of contemporary world, shaping the ability of young people to solve problems, enhancing cross-cultural communication, promoting attitudes of respectfulness for cultural differences. Activities undertaken in Poland are coordinated by the Ministry of Foreign Affairs and Grupa Zagranica (the platform of Polish non-governmental organizations involved in international development cooperation, democracy support, humanitarian aid and global education). Activities include collaboration with schools, libraries, science clubs, www.polskapomoc.pl.

Institute for Sustainable Development – “Join In” – to use new technical of public participation as a consensus conference for sustainable development with focus on energy issues, www.ine-isd.org.pl.

Institute for Sustainable Development – “Protect Climate” – portal to deliver the information about climate, energy, green economy, local initiatives and transport to broader public. www.chronmyklimat.pl

Warsaw University Centre for Environmental Studies and Sustainable Development - several projects (conferences, seminars, publications) connected with sustainable development, biodiversity protection and climate change, i.a. the latest “Ideal city – sustainable city” project, comprising two workshops, a series of lectures and seminars, and a conference (24 October) on the sustainable development of urban areas in Poland in view of climate change.

Polish National Commission for UNESCO website, providing current information on the events organized and projects carried on under the patronage of the Commission, and connected with different aspects of sustainable development and challenges it faces in our country.

“Mission-Emission” – nationwide educational programme conducted by Abrys Ltd, promoting air quality protection and low emission among citizens and municipalities, www.misja-emisja.pl.

“Choose Sun” – nationwide educational project conducted by BOŚ Bank (Environmental Protection Bank) promoting active ecological education and renewable energy sources among lower and upper school students, www.postawnaslonce.pl.

The Earth Day – annual event that provides the opportunity to raise awareness of environmental issues like e.g. biological diversity, sustainable development, etc. www.dzienziemi.org.pl

Sub-indicator 2.5.2	Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) which addresses SD issues?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p>e.g. Open Bid Competition titled “The Environment Marks Your Personal Success”, which covers education curricula and is aimed at training staff of both authorities as well as companies in the field of promoting the principles of sustainable development at their workplace.</p> <p>“Civil Society Initiatives for the Environment” – open bid programme of the National Fund for Environmental Protection and Water Management, aimed at supporting development of civil society and fostering engagement of citizen groups and associations in the effort to improve the environmental awareness.</p> <p>“GreenEvo” – Green Technologies Accelerator – programme of the Ministry of Environment supporting the development of innovative ecological technologies in Poland via training, networking and promotion opportunities as well as and best practices exchange. GreenEvo received the European Society for Quality Research (ESQR) Best Practices Award in 2014.</p> <p>“Career counselling, education and dialogue for a fair and sustainable human development” – conference organised by UNESCO Chair on Lifelong Guidance and Counselling.</p> <p>“I chose e-Invoices” Coalition - Polish Confederation Lewiatan (a nation-wide representation of employers to the state and trade unions) together with a range of companies, promote electronic invoices among clients and business partners. Studies and reports are available on the project website, http://konfederacijalewiatan.pl/efaktura</p> <p>Green Office Certificate (managed by the Partnership for Environment) is offered to institutions, companies, NGOs and local governments who are want to protect the environment and strengthen their environmentally friendly image, http://czystybiznes.pl/pl/certyfikat-zielone-biuro</p> <p>Sustainable development principles are part of work-based training offered to all IKEA employees, also in Poland. Annual report on Sustainable Development at IKEA is published every year, http://www.ikea.com/ms/pl_PL/this-is-ikea/people-and-planet/index.html</p> <p>Information campaign promoting the Community Eco-Management and Audit Scheme (EMAS). The aim was to promote the importance of the scheme and its potential to promote sustainable consumption and encourage consumer choices of products manufactured by companies who have implemented EMAS and thus acknowledged their willingness to reduce their ecological footprint, including reduction of their adverse environmental impact. Campaign goal was to make both the entrepreneurs and business circles in general prone to introduce EMAS as it allows for introduction of new and innovative commercial quality www.emas.mos.gov.pl.</p>
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 checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify in particular what instruments were the most effective in assessing the outcomes of ESD as a result of non-formal/informal learning.</i></p> <p>e.g. In 2011 the Ministry of the Environment launched a long term research project on ecological awareness and environmental behaviour of Polish citizens. A year-to-year study allows for tracking tendency changes and enables evidence-based policy planning. It is used as a reference measure for ecological education campaigns and programmes conducted by the Ministry of the Environment. The survey covers the following topic areas: waste management, climate changes, environmental protection, sustainable energy usage, consumption patterns, ecological attitudes.</p> <p>As indicated in the survey (latest issue of October 2013), 75% of interviewees are convinced that the natural environment protection can have a positive impact on the country development. The older the interviewees, the less likely they believe so. Elderly people (60-year-old and older) are the least likely to share this opinion. Young people (15-19 year-old) share it most often. Regarding the recognition of basic concepts, 43% of Poles are familiar with the concept of sustainable development.</p> <p>All public awareness surveys conducted by the Ministry of Environment are available online: http://www.mos.gov.pl/kategoria/4646_badania_swiadomosci_ekologicznej_polakow</p> <p>Tracking surveys are carried out by the Institute for Sustainable Development to examine the environmental awareness of Poles and to assess progress in sustainable development in four subject areas: transport, rural areas, urbanisation, industry. The monitoring results were recorded at the ISD website, www.ine-isd.org.pl</p>
Indicator 2.6 ESD implementation is a multi-stakeholder process¹⁷	
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<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> <ul style="list-style-type: none"> - Ministry of National Education – introduction of education for sustainable development to the school curriculum - Polish National Commission for UNESCO – DESD coordination - Ministry of Environment, Ministry of Foreign Affairs, Ministry of Economy – nationwide public awareness campaigns and education projects in the field of ESD, global education and education for sustainable consumption programmes - Centre for Education Development (ORE) – systematic teacher and school development programmes - Institute of Educational Research (IBE) – educational research that serve as a diagnostic tool to monitor the functioning of education system in order to improve it and adopt it to the needs of learners - Formal education institutions of all levels – effective implementation of core curriculum in the field of ESD - National Fund for Environmental Protection and Water Management – systematic funding of ESD programmes - Ecological NGOs, business, local government, citizen associations – engagement and professionalization of social partners in the field of ESD

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).

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
	<p>Please address in particular the following questions:</p> <p><i>Which actions/initiatives have been particularly successful and why?</i></p> <ul style="list-style-type: none"> a) Introduction of education for sustainable development to school curriculum – core curricula reform introduced by the Ministry of National Education in 2008 gave a strong basis for embedding sustainable development principles in formal education; b) Engagement and professionalization of social partners in the field of ESD - the number of activities in ESD has been growing over the past years, among others, due to the role of National Fund for Environmental Protection and Water Management which co-finances implementation of country-wide educational programmes and campaigns, organization of conferences and other educational events; c) Since 2008, the highest increase in the number of children who attend preschool education in the European Union has been achieved in Poland (Education and Training Unit 2013 – European Commission). In order to accomplish the expected rate of preschool education (at least 90% of children) in 2013, new legislation was introduced to provide financial support to local municipalities for the development of pre-school education, funded from the state budget. Since 2011, all 5-year old children are obliged to participate in pre-school education. Since 2015, pre-school education will be provided for every four-year-old child, and since 2017 – for every three-year-old child. <p><i>What challenges did your country encounter when implementing this objective?</i></p> <ul style="list-style-type: none"> a) Effective implementation of core curriculum in the field of ESD, embedding sustainable development as integral part of teacher training, extension of teacher training offer, including trainings for school principals regarding running an institution in accordance with the sustainable development principles, improving and extending cooperation among teachers and among schools, ensuring access to quality educational materials; b) Development and implementation of a cyclic assessment system on ESD; c) Raising awareness of adults in Poland in the field of ESD; d) Promoting sustainability in popular culture. <p><i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i></p> <ul style="list-style-type: none"> a) Due to its complexity and wide reach, ESD development is especially useful in shaping complex key competences among youth and adults. Development of SD education requires active participation of stakeholders from the field of formal, non formal and informal education, as well as employers, NGOs and local communities. b) Formal education is often exam driven. If ESD is not part of the examinatory framework, teachers may not see the value of spending their limited time on it. c) ESD should start from the early childhood as it is a stage at which education has the greatest impact on development. That is when the grounds for the most important behaviours and habits are formed, also those related to environmental protection d) Teaching outside of the classroom can be more effective in learning how to be entrepreneurial, investigating the results of actions undertaken or learning how to respect the environment.
Issue 3.	Equip educators with the competence to include SD in their teaching

<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 3.1 ESD is included in the training¹⁸ of educators	
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ¹⁹
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>In particular specify what ESD competences²⁰ are explicitly included in the study programmes.</i>

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

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

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

Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²¹
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²¹ For higher education institutions: the focus is here on existing in-service training programmes regarding SD and ESD for university/college teachers in their own universities/colleges.

Yes No

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.

Please also update the information provided under the phase II national implementation reporting in appendix III.

Examples of extra-curricular training programmes:

National **workshops on ESD for educators** organised by the Ministry of Environment

The workshops were dedicated mainly to teachers of lower and upper secondary schools but also to educators from e.g. centres of education or NGOs. The aim of the workshops was to raise educators awareness on SD (taking into account that most educators teaching subjects like physics or history have little knowledge on SD) but also to create critical and systemic thinking, as well as to motivate them to implement the key themes of SD into their subjects. The workshops consisted of 6 thematic modules:

1. What is SD and ESD;
2. SD in the core curriculum;
3. How to incorporate themes of SD into various school subjects;
4. School as an example of the "whole institute approach" in SD;
5. ESD in the local society (the role of educators and schools);
6. Teaching tools and materials for ESD.

Lessons from Nature (Ministry of Environment): motivation programme and teaching materials for active ESD, developed in cooperation with national nature parks, <http://lekcjeznatury.mos.gov.pl>.

"The World is YOURS as well" is an initiative aimed at disseminating in the schools knowledge on global education and sustainable development, human rights education - in the spirit of peace, mutual understanding and respect.

It is organised yearly by UNESCO Initiative Centre in Wrocław (NGO which cooperates with Polish National Commission for UNESCO) and supported financially by Ministry of National Education, within the framework of the DESD implementation.

Since 2005, workshops of intercultural education have been organised under the title "In the World of Islam" by the Polish National Commission for UNESCO in cooperation with the Ministry of National Education, the Department of Oriental Studies at the Warsaw University and the Polish Association ARABIA.pl (NGO). It is an intercultural education project for students and teachers of Polish secondary schools. . Initially, the project was addressed to the students of the UNESCO Associated Schools Project Network (ASPnet) in Poland. In 2007, it was widened by workshops for ASPnet teachers, and since 2010 a series of regional intercultural workshops for teachers of all levels of Polish schools in subsequent regions of Poland were launched. Over 900 students and 600 teachers have already participated in the project which will be continued next years. Two publications were also issued within the "In the World of Islam" project, containing 20 teaching modules (ready-to-use lessons' formats) for teachers, in Polish (2007) and in English (2009). The aim of the project is to increase awareness of the growing cultural diversity of contemporary Europe, also to counteract stereotypes, and to help the Polish education system to face the challenges of the more and more multicultural realities of Polish schools, including problems of Polish children returning to our country after years of immigration. The project is supported by the Ministry of National Education.

Copernicus Science Centre: **"Development and pilot implementation of active methods of working with students based on the research method"** project, implemented under the headline "Copernican Revolution" – regular workshops for teachers on topics like "Teacher – Discoverer", "Neurobiology in Practice", "Plastics", "Sensors in Everyday Life".

Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional.</i>
Indicator 3.2 Opportunities exist for educators to cooperate on ESD	
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>e.g. Network of Centres for Environmental Education</p> <p>Network of teachers participating in GLOBE Project – UNEP/GRID-Warsaw Centre, www.gridw.pl/globe</p> <p>ASPnet - there are 102 UNESCO Associated Schools in Poland. Polish schools that belong to the global UNESC Associated Schools Project Network (ASPnet) are engaged in fostering and delivering quality education, in pursuit of peace, liberty, justice and human development, aiming for meeting the pressing educational needs of children and young people. The activities of schools are coordinated by Polish Committee for UNESCO which encourages the directors, teachers and students to participate in the process of education for sustainable development, intercultural learning, human rights promotion and education for peace.</p> <p>International European Network University Educators for Sustainable Development (UE4SD)</p>
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²²
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify how, listing the major ones, and describing them as appropriate.</i>
Concluding remarks issue 3	<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>

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

	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> - <i>Which actions/initiatives have been particularly successful and why?</i> e.g. Lessons from Nature (Ministry of Environment) motivation programme for teachers supported by teaching materials for active ESD - a good example of cooperation between national nature parks and schools, http://lekcjeznatury.mos.gov.pl. - <i>What challenges did your country encounter when implementing this objective?</i> Need to enhance narrow understanding of education, aimed at "mind" side (intellect, intellectual rationalism), with less referrals to new paradigms of development for shifting to education for sustainable development. Development of integrated, wide approach to the role, scope, and educational tasks joined for coherent entirety of education for sustainable development, social education and economic education. - <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> <ul style="list-style-type: none"> a) Formal education is often exam driven. If ESD is not part of the examinatory framework for teachers, training providers may not see the value of spending their limited time on it. b) Due to its complexity and wide reach, ESD requires multidisciplinary approach and complex competencies development also on the teacher training level. Active participation of stakeholders from the field of formal, non formal and informal education, as well as employers, NGOs and local communities.
Issue 4.	Ensure that adequate tools and materials for ESD are accessible
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 4.1	Teaching tools and materials for ESD are produced
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe.</i></p> <p>e.g. Scholaris tools and materials platform (Ministry of Education, Centre for Education Research) – knowledge platform for teachers that contains multimedia educational materials for all education levels, also SDE. Materials are compliant with current core curriculum requirements and can be used via interactive tools available to teachers (e.g. tablets, interactive blackboards, etc). All materials are available free of charge. The purpose of the platform is to support teachers in the preparation of interesting, engaging and often interactive class activities, based on quality education materials. Public institutions, NGOs and educational organizations are welcome to contribute to the material pool by sharing their educational material. Requirements for the material are described in the platform statute, www.scholaris.pl</p> <p>Global Education tools and materials platform – dedicated global education (including ESD) tools and materials platform coordinated by the Education for Democracy Foundation. Materials collected on the portal have been developed by a range of Polish NGOs as part of their projects on global education and ESD. The platform enables educators to compose their own student book that contains material from pre-existing modules of their interest (e.g. classroom scenarios, exercises, games, additional materials). All materials on the platform are available free of charge, based on Creative Commons licences http://www.e-globalna.edu.pl</p> <p>E-book project – nationwide project conducted by the Centre of Education Development and the Ministry of Education, with the aim to provide electronic student books and teacher material via educational collaboration platform. The platform will support creation and sharing of e-books available free of charge, based on Creative Commons licences. At least 18 e-books for general curriculum (which includes ESD) and at least 2 500 materials and didactic tools supporting the e-books will be available on the platform. Teachers will also have access to training and tools supporting the e-book usage. Moreover, there will be training available for institutions supporting schools in the use of interactive educational materials in the education process. Conclusions and recommendations based on evaluation and analytical data will be provided as part of the project. Project will be fully launched in 2015. Beta versions of e-books are available online, www.epodreczniki.pl.</p> <p>Educational material created during public awareness campaigns and educational projects of the Ministry of the Environment and the Ministry of Foreign Affairs have been share with e-book authors and will be included in the e-book project. Ministry of Environment and Global Education project coordinators, in collaboration with the Centre for Education Development, conducted workshops for e-book authors on the ESD. As part of the workshops, guidelines for ESD materials have been provided.</p> <p>Green Pack – a multimedia environmental education curriculum kit to teach sustainable development and environmental protection, www.rec.org.pl.</p>
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Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in United States dollars (USD)) for annual expenditures on ESD-related research and development.</i></p> <p>e.g. National Fund for Environmental Protection and Water Management, www.nfosigw.gov.pl; Voivodeship Funds for Environmental Protection; The Operational Programme Infrastructure and Environment and Regional Operational Programmes, www.pois.gov.pl; Scholaris is a project which is implemented by the Centre for Education Development in the framework of the Operational Programme Human Capital Priority III, Measure 3.3, Sub-measure 3.3.3, co-financed by the European Social Fund. Scholaris is also a part of government program to develop the competence of students and teachers in the use of ICT - Digital School</p>
Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities?; (b) approved by public authorities?; (c) tested and recommended for selection by educational institutions?
(a) Yes <input 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"/>	<p><i>Please specify.</i></p> <p>All school textbooks books approved for the use in schools by the Ministry of National Education need to be compliant with the core curriculum. The process of approval is described in the ordinance on approval for use of school textbooks http://www.dziennikustaw.gov.pl/DU/2014/909</p> <p>Educational materials developed and published on the Scholaris platform (including ESD materials) need to be compliant with quality guidelines and cooperation terms and conditions, http://scholaris.pl</p> <p>Authors developing educational materials for the e-book project of the Ministry of Education attended workshops prepared, among others, in cooperation with the Centre of Education Development and Ministry of Environment, that included quality guidance for the ESD-related teaching tools and materials.</p>
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"/>	<p><i>Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.</i></p>																				
(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>																					
<table border="1"> <thead> <tr> <th data-bbox="981 220 1464 293">ISCED levels 2011²³</th> <th data-bbox="1471 220 1561 293">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="981 298 1464 336">0. Early childhood education</td> <td data-bbox="1471 298 1561 336">✓</td> </tr> <tr> <td data-bbox="981 341 1464 379">1. Primary education</td> <td data-bbox="1471 341 1561 379">✓</td> </tr> <tr> <td data-bbox="981 384 1464 422">2. Lower secondary education</td> <td data-bbox="1471 384 1561 422">✓</td> </tr> <tr> <td data-bbox="981 427 1464 466">3. Upper secondary education</td> <td data-bbox="1471 427 1561 466">✓</td> </tr> <tr> <td data-bbox="981 470 1464 509">4. Post-secondary non-tertiary education</td> <td data-bbox="1471 470 1561 509">✓</td> </tr> <tr> <td data-bbox="981 513 1464 552">5. Short-cycle tertiary education</td> <td data-bbox="1471 513 1561 552">✓</td> </tr> <tr> <td data-bbox="981 557 1464 595">6. Bachelor's or equivalent level</td> <td data-bbox="1471 557 1561 595">✓</td> </tr> <tr> <td data-bbox="981 600 1464 638">7. Master's or equivalent level</td> <td data-bbox="1471 600 1561 638">✓</td> </tr> <tr> <td data-bbox="981 643 1464 681">8. Doctoral or equivalent level</td> <td data-bbox="1471 643 1561 681">✓</td> </tr> </tbody> </table>		ISCED levels 2011 ²³	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓	3. Upper secondary education	✓	4. Post-secondary non-tertiary education	✓	5. Short-cycle tertiary education	✓	6. Bachelor's or equivalent level	✓	7. Master's or equivalent level	✓	8. Doctoral or equivalent level	✓
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Indicator 4.3 Teaching tools and materials for ESD are accessible																					
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?																				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe and in particular highlight what measures are the most efficient for dissemination</i></p> <p>As indicated in the study of ESD understanding among teachers, conducted by the Ministry of Environment, teachers look for ready to use, quality materials compliant with core curriculum requirements, that will enable them to conduct engaging, interactive activities related to ESD. Materials available online via Scholaris platform, Global Education platform or e-books platform are flexible, high quality and available for free (partly based on Creative Commons licenses).</p>																				

²³ Education level in accordance with ISCED.

Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><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></p> <p>e.g. National Fund for Environmental Protection and Water Management; See the information above – sub-indicator 4.1.2.</p>
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe and name in particular official Internet sites.</i></p> <p><i>e.g.</i></p> <p>Scholaris platform (Ministry of Education): http://scholaris.pl.</p> <p>E-book project (Ministry of Education), beta version on www.epodreczniki.pl.</p> <p>Global Education (coordinated by the Education for Democracy Foundation): http://www.e-globalna.edu.pl.</p> <p>“How to teach about corporate social responsibility and sustainable development. A guidebook for teachers” - prepared by Responsible Business Forum at the Ministry of Economy, publication on sustainable development as an important part of global education designed for teachers of all stages of education. Teachers of such school subjects as entrepreneurship, ethics, economics, biology, environmental science and civics will find in this publication not only specific records from the core curriculum, but also the educational proposals to advance global education in the field of corporate social responsibility and sustainable development. http://www.edukacjaglobalna.ore.edu.pl</p> <p>Lessons from Nature (Ministry of Environment): motivation programme and teaching materials for active ESD, developed in cooperation with national nature parks, http://lekcjeznatury.mos.gov.pl.</p> <p>Several web pages run by NGOs or Centres for Environmental Education, e.g. Institute for Sustainable development, UNEP-GRID, Warsaw University Centre for Environmental Studies and Sustainable Development, Polish Ecological Club.</p> <p>Education for Change project (Polish Ecological Club) is a project aiming at enhancing the competence of teachers, both school and university teachers, in how to implement the concept of sustainable development in their teaching practice. This is an international project with participation of Estonia, Finland, Latvia, Lithuania, Russia, Sweden and Poland. The project offers a practical handbook for teachers on how to teach sustainable development, a manual for participants on study circles method and guidelines for consultants on study circles method. All materials are available in national languages on www.pke.gdansk.pl.</p>
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet?; (b) provided through other channels?

(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>For (a) and (b) please specify and mention by whom it was established and by whom it is managed.</i>
(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Database of ESD teaching tools and materials is available in several locations, like e.g. recommended reading lists or websites containing lists of recommended materials for different levels of education, e.g. http://ekoedu.uw.edu.pl .
<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>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> – <i>Which actions/initiatives have been particularly successful and why?</i> <i>Teachers look for ready to use, quality materials compliant with core curriculum requirements, that will enable them to conduct engaging, interactive activities related to ESD. Materials available online via Scholaris platform, Global Education platform or e-books platform are flexible, high quality and available for free. The use of Creative Commons licenses also helps in dissemination of materials.</i> – <i>What challenges did your country encounter when implementing this objective?</i> <i>Development of quality assurance process for the material development, acquisition of necessary licenses for existing materials in order to make them available online as well as training for educators to build their capacity to use the materials available.</i> – <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> <i>Educator capacity building and support(tool kits, guidance ,training, collaboration and knowledge sharing) is a necessary element of the process in order to strengthen the usage of materials that are available.</i>
Issue 5. Promote research on and development of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 5.1 Research²⁴ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁵ supported?

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

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

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify in particular the most important outcomes of supported research.</i></p> <p><i>e.g.</i> Ministry of Environment: Survey among teachers to assess their understanding of SD and the state of implementation of ESD in school practice. Definitions of ESD given from respondents do not acknowledge the causal connections between such elements as human, society, economy, attitude shaping, value transmission (which are the elements of ESD), neither in global scale nor locally. Operational sphere of it is mostly reduced to simple proecological activities (e.g. garbage collection), furnished with a factual comment (e.g. air pollution data). Additionally, surveyed teachers do not acknowledge the shaping skills issue in ESD conception (raising and resolving problems, decision-making, assessment and understanding of surrounding world). Despite the fact that more and more teachers reach for available materials on ESD, there is still great percentage of teachers who do not have awareness or technical capacity to benefit from on-line content;</p> <p>Projects implemented with European Social Fund support: A) "Quality and effectiveness of education research and institutionalization of research facilities" Within the study there will have been developed: tools for educational performance measurement and tools to conduct educational research by teachers. Databases and the above mentioned tools will be accessible to general public on the web portal. B) "The development of substantive and institutional assumptions implementation of the National Qualifications Framework and the National Qualification Register for lifelearning." The project includes research concerning, inter alia: - procedures used to confirm learning outcomes achieved through non-formal and informal learning, - training institutions, - shaping social skills in the process of non-formal education in the Third Sector and out of sector educational and social initiatives in Poland, - Quality assurance of qualifications outside the formal education system, - SWOT analysis of the system of general, education, vocational training and higher education in Poland, - accumulation and transfer of credits, - initiatives aimed at increasing the mobility of learners, graduates, job seekers and working in Europe, - Evaluation of human resource management (HRM) based on competences in the context of learning throughout life, - The role of education and vocational counselling. C) Research on the development of the methodology for estimating the indicator of education added value - EWD which are used in the improvement of methods of internal and external evaluation of schools. The main objective of the project is to develop methods for the use of results of external examinations to assess the educational performance. D) Nationwide study skills of third graders – (OBUT), that allows to diagnose the strengths and weaknesses of the third grade students of primary school based on nationwide scale of student achievement. Nationwide report includes, inter alia, instructions how to interpret the performance of students, classes and schools, and how to use them in the planning of teaching. It can be a basis for reflection on the functioning of the school and methods its everyday practice improvement;</p> <p>University of Warsaw Centre for Environmental Studies and Sustainable Development: research on indicators for ESD; Institute for Educational Studies: research on ESD in curricula;</p>
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what subjects were investigated and list major reports.</i></p> <p>Several institutions conduct research on methods, content and results of ESD.</p> <p>1. Within cooperation with the OECD, Poland participates in the following research programmes:</p> <p>A. Programme for International Student Assessment (PISA) - launched in 2000 in order to make a periodic review of the effectiveness of education systems in OECD member and non-members countries.</p> <p>B. Teaching and Learning International Survey (TALIS) - first edition, conducted in 2006-2009, allowed watch more carefully the issue of professional development of teachers (forms, participation, needs and obstacles, efficiency), as well as teachers' beliefs about teaching and their practices in teaching. That was also an opportunity to compare Polish teachers with teachers from other 23 countries participating in the study.</p> <p>C. Programme for the International Assessment of Adult Competencies (PIAAC) - initiated due to the enormous importance of the level of competence of adults for their personal well-being and economic development of societies. PIAAC study was designed to measure the skills actually possessed by the tested person. The aim of the study is to measure the PIAAC three skills: reading comprehension, mathematical reasoning and the use of ICT. Competencies measured in PIAAC are necessary to function in the modern world and the acquisition of new knowledge and skills. PIAAC also provides information inter alia on the links between skills, education and labor market situation. The study data allow an assessment of the quality of human capital and on the basis of an assessment of the potential economic and social cohesion in the countries surveyed. In Poland target groups were both students and graduates of three-stage system education (primary school, lower secondary school, upper secondary school), introduced by the 1999 reform, and students and graduates of a two-stage pre-existing system (primary school, secondary school or basic vocational school).</p> <p>2. Research programmes in collaboration with the IEA:</p> <p>A) Teacher Education and Development Study in Mathematics (TEDS-M) - a study of the effectiveness and quality of mathematics teachers in primary and secondary schools.</p> <p>B) International Civic and Citizenship Education Study (ICCS) - applies to civic education, and verify the effectiveness of educational systems in the education of young people for life in a democratic society.</p> <p>C) Progress in International Reading Literacy Study (PIRLS) - a program diagnoses the trends in performance within the meaning of the text reading among children of grade 3 of primary schools. It also aims to collect information on changes in the teaching of reading and their impact on the results achieved by the students.</p> <p>D) Trends in International Mathematics and Science Study (TIMSS) - the program diagnoses the trends in the performance of 10-year-old students in mathematics and science.</p> <p>Poland also participates in the following OECD projects: Evaluation and Assessment Frameworks for Improving School Outcomes and Encouraging Quality in Early Childhood Education and Care.</p>
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Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: ²⁶ (a) for the master's level?; (b) for the doctorate level?; (2) addressing ESD: (a) for the master's level?; (b) for the doctorate level?
(1) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify what programmes are available and list the most important academic dissertations that address ESD.</i> Programmes are available for instance in Inter-Faculty Environmental Studies at the University of Warsaw as well as several Economic Universities Lectures “Sustainability in Theory and Praxis” open for all students of University of Warsaw (provided by University Centre for Environmental Education and Sustainable Development)
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please provide information on (a) and (b).</i>
Indicator 5.2	Development of ESD is promoted
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? ²⁷

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

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

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what main projects were/are being implemented to that end.</i></p> <p>UNESCO Chairs There are 13 UNESCO Chairs in Poland. Five of them were established during DESD:</p> <ol style="list-style-type: none"> 1. UNESCO Chair in interdisciplinary complex systems (2006), University of Wrocław The Chair was founded as an interdisciplinary research and education centre of international coverage. In the first stage of its performance the Chair mainly implements educational purposes, and as acquiring experience research objectives will be extended. Through a variety of activities (lectures, practical exercises and classes in computer labs) participants of educational courses organized by the Chair explore research tools and language for describing complex systems occurring in sociology, economics, ecology, as well as in the wider area of administration and politics. Interdisciplinary approach used in the educational process is to enable participants to exchange effective use of achievements of various disciplines to solve specific problems faced in everyday work. 2. UNESCO Chair in Heritage and Urban Studies (2008), Cracow University of Economics It is the first chair of that type in Poland. Its specific objectives are, inter alia, to promote research and education on heritage protection and management, issues of cultural landscape preservation, urban regeneration, sustainable development and cultural tourism with special emphasis on the region of Central and Eastern Europe as well as UNESCO World Heritage Sites. 3. UNESCO Chair for Science, Technology and Engineering Education (2010), University of Sciences and Technology, Cracow It is the first Polish unit under the auspices of UNESCO, inspiring and coordinating and supporting the exchange and transfer of engineering knowledge and practice, as well as university-level training in engineering sciences at the international level, especially addressed to developing countries. The Chair objective is to promote, inspire, and coordinate an integrated system of research, training and education at university level and the information and documentation in the areas of science, technology and engineering education. 4. UNESCO Chair in Institutional Research and Higher Education Policy (2012), Adam Mickiewicz University, Poznań The purpose of the Chair is to conduct international, interdisciplinary comparative research in higher education and the analysis of external factors - social, economic and demographic changes that the next decade will be significantly determined the changes in higher education in the world. The Chair combines two dimensions which are often isolated in social sciences: international, comparative higher education research and higher education policy. The Chair involves young academics and PhD students from both Poland and international partner institutions and offers them opportunities of networking, joint research, seminars, workshops and conferences, as well as unified methodologies of producing international, comparative and policy-relevant research in the areas prioritized by UNESCO. 5. UNESCO Chair on Lifelong Guidance and Counselling (2013), University of Wrocław The Chair is dedicated to promoting an integrated system of research, training, information and documentation activities in the field of educational and vocational counselling. It seeks to facilitate networking and collaboration of scholars affiliated with the high-level, internationally recognized universities and other higher education institutions in Europe, Africa, Latin America and other regions of the world. The area of lifelong career counselling that the Chair particularly addresses include the fostering of equal opportunities, development of vital career-related competencies, occupational mobility and assessment of various counselling projects and programmes. <p>UNESCO Clubs are local initiatives based on the involvement of their members in the activity aimed at engaging people in building a society founded on the respect for diversity and social responsibility for the social and natural environment.</p>
Indicator 5.3	Dissemination of research results on ESD is promoted

Sub-indicator 5.3.1	Is there any public authority support for mechanisms ²⁸ to share the results of research and examples of good practices in ESD ²⁹ among authorities and stakeholders?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and provide information about where published research and dissertations are accessible.</i></p> <p><i>e.g.</i></p> <p>VII International Conference "Education for sustainable development" (2013) - Conference addressed, inter alia, the following issues: the continuity of education for sustainable development at different levels of education, the role of culture in education for sustainable development, education for sustainable development and the mass media; aims and objectives of environmental education, education for the development of civil society, the characteristics of a sustainable society, education for social cohesion and minimizing social exclusion, education for sustainable production and consumption, etc.</p> <p>Conference and workshops organised by the Ministry of Environment (2009, 2010). The aim of these meetings was to bring together educators, representatives of NGOs, science, governmental institutions and provide the opportunity to discuss the general outlook of implementation of the UN Decade of ESD in Poland, create a platform for cooperation and exchange sharing as well as deliver follow-up recommendations.</p> <p>Textbook Sustainable Development in Theory and Practice. Ed. A. Kalinowska, W. Lenart University Centre for Environmental Studies and Sustainable Development 2008, 2011</p>

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

²⁹ E.g., the "participatory approach"; links to local, regional and global problems; an integrative approach to environmental, economic and social issues; an orientation to understanding, preventing and solving problems.

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please name the major publications for (a) and (b).</i>
(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	e.g. 4 vol. Materials from the conference Education for Sustainable Development. Ed. T.Borys, Jelenia Góra 2010 Selected Issues on Sustainable Development. Ed. A. Kalinowska, W. Lenart. Warszawa 2008 Textbook Sustainable Development in Theory and Practice. Ed. A. Kalinowska, W. Lenart University Centre for Environmental Studies and Sustainable Development 2008, 2011 Textbook "Green Knowledge for Universities of Third Age"- Foundation Earth and People 2012
<i>Concluding remarks on issue 5</i>	<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>
	<ul style="list-style-type: none"> – <i>Which actions/initiatives have been particularly successful and why?</i> – <i>What challenges did your country encounter when implementing this objective?</i> – <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
Issue 6. Strengthen cooperation on ESD at all levels within the ECE region	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 6.1 International cooperation on ESD is strengthened within the ECE region and beyond	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international ³⁰ networks on ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify concrete networks and explain who supports these networks.</i> CBSS Expert Group on Sustainable Development – Baltic 21 (supported by the Ministry of Environment) Global Education Network Europe GreenEvo – Green Technologies Accelerator (supported by the Ministry of Environment)
Sub-indicator 6.1.2	Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?

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

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify. List major networks.</i></p> <p>CEC IUCN</p> <p>Baltic Sea Project</p> <p>The UNESCO Associated Schools Project Network</p> <p>The UNESCO University Twinning and Networking Programme</p> <p>GLOBE Programme (Global Learning and Observation to Benefit the Environment)</p> <p>BEAGLE (EU Comenius LLP)</p> <p>Partnership for Environment</p>
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and list the major ones.</i></p> <p>e.g. CBSS Expert Group on Sustainable Development – Baltic 21, Baltic Sea Project</p>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<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>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> - <i>Which actions/ initiatives have been particularly successful and for which reason?</i> - <i>What challenges did your country encounter when implementing this objective?</i> - <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
Issue 7.	Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD
	<p><i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i></p> <p>e.g. Ecomuseum Network – project conducted by Polish Environmental Partnership Foundation – initiative based on local knowledge and intimate connection to the region, which seeks to draw out the history and tradition of a place presenting them in active and interesting way. Both heritage protection and economic benefits for local people are assured. An ecomuseum seeks to draw attention to the authenticity of a place through natural and cultural resources and related community activities, including promotion, education and regional development, aimed at joint action. www.fpbs.pl</p>

What the role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.

Promotion of local and traditional knowledge has positively changed and has been developed through different projects, courses and trainings related to ecological farming and agro-tourism.

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

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?

ESD is included in policy documents in Poland. Polish development policy is based on three overarching development strategies: a long-term one (to 2030), a medium-term one (to 2020) and the National Spatial Development Concept (to 2030). These are supplemented by a number of national policies. One is the Strategy for Energy Security and the Environment (ESE) where ESD is an important part. Another is the Strategy for Innovation and Efficiency of the Economy, where ESD forms an important component. ESD is also included in the Perspective for Lifelong Learning – a strategic document adopted by the Council of Ministries on the 10th of September 2013. The strategies are part of a core set of the most important strategic documents in Poland, which forms a blueprint for the country development.

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	7	11	16	16	17	12	17	17	17
Other <i>(countries to add as many as needed)</i>									

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

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

No. of ticks	0–9	10–16	17–39	40–75	76–112	113–153
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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 curriculum³¹/programme of study at various levels of formal education, by filling in the table below. (Please tick (✓) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)

Table of learning outcomes

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

³¹ At the state level, where relevant.

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

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

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

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

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

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

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy ^a	ISCED Levels								
	0	1	2	3	4	5	6	7	8
Discussions			✓	✓	✓	✓	✓	✓	✓
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	3	6	7	10	14	14	14	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.

^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
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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		
	Formal	Non-formal	Informal
NGOs	✓	✓	✓
Local government	✓	✓	✓
Organized labour		✓	✓
Private sector		✓	✓
Community-based	✓	✓	✓
Faith-based	✓	✓	✓
Media	✓	✓	✓
Total	5	7	7
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	E	F

e.g. Polish Environmental Partnership Foundation – Project “Partnership Group for Sustainable Development” is a coalition of individuals and organizations drawn from the public, private and civil society sectors committed to take joint action to achieve social, economic and environmental improvement of a specific geographic area. The Polish Network of Partnership Groups consists of 22 Partnership Groups (12 members and 10 candidates), uniting all together about 600 local partners (200 not-for-profit organizations, 300 public institutions and 100 businesses). They operate mainly in rural areas, especially in regions of poor socio-economic circumstances (<http://www.grupypartnerskie.org.pl/en/blog/news>).

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	✓				✓
Total	6	2		4	1
Other (<i>countries to add as many as needed</i>)					

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

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

Appendix III

Indicator 3.1, sub-indicator 3.1.3

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

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

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

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

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

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

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

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

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

Appendix IV

Summary and self-assessment by countries

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

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

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