

SLOVENIA

1. National reporting on the progress achieved in the implementation of the United Nations Economic Commission for Europe (ECE) Strategy for Education for Sustainable Development offers a valuable opportunity for countries to learn from each other and to share newly produced resources and materials within and beyond the ECE region.
2. In preparation for the thirteenth meeting of the ECE Steering Committee on Education for Sustainable Development, countries are requested to fill in the questionnaire below, reporting on progress made and challenges encountered in implementing the selected three priority action areas since the twelfth Steering Committee meeting (Geneva, 20-21 April 2017).
3. Additional sub-section in this questionnaire refers to the alignment of the national strategies for ESD with the Global Action Programme on Education for Sustainable Development, contributing to the implementation of the 2030 Development Agenda in terms of achieving the SDG 4.7 on education and as an instrument to achieving all 17 SDGs.
4. Countries are kindly requested to submit this information in writing to the secretariat via e-mail (esd@unece.org) by **15 March 2018**.
5. The secretariat will review all the information submitted and deliver a synthesis presentation at the Steering Committee's thirteenth meeting. The presentation will be followed by an interactive discussion.
6. Recognizing the importance of celebrating champions of education for sustainable development, Steering Committee members are in particular invited to indicate if there are any outstanding initiatives on the implementation of the priority action areas in their countries that they wish to share and/or present. Countries might also wish to report on how the implementation of the national strategies for ESD contributes to the achievement of the Goal 4.7 and the 2030 Agenda at the national level, and also on mainstreaming gender aspect in the national ESD policies.

Questionnaire for 2018 informal country¹ reporting on the implementation of the three “vertical” priority action areas²

Advances made and challenges encountered since the twelfth Steering Committee meeting in April 2017

I. Priority action area (a)

Encouraging whole-institution approaches by establishing education for sustainable development school plans, or embedding education for sustainable development in existing school plans, for every school by 2019

1. Has the number of schools adopting a “whole-institution approach” to sustainable development or education for sustainable development (ESD) increased?

Yes No

• *Please specify:*

¹ Countries with a federal structure are free to provide several inputs or questionnaires from different states or entities, if appropriate.

² See framework for the future implementation of the UNECE Strategy for Education for Sustainable Development (ECE/BATUMI.CONF/2016/11), subparas. 20 (a)-(c). Available from <http://www.unece.org/environmental-policy/environment-for-europe/efe-conferences/batumi-conference/documents-and-materials.html>.

Even if the MESS does not have a systematic and comprehensive overview of the implementation of the curriculum and other activities in the area of SDE (nor of the content of the so-called educational plans in which kindergartens and schools are obliged to plan education as wholly as possible, including the principles of SDE), we can nevertheless assess that, on the basis of many projects and development activities in the field of SDE, the number of schools and kindergartens implementing a comprehensive institutional approach in the implementation of the SDE has been generally increasing - which means that it has been permeating more and more aspects of everyday life and work in kindergartens and schools, also the aspect of sustainable food supply, changed habits dictated by the principle of sustainable mobility, etc. A multi-institutional approach is being promoted and implemented in more and more projects and networks where kindergartens and schools have been involved in the area of SDE and GE, for example, in the network of ECO schools, healthy schools, UNESCO schools, in the area of safe and sustainable mobility, a safe and stimulating learning environment, and the promotion of a healthy lifestyle. •

Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

2. Have any (additional) incentives and assistance measures (guidelines, award scheme, funding, training, technical support) been made available that support ESD school plans?

Yes No

- *Please specify:*

Partially, within these projects and development activities new support bases and tools are emerging, which encourage a more holistic approach at the level of kindergarten and school. Unfortunately, there are no systematic data (for the time being). There are no new support measures at the system level in the recent period, which would specifically focus on the design and implementation of ESD school plans. However, they are foreseen in the future; let us highlight two: within the framework of measures aimed at updating the curriculum and educational programmes, the draft National Environmental Protection Programme 2030 (the document holder is the Ministry of the Environment and the Space, the document is still in the phase of coordination between various departments) includes "upgrading annual work plans (AWP) and educational plans into comprehensive sustainable plans of educational institutions" (p. 94). The measure is referred to as "a permanent task". The AWP of the National Education Institute for 2018 (the institute is responsible for the curriculum development in kindergarten and school, and the central expert support institution for kindergartens and schools) includes the task of updating the guidelines for the preparation and implementation of educational plans. Both system measures will thus support a whole-institutional approach towards ESD school plans.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country*

on this topic

3. Are staff and students in schools with ESD plans more environmentally and ecologically aware than staff and students in schools without ESD plans?

Yes No

- *Please specify*

The leadership of the ECO school project in Slovenia, the most massive, long-standing network of schools in SDE, the network with the most experience in the implementation of a comprehensive institutional approach in SDE, reports that the more comprehensive is the approach in a kindergarten or school, the more sustainable development is incorporated in the educational plan as a comprehensive vision of the kindergarten or school, the more they are ecologically conscious.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?

Yes No

- *Please specify and, if applicable, indicate the language and website address*

There is no data available.

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes No

- *Please specify:*

In April 2017, the National Framework for the Quality Assessment and Assurance in Education was adopted, which represents a framework for the implementation of the national (systematic) model for the quality evaluation of education at all levels and the system as a whole. Evaluation is foreseen in three basic areas of learning and teaching: pupils' achievements (values and attitudes, knowledge and skills), professional development of teachers, and social climate in the classroom and the school as a whole. A development project, co-financed by the European Social Fund, entitled "The establishment, complementation and pilot testing of the model of quality assessment and assurance in education" (2016-2019), supported by the Analytical Centre special group (appointed in March 2018 within the Office for Quality and Development at the ministry), will have helped establish a comprehensive and coherent systemic model of quality assessment and assurance in education by 2019. Thus the SDE will be integrated in the formal education system in a more systematic, integrated and consistent way. It will also be monitored and evaluated. The national framework and the emerging quality model will thus enable that the planning of activities in SDE will be more "evidence-based" than ever before.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your*
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Encouraging whole-institution approaches by establishing education for sustainable development school plans, or embedding education for sustainable development in existing school plans, for every school by 2019

country on this topic

6. Additional comments on implementing the UNECE Strategy for ESD in your country (please specify, if any):

II. Priority action area (b)

Promoting the extension of education for sustainable development in teacher education and in the training of all educators

1. Has there been any significant advancement made with regard introducing or extending ESD as a part of educators' initial training?

Yes No

- *Please specify*
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

2. Have there been any significant advances made with regard to introducing or extending ESD as a part of educators' in-service training?

Yes No

- *Please specify*

Unfortunately, we do not have a comprehensive overview of the content of further education and training of preschool and school teachers. Heads of kindergartens and schools are professionally autonomous in the selection of programmes. Many ESD training courses are carried out in the framework of a wide range of development projects, initiatives, networks (eco schools, UNESCO schools, healthy schools, sustainable mobility projects, healthy lifestyles, intercultural cooperation and global learning, safe and stimulating learning environment, etc.) in which kindergartens and schools participate - the MESS has no comprehensive overview of this part. In April, the MESS is preparing a tender for further education and training programmes for preschool and school teachers and principals for the school year 2018/2019. Among the seven priority topics where the MESS wishes to further stimulate and strengthen the offer of education for professional and managerial staff at all levels of education, is also the field of education for sustainable development (ESD).

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

3. Are beginning teachers who have been in teacher education that has introduced ESD more likely to teach from a sustainability perspective?

Yes No

- *Please specify*
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

We assume that this is the case, but we do not have data (records).

4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?

Yes No

- Please specify and, if applicable, indicate the language and website address

The production of new and updated materials and translations by NGOs and networks is rich, particularly in the field of global learning and sustainable development goals (eg. Humanitas, NGO Sloga platform, ECO Schools, UNESCO Schools). Publications and various materials are publicly available on their websites.

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes No

- Please specify

Slovenia participates in a number of international large scale surveys, which measure achievements as well as student attitudes in individual areas of knowledge and skills. We are especially monitoring the achievements and attitudes in the field of ESD content (natural and environmental literacy, attitudes towards environmental issues, violence, civic education, global education, etc.). A short analysis of data from this perspective is offered by the latest research: TIMMS 2015, PISA 2015 and ICCS 2016. In the context of national examinations at the end of basic and secondary education, there are no specific analyses - neither of the structure of tasks nor of pupils' achievements - in terms of representation of the field and contents of the ESD.

- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

6. Additional comments on implementing UNECE Strategy for ESD in your country (please specify, if any):

III. Priority action area (c)

Strengthening technical and vocational education and training in support of sustainable development and the transition to a green economy

1. Has there been advancement towards a structural reorientation of technical and vocational education and training (TVET) towards ESD?

Yes No

- Please specify

In the field of vocational and technical education in Slovenia, awareness of the importance of environmental protection, sustainable development and active monitoring of events in this field has been present for many years. The system of preparing vocational and technical education programs is based on occupational standards which define and form the contents of professional qualifications at a certain level of complexity of the work and define the necessary knowledge, skills and professional competences. All occupational standards and, consequently, all

secondary vocational and technical education programmes include competences and contents of sustainable development, such as: care for health and safety at work, development of entrepreneurial characteristics, protection of the environment and social skills.

With the aim of an even more systematic inclusion of sustainable content at the level of vocational standards, the competence for sustainable development was prepared as a methodological tool in 2009, which in detail describes the necessary skills and knowledge in terms of resource management, environment and social responsibility. According to professional judgment, the competence is integrated into occupational standards, which consequently also influences an even more systematic integration of individual aspects of sustainable development into educational programmes. By 2025 it should be included in all occupational standards.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

2. Have any incentives and assistance measures been made available that support the reorientation of TVET towards sustainable development?

Yes No

- *Please specify*

Not systematically. However, the Centre for Vocational Education of the Republic of Slovenia has a Regional Committee for Vocational Standards and the National Sustainable Development Group, which advise and direct the development of new occupational standards and the revision of existing ones.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

3. Are students who have been in TVET oriented to sustainable development finding jobs related to sustainable development?

Yes No

- *Please specify*

No concrete analysis has been carried out on the impact of sustainable programmes on subsequent employment, which could confirm or rebut it.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?

Yes No

- *Please specify and, if applicable, indicate the language and website address*

Not recently; however, a manual (2010) in the Slovenian language is available online in support of the implementation and integration of sustainable development content into VET programmes (<http://www.cpi.si/mednarodno-sodelovanje/ess/kakovost-in-prepoznavnost/zakladnica-znanja/trajnostni->

razvoj.aspx).

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes No

- *Please specify*

No, this kind of evaluation is not foreseen.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

6. Additional comments on implementing UNECE Strategy for ESD in your country (please specify, if any):

IV. Monitoring SDG 4 (Targets 4.7 and 4.a)

SDG 4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"

Target 4.7: "By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development."

Target 4.a: "Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all"

(Note: According the UNESCO methodology (see report "Historical efforts to implement the UNESCO 1974 Recommendation on Education in light of 3 SDGs Targets, <http://unesdoc.unesco.org/images/0024/002472/247275E.pdf>), the agreed global indicator measures the extent to which (i) global citizenship and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment.)

1. Does your country have a stand- alone "sustainable development", "global understanding", "international understanding" policy/plan/law in place, all of them using "sustainable development" language?

Yes No

- *Please specify* The new Strategy for the Development of Slovenia 2030 is fundamentally sustainably oriented and permeated with the language of sustainable development. The goals of Slovenia's development are aligned with the SDG 2030. The National Development Strategy is available in English on the following website of the Government Office for Development and European Cohesion Policy:

http://www.svrk.gov.si/fileadmin/svrk.gov.si/pageuploads/Strategija_razvoja_Slovenije/Popravek_7_2_2018_SRS2030_ENG.pdf

On the following website of the SVRK, the connection of the development of Slovenia's development to the Global Agenda for the SD 2030 is particularly emphasized, which is also illustrated by the film (both in English):

http://www.svrk.gov.si/en/areas_of_work/development_planning/slovenia_2030_agenda/

- *Please indicate if you wish to make a presentation on*
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this topic or if there is an outstanding initiative in your country on this topic

2. Is ESD reflected in your country's current education policy/ies and frameworks?

Yes No

- *Please specify to what extent* By all means, we can say that educational policy is basically more (also) sustainably oriented with every new document. The problem is that all various educational activities, frameworks and policies may not be recognized as sustainable or as educational activities and practices in the field of ESD. On the one hand, due to the broad definition of the ESD (the economic, social and environmental pillars), we are dealing with the opinion that education as such (according to the modern definition) is now the ESD and, on the other hand, there is a belief that the ESD is not sufficiently systematically and consistently embedded in the school curriculum, everyday life and the work of the school as a whole.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

3. Is ESD reflected in your country's current school curricula?

Yes No

- *Please specify to what extent* as a cross-curricular theme at all levels of education, an optional subject in basic school, optional content in secondary education, contents in the extended curriculum of basic school, as an interest activity, the content of many projects and activities in which the school participates (connecting with other schools, various NGOs, the local community, etc.).

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

4. Is ESD reflected in the curriculum of pre-service and/or in-service teacher training?

Yes No

- *Please specify to what extent* From this point of view, no analyses are made, therefore we do not have objective data. From the last year (with the revision of the rules governing continuing professional development of teachers and principals), the analysis of the evaluation of programmes will be regularly performed in the framework of the system of continuing professional development, since the evaluation of the implementation of the programme will be one of the criteria for determining the rate of co-financing by the MESS. This will provide systematic monitoring of the content and quality assessment of the implementation of further education programmes also in the field of ESD. As already mentioned, among the seven priority themes in the call for tender for further education programmes for school year 2018/19, the ESD area (with the most pressing and so far insufficiently covered ESD content) will be treated as a special area.

5. Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to ESD? (please tick all that apply)

(a) Knowledge

Yes No • *Please specify*

(b) Skills and competencies

Yes No • *Please specify*

(c) Values and attitudes

Yes No • *Please specify*

(d) Behaviours

Yes No • *Please specify*

(e) None

Yes No • *Please specify*

(f) No information available

Yes No • *Please specify*

We cannot answer this question, because we do not have any data available.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

6. Are the other core elements of the Target 4.7 part of education in your country?

– Sustainable lifestyles

Yes No

– Human rights

Yes No

– Gender equality

Yes No

– Promotion of a culture of peace and non-violence

Yes No

– Global citizenship

Yes No

– Appreciation of cultural diversity and of culture's contribution to sustainable

development

Yes No

Yes No

- *Please specify*

All of the above elements of education from objective 4.7 are definitely part of education in the Republic of Slovenia. The most sensitive and not yet fully analysed is the notion of global citizenship, or the general relationship between civic and global education.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

7. Additional comments on implementing SDG Goal 4.7 in your country (please specify, if any):

8. Is Target 4.a (see above) part of education policy in your country?

Yes No

- *Please specify*

In 2013-2015, a development project was carried out at the MESS (with the help of the European Social Fund) called "The Infrastructure and Technology Potential for the Integration of Persons with Special Needs in the Education System" (project holder: GIS/Geodetic Institute of Slovenia), which included 1) an analysis of the existing situation regarding the adaptation of the physical learning space (in kindergartens, basic and secondary schools) to children/pupils with special needs (two groups of the SN children were primarily considered: physically impaired and blind and visually impaired); and 2) the development of indicators for monitoring the adjustment of physical learning space to the above-mentioned SN groups. In 2018, there are discussions on upgrading the aforementioned project, which would develop and provide conditions for a comprehensive system implementation of the applications developed in the project for the collection of relevant monitoring data.

In the framework of the Targeted Research Programme (financed by the Research Agency of the Republic of Slovenia and the MESS), a three-year project will have been completed by the end of 2018 (the project holder is the Faculty of Architecture at the University of Ljubljana, with the Faculty of Education of the University of Primorska as a partner), whose topic is sustainable school architecture - "The analysis of the situation in the architecture of public kindergartens and schools in Slovenia - recording, evaluation and protection of high-quality (sustainable) architectural practice". The main result of the project is the preparation of proposals for the criteria of high-quality and sustainable architecture of kindergartens and schools.

The MESS has also co-financed a traveling architectural exhibition of quality architecture of kindergartens "From

small things big things one day come” – half a century of Slovenian kindergartens”, where the importance of protecting the cultural building heritage is highlighted and the problems of negative effects of the energy renovation of kindergartens (and schools) will come under scrutiny, even under the sustainable development agenda.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

9. Is climate change education/environmental awareness mandatory at any level of education in your country?

Yes No

- *Please specify*

Climate change and environmental awareness are part of the mandatory elementary and secondary school curricula - included as a cross-curricular topic in numerous subjects of natural and social sciences. At the level of optional subjects (elementary school) and optional content (secondary schools), they are also considered as a special, separate topic (environmental education, etc.). The syllabi are more or less successfully and quickly updated with the newer concepts and data of both above-mentioned areas and related other areas of sustainable development (climate change, environmental awareness, green economy, low carbon society, etc.).

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*
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