Indicators	Sub-indicators	Indicator Type	Means & Source of Verification	Reporting Phase [1]	Status of indicator
*Objective 1[2]. Ensure that policy, regulatory and operational frameworks support the promotion of ESD*				
1.1 Operational frameworks support the promotion of ESD	*Self-assessment[3] by countries (proposed by the secretariat):* ☐ Not started / ☐ In progress ☐ / ☐ Developing / ☐ Completed				
	1.1.1 Is the Strategy available in your national[4] language(s)? *(Yes/No. Specify if needed)*	Qualitative; "Checklist"	Government reports	Phase I	Required
	1.1.2 Do you have a coordinating body for implementation of the Strategy? *(Yes/No/Not applicable[5]. Please specify its mandate and coordinating mechanism)*	Qualitative; "Checklist"	Government reports	Phase I	Required
	1.1.3 Does a formal structure for interdepartmental[6] co-operation relevant to ESD exist in your government? *(Yes/No/Not applicable. Please specify)*	Qualitative; "Checklist"	Government reports	Phase I	Required
	1.1.4 To what extent a multi-stakeholder cooperation on ESD exists in your government? *(Use scale[7]. Please describe)[8]*	Qualitative; "Checklist"	Government reports	Phase I	Required
	1.1.5 Have you appointed a national focal point? *(Yes/No)*	Qualitative; "Checklist"	Government reports	Phase I	Required
	1.1.6 Are there are any operational frameworks for non-formal education at national/local level that address ESD? *(Yes /No/Not applicable. Please specify)*	Qualitative; "Checklist"	Government reports	Phase I	Required
	1.1.7 To what extent public budget and economic incentives to support ESD are available? *(Use scale. Please specify and, if feasible, provide ratio)*	Qualitative; "Input"	Government reports	Phase I	Required

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[1] Indication of when an indicator has to be made available first time.

[2] Subject for evaluation: objectives of the Strategy in accordance with the UNECE Strategy for Education for Sustainable Development (CEP/AC.13/2005/3/Rev.1)

[3] 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. For the self-assessment the sub-indicators having the status of "proposed" should be ignored.

[4] For countries with a federal governmental structure, all references to "national" apply to "State", as appropriate In this context, data at national level means an aggregated data received from sub-state entities.

[5] For every answer "Not applicable" throughout the whole set of indicators, please indicate why is the respective question not applicable for your country.

[6] Between State bodies.

[7] The "scale" to be used through the whole set of indicators is as follows: *not at all / seldom / mostly / throughout / not applicable*

[8] For explanation see paragraph 46 of the Strategy.

Indicators	Sub-indicators	Indicator Type	Means & Source of Verification	Reporting Phase [1]	Status of indicator
1.2 Policy and regulatory frameworks support the promotion of ESD	*Self-assessment by countries (proposed by the secretariat):* ☐ Not started / ☐ In progress ☐ / ☐ Developing / ☐ Completed				
	1.2.1 In which national policy document(s) ESD is reflected? *(Please list major document(s))*	Qualitative; "Checklist"	Government reports	Phase I	Required
	1.2.2 In which national regulatory document(s) ESD is reflected? *(Please list major document(s))*	Qualitative; "Checklist"	Government reports	Phase I	Required
	1.2.3 To what extent is ESD: (a) addressed in relevant national legislation; 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[9]? *(Fill in the table template in the annexe 1)*	Qualitative; "Input"	Reports of relevant Ministries	Phase I	Required
	1.2.4 To what extent informal and non-formal learning is addressed in your national implementation plan on ESD and/or in relevant national policy and/or regulatory document(s)? *(Use scale. Please describe)*	Qualitative; "Checklist"	Government reports	Phase I	Required
	1.2.5 To what extent the 'public awareness component' is addressed in relevant national document(s) that address ESD? *(Use scale. Please describe)*	Qualitative; "Checklist"	Government reports	Phase I	Required
1.3 National policies support synergies between processes related to SD and ESD	*Self-assessment by countries (proposed by the secretariat):* ☐ Not started / ☐ In progress ☐ / ☐ Developing / ☐ Completed				
	1.3.1 To what extent policies that promote ESD support SD policies? *(Please describe)*	Qualitative; "Outcome"	Government reports; Reports of relevant Ministries	Phase II	Proposed
	1.3.2 Is ESD part of SD policy(s) if such exist in your country? *(Yes /No/Not applicable. Please specify)*	Qualitative; "Checklist"	Government reports; Reports of relevant Ministries	Phase I	Required

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[9] International Standard Classification of Education (ISCED), UNESCO, 1997 (http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm)

Indicators	Sub-indicators	Indicator Type	Means & Source of Verification	Reporting Phase [1]	Status of indicator
	1.3.3 Synergies at the national level between UNECE ESD process, the UNESCO global process on the UN Decade of ESD[10], and other relevant to ESD and SD policy processes. *(Please describe)*	Qualitative; "Checklist"	Government reports; Reports of relevant Ministries	Phase I	Required
Objective 2. Promote SD through formal, non-formal and informal learning					
2.1 SD key themes are addressed in formal education	*Self-assessment by countries (proposed by the secretariat):* ☐ Not started / ☐ In progress ☐ / ☐ Developing / ☐ Completed				
	2.1.1 Which key themes of SD[11] are addressed explicitly in the curriculum[12]/programme of study at various levels of formal education? Please specify for each level in accordance with ISCED. *(Please fill in the table template in Annexe 2)*	Qualitative; "Input"	Education institutions and Ministries responsible for Education	Phase II	Required
2.2 Strategies to implement ESD are clearly identified	*Self-assessment by countries (proposed by the secretariat):* ☐ Not started / ☐ In progress ☐ / ☐ Developing / ☐ Completed				
	2.2.1 To what extent is ESD addressed through[13]: (a) Existing subjects[14] only? *(Use scale)* (b) A cross-curriculum approach? *(Use scale)* (c) The provision of specific subject programmes and courses? *(Use scale)* (d) A stand-alone project[15]? *(Use scale)* *For (a) – (d) please specify for different levels of education system in accordance with ISCED.*	Qualitative; "Input"	Education institutions and Ministries responsible for Education	Phase II	Required

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

[11] For explanation see paragraph 15 of the Strategy.

[12] At State level, where relevant

[13] For higher education institutions: These distinctions would be equal to: a) **courses and disciplines**, b) **interdisciplinary courses**, c) **separate, specified SD courses or seminars**, and d) **stand alone projects** implemented by the department, faculty or inter-faculty structures.

[14] E.g. geography, biology, etc. For high education 'subject' means 'course'.

[15] Project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

Indicators	Sub-indicators		Indicator Type	Means & Source of Verification	Reporting Phase [1]	Status of indicator
	2.2.2	Does your curriculum identify learning targets for ESD at its various levels in accordance with ISCED? *(Please fill in the table template in Annexe 3)*	Qualitative; "Input"	Education institutions and Ministries responsible for Education	Phase II	Required
2.3 ESD is addressed by quality assessment / enhancement systems	*Self-assessment by countries (proposed by the secretariat):* ☐ Not started / ☐ In progress ☐ / ☐ Developing / ☐ Completed					
	2.3.1	Do you have general quality assessment/enhancement systems for education[16] where ESD is integrated?[17] *(Yes/No. Please specify)*	Qualitative; "Input"	Education institutions and Ministries responsible for Education	Phase II	Required
	2.3.2	Do you have a separate assessment/enhancement system for ESD? *(Yes/No. Pls. specify for various levels of your education system in accordance with ISCED, as well as for non-formal and informal education.)*	Qualitative; "Input"	Education institutions or agencies and Ministries responsible for Education	Phase II	Required
	2.3.3	To what extent is ESD a part of the formal system of teacher[18] performance criteria? *(Use scale. Please describe)*	Qualitative; "Input"	Education institutions or agencies and Ministries responsible for Education	Phase II	Required
	2.3.4	To what extent quality criteria for evaluating teacher performance in relation to ESD are defined in your country? *(Use scale. Please describe)*	Qualitative; "Input"	Education institutions or agencies and Ministries responsible for Education	Phase II	Required

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[16] The issue of a quality assessment system to be further discussed

[17] For higher education institutions: Either **national centres for quality assessment in higher education**, or co-operations with general quality assessment agencies such as the European Foundation for Quality Management (EFQM).

[18] For higher education institutions: **Formal systems of evaluation of courses** (which include the didactic performance of lecturers and professors). *Here, it would be important to focus on the integration of students in the evaluating process!!!*

Indicators	Sub-indicators		Indicator Type	Means & Source of Verification	Reporting Phase [1]	Status of indicator
2.4 "A whole institution approach to ESD/SD" is supported[19] [promoted]	*Self-assessment by countries (proposed by the secretariat):* ☐ Not started / ☐ In progress ☐ / ☐ Developing / ☐ Completed					
	2.4.1	Are there any incentives (guidelines, award scheme, funding, technical support) that support "a whole institution approach to SD/ESD"[20]? *(Yes/No. Please describe)*	Quantitative "Input"	Education institutions, funding agencies	Phase II	Proposed
	2.4.2	To what extent educational institutions[21] are adopting a "whole institution approach" to SD/ESD? *(Use scale. Please describe)*	Qualitative; "Output"	Education institutions, funding agencies	Phase II	Proposed
	2.4.3	What is the proportion of educational institutions that have received or applied to receive recognition or an award for SD? *(Express in %[22]. Please describe)*	Quantitative "Output"	Education institutions, funding agencies	Phase II	Proposed
	2.4.4	To what extent do institutions develop their own SD indicators? *(Use scale. Please describe)*	Qualitative; "Output"	Education institutions, funding agencies	Phase II	Proposed
	2.4.5	To what extent do groups of learners develop their own SD indicators? *(Use scale. Please describe)*	Qualitative; "Output"	Education institutions, funding agencies	Phase II	Proposed
2.5 ESD implementation is a multi-stakeholder process[23]	*Self-assessment by countries (proposed by the secretariat):* ☐ Not started / ☐ In progress ☐ / ☐ Developing / ☐ Completed					

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

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

[21] for various levels of your education system in accordance with ISCED

[22] The EG should explain the % to be indicated

[23] For higher education institutions: This covers the issue of **university "outreach"** (meaning wide spectrum from regional intergration, business co-operations and transdisciplinarity to eco-procurement and research-education-co-operations).

Indicators	Sub-indicators	Indicator Type	Means & Source of Verification	Reporting Phase [1]	Status of indicator
	2.5.1 To what extent is ESD implementation a multi-stakeholder process? *(Please fill in the table template[24] in Annexe 4[25])*	Qualitative; "Input"	Reports by the trade unions and professional associations, relevant Ministries	Phase II	Required
	2.5.2 To what extent informal and public awareness raising activities address SD issues? *(Use scale. Please describe[26] If feasible, provide indication of volume.)*	Qualitative; "Output"	Reports by the trade unions and professional associations, relevant Ministries	Phase II	Required
2.6 Strategies and instruments are in place to assess changes in knowledge, attitude and practice as a result of non-formal and informal learning among citizens in relation to ESD	*Self-assessment by countries (proposed by the secretariat):* ☐ Not started / ☐ In progress ☐ / ☐ Developing / ☐ Completed				
	2.6.1 Do you have policies that address the non-formal and informal education? *(Yes/No/Not applicable. Please specify)*	Qualitative; "Checklist"		Phase I	Required
	2.6.2 Do you have instruments to assess the non-formal and informal education? *(Yes/No/Not applicable. Please specify)*	Qualitative; "Checklist"		Phase I	Required
	2.6.3 To what extent is ESD addressed in these policies and instruments? *(Scale. Please describe)*	Qualitative; "Input"		Phase I	Required
	2.6.4 To what extent is ESD addressed in non-formal and informal education? *(Scale. Please describe)*	Qualitative; "Input"		Phase II	Required

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[24] *(Develop a table template (a matrix) based on types of stakeholders and the kind of services they provide (NGOs, local government, organised labour, private -sector, community-based (e.g. Agenda 21), faith-based versus public awareness and understanding, quality education, reorienting education, training, social learning)*

[25] *(in the same annex include the request to specify to support the table template, e.g. extract from NIPs, awareness material, training curricula, network websites, company policies, provisions for co-ordination and exchange of good practices among sectors, etc.*

[26] Please describe how, e.g. in press articles, TV and radio programs promoting environmentally friendly goods and services, sustainable lifestyles, public lectures.

Indicators	Sub-indicators		Indicator Type	Means & Source of Verification	Reporting Phase [1]	Status of indicator
	2.6.5	Are changes in knowledge, attitude and practice related to SD as a result of non-formal and informal learning assessed? *(Yes/No/Not applicable. If yes, please specify how they are assessed.)*	Qualitative; "Outcome"		Phase II	Required
Objective 3. Equip educators with the competence to include SD in their teaching						
3.1 ESD is included in the training of educators [27]	*Self-assessment[28] by countries (proposed by the secretariat):* ☐ Not started / ☐ In progress ☐ / ☐ Developing / ☐ Completed					
	3.1.1	To what extent is ESD a part of the initial and in-service educator's training[29]? *(Fill in the table template in the annexe 5)*	Qualitative; "Input"	Educational institutions, Ministry of Education	Phase II	Required
3.2 Opportunities exist for educators to cooperate on ESD	*Self-assessment by countries (proposed by the secretariat):* ☐ Not started / ☐ In progress ☐ / ☐ Developing / ☐ Completed					
	3.2.1	To what extent networks / platforms of educators who are interested in ESD exist? *(Use scale[30]. Please describe)*	Qualitative; "Output"	Educational institutions, relevant Ministries	Phase II	Proposed
	3.2.2	To what extent these networks/platforms are supported by the government? *(Express in %[31]. Please list major ones and describe as appropriate)*	Qualitative; "Input"	Educational institutions, relevant Ministries	Phase II	Proposed
Objective 4. Ensure that adequate tools and materials for ESD are accessible						
4.1 Teaching tools and materials for ESD are produced	*Self-assessment by countries (proposed by the secretariat):* ☐ Not started / ☐ In progress ☐ / ☐ Developing / ☐ Completed					

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[27] ESD is addressed by substance and/or by approach

[28] 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.

[29] For higher education institutions: The focus is here on existing **teacher training universities/colleges** and on **in-service training programmes** regarding SD and ESD for university/college teachers in their own universities/colleges.

[30] The "scale" to be used for this sub-indicator is as follows: *none / few / enough / many / not applicable*

[31] Indicate the percentage of Government support of ESD related networks/platforms to the total percentage of Government support to networks/platforms.

Indicators	Sub-indicators	Indicator Type	Means & Source of Verification	Reporting Phase [1]	Status of indicator
	4.1.1 Does a national strategy/ mechanism for encouragement of development and production of ESD tools and materials exist? *(Yes/No. Please describe)*	Qualitative "Input"	Relevant ministries / public authorities	Phase II	Required
	4.1.2 To what extent public authority money is invested into this activity? *(Provide an indication of the amount in Euros referring to the amount of ESD related R&D expenditures, annually)*	Qualitative "Input"	Relevant ministries / public authorities	Phase II	Required
4.2 Quality control mechanisms for teaching tools and materials for ESD exist	*Self-assessment by countries (proposed by the secretariat):* ☐ Not started / ☐ In progress ☐ / ☐ Developing / ☐ Completed				
	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? *(Yes/No. Please describe)* (b) Approved by public authorities? *(Yes/No. Please describe)* (c) Tried and recommended for selection by educational institutions? *(Yes/No. Please describe)* *Please distinguish (a-c) for formal, informal and non-formal education.*	Qualitative "Input"	Relevant ministries / public authorities	Phases II	Required
	4.2.2 Are ESD teaching tools / materials available: (a) In all different state languages? *(Yes/No. Please specify)* (b) For all levels of education according to the ISCED? *(Yes/No. Please specify)*	Qualitative "Input"	Relevant ministries / public authorities	Phases II	Required
4.3 Teaching tools and materials for ESD are accessible and are disseminated	*Self-assessment by countries (proposed by the secretariat):* ☐ Not started / ☐ In progress ☐ / ☐ Developing / ☐ Completed				
	4.3.1 Does a national strategy mechanism for dissemination of ESD tools and materials exist? *(Yes/No. Pls. describe strategy/mechanisms)*	Qualitative "Input"	Relevant ministries / public authorities	Phases II	Required

Indicators	Sub-indicators	Indicator Type	Means & Source of Verification	Reporting Phase [1]	Status of indicator
	4.3.2 To what extent public authority money is invested into this activity? *(Provide an indication of the amount in Euros referring to the amount of ESD related R&D expenditures, annually)*	Qualitative "Input"	Relevant ministries / public authorities	Phases II	Required
	4.3.3 To what extent approved ESD teaching materials are available through Internet? *(Use scale. Please describe)*	Qualitative "Input"	Relevant ministries / public authorities	Phases II	Required
	4.3.4 Is a register or database with existing ESD teaching tools and materials in national language: (a) Accessible through Internet? *(Yes/No. Please specify)* (b) Provided through other channels? *(Yes/No. Please describe)*	Qualitative "Input"	Relevant ministries / public authorities	Phases II	Required
Objective 5. Promote research on and development of ESD					
5.1 Research[32] on ESD is promoted	*Self-assessment[33] by countries (proposed):* ☐ Not started / ☐ In progress ☐ / ☐ Developing / ☐ Completed				
	5.1.1 To what extent is research that addresses content and methods for ESD[34] supported? *(Use scale. Please describe)*	Qualitative; "Input"	Relevant Ministries	Phase III	Required
	5.1.2 How have allocated budgets for research on ESD changed over the reporting period? *(Express in %[35]. Please describe if feasible in relation to the total research budget.)*	Qualitative/ Quantitative "Input"	Relevant Ministries	Phase III	Required
	5.1.3 Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD? *(Yes/no. Please specify)*	Qualitative/ Quantitative "Input"	Relevant Ministries	Phase III	Required

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[32] These includes support from various sources, such as state, local authorities, business and non-governmental sources.

[33] On the basis of the answers to the underlying questions [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.

[34] e.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of ICT; means of evaluation including socio-economic impacts.

[35] Please provide the annual percentage increase in budget allocations for research on ESD.

Indicators	Sub-indicators	Indicator Type	Means & Source of Verification	Reporting Phase [1]	Status of indicator
	5.1.4 Availability of post-graduate courses: (a) on ESD[36]: ▪ for MSc *(Yes/No. Please specify)* ▪ for PhD *(Yes/No. Please specify)* (b) related to ESD ▪ for MSc *(Yes/No. Please specify)* ▪ for PhD *(Yes/No. Please specify)*	Qualitative; "Output"	Ministry of Education; Institutions of Higher Education	Phase I	Proposed
	5.1.5 Availability of scholarships supported by public authorities for post-graduate and postdoctoral research in ESD: ▪ for MSc *(Yes/No. Please specify)* ▪ for PhD *(Yes/No. Please specify)*	Qualitative; "Output"	Ministry of Education; Institutions of Higher Education	Phase I	Proposed
5.2 Development of ESD is promoted	*Self-assessment by countries (proposed):* ☐ Not started / ☐ In progress ☐ / ☐ Developing / ☐ Completed				
	5.2.1 To what extent there is any support for innovation and capacity building of working practice[37] in ESD? *(Use scale. Please describe to illustrate the scope at national and sub-national levels.)*	Qualitative; "Output"	Ministry of Education; Institutions of Education	Phase II	Required
	5.2.2 How have allocated budgets for ESD development changed over the reporting period? *(Express in %[38].)*	Qualitative/ Quantitative "Input"	Relevant Ministries	Phase III	Required
5.3 Dissemination of research results on ESD is promoted	*Self-assessment by countries (proposed):* ☐ Not started / ☐ In progress ☐ / ☐ Developing / ☐ Completed				

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[36] ESD is addressed by substance and/or by approach
[37] E.g. pilot projects, action research, social learning, multi-stakeholder teams
[38] Please provide the annual percentage increase in budget allocations on ESD development.

Indicators	Sub-indicators		Indicator Type	Means & Source of Verification	Reporting Phase [1]	Status of indicator
	5.3.1	Existence of public authority support for mechanisms[39] of sharing the results of research and examples of good practices in ESD[40] among authorities and stakeholders *(Yes/No. If feasible, indicate amount of activities and budget allocated (annually, amount in Euros).*	Qualitative/ Quantitative "Output"	Ministry of Education; Governmental agencies outside education system; Institutions of Higher Education, NGOs	Phase II	Required
	5.3.2	How have allocated budgets for dissemination of research results on ESD changed over the reporting period? *(Express in %[41].)*	Qualitative/ Quantitative "Input"	Relevant Ministries	Phase III	Required
	5.3.3	Existence of scientific publications about ESD (annually). *(Yes/no. Please list the major ones and describe)*	Qualitative; "Output"	Education and research institutions; relevant Ministries; NGOs; publishers	Phase II	Required
	5.3.4	Existence of scientific publications relevant to ESD (annually). *(Yes/no. Please list the major ones and describe)*	Qualitative; "Output"	Education and research institutions; relevant Ministries; NGOs; publishers	Phase II	Required
Objective 6. Strengthen co-operation on ESD at all levels within the UNECE region						
6.1 Co-operation on ESD is strengthened at all levels within the UNECE region	*Self-assessment by countries (proposed by the secretariat):* ☐ Not started / ☐ In progress ☐ / ☐ Developing / ☐ Completed					
	6.1.1	To what extent your public authorities co-operate in/support international[42] networks on ESD? *(Use scale. List major networks)*	Qualitative and Quantitative "Input"	Report of relevant authorities	Phase II	Required

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[39] e.g. conferences, summer schools, journals, periodicals, networks
[40] e.g. 'participatory approach'; links to local, regional and global problems; integrative approach to environmental, economic and social issues; orientation to understanding, preventing and solving problems.
[41] Please provide the annual percentage increase in budget allocations for dissemination of research results on ESD. [or should we ask in addition for the percentage of budget allocations in relation to the GDP?]
[42] In this context, "international associations, working groups, programmes, partnerships etc. covers "global", "regional" and "subregional"

Indicators	Sub-indicators		Indicator Type	Means & Source of Verification	Reporting Phase [1]	Status of indicator
	6.1.2	To what extent educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD? *(Use scale. List major networks)*	Qualitative and Quantitative "Output"	Report of relevant authorities	Phase II	Proposed
	6.1.3	How many state bilateral and multilateral cooperation mechanisms/agreements, explicitly including an ESD component, exist? *(List the major ones)*	Qualitative and Quantitative "Output"	Report of relevant authorities	Phase II	Required
	6.1.4	Efforts of your Government in promoting ESD in international forums outside the UNECE region *(Describe)*	Qualitative; "Output"	Report of relevant authorities	Phase II	Required

Annexe 1.

Indicator 1.2, sub-indicator 1.2.3

To what extent is ESD: (a) addressed in relevant national legislation 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?

(Please tick (X) as appropriate)

Education system	Not at all		Seldom		Mostly		Throughout		Not applicable	
	National legislation	National curricula[*]	National legislation	National curricula*	National legislation	National curricula*	National legislation	National curricula*	National legislation	National curricula*
Pre-primary										
Primary										
Secondary										
Higher/ Tertiary[43]										
Teacher education										

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[*] National curricula and/or national standards/ ordinances/ requirements

[43] For higher education institutions when answering: (1) regarding national legislation: this objective is focussing equally at the first stage of tertiary education (Bachelor), the second stage (MSc) and the third stage (PhD) while covering various aspects such as **service agreements/contracts**, **national strategies of R&D**, **university organisation and studies acts**, or **general laws of higher educations**.; (2) regarding national and/or national standards/ ordinances/ requirements: special attention shall be devoted to indications of linking systems of **quality assurance and accreditation** (with regard to the Bologna process) for higher educations institutions with ESD, as well as to **regulations of study programs and study fields** which reflect the principles of ESD.

Annexe 2.

Indicator 2.1, sub-indicator 2.1.1

Which key themes of SD are addressed explicitly in the curriculum/programme of study at various levels of formal education? Please specify for each level in accordance with ISCED.

(Please tick relevant themes for each level. Use the blank rows to insert additional themes that are considered to be keys in addressing learning for sustainable development.)

Some Key Themes for Sustainable Development	ISCED Levels					
	1	*2*	*3*	*4*	*5*	*6*
Engagement with the concept of sustainable development						
The nature of knowledge/how we learn						
Biological and landscape diversity						
Production and/or consumption patterns						
Citizenship and democracy						
Natural resource management (including water, soil, mineral, fossil fuels, etc…)						
Waste management						
Climate change						
Human rights (including gender and inter-generational equity; racial and cultural diversity)						
Personal and family health						
Environmental health (e.g. food and drinking; water quality; pollution)						
Poverty alleviation						
Local and global responsibility						
Peace, security and conflict management						
Rural/urban development						
Corporate social responsibility						
Others (*countries to add*)						

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

Annex 3

Indicator 2.2, sub-indicator 2.2.2

Does your curriculum identify learning targets for ESD at its various levels in accordance with ISCED?

(Please tick relevant learning outcomes for each level. Use the blank rows to insert additional learning outcomes that are considered to be key outcomes in learning for sustainable development.)

Broad Learning Targets	Learning outcomes	ISCED Levels					
		1	2	3	4	5	6
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						
	-						
Learning to do Does education at each level enhance learners' capacity for:	- applying learning in a variety of life-wide contexts						
	- decision making also in situations of uncertainty						
	- dealing with crises and risks						
	- acting with responsibility						
	- acting with self- respect						
	- acting with determination						
	-						
Learning to be Does education at each level enhance learners' capacity for:	- self-confidence						
	- self-expression and communication						
	- coping under stress						
	-						
Learning to live and work together Does education at each level enhance learners' capacity for:	- acting with responsibility						
	- 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)						
	-						

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

Annex 4

Indicator 2.5, sub-indicator 2.5.1

To what extent is ESD implementation a multi-stakeholder process?

(Develop a table template (a matrix) based on types of stakeholders and the kind of services they provide (NGOs, local government, organised labour, private -sector, community-based (e.g. Agenda 21), faith-based versus public awareness and understanding, quality education, reorienting education, training, social learning)

Annex 5

Indicator 3.1, sub-indicator 3.1.1

To what extent is ESD a part of the initial and in-service educator's training?

Teacher education	Pre-primary		Primary		Secondary		Higher/ Tertiary	
	Initial*	In service**	Initial*	In service**	Initial*	In service**	Initial*	In service**
% received training to:								
- Acquire aptitude (knowledge and methods) to integrate ESD in their teaching								
- Integrate their teaching in a cross-curricular manner								
- Engage learners to achieve the learning outcomes outlined in annex								

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* Please indicate the % of educators that received initial training on ESD to total number of educators, annually. [or should it be the % of the total training for educators, i.e. total number of hours of training dedicated to ESD, annually?]

** Please indicate the % of educators that received training on ESD to total number of educators who received in-service teacher training, annually.