



United Nations Economic Commission for Europe Steering Committee on Education for Sustainable Development

17th meeting, 30 and 31 May 2022

Information Paper No. 3

Draft template for reporting: “Format for reporting on the implementation of the United Nations Economic Commission for Europe Strategy for Education for Sustainable Development (2021–2030)”

Item 5 of the provisional agenda:

Update on the outcomes of the work of the Ad Hoc Group on Indicators: the draft template for reporting on the future implementation of the Strategy (2021–2030)

Prepared by the Secretariat¹

¹ This information document was not formally edited

1. The secretariat and the Chair of the Ad Hoc Group on Indicators will update the Steering Committee on the outcomes of the work of the Ad Hoc Group on Indicators and on the status of the draft template for reporting - "*Format for reporting on the implementation of the United Nations Economic Commission for Europe Strategy for Education for Sustainable Development (2021–2030)*", which was officially submitted for consideration at the fifteenth meeting of the Steering Committee (Geneva, 19–20 October 2020).
2. The document referred is provided below.

**Economic and Social Council**Distr.: General
27 February 2020

Original: English

Economic Commission for Europe

Committee on Environmental Policy

**United Nations Economic Commission for Europe
Steering Committee on Education
for Sustainable Development****Fifteenth meeting**

Geneva, 7 and 8 May 2020

Item 8 of the provisional agenda

**Outcomes of the three meetings and of the subsequent work of the
ad hoc group on indicators: the draft format for reporting on the
implementation of the United Nations Economic Commission for
Europe Strategy for Education for Sustainable Development (2020–2030)****Format for reporting on the implementation of the United
Nations Economic Commission for Europe Strategy for
Education for Sustainable Development
(2020–2030)***Summary*

Under its terms of reference, the United Nations Economic Commission for Europe (ECE) Steering Committee for Education for Sustainable Development is charged with monitoring progress in the implementation of the UNECE Strategy for Education for Sustainable Development (ECE/CEP/BATUMI.CONF/2016/11, annex II, para. 4 (d)).

On 15 January 2021, States participating in the Strategy are due to submit their national implementation reports. Reports are expected to reflect the progress made in the implementation of the Strategy at the national or State level during the next intermediate implementation phase (2019–2020) and can be seen as a starting point for further implementation of the Strategy during the first phase of the fifth mandatory reporting cycle (2021–2025). The present document sets out the template of the format for reporting (see annex I below). The set of indicators on which the reporting format template is based was developed by the ECE Expert Group on Indicators for Education for Sustainable Development. The reporting format has recently been updated by a newly created ad hoc group of experts – the ad hoc group on indicators – established by the decision of the Steering Committee (ECE/CEP/AC.13/2019/2, para. 74 (a)) at its fourteenth session (Geneva, 2 and 3 May 2019) with the purpose of updating the existing format for reporting for the next implementation phase from 2020 to 2030 in correspondence with the priority areas of the new concept note for the post-2019 implementation framework, which was being drafted by the ad hoc group for strategic planning. The reporting format was also updated on the basis of analyses of the previous cycles of the ECE monitoring and evaluation framework for the Strategy, as well as taking into consideration, to the extent possible, the new United Nations Educational, Scientific and Cultural Organization “Education for Sustainable Development



for 2030” monitoring framework and the annual reporting mechanism of the Sustainable Development Goals (including Goal 4).

Based on the national reports submitted, the secretariat will prepare a synthesis report in 2021, highlighting progress made, identifying challenges and drawing up recommendations. The synthesis report is vital in monitoring the progress made since the previous implementation phases and setting future priorities for implementing the Strategy and is expected to be presented at the sixteenth meeting of the Steering Committee in 2021.

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Introduction

1. The present document presents a format for reporting on the implementation of the United Nations Economic Commission for Europe (ECE) Strategy for Education for Sustainable Development for the first phase (2020–2025) of the next implementation period, which will last from 2020 to 2030. It was developed based on the procedure for the review of implementation of the Strategy in previous implementation periods thereof. The reporting format also takes into account the previous reporting exercises in 2010, 2014 and 2018, the related reporting templates (ECE/CEP/AC.13/2009/10, annex, ECE/CEP/AC.13/2014/5, annex, and ECE/CEP/AC.13/2018/4, annex I, respectively) and the feedback from countries following those exercises on the workability and feasibility of the indicators and the requested information for reporting.

2. The set of indicators was developed by the ECE Expert Group on Indicators for Education for Sustainable Development set up by the First High-level Meeting of Environment and Education Ministries (Vilnius, 17 and 18 March 2005). Three complementary progress reports provide information on the development of the indicators (CEP/AC.13/2005/9, ECE/CEP/AC.13/2006/5 and ECE/CEP/AC.13/2008/4).

3. In 2014, to reflect the requirements of the third phase (2011–2015) of the Strategy's initial implementation period (2005–2015), in consultation with the Expert Group on Indicators, the secretariat introduced a few changes to the reporting template developed by the Group.

4. In 2018, to reflect the requirements and priorities of the 2017–2019 implementation phase – as outlined in the framework for the future implementation of the Strategy (ECE/BATUMI.CONF/2016/11) – in consultation with the Bureau, the secretariat introduced some additional changes to the 2014 reporting template developed by the Expert Group.

5. The most recent revision of the reporting template was undertaken during 2019 and 2020 as a result of the following developments. During the period 2018–2020, an ad hoc advisory group created at the thirteenth meeting of the Steering Committee (ECE/CEP/AC.13/2018/2, para. 53) – subsequently referred to as the ad hoc group for strategic planning – formulated new priority areas for action, which will have to be approved at the fifteenth meeting of the Steering Committee in 2020. Those new priority areas for action will be reflected in a new framework for the implementation of the Strategy for the period 2020–2030. By 2025, the Steering Committee will have to have decided on the further elaboration of the same outlined priorities or on the formulation of the new priorities for the next implementation phase from 2026 to 2030. The draft concept note for the post-2019 implementation framework (ECE/CEP/AC.13/2019/4) – which reflects the progress of the work of the ad hoc group for strategic planning – focuses on the following priority thematic areas of the new strategic planning: (a) the whole institution approach to education for sustainable development; (b) quality education and education for sustainable development; (c) digital education, information and communications technology and education for sustainable development; and (d) entrepreneurship, employment, innovation and education for sustainable development.

6. At its fourteenth meeting (Geneva, 2 and 3 May 2019), the Steering Committee agreed to establish another ad hoc group of experts – the ad hoc group on indicators – which would work on updating and/or revising the existing format for reporting for the next implementation phase from 2020 to 2030 in correspondence with the new concept note for the post-2019 implementation framework, which was being drafted by the ad hoc group for strategic planning, and nominated the national focal point of the Netherlands as the Chair of the ad hoc group on indicators. Countries had the opportunity to propose experts to work in this ad hoc group. As a result of the secretariat's call for expressions of interest in membership, the group was composed of several experts from different countries and institutions, i.e. Belgium, Canada, Georgia, Germany, Hungary, Montenegro and the Netherlands, including an expert from the United Nations Educational, Scientific and Cultural Organization (UNESCO), with support from the ECE secretariat.

7. To date, the group has had three working meetings during 2019 and 2020, i.e.: from 23 to 25 October 2019 in Utrecht, Netherlands; on 16 and 17 December 2019 in Podgorica; and from 12 to 14 February 2020 in Brussels.

8. The group was mandated to revise the existing, and/or elaborate a new, format for reporting according to: (a) the main issues covered by the ECE Strategy for Education for Sustainable Development; (b) the achievements of the Strategy's implementation from 2005 up to the present; and (c) the new "Education for Sustainable Development Strategic Planning 2030" implementation framework. The aim was to provide the member States with a flexible, revised and updated format for reporting that would respond to the new mission of the Steering Committee.

9. Following the submission of the revised format for reporting for discussion and comments at the fifteenth meeting of the Steering Committee to be held on 7 and 8 May 2020, the group will meet for a fourth time for a final wrap-up session to finalize the draft template of the format for reporting based on feedback from the Steering Committee. That session is tentatively scheduled to take place in June 2020, in The Hague, Netherlands.

10. During its working meetings, the objectives of the group were to: review and evaluate the existing framework; determine which indicators had already become outdated or would be outdated in the coming years; discuss possible synergies with UNESCO and other relevant frameworks; and reflect critically on experiences over the past decade of the Strategy's implementation.

11. As a result of discussions held during the working sessions, the group agreed on the following main decisions and proposals:

(a) To omit some questions from the template for the previous round of reporting referring to the availability of certain relevant policy documents that have been clarified, and to ask instead questions about "what has changed and why";

(b) To review and simplify references to the levels of education in the template, which was previously strictly organized according to the International Standard Classification of Education. Many countries had difficulties in answering in detail according to the International Standard Classification system, as levels of education in their education systems are often different;

(c) To "rephrase" some of the questions to clarify their meaning;

(d) To introduce new questions and indicators for the proposed new thematic areas/strands of work for the next implementation period of 2020–2030;

(e) To take account of UNESCO work on Sustainable Development Goal reporting (especially Sustainable Development Goal 4 and target 4.7);

(f) To take into account information from the Bridge 47 Global Event "Envision 4.7" (Helsinki, 5–7 November 2019),¹ with the purpose of discussing the way forward to intensify collaboration in the implementation of target 4.7 of the Sustainable Development Goals.

12. In the detailed appendices to the present document, a more comprehensive four-point scale was introduced to provide additional information about the degree of implementation of different aspects of the Strategy. This will replace the "semi-quantitative" approach identifying six levels (A–F) of percentages of "ticks" (or "Yes" responses) in each of the appendix tables. In some of the questions, countries will be asked to draw their own conclusions regarding the pattern of information that arises from their responses.

13. When revising the template of the format for reporting, the ad hoc group attempted to ensure synergy between the ECE monitoring and evaluation framework, the current work on Sustainable Development Goal indicators and the quadrennial monitoring and evaluation of progress in global citizenship education and education for sustainable development under the UNESCO 1974 Recommendation concerning Education for International Understanding,

¹ Bridge 47, *Bridge 47 Global Event: Envision 4.7. Report, Helsinki, 5–7 November 2019*. Available at www.bridge47.org/sites/default/files/2019-12/report_envision_4.7.pdf.

Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms. The new UNESCO framework “Education for Sustainable Development: Towards achieving the Sustainable Development Goals – ESD for 2030” will be launched at the UNESCO World Conference on Education for Sustainable Development, to be hosted by the Government of Germany (Berlin, 2–4 June 2020). Consequently, it is not currently possible to carry out specific alignment of questions, but that might become possible during the next round of monitoring and evaluation.

14. The main elements of the reporting procedure are as follows:

(a) ECE member States should prepare reports through a transparent consultative process involving all relevant stakeholders at the national or State levels;

(b) Although the “Yes/No” part of subindicators was required to be reported on in the initial phase I (2007) and the “descriptive” part in phases II (by 2010) and III (by 2015), countries are encouraged to report on the full set of indicators at the end of each phase, to the extent possible, in line with their progress in implementing the Strategy for Education for Sustainable Development;

(c) Reports should be submitted to the secretariat electronically in Word format. The text should be in English. Member States are also encouraged to provide the text in the two other official languages of ECE – French and Russian. Reports will be made available in the languages in which they are received. No editing will be undertaken;

(d) The deadline for submission of reports to the secretariat, taking into account United Nations document management procedures, is 15 January 2021;

(e) Countries are also invited to provide further information in the form of case studies or “good practices”, if appropriate. A framework for submitting case studies will be provided by the ECE secretariat;

(f) The ECE secretariat will post the reports and case studies on its website;

(g) The ECE secretariat will prepare a synthesis report for 2021, highlighting achievements, identifying challenges and drawing conclusions regarding the implementation of the Strategy. It is expected that the reporting results will be presented at the sixteenth meeting of the Steering Committee in 2021;

(h) Key stakeholders are encouraged to provide the secretariat with their reports on programmes or activities that support the implementation of the Strategy.

15. The key documents for the preparation of the 2021 national implementation reports include the following:

(a) The UNECE Strategy for Education for Sustainable Development (CEP/AC.13/2005/3/Rev.1);

(b) The template of the format for reporting presented in annex I to the present document;

(c) The guidance for reporting on the implementation of the UNECE Strategy for Education for Sustainable Development (ECE/CEP/AC.13/2009/5) and its updated version to be made available in the fourth quarter of 2020;

(d) The first progress report on the implementation of the Strategy (2005–2007), “Learning from each other: achievements, challenges and the way forward” (ECE/BELGRADE.CONF/2007/INF/3–ECE/CEP/AC.13/2007/2, ECE/BELGRADE.CONF/2007/INF/3/Add.1–ECE/CEP/AC.13/2007/2/Add.1 and ECE/BELGRADE.CONF/2007/INF/3/Corr.1–ECE/CEP/AC.13/2007/2/Corr.1);

(e) The second evaluation report on the implementation of the Strategy (2008–2010), “Learning from each other: achievements, challenges and ways forward” (ECE/CEP/AC.13/2012/3);

(f) The third evaluation report on the implementation of the Strategy (2011–2015), “Learning from each other: achievements, challenges and ways forward” (ECE/CEP/AC.13/2016/3);

(g) The publication *Ten Years of the UNECE Strategy for Education for Development: Evaluation report on the implementation of the UNECE Strategy for Education for Sustainable Development from 2005 to 2015*;²

(h) The forthcoming fourth evaluation report on the implementation of the Strategy (2016–2018).

16. A summary and self-assessment for completion by countries is provided in annex II to the present document.

17. A proposed timeline for reporting is provided in annex III to the present document.

² United Nations publication, ECE/CEP/179.

Annex I

Format for reporting on the implementation of the United Nations Economic Commission for Europe Strategy for Education for Sustainable Development

Implementation phase: 2020–2025

The following report is submitted on behalf of the Government of _____ in accordance with the decision of the United Nations Economic Commission for Europe (ECE) Steering Committee on Education for Sustainable Development.

Name of officer (national focal point) responsible
for submitting the report:

Signature:

Date:

Full name of the institution:

Postal address:

Telephone:

Email:

Website:

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

Issue 1³ Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<i>If necessary, provide relevant information on your country's 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	
Subindicator 1.1.1	Have you appointed a national focal point to deal with the UNECE Strategy for ESD? ⁴
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If "Yes", please specify: (a) the position(s); and (b) in which ministry(ies)/department(s) the focal point(s) is/are located.</i>
Subindicator 1.1.2	Do you have a coordinating body for implementation of ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If "Yes", please specify whether:</i>
(a) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>(a) The coordinating body has a mandate;</i>
(b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>(b) The mandate covers implementation of the UNECE Strategy for ESD;</i>
(c) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>(c) The coordinating body has a coordinating mechanism;</i>
(d) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>(d) Whether your Government is involved in the multi-stakeholder coordinating mechanism.</i>
Subindicator 1.1.3	Do you have a national implementation plan for ESD (i.e. covering formal, non-formal and informal education)?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If "Yes", please specify whether:</i>
(a) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>(a) This plan includes implementation of the UNECE Strategy for Education for SD and please indicate the address of the website where it is accessible;</i>
(b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>(b) This national implementation plan for ESD reflects the connection with SDGs, especially SDG 4;</i>
(c) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>(c) There is a recent update of your ESD national implementation plan. If "Yes", please specify the major changes or updates.</i>

³ Issues 1–6 herein are in accordance with objectives (a)–(f) set out in the United Nations Economic Commission for Europe (UNECE) Strategy for Education for Sustainable Development (ESD) (CEP/AC.13/2005/3/Rev.1, para. 7).

⁴ For countries with a federal government structure, all references to "national" apply to "subnational", as appropriate. In this context, "data at the national level" means aggregated data received from substate entities.

Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD																								
Subindicator 1.2.1	Is ESD integrated into relevant national policy documents?⁵																							
Yes <input type="checkbox"/> No <input type="checkbox"/> (a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/> (c) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify at each of the following levels and list any relevant major document(s):</i> (a) <i>Constitutional level;</i> (b) <i>Sectoral level;</i> (c) <i>Cross-sectoral level.</i>																							
Subindicator 1.2.2	Please state whether ESD is:																							
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	(a) <i>Addressed in relevant national education legislation/regulatory documents;</i> (b) <i>Included in your national curricula and/or national standards, ordinances or requirements in formal education, as understood by your education system in accordance with the levels of education outlined below.⁶</i> <i>If “Yes”, please specify details for (a) and (b). Please fill in the table below by ticking (✓) as appropriate.</i> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">Formal education levels</th> <th>(a)</th> <th>(b)</th> </tr> <tr> <th><i>Yes</i></th> <th><i>Yes</i></th> </tr> </thead> <tbody> <tr> <td>I. Early childhood education (ISCED 0)</td> <td></td> <td></td> </tr> <tr> <td>II. Primary education (ISCED 1)</td> <td></td> <td></td> </tr> <tr> <td>III. General secondary education (ISCED 2+3 general)</td> <td></td> <td></td> </tr> <tr> <td>IV. Vocational education (ISCED 2+3+4+5 vocational)</td> <td></td> <td></td> </tr> <tr> <td>V. Higher/tertiary education (excluding vocational education) (ISCED 5 general+6+7+8)</td> <td></td> <td></td> </tr> <tr> <td>VI. No information available</td> <td></td> <td></td> </tr> </tbody> </table>	Formal education levels	(a)	(b)	<i>Yes</i>	<i>Yes</i>	I. Early childhood education (ISCED 0)			II. Primary education (ISCED 1)			III. General secondary education (ISCED 2+3 general)			IV. Vocational education (ISCED 2+3+4+5 vocational)			V. Higher/tertiary education (excluding vocational education) (ISCED 5 general+6+7+8)			VI. No information available		
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VI. No information available																								

⁵ Policy documents include national strategies, plans, programmes, guidelines, etc.

⁶ Please consult your country’s International Standard Classification of Education mapping at: <http://uis.unesco.org/en/isced-mappings>.

Subindicator 1.2.3	Is ESD addressed in non-formal and informal education in your relevant national policy and/or regulatory documents and operational frameworks?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify.</i>
Subindicator 1.2.4	Are public budgets and/or economic incentives available specifically to support ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify.</i>
<i>Concluding remarks on issue 1</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD.</i>
	<p><i>Please address the following questions:</i></p> <ul style="list-style-type: none"> – <i>Which actions and/or initiatives have been particularly successful and why?</i> – <i>What challenges did your country encounter when implementing this objective?</i> – <i>What other considerations should be taken into account in future ESD implementation concerning this objective?</i>

Issue 2. Promote SD through formal, non-formal and informal learning	
<i>If necessary, provide relevant information on your country's situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 2.1 SD key themes⁷ are addressed in formal education	
Subindicator 2.1.1	Please specify which SD issues are important in your country (for example, biodiversity, gender, gender equality, production and/or consumption patterns).
	<i>Please complete the table in appendix I (a) to show at which levels of formal education key issues are being addressed in the curriculum. Please comment on any discrepancies between the issues you have listed and the results that emerge from the table (up to 1,500 characters with spaces).</i>
Subindicator 2.1.2	Are learning outcomes (knowledge, skills, attitudes and values) ⁸ that support ESD addressed explicitly in the curriculum ⁹ /programme of study at various levels of formal education?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If "Yes", please specify which learning outcomes are important for ESD in your country by completing the table in appendix I (b).</i>

⁷ For details, see CEP/AC.13/2005/3/Rev.1, para. 15.

⁸ In some contexts, the term "competence" covers knowledge, skills, attitudes and values.

⁹ Please specify if at national or subnational level (for example, province, Land, region).

Subindicator 2.1.3	Do you use a specific framework to identify learning outcomes in ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify (for example, UNECE ESD competencies;¹⁰ A Rounder Sense of Purpose;¹¹ UNESCO Sustainable Development Learning Objectives;¹² Key Competencies on Sustainability;¹³ European Key Competencies Framework for Lifelong Learning).¹⁴</i>

¹⁰ United Nations Economic Commission for Europe, “Learning for the Future: Competences in Education for Sustainable Development. United Nations Economic Commission for Europe Strategy for Education for Sustainable Development”. Available at www.unece.org/fileadmin/DAM/env/esd/ESD_Publications/Competences_Publication.pdf.

¹¹ See www.aroundersenseofpurpose.eu/uk/model_table.

¹² A. Leicht, J. Heiss and W.J. Byun, eds., *Issues and trends in Education for Sustainable Development* (Paris, United Nations Educational, Scientific and Cultural Organization, 2018). Available at <https://unesdoc.unesco.org/ark:/48223/pf0000261802>.

¹³ A. Wiek, L. Withycombe and C. L. Redman, “Key competencies in sustainability: a reference framework for academic programme development”, *Sustainability Science*, vol. 6, No. 2 (July 2011), pp. 203–218. Available at <https://netzwerk-n.org/wp-content/uploads/2017/01/Wiek-et-al.-2011-Key-competencies-in-sustainability.pdf>.

¹⁴ Council of the European Union, Council Recommendation of 22 May 2018 on key competences for lifelong learning, *Official Journal of the European Union*, C 189 (2018), pp. 1–13. Available at [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&from=EN); and European Commission, “Proposal for a Council Recommendation on key competences for lifelong learning”, Commission Staff Working Document, SWD/2018(2018) 14 final (Brussels, 2018). Available at <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52018SC0014&from=EN>.

Subindicator 2.1.4	Are teaching and learning methods that support ESD addressed explicitly in the curriculum ¹⁵ or programme of study at various levels of formal education?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>If “Yes”, please complete the table in appendix I (c) to indicate the main methods mentioned in the curricula in your country. If no, please specify which methods are most commonly used in practice.</i></p> <p><i>Please comment on the results that emerge from the completion of the table in appendix I (c) (up to 1,500 characters with spaces).</i></p>
Indicator 2.2 Strategies to implement ESD are clearly identified	
Subindicator 2.2.1	Is ESD addressed through:
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/> (c) Yes <input type="checkbox"/> No <input type="checkbox"/> (d) Yes <input type="checkbox"/> No <input type="checkbox"/> (e) Yes <input type="checkbox"/> No <input type="checkbox"/>	(a) <i>Extracurricular projects?</i> (b) <i>Separate subjects?</i> (c) <i>A cross-curriculum approach (taught in more than one subject but not throughout the curriculum)?</i> (d) <i>An integrated approach (taught throughout the curriculum)?</i> (e) <i>A whole institution approach (GCED/ESD integrated into school ethos, management, governance, curriculum and teacher training, teaching practices, the learning environment and into learning experiences in the community and life outside school)?</i> <p><i>Please specify for different levels of the formal education system by inserting the appropriate score (0 – Not used; 1 – Rarely used; 2 – Frequently used; 3 – Widespread or universal) into the table below:</i></p>

¹⁵ Ibid.

Scores per strategic approach					
Education levels	(a)	(b)	(c)	(d)	(e)
	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
I. Early childhood education (ISCED 0)					
II. Primary education (ISCED 1)					
III. General secondary education (ISCED 2+3 general)					
IV. Vocational education (ISCED 2+3+4+5 vocational)					
V. Higher/tertiary education (excluding vocational education) (ISCED 5 general+6+7+8)					
VI. No information available					

Indicator 2.3 The implementation of the whole-institution approach to SD/ESD is promoted											
Subindicator 2.3.1	Are there any incentives (guidelines, award schemes, funding, technical support, staff and teacher training) that support <i>a whole-institution approach to SD/ESD</i> , including the implementation of ESD school plans?										
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>If “Yes”, please specify what schemes are available at each level of your formal education system.</i></p> <p><i>Please also provide information on all education levels by ticking (✓) in the table below as appropriate.</i></p> <table border="1"> <thead> <tr> <th>Education levels</th> <th><i>Yes</i></th> </tr> </thead> <tbody> <tr> <td>I. Early childhood education (ISCED 0)</td> <td></td> </tr> <tr> <td>II. Primary education (ISCED 1)</td> <td></td> </tr> <tr> <td>III. General secondary education (ISCED 2+3 general)</td> <td></td> </tr> <tr> <td>IV. Vocational education (ISCED 2+3+4+5 vocational)</td> <td></td> </tr> </tbody> </table>	Education levels	<i>Yes</i>	I. Early childhood education (ISCED 0)		II. Primary education (ISCED 1)		III. General secondary education (ISCED 2+3 general)		IV. Vocational education (ISCED 2+3+4+5 vocational)	
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V. Higher/tertiary education (excluding vocational education) (ISCED 5 general+6+7+8)															
VI. No information available															
Subindicator 2.3.2	Is your country part of any relevant international ESD programmes for formal education, for example, ‘Eco Schools’ network, ASPnet schools, etc., or are there any other examples of the <i>whole-institution approach</i> to formal education available?														
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify if there is a “reward” or “recognition” system connected to this issue.</i>														
Indicator 2.4 ESD is addressed by quality assessment/enhancement systems															
Subindicator 2.4.1	Are there any national or subnational quality assessment/enhancement systems that address ESD?														
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>If “Yes”, please elaborate.</i></p> <p><i>Please specify for each level of your formal education system, by ticking (✓) in the table below as appropriate.</i></p> <table border="1"> <thead> <tr> <th>Education levels</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>I. Early childhood education (ISCED 0)</td> <td></td> </tr> <tr> <td>II. Primary education (ISCED 1)</td> <td></td> </tr> <tr> <td>III. General secondary education (ISCED 2+3 general)</td> <td></td> </tr> <tr> <td>IV. Vocational education (ISCED 2+3+4+5 vocational)</td> <td></td> </tr> <tr> <td>V. Higher/tertiary education (excluding vocational education) (ISCED 5 general+6+7+8)</td> <td></td> </tr> <tr> <td>VI. No information available</td> <td></td> </tr> </tbody> </table>	Education levels	Yes	I. Early childhood education (ISCED 0)		II. Primary education (ISCED 1)		III. General secondary education (ISCED 2+3 general)		IV. Vocational education (ISCED 2+3+4+5 vocational)		V. Higher/tertiary education (excluding vocational education) (ISCED 5 general+6+7+8)		VI. No information available	
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VI. No information available															

Subindicator 2.4.2	Which of the following dimensions of students' learning in ESD are assessed:																																								
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/> (c) Yes <input type="checkbox"/> No <input type="checkbox"/> (d) Yes <input type="checkbox"/> No <input type="checkbox"/>	<p>(a) <i>knowledge?</i> (b) <i>skills?</i> (c) <i>values?</i> (d) <i>attitudes and behaviours?</i></p> <p><i>If "Yes", please specify for each level of formal education by ticking (✓) in the table below as appropriate.</i></p> <table border="1" data-bbox="725 466 1599 1002"> <thead> <tr> <th data-bbox="725 466 1229 517">Education levels</th> <th data-bbox="1229 466 1323 517">(a)</th> <th data-bbox="1323 466 1417 517">(b)</th> <th data-bbox="1417 466 1512 517">(c)</th> <th data-bbox="1512 466 1599 517">(d)</th> </tr> <tr> <td></td> <td data-bbox="1229 517 1323 568"><i>Yes</i></td> <td data-bbox="1323 517 1417 568"><i>Yes</i></td> <td data-bbox="1417 517 1512 568"><i>Yes</i></td> <td data-bbox="1512 517 1599 568"><i>Yes</i></td> </tr> </thead> <tbody> <tr> <td data-bbox="725 568 1229 619">I. Early childhood education (ISCED 0)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="725 619 1229 670">II. Primary education (ISCED 1)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="725 670 1229 753">III. General secondary education (ISCED 2+3 general)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="725 753 1229 836">IV. Vocational education (ISCED 2+3+4+5 vocational)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="725 836 1229 951">V. Higher/tertiary education (excluding vocational education) (ISCED 5 general+6+7+8)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="725 951 1229 1002">VI. No information available</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Education levels	(a)	(b)	(c)	(d)		<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	I. Early childhood education (ISCED 0)					II. Primary education (ISCED 1)					III. General secondary education (ISCED 2+3 general)					IV. Vocational education (ISCED 2+3+4+5 vocational)					V. Higher/tertiary education (excluding vocational education) (ISCED 5 general+6+7+8)					VI. No information available				
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Subindicator 2.4.3	Do education quality enhancement systems (for example, inspectors, mentors, boards, regional pedagogical institutions) cover ESD in your country?																																								
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If "Yes", please specify their specific role.</i>																																								

Indicator 2.5 Methods and instruments for non-formal and informal learning are in place to transform knowledge and SD practice	
Subindicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify and provide information on new developments and examples of good practice.</i>
Subindicator 2.5.2	Is there any support for work-based learning (for example, for small companies, farmers, trade unions, associations) which addresses SD issues?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify and provide information on new developments and examples of good practice.</i>
Subindicator 2.5.3	Does social entrepreneurship education ¹⁶ receive state support or encouragement in your country?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify and provide information on new developments and examples of good practice.</i>
Subindicator 2.5.4	Are there digital/ICT-based instruments that support ESD learning? ¹⁷
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify and provide information on new developments and examples of good practice.</i>
Subindicator 2.5.5	Are there ways to involve/include youth organizations as providers of non-formal and informal learning to transform knowledge and SD practice?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify and provide information on new developments and examples of good practice.</i>
Subindicator 2.5.6	Are there any instruments (for example, research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify which instruments are the most effective in assessing the outcomes of ESD as a result of non-formal or informal learning.</i>

¹⁶ M. Bacigalupo and others, *EntreComp: The entrepreneurship competence framework* (Luxembourg, Publication Office of the European Union, 2016). Available at <https://ec.europa.eu/jrc/en/entrecomp>.

¹⁷ S. Carretero, R. Vuorikari and Y. Punie, *DigComp 2.1: The Digital Competence Framework for Citizens with eight proficiency levels and examples of use* (Luxembourg, Publication Office of the European Union, 2017). Available at <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/digcomp-21-digital-competence-framework-citizens-eight-proficiency-levels-and-examples-use>.

Subindicator 2.5.7	Does your Government enhance cooperation between formal, non-formal and informal education?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please provide examples of cooperation between formal, non-formal and informal education providers.</i>
Indicator 2.6 ESD is a multi-stakeholder process¹⁸	
Subindicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please complete the table in appendix II.</i>
Subindicator 2.6.2	Is formulating ESD strategy a multi-stakeholder process?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify.</i>
Subindicator 2.6.3	Are ESD actions multi-stakeholder processes?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify.</i>
Subindicator 2.6.4	Is assessment of ESD a multi-stakeholder process?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify.</i>

¹⁸ A multi-stakeholder approach means a collaboration that involves multiple partners from different political, social and economic fields, such as a wide selection of actors from relevant communities, including the different actors (governmental institutions, teachers, school leaders) in the educational system, civil society, business enterprises, academic experts, religious organizations, etc., to participate in dialogue, decision-making and implementation of solutions for shared problems or goals. For higher education institutions, this covers the issue of university “outreach” (meaning a wide spectrum from regional integration, business cooperation and transdisciplinarity to ecoprocurement and research-education-cooperation).

<i>Concluding remarks on issue 2</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning.</i>
	<p><i>Please address the following questions:</i></p> <ul style="list-style-type: none"> – <i>Which actions and/or initiatives have been particularly successful and why?</i> – <i>How were challenges dealt with when implementing this objective?</i> – <i>What lessons have been learned for future ESD implementation concerning this objective?</i> <p><i>Please provide, if available, any relevant case studies.</i></p>
Issue 3. Capacity-building of educators in learning about and teaching ESD	
<i>If necessary, provide relevant information on your country's situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 3.1 ESD and ESD competences are included in the training¹⁹ of educators	
Subindicator 3.1.1	Is ESD part of educators' initial training? ²⁰
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>If "Yes", please specify which ESD competences²¹ are explicitly included in initial training programmes.</i></p> <p><i>Please complete the table in appendix III.</i></p>
Subindicator 3.1.2	Is ESD part of educators' in-service training or continuing professional development? ²²
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>If "Yes", please specify which ESD competences are explicitly included in in-service training programmes or continuing professional development. Please also specify to what extent these programmes are mandatory or optional.</i></p> <p><i>Please complete the table in appendix III.</i></p>

¹⁹ ESD is addressed by content and/or by methodology.

²⁰ For higher education institutions: the focus here is on existing teacher-training at universities/colleges regarding SD and ESD for university/college teachers.

²¹ For example: UNECE ESD competencies; A Rounder Sense of Purpose; UNESCO SD Learning Objectives; Key Competencies on Sustainability (Wiek and others, 2011); European Key Competencies Framework for Lifelong Learning.

²² For higher education institutions: the focus here is on existing in-service training programmes regarding SD and ESD for university/college teachers in their own universities/colleges.

Subindicator 3.1.3	Is ESD part of training of leaders and administrators of educational institutions?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify which 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> <i>Please complete the table in appendix III.</i>
Indicator 3.2 Opportunities exist for educators to cooperate on ESD	
Subindicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify.</i>
Subindicator 3.2.2	Are ESD networks/platforms supported by the Government in any way? ²³
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify how, listing the major ones, and describing them as appropriate.</i>
<i>Concluding remarks issue 3</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching.</i>
	<i>Please address the following questions:</i> <ul style="list-style-type: none"> – Which actions and/or initiatives have been particularly successful and why? – How were challenges dealt with when implementing this objective? – What lessons have been learned for future ESD implementation concerning this objective? <i>Please provide, if available, any relevant case studies.</i>
Issue 4. Ensure that adequate tools and materials for ESD are accessible	
<i>If necessary, provide relevant information on your country’s situation regarding this specific objective (up to 1,500 characters with spaces).</i>	

²³ Including assistance through direct funding, in-kind help and political and institutional support.

Indicator 4.1 Teaching tools and materials for ESD are produced	
Subindicator 4.1.1	Are ESD open educational resources, ESD teaching tools and materials:
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	(a) <i>Produced originally in your country?</i> (b) <i>Translated and adapted from existing external sources?</i> <i>If “Yes”, please specify in which way the production of tools and materials for ESD is supported by the Government.</i>
Subindicator 4.1.2	Do quality-control mechanisms for teaching and learning materials exist?
Yes <input type="checkbox"/> No <input type="checkbox"/> (a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/> (c) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify whether you have quality criteria and/or quality guidelines for ESD-related tools and materials that are:</i> (a) <i>Supported by public authorities;</i> (b) <i>Approved by public authorities;</i> (c) <i>Tested and recommended by public authorities for selection by educational institutions.</i>

Subindicator 4.1.3	Are ESD teaching tools and materials available:																								
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<p>(a) For each level of education? (b) In all national languages?</p> <p>Please specify by ticking (✓) in the table as appropriate.</p> <table border="1" data-bbox="898 368 1664 842"> <thead> <tr> <th data-bbox="898 368 1525 451">Education levels</th> <th data-bbox="1525 368 1594 451">(a) Yes</th> <th data-bbox="1594 368 1664 451">(b) Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="898 451 1525 502">I. Early childhood education (ISCED 0)</td> <td data-bbox="1525 451 1594 502"></td> <td data-bbox="1594 451 1664 502"></td> </tr> <tr> <td data-bbox="898 502 1525 553">II. Primary education (ISCED 1)</td> <td data-bbox="1525 502 1594 553"></td> <td data-bbox="1594 502 1664 553"></td> </tr> <tr> <td data-bbox="898 553 1525 604">III. General secondary education (ISCED 2+3 general)</td> <td data-bbox="1525 553 1594 604"></td> <td data-bbox="1594 553 1664 604"></td> </tr> <tr> <td data-bbox="898 604 1525 655">IV. Vocational education (ISCED 2+3+4+5 vocational)</td> <td data-bbox="1525 604 1594 655"></td> <td data-bbox="1594 604 1664 655"></td> </tr> <tr> <td data-bbox="898 655 1525 738">V. Higher/tertiary education (excluding vocational education) (ISCED 5 general+6+7+8)</td> <td data-bbox="1525 655 1594 738"></td> <td data-bbox="1594 655 1664 738"></td> </tr> <tr> <td data-bbox="898 738 1525 790">VI. No information available</td> <td data-bbox="1525 738 1594 790"></td> <td data-bbox="1594 738 1664 790"></td> </tr> <tr> <td data-bbox="898 790 1525 842"></td> <td data-bbox="1525 790 1594 842"></td> <td data-bbox="1594 790 1664 842"></td> </tr> </tbody> </table>	Education levels	(a) Yes	(b) Yes	I. Early childhood education (ISCED 0)			II. Primary education (ISCED 1)			III. General secondary education (ISCED 2+3 general)			IV. Vocational education (ISCED 2+3+4+5 vocational)			V. Higher/tertiary education (excluding vocational education) (ISCED 5 general+6+7+8)			VI. No information available					
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VI. No information available																									
Subindicator 4.1.4	Is one or more register or database of ESD teaching tools and materials in the national language(s):																								
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<p>(a) Available through the Internet? (b) Provided through other channels?</p> <p>If “Yes”, for (a) and (b) please specify by whom these registers and databases are established and by whom they are managed.</p>																								
Concluding remarks issue 4	Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible.																								
	<p>Please address the following questions:</p> <ul style="list-style-type: none"> – Which actions and/or initiatives have been particularly successful and why? – How were challenges dealt with when implementing this objective? – What lessons have been learned for future ESD implementation concerning this objective? <p>Please provide, if available, any relevant case studies.</p>																								

Issue 5. Promote research on and development of ESD	
<i>If necessary, provide relevant information on your country's situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 5.1 Research²⁴ on ESD is promoted	
Subindicator 5.1.1	Is ESD-related research taking place in your country?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If "Yes", please give examples.</i>
Subindicator 5.1.2	Are funds available for research that addresses content and methods for ESD? ²⁵
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify the most important categories of funders (for example, national research/science foundation, environmental foundations, ministries, party-affiliated foundations, private funders).</i>
Subindicator 5.1.3	Does any research evaluate the outcome of the implementation of ESD in your country? ²⁶
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If "Yes", please specify: (a) Which subjects have been investigated and list major reports; (b) How ESD-related research relates to international strategies on SD, for example, UNECE, UNESCO, OECD, Council of Europe, European Union, 2030 Agenda for Sustainable Development.</i>
Subindicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD at the:
(a) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>(a) Master's level?</i>
(b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>(b) Doctorate level?</i>
	<i>If "Yes", please provide information on (a) and (b).</i>
Indicator 5.2 Development and dissemination of ESD is promoted	
(a) Yes <input type="checkbox"/> No <input type="checkbox"/>	(a) Are research and evaluation results used to enhance the implementation of ESD?
(b) Yes <input type="checkbox"/> No <input type="checkbox"/>	(b) Is there cooperation between ESD researchers and developers and policymakers to develop and apply good practices and new insights?
(c) Yes <input type="checkbox"/> No <input type="checkbox"/>	(c) Are there incentives available for applying ESD research insights through capacity-building?
	<i>If "Yes", please specify.</i>

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

²⁵ For example: 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.

²⁶ This can refer to national and/or subnational strategies, etc.

<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>
	<p><i>Please address the following questions:</i></p> <ul style="list-style-type: none"> - <i>Which actions and/or initiatives have been particularly successful and why?</i> - <i>How were challenges dealt with when implementing this objective?</i> - <i>What lessons have been learned for future ESD implementation concerning this objective?</i> <p><i>Please provide, if available, any relevant case studies.</i></p>
Issue 6. Strengthen cooperation on ESD at all levels within the ECE region and beyond	
<i>If necessary, provide relevant information on your country's 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	
Subindicator 6.1.1	Do your public authorities cooperate in or support international ²⁷ networks on ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If "Yes", please specify concrete networks and explain who supports these networks.</i>
Subindicator 6.1.2	Do educational institutions or organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If "Yes", please specify. Indicate relevant major networks in the table in appendix IV.</i>
Subindicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms or agreements that include an explicit ESD component?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If "Yes", please specify and list the major ones.</i>
Subindicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If "Yes", please list and describe.</i>
<i>Concluding remarks on issue 6</i>	<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 the following questions:</i></p> <ul style="list-style-type: none"> - <i>Which actions and/or initiatives have been particularly successful and why?</i> - <i>How were challenges dealt with when implementing this objective?</i> - <i>What lessons have been learned for future ESD implementation concerning this objective?</i> <p><i>Please provide, if available, any relevant case-studies.</i></p>

Issue 7	Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD
<i>Provide relevant information on your country's situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i>	
<i>What role does this issue play in ESD implementation in your country? Please provide information indicating changes over time.</i>	
Issue 8.	Conclusions
<i>Provide any additional relevant information on your country's situation regarding the further implementation of ESD (up to 2,000 characters with spaces). Please be as specific as possible.</i>	
<ul style="list-style-type: none"> <i>a) What are your general conclusions?</i> <i>b) What specific assistance may be needed in implementing the UNECE Strategy for ESD in your country?</i> <i>c) What are the next steps for your country?</i> 	

Abbreviations: ESD, Education for Sustainable Development; GCED, Global Citizenship Education; ICT, Information and Communications Technology; ISCED, International Standard Classification of Education; OECD, Organization for Economic Cooperation and Development; SD, Sustainable Development; SDG, Sustainable Development Goal; UNECE, United Nations Economic Commission for Europe; UNESCO, United Nations Educational, Scientific and Cultural Organization.”Appendix I (a)

²⁷ In this context, international associations, working groups, programmes, partnerships, etc., means those at the global, regional and subregional levels.

Appendix I (a)

Indicator 2.1, subindicator 2.1.1

Please specify which key themes of sustainable development are addressed explicitly in the curriculum/programme of study at various levels of formal education by filling in the table below. *(Please enter the relevant score for each theme and level (0 – Not addressed in the curriculum/programme of study, 1 – Permitted but not recommended in the curriculum/programme of study, 2 – Recommended but not compulsory in the curriculum/programme of study, 3 – Explicitly addressed in the curriculum/programme of study). Use the blank rows to insert additional themes that are considered to be key themes in addressing learning for sustainable development).*

The themes in the table below are loosely organized according to the Sustainable Development Goals.

SDG link	Theme	Levels of formal education					
		I	II	III	IV	V	VI
SDG 1	Poverty alleviation						
SDG 2	Food safety						
SDG 3	Personal and family health (for example, HIV/AIDS, drug abuse)						
SDG 4	Cultural diversity						
	Culture's contribution to sustainable development						
SDG 5	Gender equality						
SDG 6	Environmental health (for example, food and drinking water quality, pollution)						
SDG 7	Renewable energy						
	Natural resource management (for example, water, soil, minerals, fossil fuels)						
SDG 8	Economic growth and good jobs						
	Circular economy						
	Voluntary work experience						
	Transdisciplinary collaboration for sustainability						
SDG 9	Environmental protection (waste management, environmental monitoring, risk assessment, etc.)						
	Corporate social responsibility						
SDG 10	Human rights (for example, gender, racial and intergenerational equity)						
	Critical thinking, fake news, information sources						
SDG 11	Sustainable cities and communities						
	Rural/urban development						
SDG 12	Sustainable lifestyles						
	Production and/or consumption patterns						
SDG 13	Climate change and desertification						

SDG link	Theme	Levels of formal education					
		I	II	III	IV	V	VI
SDG 14	Oceans and seas						
SDG 15	Biological and landscape diversity						
	Ecological principles/ecosystem approach						
SDG 16	Global citizenship, democracy and governance						
	Social entrepreneurship						
SDG 17	Environmental ethics and philosophy						
Total							
Other key themes (countries may add as many as needed)							

Note: Levels of formal education: I. Early childhood education (International Standard Classification of Education (ISCED) 0); II. Primary education (ISCED 1); III. General secondary education (ISCED 2+3 general); IV. Vocational education (ISCED 2+3+4+5 vocational); V. Higher/tertiary education (excluding vocational education) (ISCED 5 general+6+7+8); VI. No information available.

Your response will reflect the variety of ESD themes distributed across education levels. The distribution is more important than the raw score.

Appendix I (b)

Indicator 2.1, subindicator 2.1.2

Please list the learning outcomes that are most relevant in your country. Indicate at which level(s) of education they are addressed explicitly in the curriculum²⁸ or programme of study. (Please tick (✓) relevant expected learning outcomes for each level).

Learning outcomes

Learning outcomes	I	II	III	IV	V	VI
(Note: Please insert below as many rows as needed)						

Note: Your response will reflect the variety of ESD learning outcomes distributed across education levels. The distribution is more important than the raw number of ticks.

²⁸ Please specify if at the national or subnational level (for example, province, Land, region).

Appendix I (c)

Indicator 2.1, subindicator 2.1.4

Please indicate the extent to which specific teaching/learning methods used for education for sustainable development at the different formal education levels are addressed explicitly in the curriculum or programme of study. *(Please score relevant teaching or learning methods for each level (0 – Not addressed in the curriculum/programme of study, 1 – Permitted but not recommended in the curriculum/programme of study, 2 – Recommended but not compulsory in the curriculum/programme of study, 3 – Explicitly addressed in the curriculum/programme of study). Use the blank rows to insert additional teaching or learning methods that are considered to be key methods in your country in teaching and learning for sustainable development).*

Teaching-learning methods

Some key ESD teaching/learning methods		Formal education levels					
		I	II	III	IV	V	VI
Experiential learning	Residential field trips						
	Outdoor learning						
	(Green) Job shadowing						
	Workplace experience						
	Situated learning, including work-based learning						
	Entrepreneurship, including learner-driven entrepreneurial projects						
	School-community collaboration						
Active learning	Inquiry-based learning						
	Problem-based learning						
	Design-based learning						
	Project-based learning (including learner-driven projects)						
	Argumentation and discussion						
Future thinking	Good practice analyses						
	Working with case studies						
	Conceptual and perceptual mapping						
	Modelling, trend analyses, working with scenarios and alternative futures						

	Critical data and information search						
	Critical thinking and problem-solving						
	Philosophical inquiry						
	Value clarification						
Digital learning	Virtual scenarios						
	Virtual (digital) games and models						
	Working with augmented reality						
	Working with artificial intelligence						
Games and gamification	Educational games						
	Simulation, role-plays and storyline						
	Gamificated learning						
	Total						

Note: Levels of formal education: I. Early childhood education (International Standard Classification of Education (ISCED) 0); II. Primary education (ISCED 1); III. General secondary education (ISCED 2+3 general); IV. Vocational education (ISCED 2+3+4+5 vocational); V. Higher/tertiary education (excluding vocational education) (ISCED 5 general+6+7+8); VI. No information available

Appendix II

Indicator 2.6, subindicator 2.6.1

Please specify to what extent education for sustainable development implementation is a multi-stakeholder process by filling in the table below. Please provide examples of good practice. (Please tick (✓) in the table to indicate the types of education stakeholders involved).

<i>Stakeholders</i>	<i>Classification by UNECE Strategy for ESD</i>		
	<i>Formal</i>	<i>Non-formal</i>	<i>Informal</i>
Non-governmental organizations			
Local government			
Organized labour/trade unions			
Private sector/business			
Community-based			
Faith-based			
Media			
Academia			
National governmental institutions			
Total			
Other (<i>countries may add as many as needed</i>)			

Appendix III

Indicator 3.1, subindicators 3.1.1– 3.1.3

Please specify to what extent education for sustainable development is a part of initial and/or in-service training of education professionals by entering the appropriate score (0 – Never; 1 – Rarely; 2 – Frequently; 3 - Widespread or universal) in the table below.

<i>Education levels</i>	<i>Extent to which education professionals receive training to integrate ESD into their practice*</i>		
	<i>Educators</i>		<i>Leaders/administrators**</i>
	<i>Initial</i>	<i>In service</i>	<i>In service</i>
I. Early childhood education (ISCED 0)			
II. Primary education (ISCED 1)			
III. General secondary education (ISCED 2+3 general)			
IV. Vocational education (ISCED 2+3+4+5 vocational)			
V. Higher/tertiary education (excluding vocational education) (ISCED 5 general+6+7+8)			
VI. No information available			

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

** See CEP/AC.13/2005/3/Rev.1, paras. 54 and 55

Appendix IV

Indicator 6.1, subindicator 6.1.2

List of major education for sustainable development-related networks.

<i>Network</i>	<i>Participating (Yes/No)</i>
Copernicus Alliance	
RCE network	
Eco schools	
ASP-NET	
ENSI	
EER Network	
Network 30, SD-education	
MIO-ECSDE	
Carpathian Convention	
Bridge 47 Network	
GENE network	
Baltic 21	
Regions4	
SHED-Share	

Abbreviations: ASP-NET, Associated Schools Project Network; EER, European Entrepreneurial Region; ENSI, Environment and Schools Initiative; GENE, Global Education Network Europe; MIO-ECSDE, Mediterranean Information Office for Environment, Culture and Sustainable Development; RCE, Regional Centres of Expertise on ESD; SHED-Share, Sustainability in Higher Education Developers-Share

Annex II

Summary and self-assessment by countries

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

On the basis of the answers to the 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"/> <i>Not started</i>	<input type="checkbox"/> <i>In progress</i>	<input type="checkbox"/> <i>Developing</i>	<input type="checkbox"/> <i>Completed</i>
Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	<input type="checkbox"/> <i>Not started</i>	<input type="checkbox"/> <i>In progress</i>	<input type="checkbox"/> <i>Developing</i>	<input type="checkbox"/> <i>Completed</i>
Indicator 2.1	SD key themes are addressed in formal education	<input type="checkbox"/> <i>Not started</i>	<input type="checkbox"/> <i>In progress</i>	<input type="checkbox"/> <i>Developing</i>	<input type="checkbox"/> <i>Completed</i>
Indicator 2.2	Strategies to implement ESD are clearly identified	<input type="checkbox"/> <i>Not started</i>	<input type="checkbox"/> <i>In progress</i>	<input type="checkbox"/> <i>Developing</i>	<input type="checkbox"/> <i>Completed</i>
Indicator 2.3	The implementation of the whole-institution approach to ESD/SD is promoted	<input type="checkbox"/> <i>Not started</i>	<input type="checkbox"/> <i>In progress</i>	<input type="checkbox"/> <i>Developing</i>	<input type="checkbox"/> <i>Completed</i>
Indicator 2.4	ESD is addressed by quality assessment/enhancement systems	<input type="checkbox"/> <i>Not started</i>	<input type="checkbox"/> <i>In progress</i>	<input type="checkbox"/> <i>Developing</i>	<input type="checkbox"/> <i>Completed</i>
Indicator 2.5	Methods and instruments for non-formal and informal learning are in place to transform knowledge and SD practice	<input type="checkbox"/> <i>Not started</i>	<input type="checkbox"/> <i>In progress</i>	<input type="checkbox"/> <i>Developing</i>	<input type="checkbox"/> <i>Completed</i>
Indicator 2.6	ESD is a multi-stakeholder process	<input type="checkbox"/> <i>Not started</i>	<input type="checkbox"/> <i>In progress</i>	<input type="checkbox"/> <i>Developing</i>	<input type="checkbox"/> <i>Completed</i>
Indicator 3.1	ESD and ESD competences are included in the training of educators	<input type="checkbox"/> <i>Not started</i>	<input type="checkbox"/> <i>In progress</i>	<input type="checkbox"/> <i>Developing</i>	<input type="checkbox"/> <i>Completed</i>
Indicator 3.2	Opportunities exist for educators to cooperate on ESD	<input type="checkbox"/> <i>Not started</i>	<input type="checkbox"/> <i>In progress</i>	<input type="checkbox"/> <i>Developing</i>	<input type="checkbox"/> <i>Completed</i>
Indicator 4.1	Teaching tools and materials for ESD are produced	<input type="checkbox"/> <i>Not started</i>	<input type="checkbox"/> <i>In progress</i>	<input type="checkbox"/> <i>Developing</i>	<input type="checkbox"/> <i>Completed</i>
Indicator 5.1	Research on ESD is promoted	<input type="checkbox"/> <i>Not started</i>	<input type="checkbox"/> <i>In progress</i>	<input type="checkbox"/> <i>Developing</i>	<input type="checkbox"/> <i>Completed</i>
Indicator 5.2	Development and dissemination of ESD is promoted	<input type="checkbox"/> <i>Not started</i>	<input type="checkbox"/> <i>In progress</i>	<input type="checkbox"/> <i>Developing</i>	<input type="checkbox"/> <i>Completed</i>
Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond	<input type="checkbox"/> <i>Not started</i>	<input type="checkbox"/> <i>In progress</i>	<input type="checkbox"/> <i>Developing</i>	<input type="checkbox"/> <i>Completed</i>

Annex III

Proposed timeline for reporting

The proposed timeline for the preparation and submission of national implementation reports set out below aims to facilitate the reporting exercise at the national level. Member States are asked to respect the deadline in order to ensure that: there is sufficient time for the preparation of the report on progress in implementation during the first post-2019 (2020–2025) phase of implementation of the Strategy at the regional level; and any review of implementation is reflected in the discussions on education for sustainable development within the framework of the Steering Committee.

<i>National preparation process</i>	<i>Time required</i>	<i>Tentative timing</i>
First draft of the report	One month	1–30 September 2020
Multi-stakeholder consultation on the draft	Two months	1 October–30 November 2020
Final report preparation (including translation, where required)	One month	1–31 December 2020
Deadline for submission of national implementation reports to the United Nations Economic Commission for Europe		15 January 2021