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Geneva, 29, 30 and 31 May 2024

Item 5 of the provisional agenda

Update on the outcomes of the work of the Ad Hoc Group on Indicators: the final draft of the Format for reporting on the implementation of the United Nations Economic Commission for Europe Strategy for Education for Sustainable Development (2021–2025) and guidance for working with indicators

Format for reporting on the implementation of the United Nations Economic Commission for Europe Strategy for Education for Sustainable Development (2021–2025)

Note by experts supervised by the Steering Committee

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 United Nations Economic Commission for Europe Strategy for Education for Sustainable Development.^a

On 30 November 2024, States participating in the Strategy are due to submit their national implementation reports. Reports are expected to reflect progress made in the Strategy's implementation at the national or State level since 2019, when the previous fourth implementation phase was completed, and during the intermediate or the first phase (2021–2025) of the next implementation period, which will last from 2021 to 2030, referred to also as the fifth implementation phase and/or mandatory reporting cycle, and in particular progress on the new four strands of the Framework for the implementation of the United Nations Economic Commission for Europe Strategy for Education for Sustainable Development from 2021 to 2030 (Nicosia Framework) (ECE/NICOSIA.CONF/2022/10) endorsed by the Third High-level Meeting of Education and Environment Ministries (Nicosia, 5 October 2022). 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 was updated by the Ad Hoc Group on Indicators, established by the Steering Committee^b at its fourteenth session (Geneva, 2 and 3 May 2019) to update the existing format for reporting for the next implementation phase from 2020^c 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, and 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).

Experts further reviewed the reporting format to align it with the Nicosia Framework, which highlights four priority areas/strands of work: quality education and ESD; whole institution approach and ESD; digital education, information and communications technology and ESD; and entrepreneurship, employment, innovation and ESD.

Based on the national reports submitted, the secretariat will prepare a synthesis report in 2026, highlighting progress made, identifying challenges and drawing up recommendations. The synthesis report is vital in monitoring progress made since the previous implementation phases and setting future priorities for implementing the Strategy and is expected to be presented at the Steering Committee’s twenty-first meeting in 2026.

^a ECE/CEP/BATUMI.CONF/2016/11, annex II, para. 4 (d).

^b ECE/CEP/AC.13/2019/2, para. 74 (a):

^c The year 2020 was later changed to 2021.

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. It encompasses the priorities of both the Strategy (CEP/AC.13/2005/3/Rev.1) as adopted at the First High-level Meeting of Environment and Education Ministries (Vilnius, 17–18 March 2005) and the Framework for implementation of the United Nations Economic Commission for Europe Strategy for Education for Sustainable Development from 2021 to 2030 (ECE/NICOSIA.CONF/2022/10), adopted at the Ninth Europe for Environment Ministerial Conference (Nicosia, 5–7 October 2022) (Nicosia Conference). This updated reporting format focuses on the Strategy as a whole, particularly on the new priorities as formulated for the first phase (2021–2025) of the next implementation period from 2021 to 2030, and is based on the frame and procedure agreed in the first phase of the review of implementation of the Strategy. 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 initial set of indicators was developed by the ECE Expert Group on Indicators for Education for Sustainable Development, established by the First High-level Meeting of Environment and Education Ministries.¹ Three complementary progress reports provide information on the indicators' development (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.²
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.³
5. The most recent revision of the reporting template was undertaken since 2020 as a result of a number of developments. During the period 2018–2021, an ad hoc advisory group created at the thirteenth meeting of the Steering Committee⁴ – subsequently referred to as the Ad Hoc Group for Strategic Planning – formulated new priority areas for action, which are reflected in the new Framework for the implementation of the Strategy for the period 2021–2030 (adopted, following delay as a result of the coronavirus disease (COVID-19) pandemic, at the Nicosia Conference). By 2025, the Steering Committee will have to decide 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 implementation framework 2021–2030, 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) quality education and education for sustainable development; (b) whole institution approach to 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 the Ad Hoc Group on Indicators⁵ to work on updating and/or revising the existing format for reporting for the next implementation phase from 2020 to 2030 in correspondence

¹ CEP/AC.13/2005/2, para. 23.

² ECE/CEP/AC.13/2014/2, para. 27.

³ ECE/CEP/AC.13/2018/2, paras. 75–76.

⁴ *Ibid.*, para. 53.

⁵ ECE/CEP/AC.13/2019/2, para. 74 (a).

with the new 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 the Group. As a result of the secretariat's call for expressions of interest in membership, the Group was composed of experts from Belgium, Canada, Georgia, Germany, Hungary, Montenegro and the Netherlands, as well as from the United Nations Educational, Scientific and Cultural Organization (UNESCO), with ECE secretariat support.

7. The Group had three working meetings during 2019 and 2020 (Utrecht, Netherlands, 23–25 October 2019; Podgorica, 16–17 December 2019; and Brussels, 12–14 February 2020). Owing to the COVID-19 pandemic, no further meetings could be planned for the period 2020–2021.

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 current time; and (c) the new "Education for Sustainable Development Strategic Planning 2030" implementation framework. The aim was to provide member States with a flexible, revised and updated format for reporting that would respond to the Steering Committee's new mission.⁶

9. Following the submission of the revised format for reporting for discussion and comments at the Steering Committee's fifteenth and sixteenth meetings (Geneva (hybrid), 19–20 October 2020, and 10–11 May 2021, respectively), the Group held further online consultations. The work to date was presented at the Steering Committee's seventeenth meeting (Geneva, 30–31 May 2022).⁷

10. During its working meetings, the objectives of the Group were to: review and evaluate the existing framework; determine which indicators had, or would, become outdated; 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 the working session discussions, the Group agreed on the following main decisions and proposals:

(a) To replace some previously clarified template questions for the previous round of reporting referring to the availability of certain relevant policy documents with questions about what had changed since the last formal reporting exercise in 2018;

(b) To review and simplify references to 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 often differ;

(c) To rephrase some 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 2021–2030;

(e) To take account of UNESCO work on Sustainable Development Goal reporting (especially 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),⁸ and the European Congress on Global Education to 2050 (Dublin, 3–4 November 2022), with the purpose of discussing the way forward to intensify collaboration in implementing Sustainable Development Goal target 4.7.

12. A more comprehensive four-point scale was introduced to provide additional information about the degree of implementation of different aspects of the Strategy (see

⁶ Ibid., para. 73.

⁷ ECE/CEP/AC.13/2022/2, paras. 91–98.

⁸ Bridge 47, *Bridge 47 Global Event: Envision 4.7. Report, Helsinki, 5–7 November 2019* (n.p., n.d.). Available at www.bridge47.org/sites/default/files/2019-12/report_envision_4.7.pdf.

appendices below). 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 questions, countries will be asked to draw their own conclusions regarding the pattern of information arising 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, 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, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms.⁹ The new UNESCO framework “Education for Sustainable Development: Towards achieving the Sustainable Development Goals (ESD for 2030)” was launched at the UNESCO World Conference on Education for Sustainable Development (Berlin, 17–19 May 2021), hosted by the Government of Germany.

14. This template of the format for reporting follows the Nicosia Conference decisions and the adoption of the new implementation framework of the UNECE Strategy for ESD from 2021 to 2030 and of the Nicosia Ministerial Statement on Education for Sustainable Development. These decisions call on member States “to continue regular reporting to ECE on national progress in the implementation of the UNECE Strategy for ESD within the established reporting mechanism, updated in accordance with the priority areas of the new implementation framework 2021–2030, and based on the experience from the previous monitoring and evaluation methodology, while also allowing for the comparability of reporting outcomes with previous ECE national implementation reporting exercises”.¹⁰

15. Lastly, the template of the format for reporting was reviewed by experts Mr. Paul Vare and Mr. Marco Rieckmann, under the Steering Committee Chair’s supervision, and resubmitted for reflection to: (a) the leaders of the four strands from the Framework for Implementation; and (b) the Expert Group on Indicators members.

16. 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. The Guidelines for the process of reporting on the implementation of the United Nations Economic Commission for Europe Strategy for Education for Sustainable Development (ECE/CEP/AC.13/2023/5) may help in preparing national implementation reports, preparation of which should be an interministerial, interagency collaboration carried out jointly with stakeholders;

(b) Reports should be submitted to the secretariat electronically in Word format. The text should be in English. Submissions in other languages (e.g., French and Russian) are also encouraged, accompanied by an English-language translation thereof. Reports will be made available, unedited, in the languages in which they are received;

(c) The deadline for submission of reports to the secretariat for the reporting phase in 2024 will take into account United Nations document management procedures and is 30 November 2024;

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

(e) The ECE secretariat will prepare a synthesis report for 2026, highlighting achievements, identifying challenges and drawing conclusions regarding the Strategy’s implementation. It is expected that the preliminary reporting results (but not the report itself) will be presented at the Steering Committee’s twenty-first meeting in 2026.

17. Key documents for the preparation of the 2024 national implementation reports include the:

⁹ UNESCO, *Records of the General Conference, eighteenth session, Paris, 17 October to 23 November 1974*, vol. 1, *Resolutions* (Paris, 1975), p. 147.

¹⁰ ECE/CEP/AC.13/2022/7, para. 9 (f).

(a) UNECE Strategy for Education for Sustainable Development and the Framework for the implementation of the United Nations Economic Commission for Europe Strategy for Education for Sustainable Development from 2021 to 2030;

(b) Template of the format for reporting (see annex I below);

(c) Guidance for reporting on the implementation of the UNECE Strategy for Education for Sustainable Development (ECE/CEP/AC.13/2009/5) and a new supplement thereto entitled Guidelines for the process of reporting on the implementation of the United Nations Economic Commission for Europe Strategy for Education for Sustainable Development (ECE/CEP/AC.13/2023/5), which provides brief guidance to national focal points and/or other national experts responsible for preparing the national implementation reports for the present mandatory reporting cycle on how to complete the template for reporting;

(d) 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) 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) 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) Publication *Ten Years of the UNECE Strategy for Education for Sustainable Development: Evaluation Report on the Implementation of the UNECE Strategy for Education for Sustainable Development from 2005 to 2015*;¹¹

(h) Fourth evaluation report on the implementation of the Strategy (2017–2019), “Learning from each other: achievements, challenges and ways forward” (ECE/CEP/AC.13/2021/3);

(i) Publication *Implementation of the UNECE Strategy for ESD across the ECE region (2015–2018)*.¹²

18. A summary and self-assessment for completion by countries is provided in annex I below.

19. A proposed timeline for reporting is provided in annex II below.

¹¹ United Nations publication, ECE/CEP/179.

¹² United Nations publication, ECE/CEP/196. *Note:* Due to a publishing error, the period referred to in the publication’s title should read: “2017–2019”.

Annex I

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

Implementation phase: 2021–2025 (with a reference to data collection period between 2019¹ and the beginning of 2024)²

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

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

Official government role:

Signature:

Date:

Full name of the institution:

Postal address:

Telephone No.:

Email address:

Website:

The contact officer for the national report (if different from above):

¹ 2019 – the year when the previous fourth implementation phase was completed.

² 2024 – the year of the submission of the national implementation reports for the fifth mandatory reporting cycle.

Part 1: Reporting on the implementation of the UNECE Strategy for Education for Sustainable Development through the objectives of the initial Strategy

Issue 1 ^a Ensure that policy, regulatory and operational frameworks support education for sustainable development (ESD)	
<i>If necessary, provide relevant information on your country's situation regarding this specific objective below (max. 1,500 characters, with spaces, for each question).</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Subindicator 1.1.1	Who has/have been appointed as national focal point(s)/other responsible coordinator(s) at the national level to deal with the UNECE Strategy for ESD? ^b
Not appointed <input type="checkbox"/>	<i>Please specify: (a) the position(s); and (b) in which ministry(ies)/department(s) the focal point(s) or other responsible coordinator(s) is/are located:</i>
Subindicator 1.1.2	Is there a coordinating body for implementation of ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If "Yes", please specify:</i>
(a) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>(a) Whether the coordinating body has a mandate for implementing ESD;</i>
(b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>(b) Whether the mandate covers implementation of UNECE Strategy for ESD;</i>
(c) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>(c) Whether the coordinating body involves multi-stakeholder coordination, e.g., with non-governmental organizations (NGOs) and the private sector;</i>
	<i>(d) Any changes occurring since 2018, e.g., in structure and/or reporting mechanisms identified above.</i>
Subindicator 1.1.3	Is there a national implementation plan/national strategy 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 this national plan/strategy for ESD:</i>
(a) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>(a) Includes implementation of UNECE Strategy for Education for SD and please indicate the address of the website where it is</i>

^a Issues 1–6 herein are in accordance with the objectives 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).

^b 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.

<p>(b) Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>(c) Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p><i>accessible;</i></p> <p><i>(b) Reflects connection with SDGs (especially SDG 4), UNESCO ESD for 2030, the European Council Recommendation on learning for environmental sustainability,^c the Dublin Declaration on Global Education to 2050 (Dublin Declaration).^d If “Yes”, please specify;</i></p> <p><i>(c) Has recently been updated. If “Yes”, please specify major changes or updates.</i></p>
<p>Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD^e</p>	
<p>Subindicator 1.2.1</p>	<p>Is ESD integrated into relevant national (educational) policy documents or others, together with the Sustainable Development Goals, e.g., in national environmental plans?^f</p>
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>(a) Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>(c) Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p><i>If “Yes”, please specify at each of the following levels and list any relevant major documents:</i></p> <p><i>(a) National or State level;</i></p> <p><i>(b) Sectoral or ministry level;</i></p> <p><i>(c) Cross-sectoral level.</i></p> <p><i>Please highlight any significant developments since 2018.</i></p>
<p>Subindicator 1.2.2</p>	<p>Please state whether ESD is:</p>
<p>(a) Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p><i>(a) Addressed in relevant national education legislation/regulatory documents (or subnational documents, if appropriate in your country)?</i></p> <p><i>(b) Included in 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 (or subnational, if appropriate in your country)?^g</i></p> <p><i>If “Yes”, please specify details for (a) and (b). Please fill in the table below by ticking (✓) as appropriate.</i></p>

^c See www.consilium.europa.eu/en/press/press-releases/2022/06/16/council-adopts-recommendation-to-stimulate-learning-for-the-green-transition/.

^d *GE 2050: The European Declaration on Global Education to 2050 – The Dublin Declaration – A Strategy Framework for Improving and Increasing Global Education in Europe to 2050, Final Congress Version, adopted 4 November 2022*, available at <https://static1.squarespace.com/static/5f6deca44ff425352eddb4a/t/636d0eb7a86f6419e3421770/1668091577585/GE2050-declaration.pdf>.

^e Please invite relevant departments to assist with this response.

^f Policy documents include national and cross-governmental strategies, plans, programmes, guidelines, etc. that can be integral to Sustainable Development Goals and/or environmental policy and climate change. If important, please specify.

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

		<i>Formal education levels</i>															
		<i>(a)</i>	<i>(b)</i>														
		<i>Yes</i>	<i>Yes</i>														
		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)															
Subindicator 1.2.3	Related to quality education in formal education, do the policies identified above refer to defined quality frameworks, criteria or processes ^h at national level in relation to ESD? ⁱ																
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Is ESD embedded in national/subnational quality frameworks, criteria or processes for schools, colleges, universities or centres of learning? If “Yes”, please elaborate and add links.</i></p> <p><i>Please specify for each level of formal education system by ticking (✓) in the table below as appropriate.</i></p> <table border="1"> <thead> <tr> <th colspan="2"><i>Education levels</i></th> </tr> <tr> <th colspan="2"><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> <tr> <td>V. Higher/tertiary education (excluding vocational education) (ISCED 5 general+6+7+8)</td> <td></td> </tr> </tbody> </table> <p><i>If such a system also exists for non-formal education, please give examples. [Please consult widely with non-formal education providers to provide examples in order to answer this question.]</i></p>			<i>Education levels</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)	
<i>Education levels</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)																	

^h Quality processes may comprise lists of standards, licensing criteria or inspections; they are not the same as qualifications for students.

ⁱ This may link directly to Sustainable Development Goal 4 and its target 4.7 in particular.

<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Are there any plans to develop ESD quality frameworks in your country?</i></p> <p><i>If “Yes”, please specify.</i></p>
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Is ESD embedded within professional teaching or education standards? Is it included in career development profiles of educators or responsibilities of headteachers, principals or rectors?</i></p> <p><i>If “Yes”, please specify and provide links.</i></p>
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Is ESD embedded in institutional reviews, centre certification, school inspections, peer review assessments or similar? If “Yes”, please specify and provide links.</i></p>
<p>Subindicator 1.2.4</p>	<p>For non-formal and informal education, are there quality frameworks and/or processes in place that support ESD (national or subnational, if appropriate in your country)?</p>
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p><i>If “Yes”, please specify.</i></p>
<p>Subindicator 1.2.5</p>	<p>Are public funds and/or economic incentives available specifically to support ESD?</p>
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p><i>If “Yes”, please specify.</i></p>
<p>Concluding remarks on issue 1</p>	<p><i>Please provide any concluding remarks concerning implementation of issue 1 since 2018 (corresponds to first objective under Strategy, namely, to ensure that policy, regulatory and operational frameworks support ESD).</i></p>
	<p><i>Please address the following questions with brief accounts of specific examples (max. 1,000 characters, with spaces, for each question):</i></p> <ul style="list-style-type: none"> - <i>Which actions and/or initiatives have been particularly successful and why?</i> - <i>What challenges were encountered when implementing this objective?</i> - <i>What other considerations should be taken into account in future ESD implementation concerning this objective?</i> - <i>Are efforts joined up across Government or are complementary initiatives pursued? Please provide examples to illustrate point.</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 (max. 1,500 characters, with spaces, for each question).</i>	
Indicator 2.1 SD key themes^j are addressed in formal education	
Subindicator 2.1.1	Please specify which Sustainable Development Goals are prioritized in formal education in your country.
	<p><i>Please complete table in appendix I (a) below to show at which levels of formal education key issues are being addressed in the curriculum (max. 1,500 characters, with spaces, for each question).</i></p> <p><i>Please provide in-depth information on how two major issues in your country are addressed through formal education (max. 1,500 characters, with spaces, for each question).</i></p> <p><i>Please comment on any discrepancies between the issues you have listed and the results from the table in appendix I (a) below (max. 1,500 characters, with spaces, for each question).</i></p>
Subindicator 2.1.2	Are learning outcomes (knowledge, skills, attitudes, values and/or competences) that support ESD addressed explicitly in the curriculum ^k /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 table in appendix I (b) below.</i>
Subindicator 2.1.3	Do you use a specific international or nationally developed framework to identify learning outcomes and/or competences in ESD for learners?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>International frameworks. If “Yes”, please specify (e.g., Education for Sustainable Development Goals: Learning Objectives;^l Key Competencies on Sustainability;^m GreenComp: The European Sustainability Competence Framework;ⁿ the Dublin Declaration).</i>
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Nationally developed frameworks. If “Yes”, please specify.</i>

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

^k Please specify if at national or subnational level (e.g., province, Land, region).

^l UNESCO, Paris, 2017.

^m Arnim Wiek, Lauren Withycombe and Charles L. Redman, “Key competencies in sustainability: a reference framework for academic programme development”, *Sustainability Science*, vol. 6, No. 2 (July 2011), pp. 203–218; updated in Katja Brundiers and others, “Key competencies in sustainability in higher education: toward an agreed-upon reference framework”, *Sustainability Science*, vol. 16, No. 1 (January 2021) pp. 13–29.

ⁿ Guia Bianchi, Ulrike Pisiotis and Marcelino Cabrera Giraldez (Luxembourg, Publications Office of the European Union, 2022).

Subindicator 2.1.4	Are teaching and learning methods that support ESD addressed explicitly in the curriculum ^o or programme of study at various levels of formal education?																		
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>If “Yes”, please complete table in appendix I (c) below to indicate main methods mentioned in curricula in your country. If “No”, please specify which methods are most commonly used, if known, even if not mentioned in official documents.</i></p> <p><i>Please provide in-depth information on how two major issues in your country are addressed through formal education (max. 1,500 characters, with spaces, for each question).</i></p> <p><i>Please comment on results that emerge from completion of table in appendix I (c) below (max. 1,500 characters, with spaces, for each question):</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"/>	<p>(a) <i>Extracurricular projects?</i> <i>If “Yes”, please specify how this is achieved at national level (max. 1,000 characters, with spaces, for each question);</i></p> <p>(b) <i>A cross-curriculum approach (taught in more than one subject but not throughout curriculum)?</i> <i>If “Yes”, please specify how this is achieved at national level (max. 1,000 characters, with spaces, for each question);</i></p> <p>(c) <i>An integrated approach (taught throughout the curriculum)?</i> <i>If “Yes”, please specify how this is achieved at national level (max. 1,000 characters, with spaces, for each question);</i></p> <p>(d) <i>A whole institution approach where curriculum is linked to aspects such as school buildings, schoolyards, maintenance, community?</i> <i>If “Yes”, please specify how this is achieved at national level (max. 1,000 characters, with spaces, for each question);</i></p> <p>(e) <i>Specific subjects (e.g., Art, Languages, Geography)?</i> <i>Please also complete table in appendix I (d) below.</i> <i>Please specify for different levels of the formal education system by inserting appropriate score (0 – Not used; 1 – Rarely used; 2 – Frequently used; 3 – Widespread or universal) into table below:</i></p> <p>Scores per strategic approach</p> <table border="1" data-bbox="667 1177 1630 1334"> <thead> <tr> <th data-bbox="667 1177 1171 1233"><i>Education levels</i></th> <th data-bbox="1171 1177 1265 1233"><i>(a)</i></th> <th data-bbox="1265 1177 1359 1233"><i>(b)</i></th> <th data-bbox="1359 1177 1453 1233"><i>(c)</i></th> <th data-bbox="1453 1177 1547 1233"><i>(d)</i></th> <th data-bbox="1547 1177 1630 1233"><i>(e)</i></th> </tr> <tr> <td data-bbox="667 1233 1171 1289"></td> <td data-bbox="1171 1233 1265 1289"><i>Yes</i></td> <td data-bbox="1265 1233 1359 1289"><i>Yes</i></td> <td data-bbox="1359 1233 1453 1289"><i>Yes</i></td> <td data-bbox="1453 1233 1547 1289"><i>Yes</i></td> <td data-bbox="1547 1233 1630 1289"><i>Yes</i></td> </tr> </thead> <tbody> <tr> <td data-bbox="667 1289 1171 1334">I. Early childhood education (ISCED 0)</td> <td data-bbox="1171 1289 1265 1334"></td> <td data-bbox="1265 1289 1359 1334"></td> <td data-bbox="1359 1289 1453 1334"></td> <td data-bbox="1453 1289 1547 1334"></td> <td data-bbox="1547 1289 1630 1334"></td> </tr> </tbody> </table>	<i>Education levels</i>	<i>(a)</i>	<i>(b)</i>	<i>(c)</i>	<i>(d)</i>	<i>(e)</i>		<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	I. Early childhood education (ISCED 0)					
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	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>														
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^o For details, see CEP/AC.13/2005/3/Rev.1, para. 33 (a)–(f).

		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)						
Indicator 2.3 The implementation of the whole institution approach to SD/ESD is promoted								
Subindicator 2.3.1	In a whole institution approach (WIA) to sustainability, ESD is integrated into an institution's ethos, management, governance, curriculum, teacher training, teaching practices, the learning environment and into learning experiences in the community and life outside school. ^p							
(a) Yes <input type="checkbox"/> No <input type="checkbox"/>	(a) Are there any incentives (guidelines, award schemes, funding, technical support, staff/teacher training or other tools and resources) that support a WIA to SD/ESD?							
(b) Yes <input type="checkbox"/> No <input type="checkbox"/>	(b) Do you have the same kind of incentives for non-formal education (e.g., if you apply WIA to business, non-governmental organizations (NGOs) or public services)? ^q							
Yes <input type="checkbox"/> No <input type="checkbox"/>	If "Yes" under 2.3.1. (a), please specify what schemes are available at each level of formal education system: Please also provide information on all education levels by ticking (✓) in table below, as appropriate.							
			Education levels		Yes	Type of incentives		
			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)					
If relevant information is available, please specify (provide further details of incentives specified in table).								

^p See <https://wholeschoolapproach.lerenvoormorgen.org/en/>.

^q Please consult with relevant organizations to assist with this answer and include under-represented groups.

	<i>If “Yes” under 2.3.1 (b), please give examples.</i>																								
Subindicator 2.3.2	To what extent is your country part of any relevant international ESD programmes for formal education, e.g., Eco-Schools network, UNESCO Associated Schools Network (ASPnet), or are there any other examples of the “whole institution approach” to formal education available?																								
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>If “Yes”, please specify how many networks your country takes part in, show which are the most significant (percentage of schools), who leads these networks, and state whether there is an award or recognition system connected to this issue. Please specify:</i></p> <table border="1"> <thead> <tr> <th><i>Programme name</i></th> <th><i>Lead organization nationally</i></th> <th><i>Reward system</i></th> <th><i>Percentage of schools involved</i></th> </tr> </thead> <tbody> <tr> <td>Eco-Schools</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ASPnet schools</td> <td></td> <td></td> <td></td> </tr> <tr> <td>National WSA programme</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other WSA/WIA type of programme</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>Abbreviations: WSA, whole school approach.</i></p>	<i>Programme name</i>	<i>Lead organization nationally</i>	<i>Reward system</i>	<i>Percentage of schools involved</i>	Eco-Schools				ASPnet schools				National WSA programme				Other WSA/WIA type of programme				Other			
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Indicator 2.4 ESD is addressed by assessment systems																			
Subindicator 2.4.1	Is students' learning in ESD assessed?																		
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>If "Yes", please specify for each level of formal education by ticking (✓) in table below as appropriate.</i></p> <table border="1"> <thead> <tr> <th><i>Education levels</i></th> <th><i>Yes</i></th> <th><i>If "Yes", please provide example of what is assessed and how</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> </tbody> </table>	<i>Education levels</i>	<i>Yes</i>	<i>If "Yes", please provide example of what is assessed and how</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)		
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IV. Vocational education (ISCED 2+3+4+5 vocational)																			
V. Higher/tertiary education (excluding vocational education) (ISCED 5 general+6+7+8)																			

Indicator 2.5 For non-formal and informal education and public awareness-raising activities: methods and approaches are in place to transform knowledge and SD practice^r	
Subindicator 2.5.1	Are SD issues addressed in informal learning and public awareness-raising activities?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify and provide information on developments since 2018 and provide examples of good practice in relation to teaching and learning methods that support ESD through non-formal and/or informal education.</i>
Subindicator 2.5.2	Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) that addresses SD issues?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify and provide information on developments since 2018 and examples of good practice.</i>
Subindicator 2.5.3	Does social entrepreneurship education ^s 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 developments since 2018 and examples of good practice.</i>
Subindicator 2.5.4	Do mass media play an active role in addressing SD issues in informal and non-formal learning?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify and provide examples of developments since 2018.</i>
Subindicator 2.5.5	Are youth organizations involved as providers of non-formal education and informal learning for SD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify and provide information on developments since 2018 and examples of good practice.</i>
Subindicator 2.5.6	<i>Do “place-based learning organizations” address ESD issues in your country (e.g., through field study centres, ESD centres, museums, botanic gardens)?</i>

^r For this section, please consult widely with relevant organizations that provide such education and involve under-represented groups. The “most significant changes” approach may be used to identify any examples you wish to share in your answers (see Guidelines for the process of reporting on the implementation of the United Nations Economic Commission for Europe Strategy for Education for Sustainable Development).

^s Margherita Bacigalupo and others, *EntreComp: The Entrepreneurship Competence Framework* (Luxembourg, Publication Office of the European Union, 2016).

Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please provide examples.</i>
Subindicator 2.5.7	Are there any examples of surveys, assessments, etc., in place to indicate progress and outcomes of ESD at regional/national level as a result of non-formal education and informal learning?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please provide examples of reports resulting from such work.</i>
Subindicator 2.5.8	Does your Government enhance any cooperation in ESD 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 process¹	
Subindicator 2.6.1	Is the formulation of an ESD strategy a multi-stakeholder process in your country?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify how this is done.</i>
Subindicator 2.6.2	Are there multi-stakeholder mechanisms and platforms ² in place at national/subnational level for implementation of ESD in your country?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify the main stakeholders and the main impacts that they had/have on implementation. Please complete table in appendix II below.</i>
Subindicator 2.6.3	Are ESD actions, such as specific projects and programmes, multi-stakeholder processes?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please provide examples.</i>
Subindicator 2.6.4	Is evaluation for improvement of ESD a multi-stakeholder process in your country?

¹ A multi-stakeholder approach means a collaboration that involves multiple partners from different political, social and economic fields, i.e. a wide selection of actors from relevant communities, including the different actors (governmental institutions, teachers, school leaders) in the education 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 eco-procurement and research-education-cooperation).

² Mechanisms may include funding programmes or committee structures, while a platform is more specifically a forum (virtual or physical) where stakeholders meet.

Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify.</i>
<i>Concluding remarks on issue 2</i>	<i>Please provide any concluding remarks concerning implementation of issue 2 (corresponds to second objective under Strategy, namely to promote sustainable development through formal, non-formal and informal learning).</i>
	<p><i>Please address the following questions (max. 1,000 characters, with spaces, for each question):</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 below on your country’s situation regarding this specific objective (max. 1,500 characters, with spaces, for each question).</i>	
Indicator 3.1	ESD is included in the training^v of educators
Subindicator 3.1.1	Is ESD part of educators’ initial/pre-service training? ^w
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>If “Yes”, please specify how and where (e.g., in curriculum, schools, approaches, teaching practice, competences).</i></p> <p><i>If “Yes” and “competences” specified, please specify which ESD competences are explicitly included in initial training programme, (e.g. UNECE ESD competences;^x A Rounder Sense of Purpose;^yGreenComp: The European Sustainability Competence Framework). Please also specify to what extent these programmes are mandatory or optional.</i></p> <p><i>Please complete table in appendix III below.</i></p>
Subindicator 3.1.2	Is ESD part of educators’ in-service training or continuing professional development? ^z
Yes <input type="checkbox"/> No <input type="checkbox"/>	<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>

^v ESD is addressed by content and/or by methodology.

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

^x UNECE, *Learning for the Future: Competences in Education for Sustainable Development – United Nations Economic Commission for Europe Strategy for Education for Sustainable Development* (Utrecht, 2012).

^y A Rounder Sense of Purpose, available at <https://aroundsenseofpurpose.eu/>.

^z 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.

	<i>Please complete table in appendix III below.</i>
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 training programmes are accessible and whether they are mandatory or optional.</i> <i>Please complete table in appendix III below.</i>
Subindicator 3.1.4	Is ESD part of teaching standards or roles of qualified educators in your country?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify.</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 most significant examples.</i>
Subindicator 3.2.2	Are ESD networks/platforms supported by the Government in any way? ^{aa}
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify how, listing major ones and describing them, as appropriate.</i>
Concluding remarks issue 3	<i>Please provide any concluding remarks concerning the implementation of issue 3 (corresponds to third objective under Strategy, namely to equip educators with the competence to include sustainable development in their teaching).</i>
	<p><i>Please address the following questions (max. 1,000 characters, with spaces, for each question):</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>

^{aa} Including assistance through direct funding, in-kind help and political and institutional support.

Issue 4		Ensure that adequate tools and materials for ESD are accessible																						
<i>If necessary, provide relevant information below on your country's situation regarding this specific objective (max. 1,500 characters, with spaces, for each question).</i>																								
Indicator 4.1		Teaching tools and materials for ESD are produced																						
Subindicator 4.1.1	Are open ESD educational resources freely available in your country?																							
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If "Yes", please specify key examples.</i>																							
Subindicator 4.1.2	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"/>	(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<p>(a) <i>For each level of education?</i> (b) <i>In all national languages?</i></p> <p><i>Please specify by ticking (✓) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;"><i>Education levels</i></th> <th style="text-align: center;"><i>(a) Yes</i></th> <th style="text-align: center;"><i>(b) Yes</i></th> </tr> </thead> <tbody> <tr> <td>I. Early childhood education (ISCED 0)</td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> <tr> <td>II. Primary education (ISCED 1)</td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> <tr> <td>III. General secondary education (ISCED 2+3 general)</td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> <tr> <td>IV. Vocational education (ISCED 2+3+4+5 vocational)</td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> <tr> <td>V. Higher/tertiary education (excluding vocational education) (ISCED 5 general+6+7+8)</td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> <tr> <td> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </tbody> </table>		<i>Education levels</i>	<i>(a) Yes</i>	<i>(b) 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)					
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V. Higher/tertiary education (excluding vocational education) (ISCED 5 general+6+7+8)																								
Subindicator 4.1.3	Are there digital/information and communications technology (ICT)-based instruments that support ESD learning through: (a) hardware (computers, etc.); and (b) software (programmes, etc.)? ^{bb}																							
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<p>(a) <i>If "Yes", please specify and provide details;</i> (b) <i>If "Yes", please specify and provide details.</i></p>																							

^{bb} Stephane Carretero Gomez, Riina Vuorikari and Yves 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).

Subindicator 4.1.4	Do quality control mechanisms for teaching and learning materials exist?
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify whether you have criteria or quality guidelines to assist in the choice of ESD-related tools and materials that are:</i> <i>(a) Supported and approved by public authorities;</i> <i>(b) Tested and supported by experts.</i>
Subindicator 4.1.5	Is one or more central registers or national databases of ESD teaching tools and materials available through:
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>(a) The Internet?</i> <i>(b) Other channels?</i> <i>If “Yes”, for (a) and/or (b), please specify who establishes and manages these registers and databases and how.</i>
Concluding remarks issue 4	<i>Please provide any concluding remarks concerning implementation of issue 4 (corresponds to fourth objective under Strategy, namely, to ensure that adequate tools and materials for ESD are accessible).</i>
	<i>Please address the following questions (max. 1,000, characters, with spaces, for each question):</i> <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> <i>Please provide, if available, any relevant case studies.</i>

Issue 5	Promote research on and development of ESD
<i>If necessary, provide relevant information on your country’s situation regarding this specific objective (max. 1,500 characters, with spaces, for each question).</i>	
Indicator 5.1	Research^{cc} on ESD is promoted
Subindicator 5.1.1	What significant ESD-related research is taking place in your country?
	<i>Please give examples of activity taking place since 2018.</i>

^{cc} For example, this could be research on: concepts, formation of attitudes and values, development of competences, teaching and learning, school development, implementation of information and communications technology and means of evaluation, including socioeconomic impacts.

Subindicator 5.1.2	Are funds available for research that addresses content and methods for ESD? ^{dd}
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify most important categories of donors (e.g., national research/science foundations, environmental foundations, ministries, party-affiliated foundations, private donors).</i>
Subindicator 5.1.3	Does research evaluate the outcome of the progress of implementation of ESD in your country? ^{ee}
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify:</i> <i>(a) Which sectors and/or programmes have been investigated and list major reports;</i> <i>(b) How ESD-related research relates to international strategies on SD (e.g. UNECE, United Nations Educational, Scientific and Cultural Organization (UNESCO), Organisation for Economic Co-operation and Development (OECD), Council of Europe, European Union, 2030 Agenda for Sustainable Development, Dublin Declaration).</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"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>(a) Master’s level?</i> <i>(b) Doctorate level?</i> <i>If “Yes” to (a) and/or (b), please provide information.</i>
Subindicator 5.1.5	Are there opportunities for research training in ESD available in your country?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If “Yes”, please specify.</i>
Indicator 5.2 Development and dissemination of ESD is promoted	
(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>(a) Are research and evaluation results used to enhance implementation of ESD? If “Yes”, please specify.</i> <i>(b) Is there cooperation between ESD researchers and developers and policymakers to develop and apply good practices and new insights? If “Yes”, please specify.</i> <i>(c) Are there incentives available for applying ESD research insights in practice?</i> <i>If “Yes”, please specify.</i>
Concluding remarks on issue 5	<i>Please provide any concluding remarks concerning implementation of issue 5 (corresponds to fifth objective under Strategy, namely, to promote research on and development of ESD).</i>
	<i>Please address the following questions (max. 1,000 characters, with spaces, for each question):</i> <i>- Which actions and/or initiatives have been particularly successful and why?</i>

^{dd} This includes support from various sources, e.g., State, local authorities, business and non-governmental organizations (NGOs) or institutions.

^{ee} This can refer to national and/or subnational strategies, etc.

	<p><i>How were challenges dealt with when implementing this objective?</i></p> <p><i>What lessons have been learned for future ESD implementation concerning this objective?</i></p> <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 (max. 1,500 characters, with spaces, for each question).</i>	
Indicator 6.1 International cooperation on ESD is strengthened within the ECE region and beyond	
Subindicator 6.1.1	Has your country made pledges or other formal commitments to work with other member States (e.g., twenty-sixth session of the Conference of the Parties to the United Nations Framework Convention on Climate Change, Convention on Biodiversity)?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If "Yes", please specify.</i>
Subindicator 6.1.2	Does your country provide donations/aid to support ESD abroad?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If "Yes", please specify.</i>
Subindicator 6.1.3	Does your country (or other public authority) cooperate in or support international ^{ff} networks on ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If "Yes", please specify concrete networks and explain who supports them. Indicate relevant major networks in table in appendix IV below.</i>
Subindicator 6.1.4	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 table in appendix IV below.</i>
Subindicator 6.1.5	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 6.1.6	Does your country work to promote ESD in international forums outside of the ECE region?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>If "Yes", please list and describe:</i>
Concluding remarks on issue 6	<i>Please provide any concluding remarks concerning implementation of issue 6 (corresponds to sixth objective under Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region).</i>
	<i>Please address the following questions (max. 1,000 characters, with spaces, for each question):</i>

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

	<p><i>Which actions and/or initiatives have been particularly successful and why?</i></p> <p><i>How were challenges dealt with when implementing this objective?</i></p> <p><i>What lessons have been learned for future ESD implementation concerning this objective?</i></p> <p><i>Please provide, if available, any relevant case studies:</i></p>
<p>Issue 7 Foster conservation, use and promotion of knowledge of Indigenous peoples, as well as local and traditional knowledge, in ESD</p>	
<p><i>Provide relevant information on your country's situation regarding this specific issue (max. 2,000 characters, with spaces, for each question). Please be as specific as possible.</i></p>	
<p><i>What role does traditional, local and/or indigenous knowledge play in ESD implementation in your country? Please provide information, indicating changes over time.</i></p>	

Part 2: Reporting on the implementation of the priority action areas of the Framework for the future implementation of the UNECE Strategy for Education for Sustainable Development from 2021 to 2030^{gg}

Priority action area (a) Strand 1: Quality education^{hh} and ESD	
<i>Encouraging countries to embed ESD into quality standards, frameworks and resources associated with formal quality assessments and institutional reviews</i>	
Regarding this issue, please also take into consideration answers from part 1 of questionnaire:	
Subindicator 1.2.3 Relates to quality education policies, frameworks, criteria or processes at national or subnational level in relation to ESD;	
Subindicator 1.2.4 Relates to non-formal and informal education;	
Extra subindicators to complete this issue:	
S.1.1	Are the quality assessment/enhancement systems reported on under 1.2.3 that address ESD/SDG applied to initial teacher education?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> <i>If “Yes”, please specify.</i>

^{gg} ECE/NICOSIA.CONF/2022/10.

^{hh} Quality processes may comprise lists of standards, licensing criteria or inspections; they are not the same as qualifications for students

	<p>Please specify for each level of your formal education system, by ticking (✓) in table below, as appropriate.</p> <table border="1"> <thead> <tr> <th></th> <th>Initial teacher education</th> </tr> <tr> <th></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> </tbody> </table>		Initial teacher education		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)	
	Initial teacher education														
	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)															
S.1.2	Do initial teacher education programmes in your country include awareness of ESD quality improvement systems?														
Yes <input type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> If “Yes”, please provide examples. 														
S.1.3	Are there professional development programmes for education quality professionals, authorities and agencies, as well as education managers and leaders on ESD?														
Yes <input type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> If “Yes”, please specify. 														

Priority action area (b) Strand 2: Whole Institution Approach (WIA) and ESD	
<i>Promoting the whole institution approach (WIA) in every institution of formal, non-formal and informal education</i>	
Regarding this issue, please also take into consideration answers from part 1 of questionnaire:	
Subindicator 2.3.1	
(a) Relates to WIA incentives (guidelines, award schemes, funding, technical support, staff and teacher training or other tools and resources);	
(b) Relates to WIA for non-formal education.	

Subindicator 2.3.2 Relates to international ESD programmes for formal education.	
Extra subindicators to complete this issue	
S.2.1	Is WSA/WIA integrated into your country's education policy (national and/or subnational level)?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> If "Yes", please specify for: <ol style="list-style-type: none"> Formal education; Non-formal education.
S.2.2	Has there been any significant advancement made in your country in the field of governance, curriculum, leadership, teachers' professional development, teaching methods, collaborations facilities and infrastructure for promoting WSA/WIA in ESD in formal education?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> If "Yes", please specify in which aspects progress has been made (e.g., in specific ISCED levels, or adoption of specific frameworks at national or subnational levelⁱⁱ) and provide an example.
S.2.3	Does your country face challenges and/or have particular needs in its implementation of WSA/WIA in formal education?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> If "Yes", please explain briefly how progress is particularly challenging for specific areas such as buildings, procurement, curriculum, pedagogy.
S.2.4	Are there any monitoring processes or self-assessment tools in your country that support the assessment of progress regarding WSA/WIA in ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> If "Yes", please provide an example.
S.2.5	Is a WIA to sustainability adopted more widely by other institutions outside of formal education (e.g., field centres, museums, businesses, public authorities, NGOs)?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> Please specify in which type(s) of organization this is taking place and provide an example in each case.
S.2.6	Does your country face challenges and/or have particular needs in its implementation of WSA/WIA in non-formal education?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> If "Yes", please explain briefly how progress is particularly challenging for specific type(s) of organization.

ⁱⁱ Frameworks may include school ESD plans, educational agenda, specific project-based programmes for school communities, NGO-developed school frameworks, etc.

Priority action area I Strand 3: Digital education, information and communications technology and ESD	
<i>Promoting ICT and digital education for ESD</i>	
Regarding this issue, please also take into consideration answers from part 1 of questionnaire: 2.5.4 Relates to role of media in addressing SD issues in informal and non-formal learning; 4.1.3 Relates to digital literacy and new technology-based instruments that support ESD.	
Extra subindicators to complete this issue	
S.3.1	Have digital literacy and new technologies changed the way ESD is taught and/or assessed?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> If “Yes”, please specify how.
S.3.2	Are there any programmes in your country that support educational actors (teachers, mentors, inspectors, etc.) to use new technologies in ESD teaching and learning?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> If “Yes”, please provide an explanation of one such programme.
S.3.3	Have recent developments in digital technologies and/or digital literacy encouraged the development of personalized learning environments for ESD in your country?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> If “Yes”, please specify how.
S.3.4	Do ESD programmes consider the aspect of misinformation/fake news/deep fake content such as that generated by artificial intelligence on environment matters related to sustainability issues (e.g., responses to misinformation about climate change or online marketing materials)?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> If “Yes”, please specify.
S. 3.5	Has policy in ESD been changed in response to digital and new technology (e.g., provision of Massive Open Online Courses)?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> If “Yes”, please provide an example.

S.3.6	Does continuous professional development in ESD support the adoption of digital education and new technologies in ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> If “Yes”, please provide an example.
Priority action area (d) Strand 4: Entrepreneurship, employment, innovation and ESD^{jj}	
<i>Enhancing entrepreneurship and employment within ESD</i>	
Regarding this issue, please also take into consideration answers from part 1 of the questionnaire:	
Subindicator 2.5.2 Relates to support for work-based learning;	
Subindicator 2.5.3 Relates to State support or encouragement for social entrepreneurship education;	
Subindicator 2.5.5 Relates to youth organizations involved as providers of non-formal and informal learning in SD;	
Subindicator 2.5.6 Relates to place-based learning organizations (e.g., field study centres, ESD centres, museums, botanic gardens).	
S.4.1	Are there changes in school curricula as a result of a new emphasis on entrepreneurship and green jobs?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> If “Yes”, please provide examples.
S.4.2	Are there any initial training or lifelong learning programmes available in the technical and vocational education and training (TVET) sector targeting youth (aged 18-30 years) on jobs in the green economy?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> If “Yes”, please provide examples.
S.4.3	Are there any courses/education programmes/curricula related to jobs in the “green economy” in higher education?^{kk}
Yes <input type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> If “Yes”, please provide examples.
S.4.4	Are there any mechanisms at the national level that strengthen youth entrepreneurship related to ESD outside of formal education?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> If “Yes”, please provide examples.

^{jj} When considering whether ESD is included, it should be remembered that ESD covers all of the Sustainable Development Goals, not just issues that are normally considered to be environmental

^{kk} See https://ec.europa.eu/commission/presscorner/detail/en/IP_14_765.

Part 3: Conclusions and self-assessment

Issue 8	Conclusions
<p><i>Provide any additional relevant information on your country's situation regarding the further implementation of ESD (max. 2,000 characters, with spaces, for each question). Please be as specific as possible:</i></p> <p>(a) <i>What are your general conclusions?</i></p> <p>(b) <i>What specific assistance may be needed in implementing the UNECE Strategy for ESD in your country?</i></p> <p>(c) <i>What are the next steps for your country?</i></p>	

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 SD/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 2.4	ESD is addressed by assessment 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	For non-formal and informal education and public awareness-raising activities: methods and approaches 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 is 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>
Indicator S 1	Quality education and 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 S 2	Whole institution approach (WIA) and 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 S 3	Digital education, information and communications technology and 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 S 4	Entrepreneurship, employment, innovation and 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>

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.

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 relevant score for each theme and level (0 – Not addressed in the curriculum/programme of study, 1 – Permitted but not recommended in curriculum/programme of study, 2 – Recommended but not compulsory in curriculum/programme of study, 3 – Explicitly addressed in 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).

Please also specify two issues that are studied in depth in your country and provide information on how this is done and what lessons learned you can provide to other countries.

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

<i>SDG link</i>	<i>Theme</i>	<i>Levels of formal education</i>					
		I	II	III	IV	V	VI
SDG 1	Poverty alleviation						
SDG 2	Food safety						
SDG 3	Personal and family health (e.g., HIV/AIDS, drug abuse)						
SDG 4	Cultural diversity Culture's contribution to sustainable development						
SDG 5	Gender equality						
SDG 6	Environmental health (e.g., food and drinking water quality, pollution)						
SDG 7	Renewable energy Natural resource management (e.g., water, soil, minerals, fossil fuels)						
SDG 8	Economic growth and decent 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 (e.g., gender, racial and intergenerational equity) Critical thinking, fake news, information sources						
SDG 11	Sustainable cities and communities						

SDG link	Theme	Levels of formal education					
		I	II	III	IV	V	VI
	Rural/urban development						
SDG 12	Sustainable lifestyles						
	Production and/or consumption patterns						
SDG 13	Climate change and desertification						
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.

Abbreviations: AIDS, acquired immunodeficiency syndrome; HIV, human immunodeficiency virus; SDG, Sustainable Development Goal.

EXTRA:
In-depth information on two prominent issues

The most prominent themes in your country	1. Theme: 2. Theme:
How you worked on these issues	1. Please specify, give example and provide lessons learned. 2. Please specify, give example and provide lessons learned.

Appendix I (b)

Indicator 2.1, subindicator 2.1.2

Please list the learning outcomes/competences that are most relevant in your country. Indicate at which level(s) of education they are addressed explicitly in the curriculum¹ or programme of study (Please tick (✓) relevant expected learning outcomes for each level and insert as many rows as needed into the table below).

Learning outcomes

<i>Learning outcomes/competences</i>	<i>Levels of formal education</i>					
	I	II	III	IV	V	VI

Note: Your response will reflect the variety of education for sustainable development learning outcomes distributed across education levels. Distribution is more important than raw number of ticks.

¹ Please specify if at the national or subnational level (e.g., 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 (ESD) 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).

Please also specify two teaching/learning methods that are used extensively in your country and provide information on how this is done and what lessons you can provide to other countries about your lessons learned.

Teaching/learning methods

		<i>Formal education levels</i>					
		I	II	III	IV	V	VI
<i>Some key ESD teaching/learning methods</i>							
Experiential learning	Residential field trips						
	Outdoor learning (e.g., day trips)						
	Outdoor learning (using school grounds)						
	(Green) Job shadowing						
	Workplace experience						
	Situated learning, i.e. in real world settings, including work-based learning						
	Service learning						
	Entrepreneurship, including learner-driven entrepreneurial projects						
	School-community collaboration						
	Inquiry-based learning						
	Problem-based learning						
	Design-based learning						
	Project-based learning (including learner-driven projects)						
	Argumentation and discussion						

		<i>Formal education levels</i>					
		I	II	III	IV	V	VI
<i>Some key ESD teaching/learning methods</i>							
Future thinking	Conceptual and perceptual mapping						
	Modelling, trend analyses, working with alternative futures						
	Working with scenarios						
	Visioning exercises						
Critical thinking	Critical data and information search						
	Critical reflection, e.g., through reflective journals						
	Values clarification						
	Philosophical inquiry						
Digital learning	Analysis of existing practice						
	Virtual scenarios						
	Virtual (digital) games and models						
	Working with augmented reality						
Games and gamification	Working with artificial intelligence						
	Educational games						
	Business games						
	Simulation, role play and storyline						
	Gamified 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.

**EXTRA:
In-depth information on teaching/learning methods**

The two most prominent teaching/learning methods in your country	Method 1:
	Method 2:
How these methods have been applied to specific issues	1. Please specify, give examples and provide lessons learned:
	2. Please specify, give examples and provide lessons learned:

Appendix I (d)

Indicator 2.2, subindicator 2.2.1 (e)

Please indicate the extent to which education for sustainable development is covered in different subjects in the curriculum in the table below. To show the extent, please indicate by using the following scale: (0 – not mentioned at all, 1 – may be mentioned but not in any depth, 2 – explicitly addressed but only in specific parts of the subject, 3 – explicitly addressed as the context of study and/or throughout the subject).

<i>Curriculum subject</i>	<i>Formal education levels</i>					
	I	II	III	IV	V	VI
National language(s)						
Mathematics						
Geography						
Chemistry						
Biology						
Physics						
Art						
Foreign languages						
Citizenship						
Economics						
History						
Music						
Drama						
Religious education						
Physical education						
Philosophy and/or ethics						
Science						
Other (<i>please specify</i>)						

Appendix II

Indicator 2.6, subindicator 2.6.2

Please specify to what extent education for sustainable development implementation is a multi-stakeholder process by filling in the table below. Please tick (✓) in the table to indicate the types of education stakeholders involved and identify those involved in your national education for sustainable development (ESD) strategy as partners, not just carrying out projects. Please provide examples of good practice; to do this you should consult widely and involve under-represented groups. You may use the “most significant changes approach” to identify which examples to include in the report.

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

Abbreviations: NGO, non-governmental organization; UNECE, United Nations Economic Commission for Europe.

Appendix III

Indicator 3.1, subindicators 3.1.1– 3.1.3

Please specify to what extent education for sustainable development (ESD) 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>		
	Educators		Leaders/ administrators**
	Initial (subindicator 3.1.1)	In service (subindicator 3.1.2)	In service (subindicator 3.1.3)
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)			

* Training is understood to cover at least one day (min. of 5 contact hours).

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

Abbreviations: ISCED, International Standard Classification of Education

Appendix IV

Indicator 6.1, subindicator 6.1.3

List of major education for sustainable development-related networks

<i>Network</i>	<i>Country participating (subindicator 6.1.3)</i>	<i>Other stakeholders participating (subindicator 6.1.4)</i>
COPERNICUS Alliance		
RCE network		
Eco-Schools		
ASPnet		
MIO-ECSDE		
Carpathian Convention		
Bridge 47 Network		
GENE network		
Baltic 21		
Regions4 Sustainable Development		
Other		

Abbreviations: Carpathian Convention, Framework Convention on the Protection and Sustainable Development of the Carpathians; COPERNICUS Alliance, European Network on Higher Education for Sustainable Development; GENE, Global Education Network Europe; MIO-ECSDE, Mediterranean Information Office for Environment, Culture and Sustainable Development; RCE, Regional Centre of Expertise on ESD

Annex II

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: (i) there is sufficient time for the preparation of the report on progress in implementation of the Strategy at the regional level during the intermediate or first phase (2021–2026) of the next implementation period, which will last from 2021 to 2030 – referred to also as the fifth implementation phase and/or mandatory reporting cycle; and (ii) 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>Suggested time required</i>	<i>Tentative timing</i>
Questionnaire to be sent to member States		June 2024
First draft of report	1 month	1–30 August 2024
Multi-stakeholder consultation on draft	2 months	1 September–30 October 2024
Final report preparation (including translation, where required)	1 month	1–30 November 2024
Deadline for submission of national implementation reports to ECE		30 November 2024
First draft of progress report for ECE region	6 months	May 2025
Discussion and finalization of progress report	12 months	June 2025–May 2026
Submission of final version of progress report to Steering Committee’s twenty first session in 2026		May 2026