



FORMAT FOR REPORTING
ON IMPLEMENTATION OF THE UNECE STRATEGY FOR
EDUCATION FOR SUSTAINABLE DEVELOPMENT

*Within the framework of the United Nations
Decade of Education for Sustainable Development (2005–2014)*

The following report is submitted on behalf of the Government of Romania in accordance with the decision of the UNECE Steering Committee on Education for Sustainable Development.

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Secretary of State
Ministry of Education, Research, Youth and Sports

Signature:

Date: 3 November 2010

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- A. Provide brief information (not more than half a page) on the process by which this report has been prepared, including information on which types of public authorities were consulted or contributed to its preparation; on how the stakeholders were consulted and how the outcome of this consultation was taken into account; and on the material used as a basis for the report.

The Romanian Ministry of Education Research, Youth and Sport is the decision making authority designated, among other authorities, for reporting on Education for Sustainable Development (ESD) and serve as focal point for the implementation of the Strategy.

Consequently, within the Ministry of Education a **working group** has been set up in order to elaborate National Implementation Reports.

Data were collected from MERYSS specialised departments, other ministries, Romanian agency for quality assurance in higher education (ARACIS), from institution under the MYRES s coordination and subordination, NGOs, other public institutions.

An interdepartmental committee for sustainable development will be set up according Government Decision no. 1460/2008. It will be involved ministries and other central institutions in order to implement the sustainable development strategy. The interdepartmental committee have to submit an annual report of the Romanian Parliament regarding the state of implement the strategy, based on monitoring indicators of sustainable development agreed at EU level as well as specific indicators. In addition, the Committee have to coordinate activities related to the development and updating of the set of indicators monitoring the implementation of sustainable development objectives.

- Governmental institutions (*please specify:* Ministry of Environment and Forests)
- Stakeholders: _____
- NGOs (*please specify*)
- Eco Assist**
- TRANSIRA**
- The Romanian Association of Water (ARA)**
- The HOBBY CLUB JULES VERNE, etc**
- Academia (*please specify*)
- The Ecological University of Bucharest (EUB)**
- The Bucharest Academy of Economic Studies**
- Titu Maiorescu University, etc**
- The Politehnica University**
- Business (*please specify*) _____
- Other (*please specify*) _____

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

Except some national projects and school competitions, there is not a budget for special purposes for ESD. All projects financed by structural funds implemented by MERYSS have sustainable development as a horizontal objective.

In this respect, each project must devote at least minimum measures for the promotion and awareness of sustainable development. During implementation process, will be promoted concepts about environmental protection, resources and biodiversity. Also, training sessions will take into consideration that each training module have to include a section devoted to awareness of environmental protection and sustainable development by reducing consumption of resources.

TEMPLATE FOR REPORTING

ISSUE¹ 1. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD.	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify languages.</i> The UNECE Strategy for ESD is available in Romanian language.
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	According to the Romanian Government Decision, the Secretary of State for Pre-university Education at the Ministry of Education, Research, Youth and Sports (MERYYS) represents Romania in the UNECE Steering Committee on Education for Sustainable Development and will also serve as focal point for the implementation of the Strategy.
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</i> The working group within the Ministry of Education has been set up in order to elaborate and implement the Strategy on Education for Sustainable Development. Its goal represents the orientation of education towards sustainable development by promoting viable formal and non- formal programmes which come up with the present and future of the Romanian schools to assure the background competences, a productive and healthy life style. ESD aims to apply and to adapt to the context of development of Romania the vision, principles and directions of actions established by the UNECE Strategy for ESD.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD.</i>
Sub-indicator 1.1.5	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the UN Decade of ESD, ³ and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	In the framework of the UN Decade for Education for Sustainable Development, the MERYYS promotes the „Earth Charter” as an educational instrument/material by using in pre-university education, as follows: -posting the „Earth Charter” on MERYYS’s website (www.edu.ro); -recommendation for county school inspectorates and schools to organise extracurricular/extra-school activities at county /school level, based on the „Earth Charter’s” principles; -recommendation for county school inspectorates and schools to develop school based curriculum „Earth Charter”; Objectives, targets, directions of action from the ESD strategies of the UNECE and UNESCO are being adopted at national level within the strategic documents at national level.
Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD.	
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and list major document(s)</i> Key themes of the SD are included in the general provisions of the Education Law as follows: education for human rights, dignity and tolerance, civic

¹ Issues 1 to 6 are in accordance with the objectives of the Strategy.

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

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

⁴ Policy documents may include national strategies, plans, programmes, guidelines and the like.

	<p>education, education for preserving nature and environment . Relevant for ESD are also the following national strategies in which the MERYS is cooperating:</p> <ul style="list-style-type: none"> o The National Anti- drugs Strategy o The National Strategy for Migration o The National Strategy on Protection and Promoting the Child Rights for 2006-2010 (draft status) o The National Strategy on social inclusion for young people which are leaving the child protection system (draft status) <p>Other national relevant strategies are:</p> <ul style="list-style-type: none"> o The National Strategy and Policy in the field of water management (www.mmediu.ro) o The National Strategy on climate change of Romania - 2005 – 2007 (www.mmediu.ro) <p>ESD can be found in the Government Program 2009-2012 of the Romanian Government and in the National Strategy for ESD –horizon 2013-2020-2030. Within the national policies the education for sustainable development represents the key point regarding the education for the environment. In this context we can specify the following strategic documents:</p> <ul style="list-style-type: none"> o National Strategy for Sustainable Development, Horizon 2013 – 2020 – 2030 approved by the Law no. 1460/2008 regarding the approval of the National Strategy for Sustainable Development, Horizon 2013 – 2020 – 2030. o Romania’s National Strategy for Climate Change 2005 – 2007. We can mention that the Ministry of Environment and Forests is working for drawing up a new strategy for climate change for the period 2010 – 2020. o The national strategies and policies for water and waste management, biodiversity, risk prevention for natural disasters. o Government Ordinance no. 195/2005 regarding the environmental protection. o Government Decision no. 1635/2009 regarding the organization and functioning of the Ministry of Environment and Forests. o In work the Government Decision regarding the voluntary contribution of the MERYS in amount of 2500 euros for 2010 for the implementing of the National Strategy. 																																																	
Sub-indicator 1.2.2	<p>Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards/ordinances/ requirements; at all levels of formal education, as understood by your education system in accordance with ISCED?⁵</p>																																																	
<p>(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.</i></p> <table border="1" data-bbox="890 906 1436 1230"> <thead> <tr> <th rowspan="2">ISCED⁶</th> <th colspan="2">(a)</th> <th colspan="2">(b)⁷</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>1</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>2</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>3</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>4</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>5⁸</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>6</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>Teacher education</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	ISCED ⁶	(a)		(b) ⁷		Yes	No	Yes	No	0	V		V		1	V		V		2	V		V		3	V		V		4	V		V		5⁸	V		V		6	V		V		Teacher education				
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Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?																																																	

⁵ International Standard Classification of Education (ISCED), UNESCO, 1997 (http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm).

⁶ Education level in accordance with ISCED.

⁷ National curricula and/or national standards/ordinances/requirements.

⁸ For higher education institutions when answering: (1) regarding national legislation: this objective is focussing equally at the first stage of tertiary education (Bachelor), the second stage (MSc) and the third stage (PhD) while covering various aspects such as **service agreements/contracts, national strategies of R&D, university organisation and studies acts, or general laws of higher educations**.; (2) regarding national and/or national standards/

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Humanitarian, ecological, civic and cultural contents of the extracurricular/extra-school activities are stipulated in the Education Law. The National Strategic Reference Framework promotes the ESD concept which includes formal, non-formal and informal ESD. The National Strategic Reference Framework is an instrument by which the approaches of the national, community or other funding sources to which Romania has access (European funds) are being guided.
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>According to the Environmental Protection legislation:</p> <ul style="list-style-type: none"> -the central authority for environmental protection, the National Environmental Protection Agency and the regional and local agencies for environmental protection have the responsibility for developing the proper framework in order to assure the access to information on environment; - annual reports in order to arise public awareness are published every year by the National Environmental Protection Agency and the regional agencies for environmental protection. <p>In the national documents the public awareness for environmental protection is mentioned in the following documents:</p> <ol style="list-style-type: none"> 1. Government Ordinance no. 195/2005 regarding the environmental protection: <p>art. 4. lit. p). The modalities of implementing the principles and strategic elements shall be: education and awareness of the population, as well as it's participation in the process of elaboration and implementation of decisions concerning the environment;</p> <p>art. 20 The competent authority for environment protection, together with the other authorities of the central and local public administration authorities, as the case may be, shall ensure the public information, participation in the decisions regarding specific activities and access to justice, in accordance with the provisions of the Convention on access to information, public participation in decision-making and access to justice in environment matters, signed at Aarhus on 25 June 1998, ratified by the Law No. 86/2000. (2) The public information within the regulation procedures for plans, programmes, projects and activities shall be carried out according to the specific legislation in force. 4) The manners of achievement of the public participation in the elaboration of certain specific environment related plans and programmes shall be established by Government decision, at the proposal of the central public authority for environment protection, within 12 months as of the date of entry into force of this emergency ordinance. art. 74 para. (1) At the level of each regional agency for environment protection a Regional Committee for environment protection shall be established, after called Regional Committee. para. (5) The Regional Committee shall collaborate with the regional agency for environment protection in applying, at regional level, of the strategy and national policy for environment protection, and for this purpose it has the following attributions: d) to establish the educational and public awareness programmes concerning the environment protection.</p> <p>In this respect, a major role in spreading the environmental protection towards all the stakeholders is played by the National Environmental Protection Agency through its annual report regarding the environmental status, actions and results made by Romania in the fields of environmental protection.</p> <ol style="list-style-type: none"> 2. The National Strategy for Sustainable Development, Horizon 2013 – 2020 – 2030 has a special chapter dedicated to the educational and professional training. Regarding the sustainable development aspects, the strategy has a series of targets and aspects that should be taken into consideration as strategic actions for the future. There for the principles and objectives of sustainable development are being seen as an integrated elements of knowledge process important for education. In this context, the education for sustainable development should be guideline by the economic, social and environmental factors, needing full support from the part of all the stakeholders (national and local authorities, the educational system, local communities, business environment etc.). 3. All the institutions under the authority, coordination and subordination of the Ministry of Environment and Forests, by their actions, programmes, projects and reports, are targeting a deeper public information regarding the environmental protection and sustainable development.

ordinances/ requirements: special attention shall be devoted to indications of linking systems of **quality assurance and accreditation** (with regard to the Bologna process) for higher educations institutions with ESD, as well as to **regulations of study programmes and study fields** which reflect the principles of ESD.

Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁹ cooperation relevant to ESD exist in your government?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify.</i>
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your government? ¹⁰
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>In order to develop the programs and implementing the national strategies, the Ministry of Education, Research, Youth and Sports has developed partnerships with:</p> <ul style="list-style-type: none"> • Other ministries: The Ministry of Environment and Forests, The Ministry of Health; • Governmental bodies: National Environmental Protection Agency in partnership with Peace Corps Romania , National Anti-drugs Agency, National Agency for Tourism, National Environmental Guard; • Non-governmental institution: Danube –Carpathian Geo-Ecological Centre, Save the Children, Red Cross Romanian Society, Doctors of the World, Partnership for Equity Centre, Romanian Association for Packages and Environment, The Young for the Young People; <ul style="list-style-type: none"> - Within the partnership between MERYS and Danube-Carpathian Geo-Ecological Centre the following programs are developed in Romanian schools: “Eco-school”, “Learning about forest”, “Young Reporters of the Environment”, Blue Flag”. - Within the Partnership with the NGO ‘Eco Assist’ the program Let`s do it Romania is being developed; - Within the Partnership with UNEP Vienna the program Move 4 Nature is being developed; - Within the Partnership with the Child – Phone Association – the program ‘‘Child Phone’’ is being developed.
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>The extracurricular activities , organized at the level of the preuniversity units are financed by local authorities. The activities regarding ESD which take place at national level are financed by the Ministry’s budget.</p>
Indicator 1.3 National policies support synergies between processes related to SD and ESD.	
Sub-indicator 1.3.1	Is ESD part of SD policy(s) if such exist in your country?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	ESD is reflected in the National Strategy for Sustainable Development .The National Strategy for Sustainable Development, Horizon 2013 – 2020 – 2030 approved by the Law no. 1460/2008, has a special chapter dedicated to the educational and professional training in conformity with European Sustainable Development Strategy.
Issue 2. PROMOTE SD THROUGH FORMAL, NON-FORMAL AND INFORMAL LEARNING	
<p><i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)</i></p> <p>Taking into consideration the key themes of SD the policies that incorporate SD into education and learning developed by the Romanian Government are:</p> <p>⇒ Formal and non-formal education policy, by the Ministry of Education and Research, through:</p> <ul style="list-style-type: none"> ○ National curriculum for all pre-university education levels (primary education, secondary education, post-high school education), including vocational education and training. The key themes of SD are included/ integrated in disciplines/modules in core curriculum or optional curriculum. There is no a specific discipline for SD. ○ Developing and implementing programs with international financial assistance provided by UE or World Bank, like: Access to education for disadvantaged groups, The second chance for primary and secondary education, Education for Democratic Citizenship, Education for Health in Romanian Schools, Economy based on knowledge ○ Developing and implementing national programs, like: Education for Environment, Eco-kindergarten (since January 2004, for pre-primary and primary education). Alcohol doesn’t make you big (2007- 2009). ○ A new initiative within the EU project ` Educational extracurricular and educational Offers for the development of a healthy life style and of the active citizenship for 	

⁹ Between state bodies.

¹⁰ For explanation see paragraph 46 of the Strategy.

children from disadvantaged communities`.

- Organizing contests for pre-university education levels, like: “The Sciences of the Earth” (interdisciplinary).

Regarding non-formal education related to SD:

- Contests at county, regional and national level are organized (for example: National Contest for Environmental Projects, National Contest “The Friends of the Nature”, National Contest “The Friends of the Danube Delta”).
- Each school develops specific activities dedicated to events like: “The European Day for Citizenship through Education”, “Earth Day”, “International Day for Environment”, “The Water Day”, “The Tree Day”, “The World Day for Animals”;
- Summer camps (“Danube Delta”, “Terra is our home”) are organized in cooperation with NGO’s;

According to the Environmental Protection Law:

The central authority for environmental protection and the local agencies for environmental protection are developing programs and training materials on environmental protection; The National Strategy for Sustainable Development, Horizon 202 – 2020 – 2030 approved by the Law no. 1460/2008, has a special chapter dedicated to the educational and professional training in conformity with European Sustainable Development Strategy.

Formal education:

The education area is vital for the development of a society, because can assure the assimilation of effective abilities vital for the future generations. In this context, the climate change area has a fundamental role to play in the overall learning process on the long road to reaching sustainable development.

The main Romanian authority for education is represented by the **Ministry of Education**. Due to the current trends, there were made increasingly efforts to integrate the topic of climate change into the curricular activities studied in the high school classes.

An example of the inclusion of SD in the formal curriculum is the discipline of Geography school, whose curriculum includes a variety of the common core of these issues at secondary level education (high school):

- a) Class IX - Physical Geography (Earth, the planet people) - elements of climate, climate change, clean energy, environmental features, resources, etc.
- b) Class X - Human Geography - elements of the global population, migration, demographic transition, regional disparities, economic development and sustainable development;
- c) Class XI - Geography. Contemporary world, the fundamental problem - the use of resources, using new resources, economic development and sustainable development;
- d) Class XII - Geography. Europe, Romania, European Union - issues relating to the above, resulting in the continent, the European Union and Romania, with appropriate reference to chapters, topics and issues related to sustainable development.

In addition to the common core, the school curriculum include optional nationally or locally developed on sustainable development, usually in Man and Society curriculum. Some examples: “The contemporary world, basic issues”, “Regional and Sustainable Development”, “Climate and pollution”.

We can mention that the Ministry of Education approved a schedule of the educational activities, like contests, seminars and conferences that are related to the climate change subject (further information on the web site: www.edu.ro).

Last but not least, there were made also others important steps by the universities that included the climate change or related topics to sustainable development in their curricula. We can mention a series of public and private universities hence:

- **The “Ecological University of Bucharest” (EUB)** has included in its Master of 2 years studying the climate change area, entitled: *Managing climate impacts* "on the Order of the the Ministry of Education, Research, and Innovation no. 4.666/01.09.2009. the main aspects are referring to supporting current theoretical climate evolution, correlation between its current trend of increasing global warming and intensify of the global meteorological phenomena with ecological risk and managing the economic and social effects of global climate change.

The university has also introductory courses for "Promotion of the theory of climate change and the management of their effects in other faculties of EUB: Economic Sciences, Law, Managerial Engineering, and Communication Sciences". The main thematic areas are subject to: theory of climate change and sustainable development, management of economic and social effects of climate change.

- **The Bucharest Academy of Economic Studies**, The Faculty of Agro food, and Environmental Economics has included in it’s curricula ecological subjects that are related to climate change.

The faculty offers students’ guidelines for the diploma on the following topics: hazardous waste management, climate change affects natural capital, assessment of economic and environmental performance at the microeconomic level and runs scientific session for students in the following areas: environmental economics, environmental management, and environmental policies. The didactical activity is also dedicated to master or doctoral studies on ecology.

The faculty organizes an international conference: "The environmental performance in a competitive economy" (2008, 2009) that has topics related also with climate change and the Scientific Session "the Economic and environmental dimension - a requirement for development in the IIIrd millennium".

Furthermore, the faculty developed a project called „*Economic opportunities created for increasing the environmental performances on the oil market*”, project code nr. 2/08.01.2008. In this project there were foreseen actions related to the convergences between the oil industry and the climate changes. Additional information about the activities of the university can be obtained on the web site: <http://www.eam.ase.ro/>

- **‘Titu Maiorescu University’** from Bucharest has included in its studying plan from the Law Faculty and Economic Studies Faculty disciplines from the Ist cycle - graduation diploma and the IInd cycle - master the following topics: “The environmental law” and “The environment and the environmental protection”, “The competition, competitively, innovation”. Additional information about the activities of the university can be obtained on the web site: <http://www.utm.ro/>.

Non-formal education:

The schools developed a series of nonformal educational activities, on the SD topic, in the context of European founded projects (Comenius, Leonardo da Vinci etc.) or in the framework of other projects developed in partnership with NGOs, local authorities, local communities.

The main areas of studying are: the present tendencies in climate changes, global warming, the potential impact of climate change, the identification and correlation of the agents that are influencing the ecological equilibrium and are determining the climate changes.

The subject of climate change was also subject of numerous seminars, workshops, conferences, fairs, projects developed by the universities. We have selected in this regard some actions developed by different institutions:

- **The “Ecological University of Bucharest”** has carried on the workshop: "Opinions for and against the theory of global change", where the main topics were: supporting the current theoretical climate evolution, correlation between its current trend of global warming increasing and the meteorological phenomena with ecological risk, managing the

economic and social global climate change.

• **The “Politehnica University”**, The Faculty of the Biotechnical Systems Engineering had fruitful actions in interlinked areas related with sustainable development, energy and climate change.

Climate change topics: “The multidisciplinary character of the environmental engineering”, „CIEM 2007”- The international conference on energy and environmental, „CIEM 2009”- The international conference on energy and environmental.

Energy topics: HERVEX 2007, section „Alternative energies”, HERVEX 2008, section „Alternative energies”, HERVEX 2009, section „Alternative energies”.

Related subjects: the energy independence for small installations based on renewable energy for agriculture, mountain areas and isolated power, use of energy crop corn for heat production and others, production of electricity through biomass gasification- 30 KW experimental installation (www.fabricadebani.ro/news.aspx?iid=13189).

Additional information about the activities of the “POLITEHNICA UNIVERSITY can be obtained on the web site: <http://www.upb.ro/>; <http://www.isb.pub.ro/>.

- **Institute of Education Sciences** is involved, particularly in policy development and public education strategies, European and international projects, research projects, training projects, and dissemination projects including aspects related to SD IN: extracurricular activities, guidelines for teachers, training courses etc. The main actions related to environmental are:
 - “L'école des traditions apprend des communautés locales manufacturières” trans border seminar organized by the Ialomita County School Inspectorate;
 - The Guide: School in the IIIrd Millennium, Information and Education Council; course supports: Youth Project Management, Information and Education Council and Conflict management in the class of students;
 - Guidance Innovation Relay Centres (GIRC);
 - International forum seminar, Oradea, “Distant world, closer life-Intercultural learning in local communities”;
 - *The Ministry of Education, Research, and Innovation’s National Report* on the implementation of the training sessions for trainers curriculum area advice and guidance at the national level;
 - The non formal study/informal in relationship with the changes from the curricula, the reference framework for non-formal education/informal, methodological e-media and methodological guides.

The main partners of the institute are: the European Commission, the Council of Europe, UNESCO, the Ministry of SME and Environment Business, the Ministry of Foreign Affairs, the Ministry of Labour, Family and Social Protection, the Ministry of Education, Research, Youth and Sports, the Ministry of Regional Development and Housing, the Ministry of Environment, the Ministry of Culture, Religious Affairs and National Heritage, the network of school inspectorates, the case of teachers, the public schools, Romanian Academy, network of universities and research institutes, TVR and other broadcasters, the national broadcasting and other radio stations, international and national magazines, publishing houses and journals etc.

The Institute of Education Sciences identifies as a priority the beginning of a national campaign: „An integrated societal education program for sustainable development and climate changes” with on-line communication interface, mediated and direct.

Also, we can mention some activities developed by the NGO sector in various topics related to environment:

- The activities of the [Romanian Municipalities Association](http://schimbariclimatice.amr.ro/) (AMR) on climate change reflects the association's concerns to find means to combat the effects of climate change and reducing carbon emissions locally. That is why the association runs specific activities like:
 - Seminar on „Actions of the public bodies for reducing the effects of climate change and the adaptation to them”, held in Bucharest on 22-23 October 2008, with the support of the European Commission TAIEX Office. <http://schimbariclimatice.amr.ro/seminar-2008/>.

- Seminar on "Cities of the Future – towards local economy with low carbon" organized by AMR on October 14, 2009 in Brasov, with the support of the European Commission TAIEX Office, in partnership with Brasov City Hall and the Council of European Municipalities and Regions (CEMR) . (http://www.eumayors.eu/articles/show_en.htm?id=65).
- The Association implemented during March 2009 - March 2010 with the Foundation TERRA Millennium III, the project called „ Romania’s cities against the effects of climate change: before and after Copenhagen 2009", aimed at combating the effects of climate change and protecting the local environment. The project is funded through the financial mechanism of the European Economic Area (EEA), Fund for NGOs.
- The Association takes part in the initiative for reducing climate change called „The pact of Mayors” that was started by the European Commission. (www.eumayors.eu; <http://www.managenergy.net>)
- **The Romanian Association of Water (ARA)** carry on specific actions that fold on water activity. We can mention the following:
 - Quarterly meetings of the Committee Quality-Environmental where the topics of the presentations and discussions on environmental quality addressed also to climate change (hence: Challenges carbon footprint in the water);
 - Open day door;
 - International day of the water quality monitoring ;
- **The Non- Governmental Organization TRANSIRA** carry on specific actions on transportation hence: participation in seminars / conferences for promoting green public systems of transportation, press releases for promoting electric transport, introduction, expansion or modernization of environmental transport trolleys or trams.
- **The HOBBY CLUB JULES VERNE** carry on measurements of radioactivity, microclimate parameters (thermal inversion), surface water pollution and genetic mutations in vegetable (2007 and 2008). The main activities were in the mining area of Grădiștea Muncelului – Cioclovina and Luncaii de Sus, and also in the areas of Nadrag and Avram Iancu.

Indicator 2.1 SD key themes are addressed in formal education.																																																																																										
Sub-indicator 2.1.1	Are key themes of SD ¹¹ addressed explicitly in the curriculum ¹² /programme of study at various levels of formal education? <i>Phase II: please specify in the table in Annex 1 (a) and use the scale. Indicate the results in the box below.</i>																																																																																									
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Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹³ /programme of study at various levels of formal education? <i>Phase II: Please specify in the table in Annex 1 (b) and use the scale. Indicate the results in the box below.</i>																																																																																									
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Indicator 2.2 Strategies to implement ESD are clearly identified.																																																																																										
Sub-indicator 2.2.1	Is ESD addressed through: ¹⁴ (a) existing subjects ¹⁵ only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project? ¹⁶ <i>Phase II: For (a)–(d) please specify for different levels of education system in accordance with ISCED in the table by ticking (V) as appropriate.</i>																																																																																									
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Indicator 2.3 A whole-institution approach¹⁷ to ESD/SD is promoted.																																																																																										
Sub-indicator 2.3.1	Do educational institutions ¹⁸ adopt a “whole-institution approach” to SD/ESD? <i>Phase II: please specify for all levels of your education system in accordance with ISCED in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</i>																																																																																									
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¹¹ For explanation see paragraph 15 of the Strategy.

¹² At the state level, where relevant.

¹³ See footnote 14.

¹⁴ For higher education institutions: These distinctions would be equal to: a) **courses and disciplines**, b) **interdisciplinary courses**, c) **separate, specified SD courses or seminars**, and d) **stand alone projects** implemented by the department, faculty or inter-faculty structures.

¹⁵ E.g. geography or biology. For higher education “subject” means “course”.

¹⁶ A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

¹⁷ A “whole institution approach” means that all aspects of an institution's internal operations and external relationships are reviewed and revised in light of SD/ESD principles. Within such an approach each institution would decide on its own actions, addressing the three overlapping spheres of Campus (management operations); Curriculum; and Community (external relationships).

¹⁸ For higher education institutions: **Whole university, whole college or whole faculty approach** (including inter-faculty approaches).

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		6		
		Teacher education		
Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support “a whole institution approach to SD/ESD”?			
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify what schemes are available for all levels of your education system in accordance with ISCED in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</i>	ISCED levels	Yes	No
		0		
		1		
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		6		
		Teacher education		
Sub-indicator 2.3.3	Do institutions/learners develop their own SD indicators for their institution/organization?			
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify for all levels of your education system in accordance with ISCED, in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</i>	ISCED levels	Yes	No
		0	V	
		1	V	
		2	V	
		3	V	
		4	V	
		5	V	
		6	V	
		Teacher education		
Indicator 2.4 ESD is addressed by quality assessment/enhancement systems.				
Sub-indicator 2.4.1	Are there any education quality assessment/enhancement systems that include criteria on ESD ¹⁹ in: (a) national systems? (b) other?			
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify for various levels of your education system in accordance with ISCED, in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</i>	ISCED levels	(a)	(b)

¹⁹ For higher education institutions: Either **national centres for quality assessment in higher education** or cooperation with general quality assessment agencies such as the European Foundation for Quality Management (EFQM).

			Yes	No	No	Yes
		0	V			V
		1	V			V
		2	V			V
		3	V			V
		4	V			V
		5	V			V
		6	V			V
		Teacher education				
Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice.						
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?					
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify.</i>²⁰</p> <p>There are small scale awareness-raising campaign run by NGO's and schools. Also, there are projects addressing ESD developed by schools in partnership with NGO's or/ and the Institute for Education Sciences. There are also, TV and Radio programmes.</p> <p>In recent years, in Romania the activities related to sustainable development are in a continuing process of development focused to specific campaigns, various projects, partnerships between national authorities, NGO, private sector etc.</p> <p>In order to have a clear image over the measures approved to promote the environmental protection and sustainable development, the Ministry of Environment and Forests has elaborated a questionnaire regarding the activities of education, communication and awareness of environmental protection and sustainable development made during the period 2007-2010 and send it to all the public institutions with the environmental responsibilities'.</p> <p>After a primary analysis of data collected through the questionnaire mentioned above, we can mention that the public institutions and civil society are in a continuing progress regarding changing behaviour, raising the public awareness on the importance of conservation action and measures to adapt to the continuous challenges of the environment.</p> <p>In this context, we observed that the concept of sustainable development has been promoted through various activities as horizontal legislation, climate change, hazardous substances, atmosphere protection and pollution prevention, waste and water management, biodiversity and natural conservation etc., under the form of public debate, round table, seminars, training sessions, awareness campaign, conferences, workshops, fairs and exhibitions.</p> <p>Furthermore, we want to mention that the European and international environmental calendar is celebrated through activities dedicated on International Day of Biodiversity, Environmental International Day, Earth International Day, Wetlands International day, etc. The results of these actions are published by several publications, leaflets', games, expositions, TV and radio broadcasts, and in time a positive behaviour and public acceptance of the nature, environmental protection and sustainable development.</p>					
Sub-indicator 2.5.2	Is there any support for work-based learning (e.g. for small companies, farmers, trade unions, associations), which addresses SD issues?					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Phase II: Please specify and provide examples.</i></p> <p>The Ministry of Environment and Forests does not have a general framework for education for sustainable development on a permanent base.</p>					
Sub-indicator 2.5.3	Are there any instruments (e.g. research, survey, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.</i>					

²⁰ Please describe how this is done – for example, in press articles, TV and radio programmes or public lectures promoting environmentally friendly goods and services, sustainable lifestyles.

Indicator 2.6 ESD implementation is a multi-stakeholder process. ²¹																									
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify in the table in Annex 2 (a) and (b) and use the scale. Indicate the results in the boxes below.</i></p> <p>(a) according to the UNECE Strategy on ESD</p> <table border="1" style="display: inline-table; margin-right: 20px;"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table> <p>(b) according to the UN DESD</p> <table border="1" style="display: inline-table;"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td></tr> <tr><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A	B	C	D	E	F	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Issue 3. EQUIP EDUCATORS WITH THE COMPETENCE TO INCLUDE SD IN THEIR TEACHING																									
<i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)</i>																									
<i>ESD is part of teachers' in-service training from the primary and secondary education, through programmes which are supported by the state budget</i>																									
Indicator 3.1 ESD is included in the training²² of educators.																									
Sub-indicator 3.1.1	Is ESD a part of the initial educators' training? ²³																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify by filling in the table in Annex 3.</i></p> <p>Initial teacher training and university education is achieved through pedagogical research program organized by the Departments of Teacher Training of higher education institutions, established by law.</p> <p>Optional ESD curriculum is reflected in the order recommended by the Minister disciplines: An economic approach to education, Psycho-risk behaviour, Education and Intercultural, Communication education, Counselling and guidance, Psycho motivation for learning, Computer-assisted instruction, Special Education. List of optional subjects is open every decision TSTD.</p>																								
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²⁴																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify by filling in the table in Annex 3.</i></p> <p>To ensure quality and excellence in higher education to stimulate public and private, MECTS has applied for funding under SOP HRD, in partnership with six universities, the project quality, innovation, innovative training program 1,500 teachers in higher education, offering a new approach to teaching the discipline didactics and thereby increasing the attractiveness of learning in universities.</p> <p>Continuous training of school education staff by CCD:</p> <p>Among the training programs approved by MECTS and organized by the CCD can be identified for EDS the following topics related to participation for school years 2007-2008, 2008-2009.</p> <ul style="list-style-type: none"> • Educational and vocational guidance and counselling 16 587 • ICT - 4252 • Human Rights Education 3725 • Environmental education 2995 • education for Equality 5114 • Educational Management 7053 																								

²¹ 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).

²² ESD is addressed by content and/or by methodology.

²³ For higher education institutions: The focus is here on existing **teacher training universities/colleges** regarding SD and ESD for university/college teachers.

²⁴ For higher education institutions: The focus is here on existing **in-service training programmes** regarding SD and ESD for university/college teachers in their own universities/colleges.

Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify by filling in the table in Annex 3.</i></p> <p>CCD Programs in leadership positions, guidance and control: Topics development projects of the school, school administration, leadership, communication and organizational culture, training and team management, resource development, conflict management.</p> <table border="1"> <thead> <tr> <th>SCHOOL YEAR</th> <th>People trained</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>6089</td> <td>49,06%</td> </tr> <tr> <td>2007-2008</td> <td>5647</td> <td>52,94%</td> </tr> <tr> <td>2008-2009</td> <td>3853</td> <td>35,46%</td> </tr> </tbody> </table>	SCHOOL YEAR	People trained	Percent	2006-2007	6089	49,06%	2007-2008	5647	52,94%	2008-2009	3853	35,46%
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	2007-2008	5647	52,94%										
2008-2009	3853	35,46%											
Indicator 3.2 Opportunities exist for educators to cooperate on ESD.													
Sub-indicator 3.2.1	Are there any networks / platforms of educators and/or leaders/administrators who are involved in ESD in your country?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify.</i></p> <p>There is a network that includes ESD within it's activities, but not specifically developed for ESD : Romanian Network for Education for Democratic Citizenship (run by Intercultural Institute of Timisoara), addressing the issue of cooperation for citizenship education, human rights, cultural diversity and understanding, specific teaching materials development.</p> <p>There is a network specifically developed for ESD: Move 4 Nature Teacher Training Programme on Education for Sustainable Development in the Carpathians.</p>												
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²⁵												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify how. Please list major ones and describe as appropriate.</i></p> <p>The Ministry of Environment and Forest is supporting the networks/platforms offering in-kind help and institutional support in various campaigns and actions. Also, the ministry has signed a several contract of partnerships with educational NGO with activities in environmental protection and sustainable development, offering full support in all the activities foreseen.</p>												
Issue 4. ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE													
<p><i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)</i></p> <p>In Romania the materials and tools on education for sustainable development from ecological point of view are related to the following aspects:</p> <ul style="list-style-type: none"> - Environmental campaign for increasing the stakeholder's awareness for various interlink ages themes hence: climate change, waste management, pollution, biodiversity, nature protection etc. - Elaboration of guidelines with best practices and recommendations for actions, measures for improving the present status of environment, changing patterns of production and consumption etc. 													
Indicator 4.1 Teaching tools and materials for ESD are produced.													

²⁵ Including assistance through direct funding, in-kind help, political and institutional support.

Sub-indicator 4.1.1	Does a national strategy/ mechanism for encouragement of development and production of ESD tools and materials exist?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe.</i></p> <p>The National Strategy for Sustainable Development, Horizon 2013 – 2020 – 2030 in the chapter of education and professional training it is specified the importance increasing competitively by correlating the education and life learning actions within the labor market. In this context the strategy is aiming to reconfigure the education on sustainable development on three axes: socio - cultural, ecological, technical and professional through competences and pro-attitude. There is specified the necessity of accomplishment of adaptable and differentiated programmes for urban and rural areas for developing the sustainability aspects and involving in projects all the stakeholders.</p> <p>Also, the strategy is mentioned the opportunity that structural funds can play in increasing the awareness of sustainable development in general, and the education of this area in particular.</p> <p>The National Strategy for Sustainable Development, Horizon 2013 – 2020 – 2030 represents the main tools for promoting the education for sustainable development and to ensure the access to education and professional training.</p>
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify to what extent public authority money is invested in this activity, by providing an indication of the amount (in USD) referring to the amount of ESD-related research and development expenditures, annually.</i></p> <p>The Ministry of Environment and Forests does not have special budgetary funds allocated for education for sustainable development, but through its projects activities participate in-kind to the increasing public awareness. In this context, we can mention “Marea Debarasare” (‘The big rid off!’) in the area of waste management by stimulating a change of population behaviour regarding the electric and electronic equipment, the ‘Rabla’ (‘Old car Programme’) for renewing the national automotive park, ‘The Flipper Programme’ addressed to the children education regarding water resources protection etc. Ministry of Education and local authorities invest a lot of money in many activities and projects at national/regional/local level aiming to identify, understand, train and use elements of sustainable development.</p>
Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist.	
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities? (b) approved by public authorities? (c) tested and recommended for selection by educational institutions?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Phase I: for (a) and (b) please describe.</i></p> <p>The quality criteria for textbooks includes also elements related to SD (eg., the criteria on no discriminative approach, criteria for applicability and present relevance of scientifically content etc.). The criteria are drafted at the national level and approved by the Ministry of Education, Research, Youth and Sport. Quality criteria for other teaching tools and materials in VET are approved at national level. For other educational levels there are for the moment some proposals for a national methodology regarding the quality criteria for teaching tools and materials.</p> <p>ARACIS uses specialized Quality Assurance standards for Higher Education study programmes within the following fields: Environmental Science (Environmental Chemistry, Ecology and Environmental Protection, Geography of the Environment, Physics of the Environment, Environmental Sciences) and Environmental Engineering (Engineering and Environmental protection in Industry, Engineering of Biotechnical and Ecological Systems, Engineering and Environmental protection in Petrochemical and Chemical Industries, Engineering and Environmental protection in Agriculture, Engineering of Sustainable Rural Development, Environmental Engineering, Engineering of Waste Recycling), Installations and equipment for air protection - Installations Engineering.</p> <p><i>Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c) please also describe.</i></p> <p>The quality criteria for teaching tools and materials are drafted and approved by national authorities only for formal education. In case of nonformal and informal education quality criteria are drafted and approved informally, at the level of school or partnership decision.</p>
Sub-indicator 4.2.2	Are ESD teaching tools / materials available: (a) in national languages? (b) for all levels of education according to ISCED?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase I: For (a) please specify.</i> There are different materials for teachers and pupils, focusing on specific themes of ESD.

(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>There are different materials for teachers and pupils, focusing on specific themes of ESD, available in national languages. For example:</p> <ul style="list-style-type: none"> - Europe Diary. Teachers' guide – developed by Institute for Education Sciences and Generation Europe Foundation (issues approached: climate change, energy, consumer protection, health, environmental protection, recycle and reuse etc.); - Students' Participation in School and Community life: a guide for teachers and pupils – developed by Institute for Education Sciences and the Centre for Innovation and Development in Education (issues approached: responsibility, partnership, community development, participation and decision-making etc.); - The Geography and education for Sustainable Development. Methodological guide for teachers, develop by Institute for Education Sciences; - The Educational Guidelines for the Carpathian Schools, developed in the context of parteneriat UNEP, Carpathian Convention, Ministry of education etc.; 																												
	<p><i>Phase II: For (b) please specify in the table by ticking (V) as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">ISCED levels</th> <th colspan="2">(b)</th> </tr> <tr> <th>No</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td>V</td> </tr> <tr> <td>1</td> <td></td> <td>V</td> </tr> <tr> <td>2</td> <td></td> <td>V</td> </tr> <tr> <td>3</td> <td></td> <td>V</td> </tr> <tr> <td>4</td> <td></td> <td>V</td> </tr> <tr> <td>5</td> <td></td> <td>V</td> </tr> <tr> <td>6</td> <td></td> <td>V</td> </tr> <tr> <td>Teacher education</td> <td></td> <td>V</td> </tr> </tbody> </table>	ISCED levels	(b)		No	Yes	0		V	1		V	2		V	3		V	4		V	5		V	6		V	Teacher education	
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Teacher education		V																											
Indicator 4.3 Teaching tools and materials for ESD are accessible.																													
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?																												
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please describe.</i>																												
Sub-indicator 4.3.2	Is public authority money invested in this activity?																												
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify to what extent by providing an indication of the amount in USD referring to the amount of ESD related R&D expenditures, annually.</i>																												
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?																												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please describe.</i> The materials mentioned at item 4.2.2. are available on the internet. There are also other online resources, for example: Dadalos - International UNESCO Education Server for Civic, Peace and Human Rights Education (http://www.dadalos.org/nachhaltigkeit_rom/index.htm)																												
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in national language(s): (a) accessible through the Internet? (b) provided through other channels?																												
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>For (a) and (b) please specify.</i></p> <p>a) Dadalos - International UNESCO Education Server for Civics, Peace and Human Rights Education (http://www.dadalos.org/nachhaltigkeit_rom/index.htm); Europe Diary - teachers' guide (www.generation-europe.ro), developed by Institute for Education Sciences and Generation Europe Foundation; Engaging Youth in Sustainable Development, Tools for ESD Schools (www.medu.edu.ro);</p> <p>b) The above mentioned are also distributed on CD-ROM and also hard copies to teachers all over the country; Other methodological guides and teaching materials are distributed by NGO's: Intercultural Institute Timisoara (cultural diversity, participation), HERO</p>																												

	Health Environmental Regional Organisation.
Issue 5. PROMOTE RESEARCH ON AND DEVELOPMENT OF ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)</i>	
Indicator 5.1 Research²⁶ on ESD is promoted.	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁷ supported?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify and provide the total amount annually over the reporting period, and if feasible, as % of the total research budget.</i></p> <p>Ministry for Education, Research, Youth and Sports - National Authority for Scientific Research (MECTS -ANCS) has a currently ongoing national strategy and subsequent implementation plan for research. Among the priority fields subjected to public funding, one can find both education and environment, separately and in coupled manner as well. The economic development generates an enormous environmental pressure, and the decoupling of the two involves increasing complexity of technical solutions.</p> <p>The research and development (RD) objectives concerning education and/or environment are accounting for approximately 22% of the financial resources spent on research projects in 2009; they regard the following: development of clean product and process technologies (applicable in particular to constructions, transportation and energy production), development of new environmentally efficient technologies for waste management, development of scientific and technological support for the preservation, reconstruction and reinforcement of biological and ecological diversity, land management for correlated and coherent socio-economic development, impact of policies and strategies to creating national and regional spatial scenarios having as objective the European territorial cohesion.</p> <p>Education for innovation based on RD contributes to a lower pollution and to the attainment of the Kyoto Protocol objectives and/or the new “Europe 2020” strategy, and to the identification of the influence of climatic changes on the hydrologic cycle in line as with the National Flood Risk Management Strategy and the National Waste Management Strategy objectives.</p> <p>Ministry of Education, Research, Youth and Sport - Institute for Educational Sciences²⁸ (ISE), national institute for research and development in education implement several projects in order to analyze the compatibility of the ESD methods with the education policies and the needs and issues of the educational system in Romania.</p> <p>Ministry of Environment and Forestry - National Centre for Sustainable Development intend to launch a sectoral RD programme for bio-diversity protection.</p> <p>Several universities have higher education departments concerning with ESD: University of Bucharest (Faculty for Psychology and Educational Sciences), some faculties like Univ. “A.I. Cuza” have master programmes on ESD²⁹.</p> <p>National RD Institute of Cryogenics and Isotopic Technologies Rm. Valcea and Institute for Atomic Physics Bucharest are promoting doctoral studies on education on environmental safety (6 theses in 2009).</p> <p>Indirectly and tangentially, there are fragmented actions carried by NGOs with limited time and area of influence e.g. <i>Career Development Center</i>³⁰, <i>EDUCATIVA</i>, <i>Gifted Education</i>³¹ (IRSCA), <i>Mare Nostrum</i>. With some exceptions, the NGOs are focused merely on head hunting activities on different age levels.</p>
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?

²⁶ These includes support from various sources, such as state, local authorities, business and non-governmental sources.

²⁷ E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of ICT; means of evaluation including socio-economic impacts.

²⁸ <http://www.ise.ro>

²⁹ http://www.bio.uaic.ro/master/master_educatieeco.html

³⁰ non-profit organization created in 2002 by students, businessmen and teachers from West University Timisoara.

³¹ <http://supradotati.ro/istoric.php>

<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Please specify.</i> The National Council for Research in Higher Education (CNCSIS) is currently leading three major projects aiming to assess (partially, as objectives of the projects) the outcome of the new paradigms of sustainable development.</p> <p>1. "Quality and Leadership for the Romanian Higher Education" The goal of this project is to create the national framework of quality assessment in national research, constituting a programme of excellence in Romanian Universities and developing the capacity of publication and scientific of authorship – as all the three components sinergically contribute to obtaining the Doctorate in Centers of Excellence.</p> <p>2. The "Doctoral Studies in Romania – Organization of the Doctoral Schools". The project focuses on building a new network-shaped doctoral system, which will include the three entities concerned with the process: higher education institutions, research institutes, public or private organizations stemming from the labour market.</p> <p>3. The project "Improving the Management in Universities" was designed to answer to the actual needs of society and to create prerequisites for a "relevant and receptive education to the specific needs of the economy", by promoting techniques, knowledge and modern management instruments inside higher education institutions.</p>
<p>Sub-indicator 5.1.3</p>	<p>Are post-graduate programmes available: (1) on ESD:³² (a) for the master's level? (b) for the doctorate level? (2) addressing ESD: (a) for the master's level? (b) for the doctorate level?</p>
<p>(1) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Phase II: Please specify for (1) (a) and (b); (2) (a) and (b).</i> <i>Phase II: Please specify for (1) (a) and (b); (2) (a) and (b).</i> <i>For (1) (a).</i> Master's Programme on ESD, accredited according to Order No. 4630/2010 by Minister of Education, Research, Youth and Sports: Energy, Comfort and Sustainable Development, Sustainable Agronomy, The Management of Sustainable Regional Development, Product Design for Sustainable Development and Environment Protection, Ecotourism and Sustainable Development, The European Strategy for Sustainable Development, Sustainable Regional Development, Sustainable Development in the Shore Areas and the Capitalisation of Ecotourism on the Seaside, Ecological Education for Sustainable Development, Today's Environment and Sustainable Development, Sustainable Capitalisation on the Forest Resources, Sustainable Regional Development and Agritourism, The Management of Sustainable Rural Development, Sustainable Development of Mountain Areas, Engineering and Sustainable Rural Rehabilitation, Sustainable Use of Agricultural Technologies, The Management of Sustainable Rural Development, Economics and Sustainable Development, The Management of Sustainable Regional Development, Sustainable Development and Land Use Planning. <i>For (1) (b).</i> Subjects can be organized for ESD PhD studies: Environmental Science, Environmental Engineering. <i>For (1) (b).</i> Fields in which research on ESD can be organized for doctorate level: Environmental Science, Environmental Engineering. <i>For (2) (a).</i> Most of the programmes of Master's Degree addressed at least at the level of ESD principles, the concepts, attitudes and values formation, skills development, teaching - learning, implementing ICT. <i>For (2) (a).</i> Most of Master's Programme are addressing at least the principles of ESD, by concepts, formation of attitudes and values, development of competencies, teaching and learning, implementation of ICT, and so on. <i>For (2) (b).</i> The fields of doctoral studies that addressed ESD are closely related to scientific research results relevant to SD. <i>For (2) (b).</i> Fields of doctoral studies which addressing ESD are those closely linked to the relevant research findings on SD.</p>
<p>Sub-indicator 5.1.4</p>	<p>Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?</p>
<p>(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Phase II: Please specify for (a) and (b).</i> a) The number of places, funded from the state budget, for ESD master's programmes is decided upon by the university senates, on the basis of</p>

³² ESD is addressed by substance and/or by approach.

	<p>university autonomy, after the distribution of student places to each higher education institution.</p> <p>b) The ESD doctoral programmes are eligible for funding through POSDRU (The Sectoral Operational Programme for Human Resource Development).</p>
Indicator 5.2 Development of ESD is promoted.	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? ³³
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify and provide the total amount annually over the reporting period.</i></p> <p>No innovative initiative could neglect ESD. In spite to the common rule of the offer shaped by demand, we have new tertiary specialisation on public and private institutions (e.g. Entrepreneurship in engineering – Univ. <i>Politehnica</i> Bucharest), as well as private schools on green technologies (e.g. the one supported by <i>SIVECO</i> Romania). These initiatives and specific events like „<i>Stefan Procopiu</i>” contest for creative and innovative human resources is supported by ANCS-MECTS have as main purpose to inform the Romanian society and train specialists in sustainable development domain.</p>
Indicator 5.3 Dissemination of research results on ESD is promoted.	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ³⁴ to share the results of research and examples of good practices in ESD ³⁵ among authorities and stakeholders?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: please specify and provide the total amount annually over the reporting period.</i></p> <p>MECTS-CNCSIS supported 50% of “Stefan Odobleja” grants to sharing good practices (22 grants in 2008). Ministry of Environment and Forestry - National Centre for Sustainable Development promote the Strategy for sustainable development that includes ESD³⁶. ESD is topic at conferences like:</p> <p>National Conference on Physics and Modern Communication Technologies.</p> <p>National Conference on Sustainable Development, Univ. “Andrei Saguna” Constanta.</p> <p>National Symposium on Physics „Evrrika! – Cygnus”.</p>
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase I: For (a) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i></p> <p>There are specific and ESD-related publications, covering both national and regional levels.</p> <p>(a) Review on Scientific Education “Repere”³⁷ – University Bucharest, Pedagogy Magazine³⁸, published by ISE.</p> <p>(b) Most of the <i>Anales</i> published by the universities are including chapters or issues on education for sustainable development. Several examples:</p> <ul style="list-style-type: none"> - Sci. Bulletin of <i>Politehnica</i> Bucharest - “<i>V. Adamachi</i>” of Univ. “A. I. Cuza” – Iasi - Evrika!-Cygnum. - Review of <i>Gifted Education</i> - IRSCA. <p><i>Phase II: For (b) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i></p>
Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION	
If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)	
Indicator 6.1 International cooperation on ESD is strengthened within the UNECE region and beyond.	

³³ Activities may include pilot projects, action research, social learning, multi-stakeholder teams.

³⁴ E.g. conferences, summer schools, journals, periodicals, networks.

³⁵ E.g. ‘participatory approach’; links to local, regional and global problems; integrative approach to environmental, economic and social issues; orientation to understanding, preventing and solving problems.

³⁶ http://www.mmediu.ro/protectia_mediului/dezvoltare_durabila/educatie.htm

³⁷ http://www.fpse.ro/index.php?option=com_content&task=view&id=1073&Itemid

³⁸ <http://www.ise.ro/RevistadePedagogie/tabid/399/language/en-US/Default.aspx>

Sub-indicator 6.1.1	Do your public authorities cooperate in/support international ³⁹ networks on ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify for national, subnational and local levels and list major networks.</i></p> <p>The Ministry of Environment and Forests is involved in several projects (structural, cohesion, PHARE, ISPA, CBC etc. programmes) based on international association and partnerships, which have several educational components on environmental protection and sustainable development. These components cover different themes as nature protection, protected species and habitats, waste, water, climate change, eco technologies, changing behaviour, etc.</p>
Sub-indicator 6.1.2	Do educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify. List major networks.</i></p> <p>Education for Sustainable Democratic Societies: the Role of Teachers - At the 23rd Council of Europe Standing Conference of Ministers of Education (4-5 June 2010, Ljubljana, Slovenia), 50 states parties to the European Cultural Convention discussed the role of education fostering sustainable democratic societies in Europe. They devised strategies for education and teacher training policies and thereby give direction to future Council of Europe action.</p>
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify and list the major ones.</i></p> <p>The Carpathian Convention</p> <p>Pestalozzi Programme is a Council of Europe s programme dedicated to training teachers and education actors at pre-university level: teachers, school masters, authors of textbook, trainers.</p> <p>Topics:</p> <p>Intercultural dialogue and conflict prevention;</p> <p>Answers to everyday violence in a democratic society;</p> <p>My culture, your culture; school as an interethnic mosaic;</p> <p>Tools to improve the practice of Roma mediators and school assistants.</p>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please list and describe.</i></p> <p>Between 21-24th of may 2009, at the Palace of the Parliament, Bucharest, in the context of the 2009 UNESCO World Conference on Higher Education, was organised the UNESCO Forum on Higher Education in the Europe Region: <i>Access, Values, Quality and Competitiveness</i>. The event was organised under the patronage of the Prime Minister of Romania by the Romanian Government, represented by the Ministry of Education, Research and Innovation and UNESCO - European Centre for Higher Education, in collaboration with the Council of Europe, the European Commission, OECD, the European University Association (EUA), the European Students' Union (ESU) and Education International (EI). The official delegations from 52 states attended this major event.</p> <p>Other participations of the Romanian Ministry of Education in UNESCO international meetings:</p> <ul style="list-style-type: none"> - Regional Conference for Global Literacy – „Building Partnership and promoting innovative approaches”- 2007, Adzerbaidjan; - Ministerial Conference „Environment for Europe”, Belgrad. The Romanian Ministry of Education was represented at Secretary of State level.; - General Conference on „Science and technology for sustainable development and the role of UNESCO institution”, Paris, 2007. The head of the Romanian delegation have been the minister of education. - International Conference „Inclusive education, ways to the future’, Geneva, 2008; - International Conference on higher education „The new dynamics of higher Education and Research for Societal Change and Development”, Paris, 2009. The head of the Romanian delegation was the minister of education.

³⁹ In this context, “international associations, working groups, programmes, partnerships etc. covers “global”, “regional” and “subregional”.

Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLE IN ESD

Provide relevant information on your country situation regarding this specific issue. (up to 2,000 characters with spaces). Please be as specific as possible.

Phase II: Please provide the updated information to indicate changes over time.

Phase III: please provide the updated information to indicate changes over time.

Issue 8. DESCRIBE ANY CHALLENGES AND OBSTACLES ENCOUNTERED IN THE IMPLEMENTATION OF THE STRATEGY

Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible.

Phase II: please provide the updated information to indicate changes over time.

Phase III: please provide the updated information to indicate changes over time.

Issue 9. DESCRIBE ANY ASSISTANCE NEEDED TO IMPROVE IMPLEMENTATION

Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible.

Phase II: please provide the updated information to indicate changes over time.

Phase III: please provide the updated information to indicate changes over time.

Annex 1 (a)

Indicator 2.1, sub-indicator 2.1.1

Please specify which key themes of SD are addressed explicitly in the curriculum/programme of study at various levels of formal education, by filling in the table below. (Please tick (V) relevant themes for each level. Use the blank rows to insert additional themes that are considered to be key themes in addressing learning for sustainable development.)

Some key themes covered by sustainable development	ISCED Levels					
	0	1	2	3	4	5
Peace studies (international relations, security and conflict resolution, partnerships, etc.)		V	V	V		V
Ethics and philosophy		V	V	V		V
Citizenship, democracy and governance	V	V	V	V		V
Human rights, (including gender, racial and inter-generational equity;)	V	V	V	V		V
Poverty alleviation			V	V		V
Cultural diversity	V	V	V	V		V
Biological and landscape diversity	V	V	V	V		V
Environmental Protection (Waste management, etc.)	V	V	V	V	V	V
Ecological principles/ecosystem approach	V	V	V	V	V	V
Natural resource management (including water, soil, mineral, fossil fuels, etc...)	V	V	V	V		V
Climate change		V	V	V		V
Personal and family health (e.g. HIV/AIDS, drug abuse, ...)	V	V	V	V	V	V
Environmental health (e.g. food and drinking; water quality; pollution)	V	V	V	V		V
Corporate social responsibility			V	V		V
Production and/or consumption patterns			V	V	V	V
Economics			V	V	V	V
Rural/urban development						V
Total	9	12	16	16	5	17
Other (countries to add as many as needed)						

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

The assessment key for this table (max. 102 ticks; "other" not counted) is:

No. of ticks	0-5	6-10	11-25	26-50	51-75	76-100
Scale	A	B	C	D	E	F

Annex 1 (b)

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum⁴⁰/programme of study at various levels of formal education, by filling in the table below.

(Please tick (V) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for sustainable development.)

Table of learning outcomes

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

⁴⁰ At state level, where relevant.

		0	1	2	3	4	5	
Learning to live and work together Does education at each level enhance learners' capacity for:	-							
	Expected outcomes		0	1	2	3	4	5
	-	acting with responsibility (locally and globally)	V	V	V	V	V	V
	-	acting with respect for others	V	V	V	V	V	V
	-	identifying stakeholders and their interests		V	V	V	V	V
	-	collaboration/team working	V	V	V	V	V	V
	-	participation in democratic decision making	V	V	V	V	V	V
	-	negotiation and consensus building		V	V	V	V	V
	-	distributing responsibilities (subsidiarity)	V	V	V	V	V	V
Total		5	7	7	7	7	7	
-	other (<i>countries to add as many as needed</i>)							

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

The assessment key for this table (max. 138 ticks; "other" not counted) is:

No. of ticks	0-7	8-14	15-35	36-70	71-104	105-138
Scale	A	B	C	D	E	F

Annex 2

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent is ESD implementation is a multi-stakeholder process, by filling in the table below? Please provide examples of good practice. (Please tick (V) in what type of education stakeholders are involved in both (a) and (b) template-tables.)

Table (a) According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	Formal	Non-formal	Informal
NGOs	V	V	V
Local government	V	V	V
Organized labour			
Private sector	V	V	V
Community-based			
Faith-based			
Media			V
Total			
Other (countries to add as many as needed)			

The assessment key for this table (max. 21 ticks; “other” not counted) is:

No. of ticks	0–1	2	3–5	6–10	11–15	16–21
Scale	A	B	C	D	E	F

Table (b) According to UN DESD

Stakeholders	Classification by UN DESD				
	Public awareness	Quality education	Reorienting education	Training	Social learning
NGOs	V	V	V	V	
Local government		V	V	V	
Organized labour					
Private sector		V	V	V	
Community-based					
Faith-based					
Media	V				
Total					
Other (countries to add as many as needed)					

The assessment key for this table (max. 35 ticks; “other” not counted) is:

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

Annex 3

Indicator 3.1, sub-indicator 3.1.3

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

ISCED levels	% of education professionals who have received training ⁴¹ to integrate ESD into their practice: (see key below)																		
	Educators												Leaders/administrators ⁴²						
	Initial*						In service**						In service***						
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F	
0					X							X							X
1					X							X							X
2					X							X							X
3					X							X							X
4					X							X							X
5					X							X							X
6					X							X							X
Non-formal					X							X							X
Informal					X							X							X

The assessment key for this table (max. 100%) is:

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

* Please indicate the % of educators who have received initial training on ESD to total number of educators by the reporting date.

** Please indicate the % of educators who have received training on ESD to total number of educators who received in-service teacher training by the reporting date.

*** Please indicate the % of leaders/administrators who have received training on ESD to total number of leaders/administrators who received in-service teacher training by the reporting date.

⁴¹ Training is understood to include at least one day (a minimum of 5 contact hours).

⁴² Paragraphs 54 and 55 of the UNECE Strategy on ESD.

Annex 4

Summary and self-assessment⁴³ by countries:

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

⁴³ On the basis of the answers to the sub-indicators, please self-assess the status of the implementation of the respective indicator in your country. If feasible, please specify the methodology used for the self-assessment. For the self-assessment, the sub-indicators having the status of "proposed" should be ignored.