**REPORT
ON IMPLEMENTATION OF THE UNECE STRATEGY FOR
EDUCATION FOR SUSTAINABLE DEVELOPMENT**[1]

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

SUBMITTED BY FRANCE

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

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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 on or contributed to its preparation; how the stakeholders were consulted and how the outcome of this consultation was taken into account; and the material used as a basis for the report.

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.)

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[1] This document was not formally edited

TEMPLATE FOR REPORTING

ISSUE[2] 1. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD	
If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)	
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[3] language(s)?
Yes ☒ No ☐	*Please specify languages.*
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes ☒ No ☐	The French National Committee for the United Nations Decade is the national focal point for all matters concerning the strategy of the Economic Commission for Europe.
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes ☒ No ☐	The regular meetings of the French Committee for the United Nations Decade allow the consultation between ministries and diverse components of the civil society and the production of recommendations. Moreover, the senior civil servants who are attending the committee are responsible of the governmental coordination under the direction of the Interministerial Delegate for Sustainable Development.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes ☒ No ☐	The circular of the 8th July 2004 provided by the ministry of national education establishes the generalisation of Environmental Education to Sustainable Development which come within the contexts of the National Strategy for Sustainable Development general work plan and the article 6 of the environmental charter.
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,[4] and other policy processes relevant to ESD?
Yes ☐ No ☒	Institutional synergies via the National Strategy for Sustainable Development, which has been harmonised with the Strategy for Education to Sustainable Development
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[5] document(s)?
Yes ☒ No ☐	Complying with the environmental charter annexed to the French constitution, the National Strategy for Sustainable Development adopted by an interministerial council in June 2003 and in particular the "citizen, actor of sustainable development" action programme invite to generalise Environmental Education for Sustainable Development towards all publics in order to inspire a sense of responsibility and to motivate the actors.
Sub-indicator 1.2.2	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?[6]

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

[3] 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.

[4] 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.

[5] Policy documents may include national strategies, plans, programmes, guidelines and the like.

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

	Please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.

ISCED[7]	(a)		(b)[8]	
	Yes	No	Yes	No
0	X		X	
1	X		X	
2	X		X	
3	X		X	
4				
5[9]				
6				
Teacher education				

(a) Yes ⊠ No ☐
(b) Yes ⊠ No ☐

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?
Yes ⊠ No ☐	Non-formal and informal education for sustainable development are targeted by the National Strategy for Sustainable Development framework.
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes ☐ No ⊠	The National Strategy for Sustainable Development recommends the school and environmental education for sustainable development in particular to train the citizen of the future
Sub-indicator 1.2.5	Does a formal structure for interdepartmental[10] cooperation relevant to ESD exist in your government?
Yes ⊠ No ☐	The governmental policy in the field of sustainable development is based on follow-up measures by the interministerial committee for sustainable development to which is associated the National Council for Sustainable Development
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your government?[11]
Yes ☐ No ⊠	*Please specify.*
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes ⊠ No ☐	Economic inventives rely upon credit allocation by territorial entities, which must comply with specific criteria in the matter of ecology and

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[7] Education level in accordance with ISCED.
[8] National curricula and/or national standards/ordinances/requirements.
[9] For higher education institutions when answering: (1) regarding national legislation: this objective is focussing equally at the first stage of tertiary education (Bachelor), the second stage (MSc) and the third stage (PhD) while covering various aspects such as **service agreements/contracts**, **national strategies of R&D**, **university organisation and studies acts**, or **general laws of higher educations**.; (2) regarding national and/or national standards/ ordinances/ requirements: special attention shall be devoted to indications of linking systems of **quality assurance and accreditation** (with regard to the Bologna process) for higher educations institutions with ESD, as well as to **regulations of study programmes and study fields** which reflect the principles of ESD.
[10] Between state bodies.
[11] For explanation see paragraph 46 of the Strategy.

	sustainable development (eco-conditionality of the offers)

	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 ☒ No ☐	The environmental charter adopted the 28th of February 2005 by the parliament gathered in congress and promulgated the 1st of march 2005 by President Jacques Chirac recommends in the article 8 that "education and training to environment must contribute to the exercise of rights and duties as defined by the above mentioned charter"
	Issue 2. PROMOTE SD THROUGH FORMAL, NON-FORMAL AND INFORMAL LEARNING
	If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)
	Indicator 2.1 SD key themes are addressed in formal education.
Sub-indicator 2.1.1	Are key themes of SD[12] addressed explicitly in the curriculum[13]/programme of study at various levels of formal education?
Yes ☒ No ☐	*Phase II: please specify in the table in Annex 1 (a) and use the scale. Indicate the results in the box below.* A ☐ B ☐ C ☐ D ☐ E ☐ F ☐
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum[14]/programme of study at various levels of formal education?
Yes ☒ No ☐	*Phase II: Please specify in the table in Annex 1 (b) and use the scale. Indicate the results in the box below.* A ☐ B ☐ C ☐ D ☐ E ☐ F ☐
	Indicator 2.2 Strategies to implement ESD are clearly identified.
Sub-indicator 2.2.1	Is ESD addressed through:[15] (a) existing subjects[16] only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project?[17]

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

[13] At the state level, where relevant.

[14] See footnote 14.

[15] 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.

[16] E.g. geography or biology. For higher education "subject" means "course".

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

| | 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. |

<table>

ISCED levels	(a)		(b)		(c)		(d)	
	Yes	No	No	Yes	Yes	No	Yes	No
0								
1		X		X				
2		X		X				
3		X		X				
4								
5								
6								
Teacher education	X							

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.

(a) Yes ☐ No ☒
(b) Yes ☒ No ☐
(c) Yes ☐ No ☒
(d) Yes ☐ No ☒

Indicator 2.3 A whole-institution approach[18] to ESD/SD is promoted.

Sub-indicator 2.3.1	Do educational institutions[19] adopt a "whole-institution approach" to SD/ESD?

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.

ISCED levels	Yes	No
0		
1		
2		
3		
4		
5		
6		
Teacher education		

Yes ☐ No ☒

Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support "a whole institution approach to SD/ESD"?

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[18] 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).

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

</table>

Yes ☐ No ☒	*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.* | ISCED levels	Yes	No
---	---	---
0		
1	X	
2		
3		
4		
5		
6		
Teacher education			

Sub-indicator 2.3.3	Do institutions/learners develop their own SD indicators for their institution/organization?

Yes ☐ No ☒	*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.* | ISCED levels	Yes	No
---	---	---
0		
1		
2		
3		
4		
5		
6		
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[20] in: (a) national systems? (b) other?

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[20] 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).

<table>
<tr><td rowspan="2">(a) Yes ☐ No ☒
(b) Yes ☐ No☒</td><td colspan="5">*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.*</td></tr>
</table>

ISCED levels	(a)		(b)	
	Yes	*No*	*No*	*Yes*
0	X			X
1	X			X
2	X			X
3	X			X
4	X			X
5	X			X
6	X			X
Teacher education	X			X

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 ☒ No ☐	Sustainable development is tackled in the informal awareness rising activities through the approach of the local Agenda 21
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 ☐ No ☒	*Phase II: Please specify and provide examples.*
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 ☐ No ☒	A survey of the ministry of ecology is based on the *establishment audit* by themes according to the ministries.

Indicator 2.6 ESD implementation is a multi-stakeholder process.[21]

Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?

Yes ☐ No ☒

Phase II: Please specify in the table in Annex 2 (a) and (b) and use the scale. Indicate the results in the boxes below.

(a) according to the UNECE Strategy on ESD

A	B	C	D	E	F
☐	☐	☐	☐	☐	☐

(b) according to the UN DESD

A	B	C	D	E	F
☐	☐	☐	☐	☐	☐

Issue 3. EQUIP EDUCATORS WITH THE COMPETENCE TO INCLUDE SD IN THEIR TEACHING

If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)

Indicator 3.1 ESD is included in the training[22] of educators.

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[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.

Sub-indicator 3.1.1	Is ESD a part of the initial educators' training?[23]
Yes ☐ No ☒	*Phase II: Please specify by filling in the table in Annex 3.*
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training?[24]
Yes ☒ No ☐	Most local training plans include ESD in-service training for level 1, 2 and 3
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes ☒ No ☐	*Phase II: Please specify by filling in the table in Annex 3.*
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 ☒ No ☐	There are teaching networks in charge of the coordination, which play the role of model and are present on a departmental basis
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way?[25]
Yes ☒ No ☐	There is a page environmental education for sustainable development on the educational website launched by the ministry of national education. Teachers are able to discuss and exchange information on this theme.
Issue 4. ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE	
If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)	
Indicator 4.1 Teaching tools and materials for ESD are produced.	
Sub-indicator 4.1.1	Does a national strategy/ mechanism for encouragement of development and production of ESD tools and materials exist?
Yes ☒ No ☐	Yes, the SCEREN (see above)
Sub-indicator 4.1.2	Is public (national, sub national, local) authority money invested in this activity?
Yes ☒ No ☐	The financing are brought by the salaries of the teachers and technicians present in the SCEREN and also by the equipments, and at the present we do not have the figures relating to the amount of spending. The production of educational tools and data is achieved by means of partnerships between public establishments, territorial entities, and the private sector
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 ☒ No ☐ (b) Yes ☒ No ☐	Phase I: Concerning point a) There are criteria for the publication of the National Centre for Educational Documentation. These criteria are examined by editorial committee Concerning point b) norm acknowledged as public interest

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[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.

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

(c) Yes ☐ No ☒	Phase II: Concerning point a) There are criteria for the publication of the National Centre for Educational Documentation. These criteria are examined by editorial committee Concerning point b) norm acknowledged as public interest
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 ☒ No ☐ (b) Yes ☒ No ☐	There is no specific fund but authorities are broadly financing through salaries and equipments *Phase II: For (b) please specify in the table by ticking (V) as appropriate.*

ISCED levels	(b)	
	No	*Yes*
0		
1	X	
2	X	
3	X	
4	X	
5	X	
6	X	
Teacher education	X	

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 ☒ No ☐	The SCEREN, which produce and diffuse educational tools has an environmental education for sustainable development entry
Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes ☒ No ☐	There is no specific fund but authorities are broadly financing through salaries and equipments.
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes ☒ No ☐	Yes, through the following websites: EduSCOL, academic websites, SCEREN and CRDP (Amiens notably)
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 ☒ No ☐ (b) Yes ☒ No ☐	a) On EduSCOL, academic websites, SCEREN and CRDP (Amiens notably) b) the SCEREN publications catalogue
Issue 5. PROMOTE RESEARCH ON AND DEVELOPMENT OF ESD	
If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)	

Indicator 5.1 Research[26] on ESD is promoted.	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD[27] supported?
Yes ☐ No ☒	*Phase II: Please specify and provide the total amount annually over the reporting period, and if feasible, as % of the total research budget.*
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes ☐ No ☒	*Please specify.*
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD:[28] (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?
(1) (a) Yes ☐ No ☒ (b) Yes ☐ No ☒ (2) (a) Yes ☐ No ☒ (b) Yes ☐ No ☒	*Phase II: Please specify for (1) (a) and (b); (2) (a) and (b).*
Sub-indicator 5.1.4	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?
(a) Yes ☐ No ☒ (b) Yes ☐ No ☒	*Phase II: Please specify for (a) and (b).*
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?[29]
Yes ☐ No ☒	*Phase II: Please specify and provide the total amount annually over the reporting period.*
Indicator 5.3 Dissemination of research results on ESD is promoted.	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms[30] to share the results of research and examples of good practices in ESD[31] among authorities and stakeholders?
Yes ☐ No ☒	*Phase II: please specify and provide the total amount annually over the reporting period.*
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?
(a) Yes ☐ No ☒ (b) Yes ☐ No ☒	*Phase I: For (a) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.*

[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] ESD is addressed by substance and/or by approach.
[29] Activities may include pilot projects, action research, social learning, multi-stakeholder teams.
[30] E.g. conferences, summer schools, journals, periodicals, networks.
[31] 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.

	Phase II: For (b) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.

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.	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international[32] networks on ESD?
Yes ☐ No ☒	*Phase II: Please specify for national, subnational and local levels and list major networks.*
Sub-indicator 6.1.2	Do educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD?
Yes ☒ No ☐	We can give the example of the work accomplished by 26 educational establishments through the "youth eco-parliament"
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes ☐ No ☒	*Phase II: Please specify and list the major ones.*
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?
Yes ☐ No ☒	*Please list and describe.*

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

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[32] In this context, "international associations, working groups, programmes, partnerships etc. covers "global", "regional" and "subregional".

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.

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.)						
Ethics and philosophy						
Citizenship, democracy and governance						
Human rights, (including gender, racial and inter-generational equity;)						
Poverty alleviation						
Cultural diversity						
Biological and landscape diversity						
Environmemental Protection (Waste management, etc.)						
Ecological principles/ecosystem approach						
Natural resource management (including water, soil, mineral, fossil fuels, etc…)						
Climate change						
Personal and family health (e.g. HIV/AIDS, drug abuse, …)						
Environmental health (e.g. food and drinking; water quality; pollution)						
Corporate social responsibility						
Production and/or consumption patterns						
Economics						
Rural/urban development						
Total						
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

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 curriculum[33]/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		ISCED Levels					
	Expected outcomes	**0**	**1**	**2**	**3**	**4**	**5**
Learning to learn Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking						
	- understanding complexity/systemic thinking						
	- overcoming obstacles/problem-solving						
	- managing change/problem-setting						
	- creative thinking/future-oriented thinking						
	- understanding interrelationships across disciplines/holistic approach						
	Total						
	- other (*countries to add as many as needed*)						
	-						
	Expected outcomes	**0**	**1**	**2**	**3**	**4**	**5**
Learning to do Does education at each level enhance learners' capacity for:	- applying learning in a variety of life-wide contexts						
	- decision making, including in situations of uncertainty						
	- dealing with crises and risks						
	- acting responsibly						
	- acting with self-respect						
	- acting with determination						
	Total						
	- other (*countries to add as many as needed*)						
	-						
Learning to be Does education at each level enhance learners' capacity for:	**Expected outcomes**	**0**	**1**	**2**	**3**	**4**	**5**
	- self-confidence						
	- self-expression and communication						
	- coping under stress						
	- ability to identify and clarify values (*for phase III*)						
	Total						
	- other (*countries to add as many as needed*)						

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[33] At state level, where relevant.

	Expected outcomes	0	1	2	3	4	5
	-						
Learning to live and work together Does education at each level enhance learners' capacity for:	Expected outcomes						
	- acting with responsibility (locally and globally)						
	- acting with respect for others						
	- identifying stakeholders and their interests						
	- collaboration/team working						
	- participation in democratic decision making						
	- negotiation and consensus building						
	- distributing responsibilities (subsidiarity)						
	Total						
	- 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. 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			
Local government			
Organized labour			
Private sector			
Community-based			
Faith-based			
Media			
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					
Local government					
Organized labour					
Private sector					
Community-based					
Faith-based					
Media					
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

17

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[34] to integrate ESD into their practice: *(see key below)*																	
	Educators												Leaders/administrators[35]					
	*Initial**						*In service***						*In service****					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0																		
1																		
2																		
3																		
4																		
5																		
6																		
Non-formal																		
Informal																		

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.

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[34] Training is understood to include at least one day (a minimum of 5 contact hours).
[35] Paragraphs 54 and 55 of the UNECE Strategy on ESD.

Annex 4

Summary and self-assessment[36] by countries:

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

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[36] 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.