



United Nations
Economic Commission for Europe



REPORT ON IMPLEMENTATION OF THE UNECE STRATEGY FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT¹

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

SUBMITTED BY SLOVENIA

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

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

Signature:

Date: 22.12.2006

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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

¹ This document was not formally edited

whether financial constraints are a significant obstacle to implementation. (This information should not exceed half a page.)

TEMPLATE FOR REPORTING

ISSUE² 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 ³ language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify languages.</i> Slovenian
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"/>	Yes, we have.
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> Program group for ESD at Ministry of Education and Sport (2005-2010). Program group includes representatives of ministries (Ministry of Environment and Spatial planning, Ministry of Health, Ministry of Culture, Ministry of Labour, Family and Social Affairs, Government office for Growth, local authorities, representatives of NGO and Ministry of Education and Sport and public institutions connected to Ministry of Education and Sport).
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. Program group for ESD is preparing special national plan for ESD</i> ESD is also part of Strategy of development of Slovenia, but we have been already implementing ESD in formal and informal education, for example by different public official invitations (for example National Hidden Treasure for schools, which works on ESD elements), schools have been included in projects such as Comenius, Leonardo da Vinci, Grundtvig, Erasmus. In preparation is Public official invitation for European Social Foundation with special topics dealing on SD elements (antiviolence projects, antidrug projects, project for healthy living, human rights education, citizenship education, living together, environmental and spatial projects...). These topics are included in national strategic reference framework and in Human resources reference framework and will be financed by ESF. Curricula adjustment is in progress, we have added some aims of national legislation (the Law of Financing and Organization of Education and the Primary School Law with reference to ESD and democratic citizenship).
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> It is in special national plan for ESD (in preparation) and the group is working on all important documents, with reference to ESD in order to

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.

	implement them.																																																	
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and list major document(s)</i></p> <ol style="list-style-type: none"> 1. The Law of Financing and Organization of Education 2. The Primary School Law 3. The National Curricula for primary and secondary Schools. 4. The National plan for Development of Slovenia. 																																																	
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																																																	
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.</i></p> <table border="1" style="border-style: dashed; border-color: blue;"> <thead> <tr> <th rowspan="2">ISCED⁷</th> <th colspan="2">(a)</th> <th colspan="2">(b)⁸</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>1</td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>2</td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>3</td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>4</td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>5⁹</td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>6</td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>Teacher education</td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> </tbody> </table>	ISCED ⁷	(a)		(b) ⁸		Yes	No	Yes	No	0	X		X		1	X		X		2	X		X		3	X		X		4	X		X		5⁹	X		X		6	X		X		Teacher education	X		X	
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5⁹	X		X																																															
6	X		X																																															
Teacher education	X		X																																															
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 <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify.</i>																																																	

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). Education for Environmental Education (FEE)

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.

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"/>	<i>Please specify.</i> The Law of Financing and Organization of Education and the Primary School Law; The Strategy of Development of Slovenia
Sub-indicator 1.2.5	Does a formal structure for interdepartmental ¹⁰ cooperation relevant to ESD exist in your government?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> Program group for ESD at Ministry of Education and Sport
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your government? ¹¹
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> Public official invitation for tenders “Hidden treasure” for basic and secondary schools <ul style="list-style-type: none"> - Public official invitation for ESF (European social Fund), - Program group for ESD at Ministry of Education and Sport (2005-2010), - target research projects, - training for teachers - etc.
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"/>	<i>Please specify.</i> For public official invitation for tenders “Hidden treasure” for basic and secondary schools, <ul style="list-style-type: none"> - Ministry of Environment and Spatial planning (different projects, connected to education and environment, financed by ministry) - target research project, specifically to support ESD, financed by different ministries - training for teachers Etc.
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"/>	<i>Please specify.</i> ESD is a part of national plan for SD.
Issue 2. PROMOTE SD THROUGH FORMAL, NON-FORMAL AND INFORMAL LEARNING	
<i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)</i>	

¹⁰ Between state bodies.

¹¹ For explanation see paragraph 46 of the Strategy.

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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: please specify in the table in Annex 1 (a) and use the scale. Indicate the results in the box below.</i></p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>																																																																													
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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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify in the table in Annex 1 (b) and use the scale. Indicate the results in the box below.</i></p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>																																																																													
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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																																																																																									
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (d) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><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></p> <table border="1"> <thead> <tr> <th rowspan="2">ISCED levels</th> <th colspan="2">(a)</th> <th colspan="2">(b)</th> <th colspan="2">(c)</th> <th colspan="2">(d)</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>No</th> <th>Yes</th> <th>Yes</th> <th>No</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td>X</td> <td></td> <td>X</td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>1</td> <td></td> <td>X</td> <td></td> <td>X</td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>2</td> <td></td> <td>X</td> <td></td> <td>X</td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>3</td> <td></td> <td>X</td> <td></td> <td>X</td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>4</td> <td></td> <td>X</td> <td></td> <td>X</td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>5</td> <td></td> <td>X</td> <td></td> <td>X</td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>6</td> <td></td> <td>X</td> <td></td> <td>X</td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>Teacher education</td> <td></td> <td>X</td> <td></td> <td>X</td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> </tbody> </table>	ISCED levels	(a)		(b)		(c)		(d)		Yes	No	No	Yes	Yes	No	Yes	No	0		X		X	X		X		1		X		X	X		X		2		X		X	X		X		3		X		X	X		X		4		X		X	X		X		5		X		X	X		X		6		X		X	X		X		Teacher education		X		X	X		X	
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Teacher education		X		X	X		X																																																																																			
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?																																																																																									

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.

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).

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><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></p> <table border="1" data-bbox="926 289 1333 565"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr><td>0</td><td>X</td><td></td></tr> <tr><td>1</td><td>X</td><td></td></tr> <tr><td>2</td><td>X</td><td></td></tr> <tr><td>3</td><td>X</td><td></td></tr> <tr><td>4</td><td></td><td>X</td></tr> <tr><td>5</td><td></td><td>X</td></tr> <tr><td>6</td><td></td><td>X</td></tr> <tr><td>Teacher education</td><td>X</td><td></td></tr> </tbody> </table>	ISCED levels	Yes	No	0	X		1	X		2	X		3	X		4		X	5		X	6		X	Teacher education	X	
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Teacher education	X																											
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 checked="" type="checkbox"/> No <input type="checkbox"/>	<p><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></p> <table border="1" data-bbox="934 695 1325 971"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr><td>0</td><td>X</td><td></td></tr> <tr><td>1</td><td>X</td><td></td></tr> <tr><td>2</td><td>X</td><td></td></tr> <tr><td>3</td><td>X</td><td></td></tr> <tr><td>4</td><td>X</td><td></td></tr> <tr><td>5</td><td>X</td><td></td></tr> <tr><td>6</td><td>X</td><td></td></tr> <tr><td>Teacher education</td><td>X</td><td></td></tr> </tbody> </table>	ISCED levels	Yes	No	0	X		1	X		2	X		3	X		4	X		5	X		6	X		Teacher education	X	
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Teacher education	X																											
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"/>	<p><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></p> <table border="1" data-bbox="942 1101 1316 1377"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr><td>0</td><td>X</td><td></td></tr> <tr><td>1</td><td>X</td><td></td></tr> <tr><td>2</td><td>X</td><td></td></tr> <tr><td>3</td><td></td><td>X</td></tr> <tr><td>4</td><td></td><td>X</td></tr> <tr><td>5</td><td></td><td>X</td></tr> <tr><td>6</td><td></td><td>X</td></tr> <tr><td>Teacher education</td><td></td><td>X</td></tr> </tbody> </table>	ISCED levels	Yes	No	0	X		1	X		2	X		3		X	4		X	5		X	6		X	Teacher education		X
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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?																																																	
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><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></p> <table border="1"> <thead> <tr> <th rowspan="2">ISCED levels</th> <th colspan="2">(a)</th> <th colspan="2">(b)</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>No</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>X</td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>1</td> <td>X</td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>2</td> <td>X</td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>3</td> <td>X</td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>4</td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>5</td> <td></td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td>6</td> <td></td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td>Teacher education</td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> </tbody> </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	
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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>²¹ In press articles, TV and radio programmes or public lectures promoting environmentally friendly goods and services, sustainable lifestyles.</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 checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify and provide examples.</i> Associations of teachers, Association for Environmental Education in Slovenia, companies (Petrol and Krka, Tetrapak, Slopak) and trade unions .</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 checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.</i> Public official invitation for tenders for ESF, which will be out in June, involves topics of ESD, especially for researches, In addition, some diploma degrees, doctor these are available</p>																																																	
Indicator 2.6 ESD implementation is a multi-stakeholder process. ²²																																																		
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?																																																	

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).

²¹ 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.

²² 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).

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<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>											
	<i>(a) according to the UNECE Strategy on ESD</i>						<i>(b) according to the UN DESD</i>					
	A	B	C	D	E	F	A	B	C	D	E	F
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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>												
Indicator 3.1 ESD is included in the training²³ of educators.												
Sub-indicator 3.1.1	Is ESD a part of the initial educators' training? ²⁴											
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify by filling in the table in Annex 3.</i>											
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²⁵											
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify by filling in the table in Annex 3.</i>											
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"/>	<i>Phase II: Please specify by filling in the table in Annex 3.</i>											
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"/>	<i>Phase II: Please specify.</i> ECO –Schools programme of FEE, Healthy schools project of WHO,, National Hidden treasure, Multipliers for innovation studies and projects.											
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²⁶											
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify how. Please list major ones and describe as appropriate.</i> Healthy schools and An apple for a pupil are directly supported by government. Eco-Schools have an indirect financial support.											
Issue 4. ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE												
<i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)</i>												
Indicator 4.1 Teaching tools and materials for ESD are produced.												

²³ ESD is addressed by content and/or by methodology.

²⁴ For higher education institutions: The focus is here on existing **teacher training universities/colleges** regarding SD and ESD for university/college teachers.

²⁵ 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.

²⁶ 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"/>	<i>Please describe.</i> Textbook for teachers. In progress are some new didactical approaches.																												
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"/>	<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> National and local authority investments in ESD tools, didactical materials, researches and projects. Total amount approximately 700.000 USD.																												
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 type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase I: for (a) and (b) please describe.</i> <i>Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c) please also describe.</i>																												
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"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase I: For (a) please specify.</i> Slovenian																												
	<i>Phase II: For (b) please specify in the table by ticking (V) as appropriate.</i> <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>X</td> </tr> <tr> <td>1</td> <td></td> <td>X</td> </tr> <tr> <td>2</td> <td></td> <td>X</td> </tr> <tr> <td>3</td> <td></td> <td>X</td> </tr> <tr> <td>4</td> <td></td> <td>X</td> </tr> <tr> <td>5</td> <td>X</td> <td></td> </tr> <tr> <td>6</td> <td>X</td> <td></td> </tr> <tr> <td>Teacher education</td> <td></td> <td>X</td> </tr> </tbody> </table>	ISCED levels	(b)		No	Yes	0		X	1		X	2		X	3		X	4		X	5	X		6	X		Teacher education	
ISCED levels	(b)																												
	No	Yes																											
0		X																											
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 <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 checked="" type="checkbox"/> No <input 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. Some of them are available on the internet page www.zrss.si and website, ruled by NGO</i>
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 type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>For (a) and (b) please specify. Such a register or database is in progress and will be available soon.</i>
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 Research²⁷ on ESD is promoted.	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁸ supported?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period, and if feasible, as % of the total research budget. Ministry of Education and Sport provides approximately 125.000 USD.</i>
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify. The evaluation is planned in one of planned researches in Public official invitation for tenders of ESF.</i>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: ²⁹ (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 <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (2) (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 (1) (a) and (b); (2) (a) and (b).</i> <ul style="list-style-type: none"> - Undergraduate study programme Environment, University of Nova Gorica. Masters and doctorate level - interdisciplinary post-graduate program at University of Ljubljana "Protection of Environment" - universities are working on some new interdisciplinary post-graduate programs in terms of "Bologna".
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 <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify for (a) and (b). There is a possibility of scholarship and the programmes are state-subsidized.</i>
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? ³⁰

²⁷ These includes support from various sources, such as state, local authorities, business and non-governmental sources.

²⁸ 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.

²⁹ ESD is addressed by substance and/or by approach.

³⁰ Activities may include pilot projects, action research, social learning, multi-stakeholder teams.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period.</i> ECO schools, Healthy schools, Hidden treasure, An Apple for a pupil. Total amount is approximately 32.000 USD.
Indicator 5.3 Dissemination of research results on ESD is promoted.	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ³¹ to share the results of research and examples of good practices in ESD ³² among authorities and stakeholders?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: please specify and provide the total amount annually over the reporting period.</i> There are periodicals, symposiums and networks.
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase I: For (a) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i>
(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: For (b) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i> Environment education. Total amount is 10.000 USD.
Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION	
<i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)</i>	
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 ³³ networks on ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify for national, subnational and local levels and list major networks.</i> RAVE project, Healthy schools, ECO schools, ASP net schools
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"/>	<i>Please specify. List major networks.</i> ECO schools, RAVE project, Healthy schools, Unesco Asp network
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify and list the major ones.</i>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?

³¹ E.g. conferences, summer schools, journals, periodicals, networks.

³² 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.

³³ In this context, "international associations, working groups, programmes, partnerships etc. covers "global", "regional" and "subregional".

Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please list and describe.</i>
Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLE IN ESD	
<i>Provide relevant information on your country situation regarding this specific issue. (up to 2,000 characters with spaces). Please be as specific as possible.</i>	
<p>The population in Slovenia is predominantly of Slovenian ethnic origin yet the Constitution of the Republic of Slovenia is designed in a positive relationship towards the ethnic communities. The greatest attention is paid to the Italian and Hungarian ethnic communities, a special interest is expressed towards the Roma community and there are also provisions that represent the framework for building an appropriate relationship between the state and the preservation of ethnic identity of the migrants.</p> <p>Education in areas where Slovenian nationals live together with the members of the Italian or Hungarian minority and which are classified as ethnically and linguistically mixed areas, is part of the uniform education system in the Republic of Slovenia. It is therefore upgraded and modified at the same time as the rest of the school system. In 2004 a Strategy for Roma education in the Republic of Slovenia, laying out starting points, principles, objectives and basic solutions for a more successful inclusion of Roma in education at all levels of the system was adopted. Some solutions: early integration into the education system (in order for them to learn the Slovenian and Roma languages and become better socialised by acquiring experience and learning patterns in educational institutions that facilitate their integration in elementary schools). Roma assistants (poor proficiency in the Slovenian language and unsuccessful integration of children can be improved by employing Roma assistants helping children to overcome emotional and language barriers, and representing a bridge between the preschool or elementary school and the Roma community). Teaching the Roma language as an optional subject in elementary school, teaching the Slovenian language, identification of objectives (e.g. multiculturalism) and knowledge standards in education programmes to be achieved through contents related to Roma culture, history and identity; continuing education and training and up-grade programmes for professionals. Special organisational forms and provision of material resources, absence of segregation and therefore no homogeneous classes, implementation of already enacted forms of individualisation, internal and flexible differentiation and instruction in ability groups, various forms of academic support, building trust in schools, and eliminating prejudice. Ever since the adoption of the Strategy for Roma education in 2004 there exist no special classes for Roma pupils in the Republic of Slovenia. Every year, a national programme for the concrete implementation of strategy objectives is adopted. In 2005, a syllabus for Roma culture for an optional subject in primary school was prepared. With the support of the European Social Fund a dictionary, a grammar and a textbook of Romani language will be prepared by 2008. We also plan the introduction of Roma assistants in pre-primary institutions and primary schools. Roma association have many projects, funded by Ministry of education, that foster Roma culture.</p>	
<i>Phase II: Please provide the updated information to indicate changes over time.</i>	
<i>Phase III: please provide the updated information to indicate changes over time.</i>	
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.

Since ESD was not very developed in Slovenia and was mainly connected to environmental issues, Slovenia is facing many challenges in improvement of ESD. We are working on difference projects that need to be linked up more successfully.

ESD is in Slovenia understood very largely, more socially, ethnically and ethically. So issues like human rights, corporate social responsibility, urban development and environmental are addressed on all ISCED levels.

What do we have to do?

- We have not finish implementation plan for ESD and action plan yet.
- We have to take focus on formal education system and we still have to work on formal and informal education.
- We have to work on quality criteria and quality guidelines for ESD and for ESD related teaching tools and materials (in addition we have to work on mechanism for dissemination of ESF tools and materials).
- Lack of evaluation of outcome of UNECE strategy we have no information about postgraduate programs and ESD.
- We need scientific and educational publications specifically on ESD.

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.

- *We would like to cooperate in more international networks on governmental, research level and sharing good practices.*

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	V
Human rights, (including gender, racial and inter-generational equity;)	V	V	V	V	V	V
Poverty alleviation	V	V	V	V	V	V
Cultural diversity	V	V	V	V	V	V
Biological and landscape diversity	V	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	V
Climate change	V	V	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	V
Corporate social responsibility	V	V	V	V	V	V
Production and/or consumption patterns	V	V	V	V	V	V
Economics	V	V	V	V	V	V
Rural/urban development	V	V	V	V	V	V
Total	15	16	17	16	17	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 curriculum³⁴/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
	- understanding complexity/systemic thinking	V	V	V	V	V	V
	- overcoming obstacles/problem-solving	V	V	V	V	V	V
	- managing change/problem-setting	V	V	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	6	6	6	6
	- 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
	- decision making, including in situations of uncertainty	V	V	V	V	V	V
	- dealing with crises and risks	V		V	V	V	V
	- acting responsibly	V	V	V	V	V	
	- acting with self-respect	V	V	V	V	V	
	- acting with determination		V	V	V	V	V
	Total	4	5	6	6	5	4
	- 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
	- coping under stress	V	V	V	V	V	V
	- ability to identify and clarify values (for phase III)	V	V	V	V	V	V
	Total	4	4	4	4	3	4
	- other (countries to add as many as needed)						

³⁴ At state level, where relevant.

		0	1	2	3	4	5
Expected outcomes							
Learning to live and work together Does education at each level enhance learners' capacity for:	- 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	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	V
	- distributing responsibilities (subsidiarity)	V	V	V	V	V	V
	Total	7	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	V		V
Private sector	V	V	V
Community-based	V	V	V
Faith-based	V	V	
Media	V	V	V
Total	7	6	6
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
Local government	V		V	V	V
Organized labour	V	V		V	V
Private sector	V	V	V	V	V
Community-based	V	V		V	V
Faith-based		V	V		V
Media	V	V	V	V	
Total	6	5	4	6	6
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 ³⁵ to integrate ESD into their practice: (see key below)																	
	Educators												Leaders/administrators ³⁶					
	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.

³⁵ Training is understood to include at least one day (a minimum of 5 contact hours).

³⁶ Paragraphs 54 and 55 of the UNECE Strategy on ESD.

Annex 4

Summary and self-assessment³⁷ 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 type="checkbox"/> In progress	<input checked="" 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 type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" 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 type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
6	Indicator 2.3	A whole-institution approach to ESD/SD is promoted.	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" 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 type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" 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 type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
9	Indicator 2.6	ESD implementation is a multi-stakeholder process.	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" 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 type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
11	Indicator 3.2	Opportunities exist for educators to cooperate on ESD.	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
12	Indicator 4.1	Teaching tools and materials for ESD are produced.	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" 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 type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
15	Indicator 5.1	Research on ESD is promoted.	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
16	Indicator 5.2	Development of ESD is promoted.	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" 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 type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed

³⁷ 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.