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“Environment for Europe”
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Item 3 of the provisional agenda

Steering Committee on Education
for Sustainable Development

JOINT SESSION ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

**IMPLEMENTATION OF THE UNECE STRATEGY FOR
EDUCATION FOR SUSTAINABLE DEVELOPMENT: FIRST PHASE (2007) ***

Report submitted by Serbia

Note by the secretariat

This report is submitted in accordance with the decisions of the UNECE Steering Committee on Education for Sustainable Development (ESD) at its first and second sessions, which took place in Geneva from 13 to 14 December 2005 and from 4 to 5 December 2006 respectively (CEP/AC.13/2005/7 and ECE/CEP/AC.13/2006/3). According to these decisions, a pilot reporting exercise by countries was launched to assess progress in the implementation of the UNECE Strategy for ESD. The Steering Committee decided to make these reports available as input documents for the joint session on ESD at the Sixth Ministerial Conference “Environment for Europe”. The pilot reporting exercise has been carried out in cooperation with UNESCO within the framework of the United Nations Decade of Education for Sustainable Development (2005-2014).

This report was submitted by the Ministry of Environmental Protection, Directorate for Environmental Protection of Serbia.

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Issue ¹ 1. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD.	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify languages.</i> Serbian
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"/>	Representative of the Ministry of Science and Environmental Protection – focal point Representative of the Ministry of Education and Sports – member of the Bureau of the ESD Steering Committee
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> Ministry of Science and Environmental Protection and Ministry of Education and Sports initiated establishment of the Working Group for Implementation of the ESD Strategy. The ESD WG is to develop documents, mechanisms for implementation of the Strategy and perform monitoring, reporting and building partnerships.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD.</i> The WG for ESD implementation shall develop national plan for implementation of the Strategy in accordance with the Vilnius implementation framework.
Sub-indicator 1.1.5	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the UN Decade of ESD, ³ and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> ESD is taken into account when preparing national environmental, environment-related and sustainability strategies, programs and plans.

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

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

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

Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD.																																																		
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?																																																	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and list major document(s)</i> National SD strategy; National Environmental Strategy (NES); National Strategy for Sustainable Use of Natural Resources and Goods; More broadly understood ESD concept is present in the following documents: National Strategy for Waste Management; Strategy for Development of Agriculture; Strategy for Development of Forestry; Poverty Reduction Strategy.																																																	
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? ⁵																																																	
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.</i> <table border="1"> <thead> <tr> <th rowspan="2">ISCED⁶</th> <th colspan="2">(a)</th> <th colspan="2">(b)⁷</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5⁸</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Teacher education</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	ISCED ⁶	(a)		(b) ⁷		Yes	No	Yes	No	0					1					2					3					4					5 ⁸					6					Teacher education				
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Teacher education																																																		
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 checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> The Law on Environmental Protection; National Environmental Strategy; National Strategy for Sustainable Use of Natural Resources and Goods;																																																	
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 on Environmental Protection; National Environmental Strategy; National Strategy for Sustainable Use of Natural Resources and Goods;																																																	

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

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

⁶ Education level in accordance with ISCED.

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

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

Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁹ cooperation relevant to ESD exist in your government?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> National Council for Sustainable Development; ESD Working Group (to be established);												
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your government? ¹⁰												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> Through the ESD Working Group (involving representatives of competent ministries, NGOs, universities, schools, private sector, media);												
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> Governmental grants and donations for NGOs, schools, universities;												
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> National SD strategy; National Strategy for Sustainable Use of Natural Resources and Goods;												
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>													
Indicator 2.1 SD key themes are addressed in formal education.													
Sub-indicator 2.1.1	Are key themes of SD ¹¹ addressed explicitly in the curriculum ¹² /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: please specify in the table in Annex 1 (a) and use the scale. Indicate the results in the box below.</i> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>								
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹³ /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify in the table in Annex 1 (b) and use the scale. Indicate the results in the box below.</i> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>								

⁹ Between state bodies.

¹⁰ For explanation see paragraph 46 of the Strategy.

¹¹ For explanation see paragraph 15 of the Strategy.

¹² At the state level, where relevant.

¹³ See footnote 14.

Indicator 2.2 Strategies to implement ESD are clearly identified.									
Sub-indicator 2.2.1	Is ESD addressed through: ¹⁴ (a) existing subjects ¹⁵ only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project? ¹⁶								
(a) Yes <input checked="" type="checkbox"/> No <input 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"/>	<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>								
	ISCED levels	(a)		(b)		(c)		(d)	
		<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
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	1	v				v		v	
	2	v				v		v	
	3	v				v		v	
	4	v				v		v	
	5				v	v		v	
	6				v	v		v	
Teacher education									
Indicator 2.3 A whole-institution approach ¹⁷ to ESD/SD is promoted.									
Sub-indicator 2.3.1	Do educational institutions ¹⁸ adopt a “whole-institution approach” to SD/ESD?								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: please specify for all levels of your education system in accordance with ISCED in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</i>								
	ISCED levels				<i>Yes</i>	<i>No</i>			
	0								
	1								
	2								
	3								
	4				v				
	5				v				
	6				v				
	Teacher education				v				

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

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

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

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

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

Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support “a whole institution approach to SD/ESD”?																											
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<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"> <thead> <tr> <th>ISCED levels</th><th>Yes</th><th>No</th></tr> </thead> <tbody> <tr><td>0</td><td></td><td></td></tr> <tr><td>1</td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td></tr> <tr><td>Teacher education</td><td></td><td></td></tr> </tbody> </table>	ISCED levels	Yes	No	0			1			2			3			4			5			6			Teacher education		
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Teacher education																												
Sub-indicator 2.3.3	Do institutions/learners develop their own SD indicators for their institution/organization?																											
Yes <input type="checkbox"/> No <input checked="" 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"> <thead> <tr> <th>ISCED levels</th><th>Yes</th><th>No</th></tr> </thead> <tbody> <tr><td>0</td><td></td><td></td></tr> <tr><td>1</td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td></tr> <tr><td>Teacher education</td><td></td><td></td></tr> </tbody> </table>	ISCED levels	Yes	No	0			1			2			3			4			5			6			Teacher education		
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Teacher education																												

Indicator 2.4 ESD is addressed by quality assessment/enhancement systems.					
Sub-indicator 2.4.1	Are there any education quality assessment/enhancement systems that include criteria on ESD ¹⁹ in: (a) national systems? (b) other?				
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify for various levels of your education system in accordance with ISCED, in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</i>				
	ISCED levels	(a)		(b)	
		<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>
	0				
	1				
	2				
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	4				
	5				
	6				
	Teacher education				
Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice.					
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify.</i> ²⁰ Projects related to SD (NGOs, schools, universities); public campaigns; tv and radio programs;				
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"/>	<i>Phase II: Please specify and provide examples.</i> Grants and financial support for specific projects that are announced by the Government and in cooperation between Government and international organizations (e.g. stimulating organic farming, sustainable schools, sustainable use of energy, recycling etc.)				
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"/>	<i>Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.</i> Obligatory mechanism of reporting on outcomes of the projects, programs and activities that are supported by the Government; Performing timely surveys for specific projects dealing with ESD (especially for school projects);				

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

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

Indicator 2.6 ESD implementation is a multi-stakeholder process. ²¹																									
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify in the table in Annex 2 (a) and (b) and use the scale. Indicate the results in the boxes below.</i></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>(a) according to the UNECE Strategy on ESD</p> <table border="1"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table> </div> <div style="text-align: center;"> <p>(b) according to the UN DESD</p> <table border="1"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table> </div> </div>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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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.																									
Sub-indicator 3.1.1	Is ESD a part of the initial educators' training? ²³																								
Yes <input 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? ²⁴																								
Yes <input 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 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"/>	<p><i>Phase II: Please specify.</i></p> <p>ESD Working Group; The Teachers Association of Serbia; NGO "Civil Initiatives"; Research Station "Petnica"; NGO networks ("Volvox" Regional Environmental Center); Alternative Academic Educational Network; Center for Development of Nonprofit Sector" etc.</p>																								
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²⁵																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify how. Please list major ones and describe as appropriate.</i></p> <p>Trough support of the specific projects of the networks directed to ESD and/or SD issues; ESD Working Group is governed by the two competent ministries;</p>																								

²¹ For higher education institutions: This covers the issue of **university "outreach"** (meaning a wide spectrum from regional integration, business cooperation and transdisciplinarity to eco-procurement and research -education-cooperation).

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

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

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

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

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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please describe.</i> One of the goals of the National Environmental Strategy refers to development of ESD tools and materials; ESD Working Group shall prepare action plan for implementation of ESD strategy and it will contain references for preparation of ESD tools and materials;
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>

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 type="checkbox"/>	Phase I: for (a) and (b) please describe.
(b) Yes <input type="checkbox"/> No <input type="checkbox"/> (c) Yes <input type="checkbox"/> No <input type="checkbox"/>	Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c) please also describe.
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"/>	Phase I: For (a) please specify. There are optional subjects and books developed accordingly: e.g „The World Around Us” and “Guardians of Nature” for primary school. ESD is also treated, in different extent, in the subjects, such as: Biology, Ecology. Specific tools and materials are developed for subjects in higher education. The “Teachers Training Manuals for Environment and SD” are developed for primary and secondary schools.
	Phase II: For (b) please specify in the table by ticking (V) as appropriate.

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 checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please describe.</i> The Ministry of Education and Sports communicate with different stakeholders in disseminating tools and materials. There are also announcements, web presentations, media presentations of tools and materials;
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.</i> Project “Eco Schools”, and other education tools and materials, available on the internet presentation of the Directorate for Environmental Protection-Ministry of Science and Environmental Protection;
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"/>	<i>For (a) and (b) please specify.</i>
(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Mainly, information about tools and materials are disseminated through media, websites, NGO networks and mailing lists;
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 Research ²⁶ on ESD is promoted.	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁷ supported?
Yes x 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.</i> Certain faculties that cover environmental and SD issues provide research on ESD issues as well (e.g. Faculty of Occupational Safety in Nis). The Government delegates grants and financial support to the study research on different subjects, including environment and SD issues;
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> It will be done through regular reports on implementation; public opinion surveys, questionnaires for specific target groups etc; This will be one of the permanent tasks of the ESD Working Group.

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.

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 <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify for (1) (a) and (b); (2) (a) and (b).</i> (1) (b) The PhD theses of the faculties that cover environment and SD issues allow candidates to obtain diplomas in SD issues, including ESD; (2) (a), (b) The MSc and PhD theses of the faculties that cover environment and SD issues allow candidates to obtain diplomas in SD issues, including ESD;
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).</i> The Government is announcing yearly scholarships for students for different subjects, including SD issues. Also, on the yearly basis, the Government is providing students with grants for studying abroad (covering also studies related to environment and SD);
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period.</i> Projects, programs and activities of NGOs, schools, universities, media etc.
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: please specify and provide the total amount annually over the reporting period.</i> Ministry for Science and Environmental Protection supports NGO and professional networks working in the field of SD issues (including ESD). Also public authorities support (mainly through grants and donations) website presentations, mailing lists, forums that deal with SD (including ESD) issues.
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"/> (b) 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> <i>Phase II: For (b) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i>

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.

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 ³² networks on ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify for national, subnational and local levels and list major networks.</i>
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> Regional Environmental Center SD Network; UNESCP portal-education for SD;
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?
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	
<p><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> <p>Parliament of the Republic of Serbia has proclaimed the education for sustainable development as one of its priority activities. The Government also adopted the National Strategy for Environmental Protection. Government of the Republic of Serbia has created the draft of the Strategy for Sustainable development. In this field Serbia has already taken a part in different international projects and programs, bilateral and multilateral. Republic of Serbia has defined its priorities within three major pillars of the ESD:</p> <p>SOCIAL: main and preference goals on all educational levels are defined by adoption, implementation and development of following documents: Strategy for Poverty Reduction, Milenium Educational Goals, Education For All, National Action Plan for Children, Strategy for Roma Education, introduction of the subject "Civic Education" in primary and secondary schools, promotion of gender equity and human rights, European Language Portfolio, Bologna Declaration. Special attention is devoted to inclusion of the unprivileged groups of children in educational system: children with special needs, minorities, poors, etc.</p> <p>ECONOMIC: focus is on implementation of Bologna Declaration, Lisabon Convention, European Framework for Vocation Education Training in Serbia, European Qualification Framework.</p> <p>ENVIRONMENTAL: Content of Education for Sustainable Development is implemented in various subjects in primary and secondary schools. Universities has "environment" as basic studies, and also there are desks and courses, as well as postdiplomatic and doctoral studies.</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>	

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

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.

The number of activities of the youth and citizens related to problems of environmental protection has been enhanced.

Certain activities and events related to the pollution, environmental protection, etc. has been increasingly covered by Media.

There is biggest number of the school activities related to environmental protection.

Ecological Non-governmental organisations show readiness and willingness to participate in environmental protection projects which are have to be implemented in schools and to cooperate with teachers.

Obstacles are slow process of problems solution because of complicated administrative procedures and lack of financial sources.

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.

Financial support is needed for realisation and implementation of various projects.

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 I (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.)					x	
Ethics and philosophy		x	x	x	x	
Citizenship, democracy and governance		x	x	x	x	
Human rights, (including gender, racial and inter-generational equity;)		x	x	x	x	
Poverty alleviation					x	
Cultural diversity	x	x	x	x	x	
Biological and landscape diversity	x	x	x	x	x	
Environmental Protection (Waste management, etc.)		x	x	x	x	
Ecological principles/ecosystem approach		x	x	x	x	
Natural resource management (including water, soil, mineral, fossil fuels, etc...)		x	x	x	x	
Climate change		x	x	x	x	
Personal and family health (e.g. HIV/AIDS, drug abuse, ...)	x	x	x	x	x	
Environmental health (e.g. food and drinking; water quality; pollution)	x	x	x	x	x	
Corporate social responsibility						
Production and/or consumption patterns						
Economics						
Rural/urban development		x	x		x	
Total	4	12	12	11	14	
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 I (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 curriculum³³/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					
		0	1	2	3	4	5
Learning to learn Does education at each level enhance learners' capacity for:	Expected outcomes						
	- posing analytical questions/critical thinking			x	x	x	x
	- understanding complexity/systemic thinking		x	x	x	x	x
	- overcoming obstacles/problem-solving	x	x	x	x	x	x
	- managing change/problem-setting	x	x	x	x	x	x
	- creative thinking/future-oriented thinking	x	x	x	x	x	x
	- understanding interrelationships across disciplines/holistic approach			x	x	x	x
	Total	3	4	6	6	6	6
	- other (countries to add as many as needed)						
	-						
Learning to do Does education at each level enhance learners' capacity for:	Expected outcomes						
	- applying learning in a variety of life-wide contexts				x	x	x
	- decision making, including in situations of uncertainty				x	x	x
	- dealing with crises and risks				x	x	x
	- acting responsibly	x	x	x	x	x	x
	- acting with self-respect		x	x	x	x	x
	- acting with determination		x	x	x	x	x
	Total	1	3	3	6	6	6
	- other (countries to add as many as needed)						
	-						

³³ At state level, where relevant.

Competence	Expected outcomes	ISCED Levels					
		0	1	2	3	4	5
Learning to be Does education at each level enhance learners' capacity for:	- self-confidence				x	x	x
	- self-expression and communication	x		x	x	x	x
	- coping under stress				x	x	x
	- ability to identify and clarify values (for phase III)	x	x	x	x	x	x
	Total	2	1	2	4	4	4
	- other (countries to add as many as needed)						
	-						
Learning to live and work together Does education at each level enhance learners' capacity for:	Expected outcomes	0	1	2	3	4	5
	- acting with responsibility (locally and globally)		x	x	x	x	x
	- acting with respect for others		x	x	x	x	x
	- identifying stakeholders and their interests					x	x
	- collaboration/team working				x	x	x
	- participation in democratic decision making					x	x
	- negotiation and consensus building					x	x
	- distributing responsibilities (subsidiarity)				x	x	x
	Total		2	2	4	7	7
	- 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 II

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	x	x	x
Local government	x	x	x
Organized labour			
Private sector	x	x	x
Community-based		x	x
Faith-based		x	x
Media		x	x
Total	3	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	x	x	x	x	x
Local government	x	x	x	x	x
Organized labour				x	x
Private sector	x			x	x
Community-based	x				x
Faith-based	x				x
Media	x	x		x	x
Total	6	3	2	5	7
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 III

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.

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 IV

Summary and self-assessment³⁶ 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 type="checkbox"/> Developing	<input type="checkbox"/> Completed

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.