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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 the Czech Republic

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 the Environment of the Czech Republic.

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Issue[1] 1. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD	
If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD.	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national[2] language(s)?
Yes ☒ No ☐	Czech
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes ☒ No ☐	Mr. Jakub Kaspar, Ministry of the Environment.
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes ☒ No ☐	Working group for the preparation of the National Strategy for Education on Sustainable Development by the Governmental Council for Sustainable Development under the auspices of the Ministry of Education, Youth and Sports
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes ☐ No ☒	It's being developed now and is going to be adopted by the government in June 2007
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 ☒ No ☐	*Please specify.* Some members of the Working group for the preparation of the National Strategy for Education on Sustainable Development are in touch with UNESCO global process on the UN Decade of ESD.

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[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 ☒ No ☐	It is reflected in Operational program Education for Competitiveness - framework for funding from ESF in 2007-2013. It is implemented in the new Action plan of State Program for Environmental Education and Public Awareness in the Czech Republic for 2007 – 2009.
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 ☒ No ☐ (b) Yes ☐ No ☒	*Please specify for (a) and (b).* (a) ESD has been mainly implemented in new Action plan of State Program for Environmental Education and Public Awareness in the Czech Republic (adopted in 2006) and in new School Act (adopted in 2004). (b) Only partly. Principles of ESD have been so far implemented in curriculum (Framework Educational Programmes) for primary education and for preschools. *Fill in the table by ticking (V) as appropriate.*
Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?
Yes ☒ No ☐	*Please specify.* It is partly addressed in new Action plan of State Program for Environmental Education and Public Awareness in the Czech Republic and also in the National Sustainable Development Strategy.
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes ☒ No ☐	*Please specify.* It is partly addressed in new Action plan of State Program for Environmental Education and Public Awareness in the Czech Republic and also in the National Sustainable Development Strategy.

Table within sub-indicator 1.2.2:

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

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[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 ☒ No ☐	*Please specify.* The structure is done by the Working group for the preparation of the National Strategy for Education on Sustainable Development by the Governmental Council for Sustainable Development.
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your government?[10]
Yes ☒ No ☐	*Please specify.* Working group for the preparation of the National Strategy for Education on Sustainable Development by the Governmental Council for Sustainable Development consist of members of Ministries, state educational organizations, representatives of universities, relevant research institutions and key relevant NGOs.
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes ☒ No ☐	*Please specify.* Czech national budget plan to co-fund Operational program Education for Competitiveness – framework for funding from ESF in 2007-2013. Ministry of Enrionment and Ministry fo Education support NGOs' projects also focused on ESD.
Indicator 1.3 National policies support synergies between processes related to SD and ESD.	
Sub-indicator 1.3.1	Is ESD part of SD policy(s) if such exist in your country?
Yes ☒ No ☐	*Please specify.* In Strategy of SD of Czech Republic (adopted in 2004) there is chapter dedicated to education and researches.
Issue 2. PROMOTE SD THROUGH FORMAL, NON-FORMAL AND INFORMAL LEARNING	
If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)	
Indicator 2.1 SD key themes are addressed in formal education.	
Sub-indicator 2.1.1	Are key themes of SD[11] addressed explicitly in the curriculum[12]/programme of study at various levels of formal education?
Yes ☒ No ☐	A curricular reform in CR (in progress) accents importance of key competencies in accordance to ESD principles. The new reformed curriculum (Framework Educational Program) is so far adopted only for primary education and preschools, curriculum for general secondary education and for secondary technical education is being developed. *Phase II: please specify in the table in Annex 1 (a) and use the scale. Indicate the results in the box below.* A ☐ B ☐ C ☐ D ☐ E ☐ F ☐

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[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.

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 ☐ No ☒	Only partly, in the Framework Educational Program for primary education. *Phase II: Please specify in the table in Annex 1 (b) and use the scale. Indicate the results in the box below.*

<table>
<tr><td></td><td align="center">A</td><td align="center">B</td><td align="center">C</td><td align="center">D</td><td align="center">E</td><td align="center">F</td></tr>
<tr><td></td><td align="center">☐</td><td align="center">☐</td><td align="center">☐</td><td align="center">☐</td><td align="center">☐</td><td align="center">☐</td></tr>
</table>

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]

Phase II: For (a)–(d) please specify for different levels of education system in accordance with ISCED in the table by ticking (V) as appropriate.

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

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

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[13] See footnote 14.

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

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

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

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 ☐ No ☒	*Phase II: please specify for all levels of your education system in accordance with ISCED in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.* Of course, there are some schools and educational institutions that have adopted this approach (usually by participating in some ESD school program like Ecoschool program, School for sustainable living program, Sustainable school program etc.), but it is not majority of them. <table><tr><td>**ISCED levels**</td><td>*Yes*</td><td>*No*</td></tr><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></table>

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[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 ☐ No ☒	*Phase II: Please specify what schemes are available for all levels of your education system in accordance with ISCED in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.*

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

Sub-indicator 2.3.3	Do institutions/learners develop their own SD indicators for their institution/organization?
Yes ☐ No ☒	*Phase II: Please specify for all levels of your education system in accordance with ISCED, in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.*

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

Indicator 2.4 ESD is addressed by quality assessment/enhancement systems.	
Sub-indicator 2.4.1	Are there any education quality assessment/enhancement systems that include criteria on ESD[19] in: (a) national systems? (b) other?
(a) Yes ☒ No ☐ (b) Yes ☒ No ☐	(a) - There exists such initiatives of NGO - e.g. Ecoschool programme, School for sustainable development programme. Ministry of Environment is responsible for the national eco-labelling system – and also an ecolabel for schools "Environmentally friendly school" is already ready to be used. (b) - There exists such local initiatives of NGO and regional authorities - e.g. School for sustainable living programme, award schemes for schools are available in more NUTS III regions. Some authorities eg. measure eco-footprint of their schools (eg. Town of Vsetin) *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.* Table below

ISCED levels	(a)		(b)	
	Yes	*No*	*No*	*Yes*
0				
1				
2				
3				
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 ☐ No ☒	*Phase II: Please specify.*[20]
Sub-indicator 2.5.2	Is there any support for work-based learning (e.g. for small companies, farmers, trade unions, associations), which addresses SD issues?
Yes ☐ No ☒	*Phase II: Please specify and provide examples.*
Sub-indicator 2.5.3	Are there any instruments (e.g. research, survey, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?
Yes ☒ No ☐	There are very few researches partly addressing ESD. *Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.*

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[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 ☒ No ☐	*Phase II: Please specify in the table in Annex 2 (a) and (b) and use the scale. Indicate the results in the boxes below.*

(a) according to the UNECE Strategy on ESD							(b) according to the UN DESD					
A	B	C	D	E	F		A	B	C	D	E	F
☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐	☐

Issue 3. EQUIP EDUCATORS WITH THE COMPETENCE TO INCLUDE SD IN THEIR TEACHING
If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)

Indicator 3.1 ESD is included in the training[22] of educators.	
Sub-indicator 3.1.1	Is ESD a part of the initial educators' training?[23]
Yes ☐ No ☒	*Phase II: Please specify by filling in the table in Annex 3.*
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training?[24]
Yes ☒ No ☐	There exist quite a lot of projects on in-service training in the area of environmental education (at present time thanks to funding from ESF). Some of them are very close to ESD principles. *Phase II: Please specify by filling in the table in Annex 3.*
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes ☐ No ☒	However, some institutions have environmental education as a part of training of leaders and administrators (e.g. Ministry of Education). *Phase II: Please specify by filling in the table in Annex 3.*

Indicator 3.2 Opportunities exist for educators to cooperate on ESD.	
Sub-indicator 3.2.1	Are there any networks / platforms of educators and/or leaders/administrators who are involved in ESD in your country?
Yes ☒ No ☐	*Phase II: Please specify.*

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

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

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

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

Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way?[25]
Yes ☒ No ☐	*Please specify how. Please list major ones and describe as appropriate.* By regular state donations and by public contracts of the MoE: National network of centres for Environmental Education Ecological education Club The Association of Centres for Environmental Education "Pavucina" STEP - Eco-Counselling Network HEALTHY CITIES of the Czech Republic - HCCZ
Issue 4. ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE	
If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)	
Indicator 4.1 Teaching tools and materials for ESD are produced.	
Sub-indicator 4.1.1	Does a national strategy/ mechanism for encouragement of development and production of ESD tools and materials exist?
Yes ☐ No ☒	*Please describe.*
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes ☒ No ☐	They are occasionally supported from state and local authority grants for environmental education. *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.*
Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist.	
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities? (b) approved by public authorities? (c) tested and recommended for selection by educational institutions?
(a) Yes ☐ No ☒ (b) Yes ☐ No ☒ (c) Yes ☐ No ☒	*Phase I: for (a) and (b) please describe.* *Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c) please also describe.*

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

Sub-indicator 4.2.2	Are ESD teaching tools / materials available: (a) in national languages? (b) for all levels of education according to ISCED?
(a) Yes ☒ No ☐ (b) Yes ☐ No ☒	*Phase I: For (a) please specify.* There are mostly in Czech language, only some web tools used in CR are available in English language. *Phase II: For (b) please specify in the table by ticking (V) as appropriate.*

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

Indicator 4.3 Teaching tools and materials for ESD are accessible.	
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?
Yes ☐ No ☒	There exists system of distribution of funds for assuring educational materials in schools. However, a sort of chosen material depends on school directors. *Phase II: Please describe.*
Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes ☒ No ☐	*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.* Ministry of Environment and Ministry of Education as well as some regional and local authorities provide grants for developing teaching tools and materials for environmental education, but very often these materials are useful in ESD.
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes ☐ No ☒	*Please describe.* Only partly. Mostly information's about materials (where to get them etc.) are available through the Internet.
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in national language(s): (a) accessible through the Internet? (b) provided through other channels?
(a) Yes ☐ No ☒ (b) Yes ☐ No ☒	*For (a) and (b) please specify.* (a) Such a register is in preparation. Via project supported from ESF was created web portal dedicated to curricular reform in Czech Republic. This web portal www.rvp.cz is suitable for such a database.

Issue 5. PROMOTE RESEARCH ON AND DEVELOPMENT OF ESD	
If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)	
Indicator 5.1 Research[26] on ESD is promoted.	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD[27] supported?
Yes ☐ No ☒	*Phase II: Please specify and provide the total amount annually over the reporting period, and if feasible, as % of the total research budget.*
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes ☐ No ☒	*Please specify.*
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD:[28] (a) for the master's level? (b) for the doctorate level? (2) addressing ESD: (a) for the master's level? (b) for the doctorate level?
(1) (a) Yes ☐ No ☒ (b) Yes ☐ No ☒ (2) (a) Yes ☐ No ☒ (b) Yes ☐ No ☒	*Phase II: Please specify for (1) (a) and (b); (2) (a) and (b).*
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?
(a) Yes ☐ No ☒ (b) Yes ☐ No ☒	*Phase II: Please specify for (a) and (b).*
Indicator 5.2 Development of ESD is promoted.	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice?[29]
Yes ☒ No ☐	Government of Czech Republic is preparing remarkable support from through Operational program Education for Competitiveness - framework for funding from ESF in 2007-2013. *Phase II: Please specify and provide the total amount annually over the reporting period.*

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

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

[28] ESD is addressed by substance and/or by approach.

[29] Activities may include pilot projects, action research, social learning, multi-stakeholder teams.

Indicator 5.3 Dissemination of research results on ESD is promoted.	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms[30] to share the results of research and examples of good practices in ESD[31] among authorities and stakeholders?
Yes ☐ No ☒	*Phase II: please specify and provide the total amount annually over the reporting period.*
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?
(a) Yes ☐ No ☒ (b) Yes ☒ No ☐	*Phase I: For (a) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.*
	Phase II: For (b) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.
Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION	
If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)	
Indicator 6.1 International cooperation on ESD is strengthened within the UNECE region and beyond.	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international[32] networks on ESD?
Yes ☐ No ☒	*Phase II: Please specify for national, subnational and local levels and list major networks.*
Sub-indicator 6.1.2	Do educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD?
Yes ☒ No ☐	*Please specify. List major networks.* STEP - Eco-Counselling Network is participating in Eco-Counselling Europe Tereza Assotiation is participating in FEE - Foundation for Environmental Education and in GLOBE program (as national coordinator) Environment centre of Charles University of Prague is participating in GHESP program and Copernicus Campus Network REC – Czech Republic is member of The Regional Environmental Centre for Central and Eastern Europe network etc.
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes ☒ No ☐	*Phase II: Please specify and list the major ones.*
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?
Yes ☐ No ☒	*Please list and describe.*

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[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.

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

Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLE IN ESD
Provide relevant information on your country situation regarding this specific issue. (up to 2,000 characters with spaces). Please be as specific as possible. This Issue is not relevant in Czech Republic.
Phase II: Please provide the updated information to indicate changes over time.
Phase III: please provide the updated information to indicate changes over time.

Issue 8. DESCRIBE ANY CHALLENGES AND OBSTACLES ENCOUNTERED IN THE IMPLEMENTATION OF THE STRATEGY
Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible. Obstacles/challenges: broader whole-society acceptance of sustainable development concept; clear official describing/defining of ESD origin and interdepartmental/intersectoral consensus about it; broader acceptance of ESD by administration in formal educational system; systematic financial support; broader international cooperation
Phase II: please provide the updated information to indicate changes over time.
Phase III: please provide the updated information to indicate changes over time.

Issue 9. DESCRIBE ANY ASSISTANCE NEEDED TO IMPROVE IMPLEMENTATION
Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible.
Phase II: please provide the updated information to indicate changes over time.
Phase III: please provide the updated information to indicate changes over time.

Indicator 2.1, sub-indicator 2.1.1

Please specify which key themes of SD are addressed explicitly in the curriculum/programme of study at various levels of formal education, by filling in the table below.

(Please tick (V) relevant themes for each level. Use the blank rows to insert additional themes that are considered to be key themes in addressing learning for sustainable development.)

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

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

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

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

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 curriculum[33]/programme of study at various levels of formal education, by filling in the table below.

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

Table of learning outcomes

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

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[33] At state level, where relevant.

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

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

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

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

Annex 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			
Local government			
Organized labour			
Private sector			
Community-based			
Faith-based			
Media			
Total			
Other (*countries to add as many as needed*)			

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

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

Table (b) According to UN DESD

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

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

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

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.

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

Annex IV

Summary and self-assessment[36] by countries:

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

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