



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 ARMENIA

The following report is submitted on behalf of the Government of Republic of Armenia(RA) 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:

Ara Avetisyan, Deputy Minister of Education and Science, Republic of Armenia

Signature:

Date: 10.01.07

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Poghosyan Gayane (e-mail: gayane_surenovna@yahoo.com):

- A. Provide brief information (not more than half a page) on the process by which this report has been prepared, including information on which types of public authorities were consulted on or contributed to its preparation; how the stakeholders were consulted and how the outcome of this consultation was taken into account; and the material used as a basis for the report.
- B. Report any particular circumstances that help clarify the context of the report – for example, whether the decision-making structure is federal and/or decentralized, and whether financial constraints are a significant obstacle to implementation. (This information should not exceed half a page.)

¹ This document was not formally edited

TEMPLATE FOR REPORTING

Issue for reporting / Indicator / Sub-indicator	
Issue 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 1500 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> Armenian.
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
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> Considering the necessity for the immediate start of the Strategy implementation upon its adoption, at present an Inter-Ministerial Coordination Commission has been established adjacent to the Ministry of Education and Science. The objective of the Commission is to define national priorities for realization of the aims and Action Plan of the strategic program.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD.</i> In 2003 by the joint efforts of NGOs, higher education institutions and scientific sector of the republic the 2005-2015 “Education for Sustainable Development” Action Plan was developed, which can serve as a base for development of the “Education for Sustainable Development” National Plan.
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> There is a need at the regional level to review and facilitate the implementation of the Strategy and support cooperation on

² For countries with a federal governmental structure, all references to “national” apply to “State”, as appropriate In this context, data at national level means an aggregated data received from sub-state entities.

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

	<p>ESD. The regional process should take into account other developments that are taking place in terms of the United Nation Decade on “Education for Sustainable Development” and consider them as a contribution to the global initiatives in ESD. In the framework of this process a number of small–scale programs has been implemented in the republic on the local level, and there have been organized trainings on “Life Safety” for teachers, students and lecturers by the assistance of UNESCO. One of these important measures is the publication of “Life Safety” manual.</p> <p>Armenian National Commission for UNESCO, Ministry of Nature Protection of the Republic of Armenia and NGO “Professional and Entrepreneurial Orientation Union” organize a Seminar on “Environmental management and eco-education in Armenia” on 1-2 February 2007 in Armenia.Seminar aims to foster the development of lifelong respect, understanding, and care for the environment in growing generation by bringing together experts from different organizations to define problems and to find basic ways for development of national strategy and action plan on eco-education.</p> <p>The Seminar and its outputs will sharpen public interest and attention of policy and decision makers on the importance of eco-education as a tool for development of lifelong respect, understanding, and care for the environment among citizens from the very early years.</p>
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"/>	<p><i>Please specify and list major document(s)</i></p> <p>Issues on ESD are not adequately reflected in the Armenian national strategy document. But in 2006 the Council of Safety and the Ministry of Defence developed “National Safety Strategy” program. The program underwent the process of wide discussions including by the National Parliament. The proposals on SD principles made by scientific sector and NGOs were included in the Strategy. Presently, the Strategy is adopted by the Government of RA.</p>
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 ?

⁴ Policy documents may include national strategies, plans, programmes, guidelines etc..

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

<p>(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>Please specify for (a) and (b). Fill in the table by crossing (X) as appropriate.</p> <table border="1" data-bbox="900 310 1451 634"> <thead> <tr> <th rowspan="2">ISCED⁶</th> <th colspan="2">(a)</th> <th colspan="2">(b)*</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>5⁷</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> <p>a/In 2001 the Law on “Environmental Education” was adopted in the Republic of Armenia. According to the Law, environmental education should be provided to the person during his/her whole lifetime, starting from childhood till the age of maturity for formation of environmental outlook and understanding to participate in the process of environmental protection and conservation. It is stated as well that “The formation of person’s ecological culture should necessarily contribute to SD...”</p> <p>b/In 2004 “State Educational Concept of General Education” (State Curriculum and State Standards of Secondary Education) and “State Standards of Vocational Education” were adopted by the Ministry of ES, in which separate sections are devoted to ESD.</p> <p>Presently, the educational system of Armenia is, on the one hand, undergoing reformation; on the other hand it is being integrated into internationally adopted educational programs. By the financial assistance of World Bank and a number of international donor organizations certain reforms are taking place in the general educational block related to insurance of a new, advanced and favourable educational system and establishment of a new model for schools, the main goal of which is to increase the quality of education.</p>	ISCED ⁶	(a)		(b)*		Yes	No	Yes	No	0					1					2					3					4					5 ⁷					6					Teacher education				
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Sub-indicator 1.2.3	Is non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?																																																	

⁶ Education level in accordance with ISCED.

* National curricula and/or national standards/ ordinances/ requirements

⁷ 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 programs and study fields** which reflect the principles of ESD.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>The RA national policy has a major focus on non-formal education.</p> <p>The international environmental conventions Armenia has become a Party to, contain articles on non-formal environmental education provision, for which NGOs can also actively participate.</p> <p>RA laws on Education foster provision of non-formal education.</p>
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>RA Constitution, the Paragraph 10 of which is on Formation of Environmental Outlook.</p> <p>RA Law on Environmental Education.</p> <p>Aarhus Convention, ratified by the Republic of Armenia in 2001, in partnership with the OSCE 6 regional Aarhus Centres have been established aimed at raising the awareness of population on different environmental issues (target issues for ESD).</p> <p>Becoming a Party to the UN Conventions on Biodiversity, Climate Change and To Combat Desertification, the Government of RA has assumed certain commitments and developed relevant Action Plans, according to which annual reports, covering also environmental education issues, are submitted to the Government and to the Secretariats.</p>
Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁸ co-operation relevant to ESD exist in your government?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>An inter-institutional Commission regulating the activities of the UNECE ESD strategic program has been established by the Decree of the RA Minister of Education and Science in 2005.</p> <p>The Commission involves representatives of different ministries, institutions and NGOs, specialists on education, environmental protection and sustainable development, scientists, lecturers and others.</p>
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your government ⁹ ?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>Since 2002 a "National Commission for Sustainable Development" has been established and it has been working in Armenia, according to the resolution of the Government of Armenia. It comprises representatives from scientific and non-governmental organizations. In 2002 the concept of "Sustainable Development" was developed by the initiative of NGOs and scientific sector of the country. At the same time the Government of Armenia prepared the "National Assessment Report", which includes the main principles and approaches for the national strategy concept in this sphere. The report was submitted to the Summit of Sustainable Development, held in Johannesburg, August 26, 2002.</p>
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?

⁸ Between State bodies.

⁹ For explanation see paragraph 46 of the Strategy.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>Presently the State Budget of Armenia is not the main source of financing ESD processes. The majority of projects on SD and ESD are realized by international, intergovernmental, non-governmental and public organizations with the support of international donors. In 2004 the government of Armenia adopted “Strategic Program on Ecological Education”. This year it is intended to further develop the Strategy with the account of the main concepts of ESD. For this purposes it is intended to allocate means from the State Budget.</p>												
Indicator 1.3 National policies support synergies between processes related to SD and ESD													
Sub-indicator 1.3.1	Is ESD part of SD policy(s) if such exist in your country?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>Currently SD activity plan is being realized by the Government of RA and UNDP. Within the frames of this project a program on enhancing the degree awareness of people making decisions on SD. There have been organized trainings by the Association “For Sustainable Human Development”. By the joint efforts of The Ministry of the Environmental Protection and the Association a round table has been organized for the ministry representatives on international experience in the sphere of SD. The main issues of the SD and ESD have been organized in the National Assembly of RA.</p>												
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 1500 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 ¹⁰ addressed explicitly in the curriculum ¹¹ /programme of study at various levels of formal education?												
Yes <input 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" data-bbox="894 992 1459 1057" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> <td style="text-align: center;">C</td> <td style="text-align: center;">D</td> <td style="text-align: center;">E</td> <td style="text-align: center;">F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>					
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Sub-indicator 2.1.2	Are learning targets that support ESD (including skills, attitudes and values) addressed explicitly in the curriculum ¹² /programme of study at various levels of formal education?												
Yes <input 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" data-bbox="894 1179 1459 1243" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> <td style="text-align: center;">C</td> <td style="text-align: center;">D</td> <td style="text-align: center;">E</td> <td style="text-align: center;">F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>					
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¹⁰ For explanation see paragraph 15 of the Strategy.

¹¹ At State level, where relevant

¹² At State level, where relevant

Indicator 2.2 Strategies to implement ESD are clearly identified																																																																																										
Sub-indicator 2.2.1	Is ESD addressed through ¹³ : (a) Existing subjects ¹⁴ only?; (b) A cross-curriculum approach?; (c) The provision of specific subject programmes and courses?; (d) A stand-alone project ¹⁵ ?																																																																																									
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/> (c) Yes <input type="checkbox"/> No <input type="checkbox"/> (d) Yes <input 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 crossing (X) 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></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Teacher education</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	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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Indicator 2.3 A whole institution approach ¹⁶ to ESD/SD is promoted																																																																																										
Sub-indicator 2.3.1	Do educational institutions ¹⁷ adopt a "whole institution approach" to SD/ESD?																																																																																									

¹³ 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.

¹⁴ E.g. geography, biology, etc. For high education 'subject' means 'course'.

¹⁵ Project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

¹⁶ "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 principles. Within such an approach each institution would decide upon its own actions addressing the three overlapping spheres of Campus (management operations); Curriculum; and Community (external relationships)

¹⁷ For higher education institutions: **Whole university, whole college or whole faculty approach** (including inter-faculty approaches).

Yes <input 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 crossing (X) 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="999 391 1354 667"> <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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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 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 crossing (X) 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="999 850 1354 1127"> <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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Sub-indicator 2.3.3	Do institutions/learners develop their own SD indicators for their institution/organisation?																											

Yes No

Phase II: please specify for all levels of your education system in accordance with ISCED, in the table by crossing (X) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.

ISCED levels	Yes	No
0		
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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 ESD¹⁸ in: (a) National systems; (b) Other

(a) Yes No
 (b) Yes No

Phase II: please specify for various levels of your education system in accordance with ISCED, in the table by crossing (X) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.

ISCED levels	(a)		(b)	
	Yes	No	No	Yes
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1				
2				
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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.

¹⁸ For higher education institutions: Either **national centres for quality assessment in higher education**, or co-operations with general quality assessment agencies such as the European Foundation for Quality Management (EFQM).

Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness raising activities?																								
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify¹⁹</i>																								
Sub-indicator 2.5.2	Is there any support for work-based learning (e.g. for small companies, farmers, trade unions, associations, etc.), which addresses SD issues?																								
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify and provide examples</i>																								
Sub-indicator 2.5.3	Are there any instruments (e.g. research, survey, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?																								
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.</i>																								
Indicator 2.6 ESD implementation is a multi-stakeholder process²⁰																									
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?																								
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify in the table in Annex 2 (a) and (b) and use the scale. Indicate the results in the boxes below.</i></p> <p>(a) according to the UNECE Strategy on ESD</p> <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <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 type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table> <p>(b) according to the UN DESD</p> <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <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 type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	A	B	C	D	E	F	<input type="checkbox"/>										
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Issue 3. EQUIP EDUCATORS WITH THE COMPETENCE TO INCLUDE SD IN THEIR TEACHING																									
<i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1500 characters with spaces)</i>																									
Indicator 3.1 ESD is included in the training²¹ of educators																									
Sub-indicator 3.1.1	Is ESD a part of the initial educators' training ²² ?																								
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify by filling in the table in the Annex 3.</i>																								
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training?																								
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify by filling in the table in the Annex 3.</i>																								

¹⁹ Please describe how, e.g. in press articles, TV and radio programs promoting environmentally friendly goods and services, sustainable lifestyles, public lectures.

²⁰ For higher education institutions: This covers the issue of **university "outreach"** (meaning wide spectrum from regional intergration, business co-operations and transdisciplinarity to eco-procurement and research-education-co-operations).

²¹ ESD is addressed by content and/or by methodology.

²² For higher education institutions: The focus is here on existing **teacher training universities/colleges** and on **in-service training programmes** regarding SD and ESD for university/college teachers in their own universities/colleges.

Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify by filling in the table in the 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 type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify.</i>
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way ²³ ?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify how. Please list major ones and describe as appropriate.</i>
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 1500 characters with spaces)</i>	
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 type="checkbox"/> No <input type="checkbox"/>	<i>Please describe.</i>
Sub-indicator 4.1.2	Is public (national, sub-national, local) authority money invested in this activity?
Yes <input 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 & 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"/>	<i>Phase I: for (a) and (b) please describe.</i>
(b) Yes <input type="checkbox"/> No <input type="checkbox"/>	
(c) Yes <input type="checkbox"/> No <input type="checkbox"/>	
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 type="checkbox"/> No <input type="checkbox"/>	<i>Phase I: for (a) please specify.</i>

²³ Including assistance through direct funding, help in-kind, political and institutional support.

(b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: for (b) please specify in the table by crossing (X) as appropriate.</i></p> <table border="1"> <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></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	(b)		No	Yes	0			1			2			3			4			5			6			Teacher education		
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 <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please describe.</i>																													
Sub-indicator 4.3.2	Is public authority money invested in this activity?																													
Yes <input type="checkbox"/> No <input 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 type="checkbox"/> No <input type="checkbox"/>	<i>Please describe.</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 type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>For (a) and (b) please specify.</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 1500 characters with spaces)</i>																														
Indicator 5.1 Research²⁴ on ESD is promoted																														
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁵ supported?																													

²⁴ These includes support from various sources, such as state, local authorities, business and non-governmental sources.

²⁵ 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.

Yes <input 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.</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 type="checkbox"/>	<i>Please specify.</i>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD ²⁶ : (a) for Masters level; (b) for Doctorate level (2) addressing ESD: (a) for Masters level; (b) for Doctorate level
(1) (a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/> (2) (a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: please specify for (1) (a) and (b); (2) (a) and (b).</i>
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate and postdoctoral research in ESD: (a) for Masters level; (b) for Doctorate level
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: please specify for (a) and (b)</i>
Indicator 5.2 Development of ESD is promoted	
Sub-indicator 5.2.1	Is there any support for innovation and capacity building of ESD practice ²⁷ ?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: please specify and provide the total amount annually over the reporting period.</i>
Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ²⁸ to share the results of research and examples of good practices in ESD ²⁹ among authorities and stakeholders?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: please specify and provide the total amount annually over the reporting period.</i>
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD; (b) addressing ESD

²⁶ ESD is addressed by substance and/or by approach.

²⁷ Activities may include pilot projects, action research, social learning, multi-stakeholder teams

²⁸ e.g. conferences, summer schools, journals, periodicals, networks

²⁹ 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.

(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input 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>
Issue 6. STRENGTHEN CO-OPERATION 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 1500 characters with spaces)</i>	
Indicator 6.1 International co-operation on ESD is strengthened within the UNECE region and beyond	
Sub-indicator 6.1.1	Do your public authorities co-operate in/support international ³⁰ networks on ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify for national, sub-national 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 type="checkbox"/> No <input type="checkbox"/>	<i>Please specify. List major networks.</i>
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 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 type="checkbox"/>	<i>Please list and describe.</i>
Issue 7. CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLE WITH RESPECT TO ESD	
<i>Provide relevant information on your country situation regarding this specific issue. (up to 2000 characters with spaces). Please be as specific as possible.</i>	
<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	

³⁰ In this context, “international associations, working groups, programmes, partnerships etc. covers “global”, “regional” and “subregional”

<i>Provide relevant information on your country situation regarding this specific issue. (up to 1500 characters with spaces). Please be as specific as possible.</i>
<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 9. DESCRIBE ANY ASSISTANCE NEEDED TO IMPROVE IMPLEMENTATION
<i>Provide relevant information on your country situation regarding this specific issue. (up to 1500 characters with spaces). Please be as specific as possible.</i>
<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>

Annexe 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 cross (X) relevant themes for each level. Use the blank rows to insert additional themes that are considered to be key 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						
Biological and landscape diversity						
Production and/or consumption patterns						
Environmental Protection (Waste management, etc.)						
Ecological principles/ecosystem approach						
Climate change						
Natural resource management (including water, soil, mineral, fossil fuels, etc...)						
Personal and family health (e.g. HIV/AIDS, drug abuse, ...)						
Environmental health (e.g. food and drinking; water quality; pollution)						
Cultural diversity						
Corporate social responsibility						
Economics						
Rural/urban development						
Total						
Others <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. 102 ticks; "other" not counted) is:

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

Indicator 2.1, sub-indicator 2.1.2

Please specify to what extent are learning targets that support ESD (including skills, attitudes and values) addressed explicitly in the curriculum³¹/programme of study at various levels of formal education, by filling in the table below?

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

Table of Learning Targets

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						
	- 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 also in situations of uncertainty						
	- dealing with crises and risks						
	- acting with responsibility						
	- acting with self- respect						
	- acting with determination						
Total							
- other (countries to add as many as needed)							
-							
Learning to be Does education at each level enhance learners' capacity for:	Expected outcomes	0	1	2	3	4	5
	- self-confidence						
	- self-expression and communication						
	- coping under stress						
	- ability to identify and clarify values (for the phase III)						

³¹ At State level, where relevant

	Total								
	- other (<i>countries to add as many as needed</i>)								
	-								
	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 (<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

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent is ESD implementation a multi-stakeholder process, by filling in the table below? Please provide examples of good practice.

(Please cross (X) in what type of education stakeholders are involved in both (a) and (b) template-tables.)

(a) According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	Formal	Non-formal	Informal
NGOs			
Local government			
Organised 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:

Number of ticks	0-1	2	3-5	6-10	11-15	16-21
Scale	A	B	C	D	E	F

(b) According to the UN DESD

Stakeholders	Classification by UN DESD				
	Public awareness	Quality education	Reorienting education	Training	Social learning
NGOs					
Local government					
Organised labour					
Private sector					
Community based					
Faith based					

Media					
Total					
Other (<i>countries to add as many as needed</i>)					

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

Number of ticks	0-5	6-11	12-17	18-23	24-29	30-35
Scale	A	B	C	D	E	F

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?

ISCED levels	% of education professionals that have received training ³² to integrate ESD into their practice: (see key below)																	
	Educators												Leaders/administrators ³³					
	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 that have received initial training on ESD to total number of educators, by the reporting date.

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

³² Training is understood to include at least one day (minimum 5 contact hours).

³³ Para 54 and 55 of the UNECE Strategy on ESD.

Summary and Self-assessment³⁴ 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 co-operation 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

³⁴ 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.