

REPORT
on implementation of the UNECE Strategy for
Education for Sustainable Development in Ukraine
Phase III

Report was presented to
Committee on Environmental Policy Steering Committee
of the European Economic Commission
for United Nations Educational Sustainable Development
on November 1, 2014

**Report on implementation of the UNECE Strategy for Education for Sustainable Development in Ukraine
Phase III**

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**Report on implementation of the UNECE Strategy for Education for Sustainable Development in Ukraine
Phase III**

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

Name of officer (national focal point of the Ministry of Ecology and Natural Resources of Ukraine) responsible for submitting the report: Alexander Bondar

Signature:



Date: 01.11.2014

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A. Provide brief information (not more than half a page) on the process by which this report has been prepared, including information on which types of public authorities were consulted or contributed to its preparation, how the stakeholders were consulted and how the outcome of this consultation was taken into account and on the material used as a basis for the report.

Governmental institutions: Ministry of Ecology and Natural Resources of Ukraine, the Secretariat of the Cabinet of Ministers of Ukraine

Stakeholders: Partnership Network of Education for Sustainable Development

NGOs: Public organizations of Partner Network of Education for Sustainable Development, the International Charitable Organization "Green Dossier", Charitable Organization "Teachers for Democracy and Partnership", Ukrainian Public Organization "Living Planet"

Academia: State Ecological Academy of Postgraduate Education and Management of the Ministry of Ecology and Natural Resources of Ukraine, Institute of Innovative Technologies and Quality of Education at Ministry of Education and Science of Ukraine, Ecological Education Laboratory of the Institute of Educational Problems at National Academy of Pedagogical Sciences of Ukraine.

Business (please specify) _____

Other: Support for the Small Grants Programme of the Global Environment Facility in Ukraine.

All above mentioned organizations were involved in providing information for the Report. Information compiled on the basis of consultations was revised in this Report form by the Interdisciplinary Coordination Centre of Education for Sustainable Development at the State Ecological Academy of Postgraduate Education and Management of the Ministry of Ecology and Natural Resources of Ukraine. Report for discussion and consultation has been posted on the website www.ecoosvita.org.ua. Proposals to the Report were collected on 30/10/2014 at seminar/training "Environmental criteria of "Green Class" educational services" and included in 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.)

Decision path is centralized. Centralized decision is issued by the Federal Government (Cabinet of Ministers), which, inter alia, includes Minister of Ecology and Natural Resources and Minister of Education and Science of Ukraine. The Cabinet of Ministers of Ukraine, the President of Ukraine and the Verkhovna Rada of Ukraine possess the right of legislative initiative. Decisions prepared by government authorities must obtain approval from other relevant authorities, after which they are submitted to the government. If it is a draft law, after its approval, the government submits it to the legislative body (parliament - the Supreme Council of Ukraine (Verkhovna Rada)).

After the snap presidential elections in May 2014 the National Council for Reform was established as a special advisory body under the President of Ukraine on issues of strategic planning, coordination of positions on implementation in Ukraine a unified state policy of reforms and their implementation. The main task of the Council is to make proposals on the implementation of reforms in Ukraine on the basis of international best practices and facilitate their implementation, and the main objective of its executive committee is

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formulation of proposals for strategic planning reforms, their harmonized implementation and monitoring of the implementation of reforms. Maybe this body will help to consolidate the political importance of the level of implementation of ESD in accordance with the principles of the UNECE Strategy in policymaking in the field of education for sustainable environmental management and development.

Chairman of the National Council for Reform is the President of Ukraine; the National Council of reforms include: Chairman of the Verkhovna Rada (by consent), the Prime Minister and other members of the Cabinet, led ministries, - in consultation with the Prime Minister, and by consent, the chairman of the National Bank, Chairman of the Verkhovna Rada, the four representatives from NGOs, representative of the Advisory Council of the reforms.

Issue¹ 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	Ukrainian
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"/>	But there is a national coordinating body for the environmental component of ESD - Intersectoral Coordination Centre for Environmental Education for Sustainable Development at the State Ecological Academy of Postgraduate Education and Management of the Ministry of Ecology and Natural Resources of Ukraine, set up with participation of the State Agency of Ukraine on Civil Service
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input type="checkbox"/> No <input checked="" 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>
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 and please indicate the Internet address where it is accessible.</i> Separate document on the implementation of the ESD does not exist, however, there are strategic documents in the field of education and the environment, which include the necessity to implement elements of education for sustainable development, namely: • Decree of the President of Ukraine "On the National Strategy for the Development of Education in Ukraine for the period until 2021"; • Law of Ukraine "On Environmental Protection" (1991); • Law of Ukraine "On Basic Provisions (Strategy) of State Environmental Policy of Ukraine for the period up to 2020" (2010); • Regulation of the Cabinet of Ministers of Ukraine "On approval of National Action Plan for Environmental Protection, 2011-2015" (2011) • "National Strategy for Development of Education in Ukraine for 2012-2021" http://www.mon.gov.ua/images/files/news/12/05/4455.pdf Above mentioned documents form the basis for the further preparation of ESD Plan. Preparatory work on this process has been

¹ Issues 1 to 6 herein are in accordance with the objectives (a)-(f) set out in the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1, para. 7).

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 sub-State entities.

Issue¹ 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>	
	<p>completed, resulting in approved at ministerial level concept of ESD and the transition from the concept of environmental education (2000) to the concept of environmental education for sustainable development (2013):</p> <ul style="list-style-type: none"> - The concept of environmental education in Ukraine ", approved by the Board of the Ministry of Education and Science of Ukraine (2000); - "The concept of environmental education for sustainable development", approved by the scientific-methodical commission of the Ministry of Education and Science of Ukraine (2013).
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the UNESCO global process on the United Nations Decade of ESD, ³ and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No	<p><i>Please specify and list major documents.</i></p> <p>-The evidence of this synergy is the transition from the concept of environmental education to the concept of education for sustainable development, which is enshrined in the concept of environmental education for sustainable development (2013), which confirms adherence to the principles and strategies of the UNECE ESD, as well as the role and mission of UNESCO in this process.</p> <p>An important element of information and education work in this direction and clarification of synergy between the process of UNECE, UNESCO global process, national initiatives for the development of concept and strategy for ESD, is the creation in January 2014 Partner Network of Education for Sustainable Development in Ukraine, which helps participants process of different target groups (public, schools, universities, vocational institutions, academic institutions, state authorities) to convey the relationship of international and national processes in the field of ESD, as well as their applications in the learning process in schools, vocational schools, universities, at professional development. Initiative of Partner Network is a voluntary and free, has its own web resource www.ecoosvita.org.ua.</p>

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 policy⁴ document(s)?										
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and list any major document(s).</i></p> <p>Today the document that displays the ESD is the Concept of Environmental Education for Sustainable Development ", adopted by the scientific-methodical commission of the Ministry of Education and Science of Ukraine (2013).</p> <p>In addition, the principles set out in the Strategy, are reflected in a number of legal documents, including: National Doctrine of Education Development, National Strategy for Education Development in Ukraine for the period until 2021 (Presidential Decree of June 25, 2013 №344 / 2013), Law of Ukraine "On Fundamentals (Strategy) of State Environmental Policy of Ukraine for the period till 2020", "National Action Plan for the Environment for 2011-2015", Law of Ukraine "On Higher Education" Law of 01.07.2014 № 1556-VII.</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										
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>If yes, please specify details for (a) and (b).</i></p> <p>a) – “National Strategy for Development of Education in Ukraine for 2012-2021” (http://www.mon.gov.ua/images/files/news/12/05/4455.pdf);</p> <ul style="list-style-type: none"> - State Social Programme of Pre-School Education until 2017 - State Social Programme of Extracurricular Education until 2014; - State Social Programme of Vocational Education for 2011-2015; - State Social Programme to Improve Quality of School Natural and Math Education until 2015. - State Social Programme of Implementation in Educational Process of Secondary Schools of ICT "One hundred percent" until 2015; <p>b) ESD is enshrined in the National Doctrine of Education Development, nationwide curriculum. However, questions of national standards, environmental criteria of educational services have been developed in the form of a project that will be presented for public discussion and will be further developed.</p> <p><i>Please also fill in the table by ticking (✓) as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="border: none;">ISCED levels</th> <th style="border: none;">(a)</th> <th style="border: none;">(b)</th> </tr> </thead> <tbody> <tr> <td style="border: none;"></td> <td style="border: none;">Yes</td> <td style="border: none;">Yes</td> </tr> <tr> <td style="border: none;">0. Early childhood education</td> <td style="border: none;">X</td> <td style="border: none;">X</td> </tr> </tbody> </table>	ISCED levels	(a)	(b)		Yes	Yes	0. Early childhood education	X	X
ISCED levels	(a)	(b)								
	Yes	Yes								
0. Early childhood education	X	X								

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

⁵ See <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>.

		<table border="1"> <tr> <td>1. Primary education</td> <td>X</td> <td>X</td> </tr> <tr> <td>2. Lower secondary education</td> <td>X</td> <td>X</td> </tr> <tr> <td>3. Upper secondary education</td> <td>X</td> <td>X</td> </tr> <tr> <td>4. Post secondary non-tertiary education</td> <td></td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>X</td> <td>X</td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>X</td> <td>X</td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td>X</td> <td>X</td> </tr> </table>	1. Primary education	X	X	2. Lower secondary education	X	X	3. Upper secondary education	X	X	4. Post secondary non-tertiary education			5. Short-cycle tertiary education			6. Bachelor's or equivalent level	X	X	7. Master's or equivalent level	X	X	8. Doctoral or equivalent level	X	X
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6. Bachelor's or equivalent level	X	X																								
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8. Doctoral or equivalent level	X	X																								
Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?																									
Yes <input checked="" type="checkbox"/> No	<ul style="list-style-type: none"> • Decree of the President of Ukraine "On the National Strategy for the Development of Education in Ukraine for the period until 2021"; • Law of Ukraine "On Environmental Protection" (1991); • Law of Ukraine "On the Basic Provisions (strategy) State Environmental Policy of Ukraine for the period up to 2020" (2010); • Regulation of the Cabinet of Ministers of Ukraine "On approval of the National Action Plan for Environmental Protection, 2011-2015" (2011); • «Regulations on environmental education work of nature reserve fund institutions»; • «Regulation on environmental education activities of reserves and national parks of Ukraine.» 																									
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?																									
Yes <input checked="" type="checkbox"/> No	The main document in this context is the National Action Plan for Environmental Protection for 2011-2015 and the National Action Plan for Environmental Protection for 2011-2015, approved by the Government Resolution of the Cabinet of Ministers of Ukraine (2011).																									

Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁶ cooperation relevant to ESD exist in your Government?
Yes <input checked="" type="checkbox"/> No	<p>1. National Council for Sustainable Development in Ukraine as a permanent advisory body under Cabinet of Ministers of Ukraine is established (2009).</p> <p>2. Coordination interagency working group on environmental education and ESD (hereinafter - the Interdepartmental Working Group ESD), headed by the Minister of Environment and Education, Focal Point of ESD is the secretary of the group, includes representatives of the ministries and science is established in 2013.</p> <p>3. National Council for Reform is a special advisory body under the President of Ukraine on the strategic planning, coordination of positions on implementation of a unified state policy reforms and their implementation in Ukraine is established.</p>
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ⁷
Yes X No	Ministry of Ecology and Natural Resources of Ukraine, Ministry of Education and Science of Ukraine, the National Academy of Pedagogical Sciences of Ukraine, Minor Academy of Sciences for Youth, Khmelnytsky Regional Institute of Postgraduate Pedagogical Education, Kyiv Regional Institute for of Postgraduate Pedagogical Education, Center for Adaptation of the Civil Service to the Standards of the EU of the National Agency of Ukraine on Civil Service, Institute of Education of NAPS, Institute of innovative technologies and content of education, State Ecological Academy of Postgraduate Education and Management within the work of interdepartmental working group of ESD, as well as its thematic and sectoral subgroups.
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes <input checked="" type="checkbox"/> No	<p>Fund allocations from the state budget provided for the training of teachers, funding for the departments of educational work of NRF, economic incentives for teachers project and independent work management (bonuses, etc.)</p> <p>Funding of ESD as one of the measures of the National Action Plan for Environmental Protection is envisaged.</p> <p>See. "Measures of scientific and analytical, educational, methodological and information support for implementation of national environmental policy objectives under the National Action Plan for Environmental Protection on the basis of interdepartmental cooperation Ministry of Ecology and Natural Resources with departments responsible for implementation of the National Action Plan" (Appendix 1).</p>
Indicator 1.3	National policies support synergies between processes related to sustainable development (SD) and ESD
Sub-indicator 1.3.1	Is ESD part of SD policy(ies) if these exist in your country?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Today in Ukraine there is no single document regulating the foundation for sustainable development in all sectors. However, according to the instructions of the Government of September 2014 the Ministry of Economy, Ministry of Ecology and Natural Resources requested to develop a Strategy for a green economy. Currently we are preparing this document.</p> <p>In addition, in preparation of this document a component of sustainable green procurement is planned to include in policy on sustainable development. In preparation of the Action Plan for the implementation of sustainable green procurement (until end 2014) it is planned that the education sector (especially schools) will be one of the pilot spheres for the sustainable green procurement. In</p>

⁶ Between State bodies.

⁷ For an explanation, see paragraph 46 of the UNECE Strategy for ESD.

	<p>addition, the Standard of Ukraine "Environmental criteria of educational services "Green class" was developed. It provided for development of SD policy of schools at all levels, which is a part of ESD</p>
<p><i>Concluding remarks on issue 1</i></p>	<p><i>Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD</i></p>
	<p><i>Please address in particular the following questions:</i></p> <p>– <i>Which actions/initiatives have been particularly successful and why?</i></p> <p>1. Legislative initiatives taken by the government, formed the basis for the development of ESD and a platform for the development of a separate Strategy and Action Plan for ESD:</p> <p>- Law "On fundamentals (Strategy) of State Environmental Policy of Ukraine till 2020" of June 25, 2013 № 344/2013, which reflects the performance indicators focused on SD indicators.</p> <p>- Law of Ukraine "On Higher Education" of 01.07.2014 № 1556-VII.</p> <p>2. Creation of interdepartmental working group for ESD, under the guidance of ministers of environment and education, with the involvement of science, which is a practical tool for interdepartmental coordination, discussion and decision-making in the thematic sub-groups at the working level, the synergy of international and national processes, political support and understanding of the ESD importance as a separate segment.</p> <p>3. Creation of Partnership Network for ESD that promotes synergy processes of UNECE, UNESCO at the national level involving widely different target groups, primarily public, schools, vocational schools and universities for the practical implementation of policy and strategic initiatives.</p> <p>– <i>What challenges did your country encounter when implementing this objective?</i></p> <p>Low awareness of different target groups in Ukraine on initiatives and Strategy for ESD in the UNECE region, and as a result, the need for a large amount of effort to understand by different groups the importance of ESD as a whole branch rather than individual issues of environmental education (given the lack of conceptual and normative support in this area.</p> <p>The absence of a unified state policy in the field of ESD (ESD Action Plan), including the creation of the Concept of the regional education system for ESD). At present, there are about 8 regional concepts for ESD, however, due to the lack of a national document, they are scattered and unsystematic.</p> <p>ESD activities included in the National Action Plan for Environmental Protection for 2011-2015 ", have been financed by 10-12% for today.</p> <p>– <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i></p> <p>It is necessary to proceed from the need to prepare a national Strategy and Plan for ESD and the formation of the conceptual apparatus in this area. It remains relevant development and adoption of laws of Ukraine "On postgraduate education", "On vocational education" to meet the requirements of ESD.</p>

Issue 2.	Promote SD through formal, non-formal and informal learning
<p><i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i></p> <p>Creation in January 2014, Partnership Network on Education for Sustainable Development has been an important step to bring together the formal, non-formal and informal learning. The initiators of the network were public organizations, non-governmental network participants GEF SGP, State Ecological Academy of Postgraduate Education and Management. The network brings together participants from different target groups (NGOs, schools, public authorities, research institutions, vocational institutions, universities) to maintain, elucidation and practical implementation of synergies between the UNECE process, UNESCO global process, national initiatives for the development of Concept and Strategy for ESD. One of the Partnership Network tasks is carrying out information and educational, methodical work, with orientation towards the relationship of international and national processes in sphere of ESD, as well as their applications in the learning process in schools, vocational schools, high schools, with professional development, joint testing of different teaching methods (including environmental games).</p> <p>Initiative of Partnership Network is a voluntary and free, has its own web resource www.ecoosvita.org.ua. To become a member of initiative it is necessary fill in a form on the website. Network participants have an opportunity to be informed and to participate in the activities of international and national scale on education, the environment, as well as specialized events (including exhibitions) on ESD, which gives the opportunity to improve their skills, learn about the latest developments (further spreading the positive experience in their organizations) to participate in the discussion of current issues in the environmental and educational policy. Via a Partnership network public, schools, higher education institutions have the opportunity to bring their practical problematic aspects to the representatives of public authorities and to seek joint solutions. In its turn authorities have regular partners in the network, which allows to subject ESD initiatives to the public gaze more harmoniously and productively engaging science sector, which is an active participant in the network.</p> <p>One means of advancing ESD initiatives is the use of the potential of natural reserve fund of Ukraine, including the activities of national parks and nature reserves on the subject.</p> <p>Under the patronage of MEP NRF objects hold seminars, roundtables, environmental actions, competitions, festivals and organize exhibitions; provide information support for international holidays; issued and distributed methodical literature and teaching materials on issues of environmental safety, environmental protection and sustainable environmental management. The results of this work were presented at the stand of "Environmental Education" in the International Environmental Forum "Environment for Ukraine" (2013, 2014). MEP site contains information about the Ecoeducational activity of NRF.</p> <p>Educational and scientific activities of the State Ecological Academy of Postgraduate Education and Management, which operates in the MEP system are directed on improvements in environmental professional competence of professionals of different profiles.</p>	
Indicator 2.1	SD key themes are addressed in formal education
Sub-indicator 2.1.1 Are key themes of SD ⁸ addressed explicitly in the curriculum/programme of study at various levels ⁹ of formal education?	

⁸ For details, see paragraph 15 of the UNECE Strategy for ESD.

⁹ For the State or federal level, where relevant.

Yes No

Please specify what SD issues are important in the country (i.e., biodiversity, gender, consumption/production, etc.) and how they are addressed in the curricula.

Biodiversity, gender aspects, climate change, energy efficiency, water conservation, environmental safety, environmental protection, waste utilization and processing and sustainable natural resources.

Please update the table in appendix I (a) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.

A	B	C	D	E	F
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	69 X	<input type="checkbox"/>	<input type="checkbox"/>

Sub-indicator 2.1.2 Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum¹⁰/programme of study at various levels of formal education?

Yes No

Please specify what competences as learning outcomes are important in your country.

- a person's ability to make decisions and act so as to damage the environment as little as possible,
- outpouring of social, environmental and economic culture of the individual in its "zone of responsibility" ("Area of Responsibility" is that part of the environment in which each particular person operates and therefore can actually affect its status),
- characteristics that allow modern personality responsibly handles life situations, subjecting meet its needs with sustainable development principles,
- ability of the individual to situational activity in everyday life and natural surroundings when acquisition of ecological knowledge, skills, experience and values are actualized in the ability to make decisions and perform appropriate actions, aware of their implications for sustainable development,
- ability to apply environmental knowledge and experience in professional and life situations, guided by the priority of environmental values and motivation of nonpragmatic interaction with the environment on the basis of awareness of personal involvement in environmental issues and responsibility for the environmental consequences of their professional and everyday activities.

Please update the table in appendix I (b) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.

A	B	C	D	E	F
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X 99	<input type="checkbox"/>	<input type="checkbox"/>

¹⁰ Idem.

Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum ¹¹ /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.</i></p> <p>Method of projects, business and role-playing games (for example, to increase the level of knowledge about ESD, in 2013-2014 in cooperation with the Small Grants Programme of the Global Environment Facility (GEF SGP) in Ukraine game "Green Manager" was developed and approved by members of Partnership Network (schools, universities, teachers, public) during social events, the All-Ukrainian Children's environmental Forum (Sarni-town, Rivne region, October 2013, with the support of GEF SGP), and as part of the National Initiative "Green class" (schools involved in initiative). The game is focused on how to increase the general level of knowledge about ESD (guidelines) and the formation of specialized knowledge on climate change, including knowledge of the United Nations Framework Convention on Climate Change).</p> <p>Holding of the first Children's Environmental Forum "The future we choose" in October 2013 in the format of parallel events: Conference on ESD for teachers, science and the public, as well as practical lessons, ESD workshops for children, has proved its practical effectiveness (it is scheduled second Children's environmental Forum in the spring of 2015 with the support of GEF SGP). Resolution of the Forum was distributed at the national level (Ministry of Education, Ministry of Environment, the Ministry of Youth and Sports) as well as among international organizations (UNECE Secretariat, the Secretariat of the UN Framework Convention on Climate Change). Received responses from the Ministry of Youth and Sports, Ministry of Education, as well as the Secretariat of the UN Framework Convention on Climate Change are used for the development of opportunities and contacts of Partnership Network and will be considered in the program of work of the Second Forum.</p> <p>National ecological-naturalistic center of student youth of Ministry of Education in collaboration with the Department of Vocational Education of Ministry of Education participates in international competitions on energy efficiency, an international competition of scientific and technical creativity of youth Intel ISEF, the International Olympiad of projects on sustainable peace (I-SWEEP). Informational and methodological support is made through the website of the Centre (www.nene.gov.ua).</p> <p><i>Please also update the table in appendix I (c) that was used to report on implementation phase II, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" data-bbox="974 997 1579 1134"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/> 59</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 59	<input type="checkbox"/>	<input type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 59	<input type="checkbox"/>	<input type="checkbox"/>								
Indicator 2.2	Strategies to implement ESD are clearly identified												
Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects ¹² only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project ¹³ ; (e) other approaches?												

¹¹ Idem.

¹² E.g., geography or biology. For higher education, "subject" means "course".

¹³ A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

(a) Yes No
 (b) Yes No
 (c) Yes No
 (d) Yes No
 (e) Yes No

Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.
 (e) one of the other approaches is excursions.

	(a)	(b)	(c)	(d)	(e)
ISCED levels 2011					
1. Early childhood education	✓	✓	✓	✓	✓
2. Primary education	✓	✓	✓	✓	✓
3. Lower secondary education	✓	✓	✓	✓	✓
4. Upper secondary education	✓	✓	✓	✓	✓
5. Post-secondary non-tertiary education					
6. Short-cycle tertiary education					
7. Bachelor's or equivalent level	✓	✓	✓	✓	✓
8. Master's or equivalent level	✓	✓	✓	✓	✓

Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).

Indicator 2.3 A whole-institution approach¹⁴ to SD/ESD is promoted

Sub-indicator 2.3.1 Do educational institutions¹⁵ adopt a “whole-institution approach” to SD/ESD?

¹⁴ A “whole institution approach” means that all aspects of an institution’s internal operations and external relationships are reviewed and revised in the 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).

¹⁵ For higher education institutions: whole-university, whole-college or whole-faculty approach (including inter-faculty approaches).

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2015. ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.</i></p> <p>Standardization Technical Committee TC 82 "Environmental Protection" held environmental certification of educational institutions under the program "Green Classroom" from which developed the standard COY OEM 08.002.37.078 Educational Services ("Green Classroom"). Ecological criteria.</p> <p>As part of the international educational project "Education for Sustainable Development" manuals and programs for primary and secondary schools "Lessons for Sustainable Development" were developed.</p> <p>In order to increase environmental awareness of pupils and the promotion of the concept of sustainable development, the OSCE Project Coordinator in Ukraine in 2009 has supported the initiative of the Ministry of Education and Science of Ukraine on implementation of the "Green Pack" in Ukraine. Launched Project "Green Pack - Ukraine" was aimed at the development of innovative educational tools. Green Pack materials were developed by the Regional Environmental Center for Central and Eastern Europe in cooperation with Bulgarian, Hungarian, Polish and Ukrainian experts in the field of education and environmental protection.</p> <p>With the assistance of Project Coordinator in 2009, two of the four elements of the educational complex "Green Pack for Secondary School" - Teacher's Guide and game "Dilemmas" (guidelines and cards) - were prepared, namely, translated into Ukrainian language and adapted.</p> <p>Within the project in 2010 an interactive CD-ROM (third element of "Green Pack for Secondary School") was developed, to best reflect the realities of Ukraine and visualize the specific examples of environmental protection in educational materials. In addition a collection of DVD movies - the fourth element of the training center was formed.</p> <p>Another important component of the project is a training on the use of materials "Green Pack for Secondary School", which for three years was attended by more than 300 professional teachers. They will then share their knowledge with their colleagues, thereby helping to better integrate tools developed in the secondary education system in Ukraine.</p> <p>Another set of measures for the project 2010 included the development of training center for primary schools, called "Green Pack for Junior". In 2010, work was done on the translation of the English version of manual and formed a national working group on adaptation of materials. In 2011 work on the adaptation of multimedia components "Green Pack", namely CD and video collection of movies was carried out.</p> <p>In addition, the 2011 Project Coordinator OSCE in Ukraine adapted manual materials "Green Pack Junior" with the terms of Ukraine, releasing into the world Teacher's Guide Primary School "Green Pack Junior".</p> <p>Presentation of a complete set of materials "Green Pack" for high school and elementary school manual "Green Pack Junior" was held in April 2011 in the Ministry of Education, Youth and Sports of Ukraine with the support of Eastern Europe Fund.</p> <p>Based on actual results and recommendations for the use of materials "Green Pack for Secondary School" and "Green Pack for Elementary School" (Green Pack Junior), Ministry of Education, Youth and Sports of Ukraine, the materials of the complex will be used in educational system of Ukraine. It should be remembered that because of the teachers and pupils the main message of manual is addressed to the members of each family and all members of society, thus increasing the scope of influence of the "Green Pack - Ukraine".</p> <p>Dissemination of information and access to the Green package is free of charge.</p> <p>Sources: http://www.greenpack.in.ua/about/</p> <ul style="list-style-type: none"> • At the initiative of the Minister of Environment and Natural Resources of Ukraine Oleg Proskuryak ov in 2013 • pilot project "Green Class" was launched. The main components of this project are:
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- to expand children's knowledge about the environment;
- to develop children's ecological and biological knowledge;
- to educate a love to nature;
- to educate respect for the plants;
- to educate environmental culture;
- to create conditions for the formation of the social competence of students through collaboration student - teacher - parent.

Also, please provide information for all levels of your education system in accordance with ISCED by ticking (✓) in the table as appropriate and specify for non-formal and informal education, as appropriate.

ISCED levels 2011	
0. Early childhood education	
1. Primary education	✓
2. Lower secondary education	✓
3. Upper secondary education	✓
4. Post-secondary non-tertiary education	
5. Short-cycle tertiary education	
6. Bachelor's or equivalent level	✓
7. Master's or equivalent level	✓
8. Doctoral or equivalent level	✓

Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?																				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>If yes, please specify what schemes are available for all levels of your education system.</i></p> <p>Implementation of the COY OEM 08.002.37.078 "Educational services ("Green classes"). Environmental criteria" requires the use of general institutional approach to SD / ESD, in particular the implementation plans of educational institutions for ESD.</p> <p><i>Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="981 411 1563 833"> <thead> <tr> <th data-bbox="981 411 1462 459">ISCED levels 2011</th> <th data-bbox="1462 411 1563 459">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="981 459 1462 499">1. Early childhood education</td> <td data-bbox="1462 459 1563 499"></td> </tr> <tr> <td data-bbox="981 499 1462 539">2. Primary education</td> <td data-bbox="1462 499 1563 539">✓</td> </tr> <tr> <td data-bbox="981 539 1462 579">3. Lower secondary education</td> <td data-bbox="1462 539 1563 579">✓</td> </tr> <tr> <td data-bbox="981 579 1462 619">4. Upper secondary education</td> <td data-bbox="1462 579 1563 619">✓</td> </tr> <tr> <td data-bbox="981 619 1462 659">5. Post-secondary non-tertiary education</td> <td data-bbox="1462 619 1563 659"></td> </tr> <tr> <td data-bbox="981 659 1462 699">6. Short-cycle tertiary education</td> <td data-bbox="1462 659 1563 699"></td> </tr> <tr> <td data-bbox="981 699 1462 738">7. Bachelor's or equivalent level</td> <td data-bbox="1462 699 1563 738">✓</td> </tr> <tr> <td data-bbox="981 738 1462 778">8. Master's or equivalent level</td> <td data-bbox="1462 738 1563 778">✓</td> </tr> <tr> <td data-bbox="981 778 1462 833">9. Doctoral or equivalent level</td> <td data-bbox="1462 778 1563 833">✓</td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant information is available please also specify (provide examples).</i></p> <p>Processes of environmental education are directly related to the practical component of the functioning of academic or educational institution that provides a systematic improvement of its environmental performance.</p> <p>Steps for energy conservation and rational use of water will save resources and funds that can be spent on strengthening of material resources and the innovative development of the institution.</p> <p>Separate collection of municipal solid waste and proper management of hazardous waste will reduce the load on the environment. Green procurement, based on high environmental requirements or organic standards will significantly improve the environment and will be able to positively influence the health status of students.</p> <p>Standard COY OEM 08.002.37.078 "Educational services ("Green Classes"). Ecological criteria." covers the main environmental impact of educational institutions on the environment associated with the consumption of energy and water resources, waste management, safety and quality indicators of various goods and services supply.</p> <p>But its main component is the integration of the environmental component into the system of education and upbringing aimed at diverse training of younger generation and citizens who are able to identify, understand and optimally solve the environmental and socio-economic problems of region of residence on basis of scientific knowledge of the principles of sustainable development, common sense, practical skills.</p>	ISCED levels 2011	Yes	1. Early childhood education		2. Primary education	✓	3. Lower secondary education	✓	4. Upper secondary education	✓	5. Post-secondary non-tertiary education		6. Short-cycle tertiary education		7. Bachelor's or equivalent level	✓	8. Master's or equivalent level	✓	9. Doctoral or equivalent level	✓
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9. Doctoral or equivalent level	✓																				

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.</i></p> <p><i>Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate:</i></p> <p>Such developments are carried out in separate institutions, but are not mass.</p> <p>"Green Classroom" is common to all standard. It was first considered on 30 October 2013 at a meeting of the Coordinating Council on environmental labeling.</p> <p>At the meeting a draft of environmental standard "COY OEM Training Service ("Green Classroom"). Ecological Criteria. " was reviewed and discussed</p> <p>Proposed revision of environmental standards was developed according to the requirements of ISO 14024: 1998 (State Standard of Ukraine (ДСТУ)ISO 14024: 2003) and sets voluntary environmental requirements, which specify the environmental advantages of educational categories at all stages of the life cycle, with a view to denote the sign of environmental labeling.</p> <p>Approved projects of environmental standards are being introduced to the Ukrainian system of environmental certification and labeling to promote sustainable consumption and production by certain product categories.</p> <p><i>(a) For formal institutions:</i></p> <table border="1" data-bbox="981 810 1563 1232"> <thead> <tr> <th data-bbox="981 810 1464 884">ISCED levels 2011</th> <th data-bbox="1464 810 1563 884">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="981 884 1464 925">1. Early childhood education</td> <td data-bbox="1464 884 1563 925"></td> </tr> <tr> <td data-bbox="981 925 1464 967">2. Primary education</td> <td data-bbox="1464 925 1563 967">✓</td> </tr> <tr> <td data-bbox="981 967 1464 1008">3. Lower secondary education</td> <td data-bbox="1464 967 1563 1008">✓</td> </tr> <tr> <td data-bbox="981 1008 1464 1050">4. Upper secondary education</td> <td data-bbox="1464 1008 1563 1050">✓</td> </tr> <tr> <td data-bbox="981 1050 1464 1091">5. Post-secondary non-tertiary education</td> <td data-bbox="1464 1050 1563 1091"></td> </tr> <tr> <td data-bbox="981 1091 1464 1133">6. Short-cycle tertiary education</td> <td data-bbox="1464 1091 1563 1133"></td> </tr> <tr> <td data-bbox="981 1133 1464 1174">7. Bachelor's or equivalent level</td> <td data-bbox="1464 1133 1563 1174">✓</td> </tr> <tr> <td data-bbox="981 1174 1464 1216">8. Master's or equivalent level</td> <td data-bbox="1464 1174 1563 1216">✓</td> </tr> <tr> <td data-bbox="981 1216 1464 1232">9. Doctoral or equivalent level</td> <td data-bbox="1464 1216 1563 1232">✓</td> </tr> </tbody> </table>	ISCED levels 2011	Yes	1. Early childhood education		2. Primary education	✓	3. Lower secondary education	✓	4. Upper secondary education	✓	5. Post-secondary non-tertiary education		6. Short-cycle tertiary education		7. Bachelor's or equivalent level	✓	8. Master's or equivalent level	✓	9. Doctoral or equivalent level	✓
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	<p data-bbox="562 236 891 264"><i>(b) For non-formal institutions:</i></p> <table border="1" data-bbox="981 296 1563 719"> <thead> <tr> <th data-bbox="981 296 1464 368">ISCED levels 2011</th> <th data-bbox="1464 296 1563 368">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="981 368 1464 408">1. Early childhood education</td> <td data-bbox="1464 368 1563 408"></td> </tr> <tr> <td data-bbox="981 408 1464 448">2. Primary education</td> <td data-bbox="1464 408 1563 448">✓</td> </tr> <tr> <td data-bbox="981 448 1464 488">3. Lower secondary education</td> <td data-bbox="1464 448 1563 488">✓</td> </tr> <tr> <td data-bbox="981 488 1464 528">4. Upper secondary education</td> <td data-bbox="1464 488 1563 528">✓</td> </tr> <tr> <td data-bbox="981 528 1464 568">5. Post-secondary non-tertiary education</td> <td data-bbox="1464 528 1563 568"></td> </tr> <tr> <td data-bbox="981 568 1464 608">6. Short-cycle tertiary education</td> <td data-bbox="1464 568 1563 608"></td> </tr> <tr> <td data-bbox="981 608 1464 647">7. Bachelor's or equivalent level</td> <td data-bbox="1464 608 1563 647">✓</td> </tr> <tr> <td data-bbox="981 647 1464 687">8. Master's or equivalent level</td> <td data-bbox="1464 647 1563 687">✓</td> </tr> <tr> <td data-bbox="981 687 1464 719">9. Doctoral or equivalent level</td> <td data-bbox="1464 687 1563 719">✓</td> </tr> </tbody> </table>	ISCED levels 2011	Yes	1. Early childhood education		2. Primary education	✓	3. Lower secondary education	✓	4. Upper secondary education	✓	5. Post-secondary non-tertiary education		6. Short-cycle tertiary education		7. Bachelor's or equivalent level	✓	8. Master's or equivalent level	✓	9. Doctoral or equivalent level	✓
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Indicator 2.4 ESD is addressed by quality assessment/enhancement systems																																									
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems?: ¹⁶ (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?																																								
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please elaborate.</i>																																								
(b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.</i>																																								
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	<i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this data (i.e., provide examples on how the data was compiled).</i>																																								
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?																																								

¹⁶ 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).

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p>Ministry of Education and Science and the Ministry of Ecology and Natural Resources, the NRF objects in conjunction with environmental NGO carried out:</p> <p>a) environmental actions dedicated to international days: Wetlands, Water, Earth, Forests, Environment and others.</p> <p>b) environmental contests: "Preserve the tree"; "Pervotsvit", "Plant a tree"; "To the pure sources"; "Make Ukraine clean" and others.</p> <p>c) research: in particular, the monitoring of ecological status and distribution of ragweed in the territory of national natural parks (Hetman NNP),</p> <p>d) schools of nature and summer camps for pupils and students (NNP Goloseyev. Prip'yat-Stokhid, Desnyansko-Storogutsky, Kanev Nature Reserve and others.)</p> <p>e) excursions, seminars for teachers of biology, ecology, geography and natural history, and executives of ecological and naturalistic circles, members of Minor Academy of Sciences; consult and provide them with methodical assistance in conducting observations and research).</p> <p>Research projects of members of Minor Academy of Sciences were awarded at international competitions and Olympiads.</p> <p>Holding of the first Children's Environmental Forum "The future we choose" in October 2013 in the format of parallel events: Conference on ESD for teachers, science and the public, as well as practical lessons, ESD workshops for children, has proved its practical effectiveness (it is scheduled second Children's environmental Forum in the spring of 2015 with the support of GEF SGP). Resolution of the Forum was distributed at the national level (Ministry of Education, Ministry of Environment, the Ministry of Youth and Sports) as well as among international organizations (UNECE Secretariat, the Secretariat of the UN Framework Convention on Climate Change). Received responses from the Ministry of Youth and Sports, Ministry of Education, as well as the Secretariat of the UN Framework Convention on Climate Change are used for the development of opportunities and contacts of Partnership Network and will be considered in the program of work of the Second Forum.</p> <p>National ecological-naturalistic center of student youth of Ministry of Education in collaboration with the Department of Vocational Education of Ministry of Education participates in international competitions on energy efficiency, an international competition of scientific and technical creativity of youth Intel ISEF, the International Olympiad of projects on sustainable peace (I-SWEEP). Informational and methodological support is made through the website of the Centre (www.nene.gov.ua).</p> <p>Participation of secondary schools of Ukraine in «Caring about the Earth" WWF program and victories in related competitions.</p>
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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 type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify and provide information on new developments and good practice examples.</i>
Sub-indicator 2.5.3	Are there any instruments (e.g. research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify in particular what instruments were the most effective in assessing the outcomes of ESD as a result of non-formal/informal learning.</i></p> <p>One of the first steps for the formation of ESD outcomes evaluation is ESD stakeholders questioning that was used during the formation of Partnership Network. To evaluate the ESD results nationwide strategic document on ESD should be adopted. After the adoption of the ESD Strategy and Plan of Action, we can talk about the preparation of a study on this issue, since the strategy and plan will identify common indicators and indicators for which it will be possible to make an assessment, both at the national and regional level.</p> <p>As part of the partnership network ESD Interdepartmental Centre produces compilation of information, using the methods of questioning, survey, exchange of best practices.</p>
Indicator 2.6 ESD implementation is a multi-stakeholder process¹⁷	
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please update the information provided in the previous table for appendix II as appropriate.</i></p> <p>In Ukraine, the impulse to unite stakeholders and international reports of synergy (UNECE, UNESCO) and national processes and initiatives was the creation of Partnership Network for Education for Sustainable Development. Public organizations participants of SGP GEF NGO Network initiated the process of a Partnership network creation. State Ecological Academy of Postgraduate Education and Management acted as informational and methodological center for the promotion of initiatives. Educational institutions (schools and universities), ecological and naturalistic centers and circles; NRF objects, museums, libraries, local communities are involved in the ESD process. Via a Partnership network public, schools, higher education institutions have the opportunity to bring their practical problematic aspects to the representatives of public authorities and to seek joint solutions. In its turn authorities have regular partners in the network, which allows to subject ESD initiatives to the public gaze more harmoniously and productively engaging science sector, which is an active participant in the network.</p>
Concluding remarks on issue 2	<i>Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning</i>

¹⁷ 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).

<p><i>Please address in particular the following questions:</i></p> <p>– <i>Which actions/initiatives have been particularly successful and why?</i></p> <p>1. Creation of a Partnership Network for Education for Sustainable Development in Ukraine with the support of State Ecological Academy of Postgraduate Education and Management and GEF SGP to unite stakeholders from different target groups (government agencies, science, public schools, universities, vocational schools, national parks and reserves) has become a practical platform and tools for the implementation of Task 2 to promote SD through formal, non-formal and informal learning, as well as the reports of international synergies (UNECE, UNESCO) and national processes, as well as constant information and methodological support for Partnership Network by web resource www.ecoosvita.org.ua. New contacts and partnerships, as well as an understanding of ESD from the international and national level to the local practical application in the educational process, both formal and informal were established.</p> <p>2. Examples of successful practical tools are ESD teaching materials "Green Pack" with the support of the OSCE and the Regional Environmental Center, as well as educational methodical manuals "Lessons for Sustainable Development", developed with support from SIDA.</p> <p>– <i>What challenges did your country encounter when implementing this objective?</i></p> <p>Fragmented activities on ESD (national initiatives, international projects and initiatives of public organizations, best practices and experience of schools), lack of a mechanism, a platform that unites initiatives for exchanging of experience and avoiding duplication.</p> <p>– <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i></p> <p>Creation of a database of best practices on ESD in the UNECE process. Thus, during the meetings of the Steering Committee the members and observers have the opportunity to hear presentations of the experiences of other countries to get newsletters of these materials, however, the creation of a database of instruments, methods and practices as a separate database would have a greater impact on policy and instruments of ESD in formal, non-formal, informal learning.</p>	
Issue 3. Equip educators with the competence to include SD in their teaching	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 3.1 ESD is included in the training¹⁸ of educators	
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ¹⁹
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>In particular specify what ESD competences²⁰ are explicitly included in the study programmes.</i> There is while only in the preparation of natural science teachers by the presence of a mandatory course "Fundamentals of Sustainable Development"

¹⁸ ESD is addressed by content and/or by methodology.

¹⁹ For higher education institutions: the focus is here on existing teacher training at universities/colleges regarding SD and ESD for university/college teachers.

²⁰ For a set of core competences in ESD please see the report by the ECE Expert Group on Competences, *Learning for the future: Competences in Education for Sustainable Development* (ECE/CEP/AC.13/2011/6), available online from <http://www.unece.org/education-for-sustainable-development-esd/publications.html.html>.

Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²¹
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>In particular specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.</i> As part of the training of teachers in the field of natural sciences, there is a compulsory subject "Fundamentals of Sustainable Development". <i>Please also update the information provided under the phase II national implementation reporting in appendix III.</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 checked="" type="checkbox"/>	<i>Please specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional.</i>
Indicator 3.2 Opportunities exist for educators to cooperate on ESD	
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> Intersectoral working group on ESD; Partnership Network on ESD
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²²
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify how, listing the major ones, and describing them as appropriate.</i> State Administration of Environmental Protection at the regional state administration, Interdepartmental Centre of Education for Sustainable Development, National Academy of Postgraduate Education and Administration (DEA summarizes information).
<i>Concluding remarks issue 3</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching</i>
	<i>Please address in particular the following questions:</i> – <i>Which actions/initiatives have been particularly successful and why?</i> Creation of Partnership Network ESD as an information resource for ESD promotion. – <i>What challenges did your country encounter when implementing this objective?</i> Absence of a National Strategy and Action Plan for ESD. – <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> Closer cooperation of a permanent system of the Interdepartmental Working Group on ESD work.
Issue 4. Ensure that adequate tools and materials for ESD are accessible	

²¹ 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.

²² Including assistance through direct funding, in-kind help, political and institutional support.

<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 4.1 Teaching tools and materials for ESD are produced	
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please describe.</i></p> <p>There is no national strategy for the development and production of educational and methodological materials on ESD. One of the main sources for the development and production of materials for ESD are the projects supported by foreign aid such donors as GEF, UNDP, the Governments of Sweden and Germany, the OSCE, or under separate projects for ESD or as information and education component to project in sphere of ecology or education. Above listed materials for ESD, such as educational materials "Lessons for Sustainable Development" (was supported by SIDA), «Green Pack" (OBSE, Regional Environmental Center), the eco game "Green Manager" (GEF SGP) were developed and issued under the projects external assistance.</p>

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"/>	<p>Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in United States dollars (USD)) for annual expenditures on ESD-related research and development.</p> <p>There are programs of environmental education in 14 regions of Ukraine. Each region in socio-economic development program of their region in the sections on education and environmental protection provides activities related to the ESD with appropriate funding, but summary data on actual volumes of funding is unavailable.</p> <p>Research and development related to ESD are funded by the National and Regional Fund for Environmental Protection.</p>

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 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"/>	<p>Please specify.</p> <p>In accordance with the existing legal and regulatory framework of Ukraine all teaching materials for comprehensive schools are evaluated and recommended for use by the Ministry of Education and Science of Ukraine. For higher educational establishments materials are evaluated and recommended to perform by academic council of each particular university.</p>

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 type="checkbox"/> No <input checked="" type="checkbox"/>	<p>Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.</p> <p>In marked levels of education there are appropriate textbooks.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">ISCED levels 2011²³</th> </tr> </thead> <tbody> <tr> <td>1. Early childhood education</td> <td></td> </tr> <tr> <td>2. Primary education</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>3. Lower secondary education</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>4. Upper secondary education</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>5. Post-secondary non-tertiary education</td> <td></td> </tr> <tr> <td>6. Short-cycle tertiary education</td> <td></td> </tr> <tr> <td>7. Bachelor's or equivalent level</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>8. Master's or equivalent level</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>8 Doctoral or equivalent level</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>	ISCED levels 2011²³		1. Early childhood education		2. Primary education	✓	3. Lower secondary education	✓	4. Upper secondary education	✓	5. Post-secondary non-tertiary education		6. Short-cycle tertiary education		7. Bachelor's or equivalent level	✓	8. Master's or equivalent level	✓	8 Doctoral or equivalent level	✓
ISCED levels 2011²³																					
1. Early childhood education																					
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4. Upper secondary education	✓																				
5. Post-secondary non-tertiary education																					
6. Short-cycle tertiary education																					
7. Bachelor's or equivalent level	✓																				
8. Master's or equivalent level	✓																				
8 Doctoral or equivalent level	✓																				

²³ Education level in accordance with ISCED.

Indicator 4.3 Teaching tools and materials for ESD are accessible	
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please describe and in particular highlight what measures are the most efficient for dissemination.</i> There is no strategy for dissemination educational and methodological materials for ESD, as not adopted the National Strategy and Action Plan on ESD.

Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify to what extent by providing an indication of the amount in USD, and please also mention any other significant sources of funding.</i></p> <p>Financing is provided by various sources, namely: budget programs of the Ministry of Education and Science of Ukraine, the Ministry of Ecology and Natural Resources of Ukraine, the National Academy of Pedagogical Sciences, regional state administrations; international organizations and funds, the Small Grants Programme of the Global Environment Facility in Ukraine, British Council, SIDA, OSCE and others. Financing data are missing.</p>
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe and name in particular official Internet sites.</i></p> <p>Teaching and learning materials on ESD are available on the website the Partner Network www.ecoosvita.org.ua ESD, see "Teaching and educational materials."</p> <p>Also, manuals and programs for children from 1 to 9 (10) class are available on the website the international educational project for school youth and adults, with the support of SIDA www.esd.org.ua.</p>
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet?; (b) provided through other channels?

<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><i>For (a) and (b) please specify and mention by whom it was established and by whom it is managed.</i></p> <p>Website of Affiliate Network ESD www.ecoosvita.org.ua It was created within the project GEF SGP "Education for ustoychivogo development: national plans work locally" Affiliate Network Coordinator, Interdepartmental Centre ESD</p> <p>Interdepartmental Centre for ESD (library) It was created with the support of the State Ecological Academy of Postgraduate Education and Management, Director of the Center manages</p> <p>Website of International educational project for school youth and adults, with the support of SIDA www.esd.org.ua It was created and administered within the international project "Education for Sustainable Development in Action", with the support of SIDA</p> <p>NGO "MAMA-86" All-Ukrainian public organization "Mama-86." publication http://www.mama-86.org.ua/archive/main/publications_u.htm http://mama-86.org.ua/index.php/uk/chemsec/chemsec-publications.html http://mama-86.org.ua/index.php/uk/watersan/watersan-publications.html http://mama-86.org.ua/index.php/uk/ecologization/ecointegration-publications.html</p> <p>Website "Nature of Ukraine", section "Steps of ecological literacy" http://pryroda.in.ua/blog/theme/kroki-ekologichno%D1%97-gramotnosti/</p> <p>Kyiv Ecological and Cultural Center, Edition http://ecoethics.ru/books/</p> <p>Biodiversity monitoring in Ukraine http://biomon.org/projects/</p> <p>Information portal of Baikal Lake, section "Environmental Education" http://www.baikal-center.ru/books/section.php?SECTION_ID=252</p>
<p><i>Concluding remarks issue 4</i></p>	<p><i>Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible</i></p>

	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> – <i>Which actions/initiatives have been particularly successful and why?</i> <p>Among the most successful initiatives there is access to learning materials on ESD, which are developed in the framework of external assistance projects, and with support from the national one Affiliate Network ESD (www.ecoosvita.org.ua). When you need to find more detailed information about the creators and materials developers there is a possibility go to their websites and explore in depth. Accessibility and ease to become a participant of affiliate network gives you the ability to constantly update the database without the high material costs, and teachers and other interested parties to obtain information through a single source that consolidates information from all stakeholders on ESD.</p> <ul style="list-style-type: none"> – <i>What challenges did your country encounter when implementing this objective?</i> <p>The low level of public funding to support and publication of materials from the state budget, lack of development strategy and dissemination of ESD.</p> <ul style="list-style-type: none"> – <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> <p>Looking for ways to exchange experience in the development, publication and funding materials for ESD at the regional level.</p> <p>Ukraine, which is composed of 24 regions and the AR Crimea, currently has a number of regional programs on ESD, which successfully implemented in Odessa, Zaporizhzhya, Chernigov, Kyiv, Lviv and other regions. Region-leaders could share the experience of the planning and implementation of initiatives that would be an impetus for other regions and the central government to pay greater attention to this issue.</p>
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 Research²⁴ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁵ supported?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify in particular the most important outcomes of supported research.</i></p> <p>There are the follows most important results of the research:</p> <ul style="list-style-type: none"> - preparation of the environmental education for sustainable development concept; - gender analysis of the conceptual and strategic documents in the field of ESD.
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?

²⁴ These include support from various sources, such as State, local authorities, business and non-governmental organizations or institutions.

²⁵ E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology ;and means of evaluation, including socioeconomic impacts.

Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify what subjects were investigated and list major reports.</i> ESD implementing in Ukraine. Part of research scientific work is carried out by the State Ecological Academy of Postgraduate Education and Management; Materials of Annual Environmental Forum "Environment for Ukraine", international scientific conferences, which are held in higher educational institutions; Scientific works for a scientific degree.
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: ²⁶ (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 checked="" 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>Please specify what programmes are available and list the most important academic dissertations that address ESD.</i> "Fundamentals of Sustainable Development" is the training program for civil servants of central and local authorities, officials of local governments
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 type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please provide information on (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 in ESD practice? ²⁷
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify what main projects were/are being implemented to that end.</i> Foreign aid projects supported by GEF SGP, UNDP on development and promotion of national plans on the local level, Government of Sweden to establish educational and methodical basis for teaching sustainable development in Ukrainian schools contribute innovations introduced in ESD practice.
Indicator 5.3	Dissemination of research results on ESD is promoted

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

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

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 checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and provide information about where published research and dissertations are accessible.</i></p> <p>Such support is provided by the regional state administrations, the Ministry of Environment, Interdepartmental Centre of Education for Sustainable Development.</p> <p>Research and dissertations are available in the libraries of universities and institutes of the NAS of Ukraine, where research is conducted, as well as in the National Library of Ukraine named after Vernadsky and the State Scientific and Technical Library of Ukraine.</p>

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

²⁹ E.g., the “participatory approach”; links to local, regional and global problems; an integrative approach to environmental, economic and social issues; an orientation to understanding, preventing and solving problems.

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
(a) Yes <input checked="" type="checkbox"/> No	<i>Please name the major publications for (a) and (b).</i>
(b) Yes <input checked="" type="checkbox"/> No	<p>1. Environmental education for sustainable development in Questions and Answers. Kh.: Oldie-Plus 2014.</p> <p>2. Publication in the journal "Environmental Science» http://ecoj.dea.gov.ua/arxiv-statej</p> <p>3. National Report on the State of Environment in Ukraine (2009, 2010, 2011, 2012). Http://www.menr.gov.ua/index.php/dopovidi</p> <p>Also, publications of this kind are contained in materials of Annual Conference "Environment for Ukraine" in Kyiv, which hosts an annual round table devoted to ESD; materials of congress of ecologists in Winnitsa, the International Educational Congress conducting in the National Pedagogical Dragomanov University.</p>
<i>Concluding remarks on issue 5</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.</i>
	<p>– <i>Which actions/initiatives have been particularly successful and why?</i> Holding of annual scientific conferences facilitates the exchange of scientific achievements on the development of ESD</p> <p>– <i>What challenges did your country encounter when implementing this objective?</i> Absence of a separate program on ESD and its financing</p> <p>– <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> Necessity to adopt a national strategy and plan for ESD</p>
Issue 6.	Strengthen cooperation on ESD at all levels within the ECE 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 ECE region and beyond
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international ³⁰ networks on ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify concrete networks and explain who supports these networks.</i></p> <p>The most influential international organizations and donor countries, cooperating with the Ministry of Education and Science of Ukraine, Ministry of Natural Resources, are UN Development Programme (UNDP), the Global Environment Facility (GEF), the European Union, UNESCO, the British Council, the United States Agency for International Development (USAID) Agency for Development cooperation SIDA (Swedish Foreign Ministry). The Canadian International Development Agency (CIDA).</p> <p>In addition, projects are being implemented in Ukraine by organizations such as the European Training Foundation, the Council of Europe, the Small Grants Programme of the Global Environment Facility, the United States Information Agency, Peace Corps, IREX, the German Academic Exchange Service (DAAD), the Fulbright Fund, International Renaissance Fund, French cultural Centre, German Cultural Center, the Carl Duisberg Society, the program "Tempus", "Edmund Muskie", "Act on support of freedom", "school exchanges" AKSELZ and others. In Ukraine there are 12 departments that 55 UNESCO Associated Schools.</p>

³⁰ In this context, international associations, working groups, programmes, partnerships, etc., means those at the global, regional and subregional levels.

Sub-indicator 6.1.2	Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify. List major networks.</i></p> <p>The European Union. According to the results of 6 competitions Tempus IV (2008-2013) Ukrainian universities and other institutions to implement 94 projects in the realization involving 513 partners from Ukraine (343 of them are universities). In 2011 within the "Partnership of Erasmus Mundus" 4 Partnership became winners. The first group included 6 Ukrainian universities: Oles Honchar Dnipropetrovsk National University, National University named after Ivan Franko, Odessa National University named after I.I. Mechnikov, Taras Shevchenko National University of Kyiv, Tauride National University of Vernadsky, Kharkov National University named after V.N. Karazin; the second included 4 Ukrainian universities: National Pedagogical University named after MP Dragomanova, National Technical University of Ukraine "Kyiv Polytechnic Institute", National University of "Kyiv-Mohyla Academy" and Chernivtsi National University named after Yuri Fedkovich; the third included 7 leading Ukrainian universities: National Technical University "KPI", National Aviation University "KhAI", Lviv Polytechnic National University, Odessa National Polytechnic University, National Aviation University, Donetsk National Technical University and the Donbass State Technical University; the fourth included 4: Chernivtsi University, National University of Taras Shevchenko Kyiv National University of Trade and Economics, University of Economics and Law "KROK".</p> <p>Within the competition in 2012 Erasmus Mundus Programme for the component "Partnership" 9 consortia involving 17 Ukrainian higher educational institutions; 2013 - 9 consortia involving 25 Ukrainian universities became winners.</p> <p>In the draft Programme of Jean Monnet during 2011-2013 14 universities took part in 19 projects. European Training Foundation (ETF) was the key international agency to support policies aimed at modernizing vocational education in Ukraine. In 2013, the Foundation has implemented a pilot project in the Dnipropetrovsk region, which introduced new methods of analysis of demand in the labor market and its harmonization with qualifications that educational institutions provide. In 2014 Dnipropetrovsk and Vinnitsa regions became the pilot regions of the new ETF project on the application of the methodology «PRIME» for improving the system of vocational education.</p> <p>As part of the UNDP project "Local development community oriented," Phase-II (interdepartmental working group- II) in the direction of "Curriculum Development" in 2013, it was established partnerships with 27 universities from 20 areas of cooperation. 4 of them are on a mandatory basis teach on Sustainable Development, and 9 - selectively. 550 students attended the course. Interdepartmental working group project supported research, seminars, workshops and conferences and training programs on the topic of ESD.</p> <p>In Ukraine there is UNESCO Associated Schools Network, which brings together more than 73 secondary schools from different cities of our country, implementing projects in the framework of its program activities. In the leading universities of Ukraine 14 departments of UNESCO / UNITWIN program were established and operated.</p> <p>In 2009-2012 the British Council implemented the project Skills for Employability in connection with the need to improve the quality and content of education programs, as well as the lack of consistent and principled state policy in the sphere of education. From 2013 students of 23 universities and academies in 9 regions of Ukraine have studied according them.</p> <p>As part of ESD Affiliate Network, established in January 2014 with the support of the Small Grants Programme of the Global Environment Facility, the school from 3 regions of Ukraine, more than 15 community organizations were able to become an affiliate network and to join the approbation of education materials on ESD, and to become parties of international and national activities on ESD.</p> <p>In 2013, under the initiative of the Government of Lithuania, together with UNDP and GEF SGP a visit of representatives of 5 public organizations from 3 regions of Ukraine in the Republic of Lithuania on the study of sustainable community development was organized, including at a meeting in the Ministry of Environment of the Republic of Lithuania had received information about the implementation ESD through a network of national parks and nature reserves.</p>

Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes <input checked="" type="checkbox"/> No	<p><i>Please specify and list the major ones.</i></p> <p>Creation of the Interdepartmental Working Group on ESD, under the guidance of ministers of environment and education, with the involvement of science, which is a practical tool for interagency coordination, discussion and decision-making in the thematic sub-groups at the working level, the synergy of international and national processes, political support and understanding of the importance of ESD as a separate segment.</p> <p>The Carpathian Convention, which Ukraine is a party can become effective platform for cooperation on ESD. The document includes the importance of ESD components. The initiative of the Secretariat of the Carpathian Convention during the Steering Committee meeting (3-4 April 2014), on the development of ESD on this platform is an interesting and promising.</p>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes <input checked="" type="checkbox"/> No	<p><i>Please list and describe.</i></p> <ol style="list-style-type: none"> 1. The "Torino Process in Ukraine - interregional dimension", aimed at the development of vocational education and training of personnel. 2. The Minister of Education and Science of Ukraine took part in the Ministerial Forum on "Mobilization and contribution of UNESCO in shaping the agenda for the period after 2015 through education, science, culture, information and communication", which took place within the 37th session of UNESCO General Conference. 3. At the meeting of the 7th session of the Intergovernmental Council of the "Information for All" (2013) the benefits of a national network of teaching and learning resources for the development of information and computer literacy were demonstrated. In particular, in Ukraine created the technology and means to address the problems of multilingualism in cyberspace. 4. Annual International Forum "Environment for Ukraine" (Kyiv, Ukraine). Beginning in 2012, separate exhibitions and round tables on ESD have been held within it.
<i>Concluding remarks on issue 6</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region</i>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> - <i>Which actions/ initiatives have been particularly successful and for which reason?</i> <p>Creation of Partnership Network of ESD one of the aims of which is to strengthen cooperation at all levels.</p> <ul style="list-style-type: none"> - <i>What challenges did your country encounter when implementing this objective?</i> <p>Work of the Interdepartmental Working Group on ESD is still impermanent</p> <ul style="list-style-type: none"> - <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> <p>It would be helpful for the Focal Point of the UNECE process have its own database and mailing list on the activities that are carried out in other countries on ESD, and possibly assigned to the Secretariat functions of such center for the dissemination of information on activities of ESD in the UNECE region.</p>
Issue 7.	Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, 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.

What the role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.

This task is performed through educational programs of general educational establishments (according to the new State Standard basic and complete general secondary education), "Natural" and "I am in the world."

http://www.mon.gov.ua/ua/activity/education/56/692/educational_programs/1349869088/

http://www.mon.gov.ua/images/files/navchalni_programu/2012/ukr/07_ya_u_sv.pdf

Regarding non-formal learning, with the assistance of the Small Grants Programme of the Global Environment Facility local residents of Zhytomyr region is carried out in the framework of vneklasnyh activities Ukrainian children's environmental forums, workshops on making compositions of dried flowers and medicinal herbs each of which has its own meaning and value, which is passed from generation to generation, and dried using solar energy. Souvenirs made of such products are distributed as the exchange of experience in other regions of Ukraine, during visits to other countries (the visit to the Republic of Lithuania, November 2013)

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 2,000 characters with spaces). Please be as specific as possible.

Please in particular discuss any challenges and obstacles encountered that were not yet mentioned in the concluding remarks on the implementation of the Strategy's main objectives (issues 1–6).

The main problems were identified in the concluding remarks on the implementation of the main objectives of the Strategy (tasks 1-6).

Issue 9. Future implementation of Education for Sustainable Development

Is there a political commitment/an indication that ESD implementation will continue to be supported after the end of phase III of the UNECE Strategy for ESD and after the United Nations Decade of ESD in your country? If yes, is there already an indication of implementation priorities?

ESD plays an important role in the adoption by the Verkhovna Rada of Ukraine Law "On Basic Principles (Strategies) of State Environmental Policy 2020", National Action Plan for Environmental Protection of Ukraine for 2011-2015 (NAP), the Law of Ukraine "On Higher education".

However, adopted in 2013 the Concept of Environmental Education for Sustainable Development created the preconditions and laid the foundation for the preparation and signing of the ESD Strategy and Action Plan on ESD, which will include the strategies of development and distribution of educational materials on ESD.

ESD Affiliate Network, established in January 2014, has begun to develop, and build the capacity of creating electronic databases for ESD, a single interaction center on ESD, primarily as a platform for the promotion of formal, non-formal, informal learning.

Among the priorities for ESD the development and adoption of the legal framework for ESD; professional development of teachers, vocational school students; implementation component of ESD in higher education, qualification and postgraduate education; ESD standards development for schools and maximum coverage of ESD in the preparation of curricula in schools, the development potential of the Partner Network to support non-formal education to ESD would remain.

Appendix 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 (✓) relevant themes for each level. Use the blank rows to insert additional themes that are considered to be key themes in addressing learning for SD.)

Also, could you specify which specific themes are of critical importance in your country and why?

Some key themes covered by sustainable development	ISCED Levels 2011								
	0	1	2	3	4	5	6	7	8
Peace studies (e.g., international relations, security and conflict resolution, partnerships)								X	X
Ethics and philosophy								X	X
Citizenship, democracy and governance								X	X
Human rights (e.g., gender and racial and intergenerational equity)								X	X
Poverty alleviation							X	X	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			X	X	X
Ecological principles/ecosystem approach				X			X	X	X
Natural resource management (e.g., water, soil, mineral, fossil fuels)				X			X	X	X
Climate change	X	X	X	X			X	X	X
Personal and family health (e.g., HIV/AIDS, drug abuse)	X	X	X	X			X	X	X
Environmental health (e.g., food and drinking; water quality; pollution)	X	X	X	X			X	X	X
Corporate social responsibility							X	X	X
Production and/or consumption patterns							X	X	X
Economics							X	X	X
Rural/urban development							X	X	X
Total	4	4	6	8			13	17	17
Other (countries to add as many as needed)									

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (maximum 153 ticks; “other” categories not counted) is:

No. of ticks	0–9	10–16	17–39	40–75	76–112	113–153
Scale	A	B	C	D 69	E	F

Appendix 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 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 (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)

Table of learning outcomes

Competence	Expected outcomes	ISCED Levels								
		0	1	2	3	4	5	6	7	8
Learning to learn Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?				X			X	X	X
	- understanding complexity/systemic thinking?				X			X	X	X
	- overcoming obstacles/problem-solving?				X			X	X	X
	- managing change/problem-setting?				X			X	X	X
	- creative thinking/future-oriented thinking?				X			X	X	X
	- understanding interrelationships across disciplines/holistic approach?				X			X	X	X
	Total				6			6	6	6
- other (countries to add as many as needed)?										
-										
Learning to do Does education at each level enhance learners' capacity for:	- applying learning in a variety of life-wide contexts?				X			X	X	X
	- decision-making, including in situations of uncertainty?				X			X	X	X
	- dealing with crises and risks?				X			X	X	X
	- acting responsibly?				X			X	X	X
	- acting with self-respect?				X			X	X	X
	- acting with determination?				X			X	X	X
	Total				6			6	6	6
- other (countries to add as many as needed)?										

Competence	Expected outcomes	ISCED Levels								
		0	1	2	3	4	5	6	7	8
Learning to be Does education at each level enhance learners' capacity for:	- self-confidence?				X			X	X	X
	- self-expression and communication?				X			X	X	X
	- coping under stress?				X			X	X	X
	- ability to identify and clarify values (<i>for phase III</i>)?				X			X	X	X
	Total				4			4	4	4
Learning to live and work together Does education at each level enhance learners' capacity for:	- other (<i>countries to add as many as needed</i>)?									
	- 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			X	X	X
	- collaboration/team working?			X	X			X	X	X
	- participation in democratic decision-making?			X	X			X	X	X
	- negotiation and consensus-building?			X	X			X	X	X
	- distributing responsibilities (subsidiarity)?			X	X			X	X	X
	Total			7	7			7	7	7
	- other (<i>countries to add as many as needed</i>)?									
-										

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (maximum 207 ticks; "other" not counted) is:

No. of ticks	0–11	12–21	22–53	54–105	106–156	157–207
Scale	A	B	C	D 99	E	F

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

Please indicate the teaching/learning methods used for ESD at the different ISCED levels. (Please tick (✓) relevant teaching/learning methods for each level. Use the blank rows to insert additional teaching/learning methods that are considered to be key methods in your country in teaching-learning for sustainable development.)

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy ^a	ISCED Levels								
	0	1	2	3	4	5	6	7	8
Discussions				X			X	X	X
Conceptual and perceptual mapping									
Philosophical inquiry							X	X	X
Value clarification							X	X	X
Simulations; role playing; games	X	X	X	X			X	X	X
Scenarios; modelling							X	X	X
Information and communication technology (ICT)	X	X	X	X			X	X	X
Surveys			X	X			X	X	X
Case studies		X	X	X			X	X	X
Excursions and outdoor learning	X	X	X	X			X	X	X
Learner-driven projects			X	X			X	X	X
Good practice analyses							X	X	X
Workplace experience								X	X
Problem-solving				X			X	X	X
Total	3	4	6	8			12	13	13
Other (countries to add as many as needed)									

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

^a Please refer to paragraph 33(e) of the UNECE Strategy for ESD.

The scoring key for this table (maximum 126 ticks; "other" not counted) is:

No. of ticks	0–8	9–42	43–53	54–76	77–98	99–126
Scale	A	B	C	D 59	E	F

Appendix II

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent ESD implementation is a multi-stakeholder process by filling in the table below. Please provide examples of good practice. *(Please tick (✓) in both (a) and (b) template-tables to indicate what types of education stakeholders are involved.)*

Table (a)

According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	<i>Formal</i>	<i>Non-formal</i>	<i>Informal</i>
NGOs		X	X
Local government	X	X	X
Organized labour			
Private sector	X	X	X
Community-based			X
Faith-based		X	X
Media		X	X
Total	2	5	6
<i>Other (countries to add as many as needed)</i>			

The scoring key for this table (maximum 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 13	F

Table (b)

According to United Nations Decade of ESD

Stakeholders	Classification by United Nations Decade of ESD				
	<i>Public awareness</i>	<i>Quality education</i>	<i>Reorienting education</i>	<i>Training</i>	<i>Social learning</i>
NGOs	X		X		X
Local government	X	X	X	X	X
Organized labour			X	X	X
Private sector	X	X	X	X	X
Community-based	X		X	X	X
Faith-based	X			X	X
Media	X				X
Total	6	2	5	5	7
Other (<i>countries to add as many as needed</i>)					

The scoring key for this table (maximum 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 25	F

Appendix III

Indicator 3.1, sub-indicator 3.1.3*

Please specify to what extent ESD is a part of the initial and/or in-service educator's training, by filling in the table below by ticking (✓) as appropriate.

ISCED levels	Percentage of education professionals who have received training ^a to integrate ESD into their practice																	
	Educators												Leaders/administrators ^b					
	Initial ^c						In service ^d						In service ^e					
	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.																		
7.																		
8.																		
Non-formal																		
Informal																		

*no accurate data

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

^b See paras. 54 and 55 of the UNECE Strategy for ESD.

^c Please indicate the number of educators who have received initial training on ESD as a percentage of the total number of educators by the reporting date.

^d Please indicate the number of educators who have received training on ESD as a percentage of the total number of educators who received in-service teacher training by the reporting date.

^e Please indicate the number of leaders/administrators who have received training on ESD as a percentage of total number of leaders/administrators who received in-service teacher training by the reporting date.

The scoring key for this table (maximum 100%) is:

Percentage of educated trainers	0–5	6–10	11–25	26–50	51–75	76–100
Scale	A	B	C	D	E	F

Appendix IV

Summary and self-assessment by countries

Please specify the status of efforts to implement the sub-indicators listed in the table below by ticking (✓) as appropriate.

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.

Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 1.3	National policies support synergies between processes related to SD and ESD	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.1	SD key themes are addressed in formal education	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.2	Strategies to implement ESD are clearly identified	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.3	A whole-institution approach to ESD/SD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.4	ESD is addressed by quality assessment/enhancement systems	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
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 checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.6	ESD implementation is a multi-stakeholder process	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 3.1	ESD is included in the training of educators	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 3.2	Opportunities exist for educators to cooperate on ESD	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.1	Teaching tools and materials for ESD are produced	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
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 checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.3	Teaching tools and materials for ESD are accessible	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.1	Research on ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.2	Development of ESD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.3	Dissemination of research results on ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed