Format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development

Phase: 2017–2019

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

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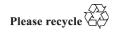
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A.   Provide brief information (not more than half a page) on the process by which this report has been prepared, including information on which types of public authorities were consulted or contributed to its preparation, how the stakeholders were 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 (please specify): Ministry of Education of the Russian Federation

☐ Stakeholders: _____

☐ NGOs (please specify) _____

☐ Academia (please specify) _____

☐ Business (please specify) _____

☐ Other (please specify) _____

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.)

Issue 1.	Ensure that policy, regulatory and operational frameworks support the promotion of ESD
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 language(s)?
Yes ☒ No ☐	Yes, the UNECE Strategy for ESD has been translated into Russian.
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes ☐ No ☒	
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes ☒ No ☐	The Ministry of Education of the Russian Federation and the Ministry of Science and Higher Education play the role of coordinating bodies for implementation of ESD
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes ☐ No ☒	
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, and other policy processes relevant to ESD?
Yes ☐ No ☒	

Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD
Sub-indicator 1.2.1	Is ESD reflected in any national policy document(s)?
Yes ☒ No ☐	National Strategy of Education for Sustainable Development in the Russian Federation
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?
(a) Yes ☒ No ☐ (b) Yes ☒ No ☐	Law, organisational and economic bases of education in the Russian Federation, basic principles of state policy of the Russian Federation in the sphere of education, basic rules of educational system functioning and pursuing educational activity are ensured in Federal Law № 273-FZ "On Education in the Russian Federation" of 29 December 2012 (hereinafter – Education Law). Subject of this Education Law are social relations emerging in the sphere of education in connection with exercising the right to education, implementing state guarantee of the human rights and freedoms in the sphere of education and creating conditions for implementing right to education. Formal education system of the Russian Education includes primary general education, basic general education and secondary general education. The content of general education is defined by the federal state educational standard (hereinafter - FSES). In accordance with Article 43 of the Constitution of the Russian Federation and Article 5 of the Education Law common availability and free-of-charge education in the Russian Federation are guaranteed in accordance with federal state educational standards of primary general, basic general and secondary general education. FSES are aimed at general development of students and set requirements not only for subject educational results but also for personal and meta-subject educational results. In the sphere of general professional education basic objectives are defined by the Strategy of the Development System of Staff Training and Shaping of Applied Qualifications in the Russian Federation for 2013-2020 (protocol by panel of the Ministry of Education and Science of the Russian Federation, 18 July 2013 № PK-5vn): providing correspondence between graduate qualification and economy demands; consolidation of resources of business, state and educational organizations in development of the general secondary educational system; establishment and implementation of broad opportunities for different categories of population in obtaining necessary qualifications during the whole working life; creating conditions for successful socialization and effective self-fulfillment of students. Implementation of the objectives is carried out in accordance with the complex of measures aimed at improving the system of secondary professional education for 2015-2020, approved by the Decree of the Government of the Russian Federation № 349-r, 3 March 2015. Federal state educational standards of general professional education (hereinafter - GPE) are worked out and updated in accordance with the Rules of working out, approving federal state educational standards and making amendments to them (Decree of the Government of the Russian Federation № 661, 19 August 2013). FSES GPE shape the common educational space, common requirements to the students results on the GPE level and are obligatory for application on the whole territory of the Russian Federation. In accordance with the FSES GPE education should result in obtained competencies which define the readiness and ability of a graduate to carry out these or those tasks on definite types of professional activity. Here professional competencies comply are

related to activity in a definite professional field, and common competencies provide successful socialization of a graduate. As a result, graduates of GPE shall have common competencies shaped, which provide obtaining cognitive skills of a higher level by graduates.

Current FSES GPE envisage a basic (obligatory) and an optional part, set by an educational organization. The optional part gives an opportunity for broadening and (or) deepening of the training process, defined by the content of the obligatory part, obtaining additional competencies, knowledge and skills, necessary for providing competitiveness of the graduate in compliance with the demands of the regional job market and opportunities for continuing education. Disciplines, inter-discipline courses and professional modules of the optional part are defined by the educational organization on its own account.

At the same time with working out and updating FSES GPE elaboration of approximate educational programmes is being held (hereinafter – AEP) which are the basis for development of programmes by educational organizations. AEP are placed on the Federal register of approximate general educational programmes (http://www.reestrspo.ru).

When implementing the GPE programmes textbooks are used, among them electronic, defined by the organization which carries out educational activity, given that approximate list of educational institutions and information sources is defined in the AEP for every profession (specialization) of GPE.

ISCED-2011 levels	(a)	(b)
	Yes	*Yes*
0. Early childhood education	✔	✔
1. Primary education	✔	✔
2. Lower secondary education	✔	✔
25. Lower secondary vocational education		
3. Upper secondary education	✔	✔
35. Upper secondary vocational education		
4. Post secondary non-tertiary education	✔	✔
45. Post-secondary non-tertiary vocational education		
5. Short-cycle tertiary education	✔	✔
55. Short-cycle professional tertiary education		
6. Bachelor's or equivalent level		
7. Master's or equivalent level		
8. Doctoral or equivalent level		
9. No information		

Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?
Yes ☒ No ☐	Russian legislation system does not distinguish between such forms of education implementation as "formal", "non-formal" or "informal".

In accordance with Paragraph 14 Article 2 of the Education Law additional education is aimed at comprehensive satisfaction of educational need of a human in intellectual, spiritual and moral, physical and (or) professional development and is not accompanied by upgrading the level of education.

In accordance with Paragraph 2 Article 28 of the Education Law contents, teaching-methodological groundwork and applied educational technologies are set by an educational organization on its own accord.

If we focus on the substance of the notions "formal" and "informal" education, defined in international pedagogic theory and practice, and on ISCED-2011, basic difference between them is in the level of structuring, systematic way of students moving from level to level, terms of implementation, presence of a document in an established format, which confirms the level of education.

Additional education is not accompanied by upgrading the level of education and, therefore, in its content can be related to non-formal type of education.

Additional education is not standardized (unlike, for instance, general education) – that is why it is the most flexible and dynamic system of education, which is capable of quick reaction on social demands of children, parents and state.

Despite the fact that additional education can develop in educational space without restrictions, state has a guiding influence on its development for providing high rates of services' quality and their accessibility, as well as creation of common educational space on federal, regional and local levels.

Basic principles of building up, fundamental goals and strategic directions of functioning of the children additional education system are defined by the Concept of Additional Children Education Development, approved by a decree of the Government of the Russian Federation № 1726-r, 4 September 2014.

Till 2018 the events of priority project "Accessible Additional Children Education", approved by a Protocol of Presidium of the Council by the President of the Russian Federation on strategic development and priority projects № 11, 30 November 2016, were carried out and it continued in the frame of a federal project "Success of Every Child" by the national project "Education" (hereinafter - FP).

To achieve the goal of FP to embrace by 2024 80% of children at the age of 5-18 with additional education, events on renewal the contents and the methodology of additional children education, developing staff potential and modernization of infrastructure of additional children's education system are defined as key-events.

During the period of FP implementing it is planned to provide state assistance for:

implementation of a targeted model of additional education development;

establishment of children technoparks "Quantorium": stationary, and mobile for children living on underpopulated territories;

creation of centers which carry out additional programmes of general education on the basis of educational organizations for higher education;

establishment of regional youth centres of discovery, support and development of abilities and talents of children and youth;

creation of scientific-educational laboratories for children;

implementation of the best technics and innovation projects in the sphere of additional children education;

renewal of material-technical basis for Physical Education and Sports lessons;

dissemination of distance learning technologies and implementation of network cooperation mechanisms in additional education;

engaging foreign children and youth in participation in Russian Summer schools;

implementation of involvement mechanisms for public-business unities and participation mechanisms for employers' representatives in decision-making process on managing the development of educational organizations;

	development of different forms of mentorship and "patronage";
	building up the individual tracks for students;
	    More than that, in frames of FP "informal" education is being developed: educational free of charge online-platforms are created (for instance, "ProeKTOria"), which provide educational content on additional children educational programmes, professional navigation for high school seniors, aimed at professional orientation for children, navigation in existing professions, children engagement in solving project tasks.
	    To sum up, it is planned that by 2024 not less than 12 million children will participate in open online-lessons, taking into account the experience of the open-lesson cycle of "ProeKTOria".

Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes ☒ No ☐	The Government of the Russian Federation annually presents for the Federal Assembly of the Russian Federation report on implementation of state policy in the sphere of education in frames of carrying out common state policy in the sphere of education and publishes it on the official web-site of the Government of the Russian Federation on the information-telecommunication network "Internet". In accordance with the Education Law management of the educational system is carried out based on the principles of legitimacy, democracy, autonomy of educational organizations, information transparency of the educational system and consideration of public opinion and is state-public in nature.

Sub-indicator 1.2.5	Does a formal structure for interdepartmental cooperation relevant to ESD exist in your Government?
Yes ☒ No ☐	Inter-agency working group on the issues connected with climate change and provision of sustainable development under the Administration of the President of the Russian Federation.
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government?
Yes ☒ No ☐	Cooperation in the frames of Inter- agency working group on the issues connected with climate change and provision of sustainable development under the Administration of the President of the Russian Federation.
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes ☐ No ☒	
Indicator 1.3	**National policies support synergies between processes related to sustainable development (SD) and ESD**
Sub-indicator 1.3.1	Are there any certain political programmes, plans or law in the sphere of "sustainable development", "global understanding" in your country, where in each case definitions connected with "sustainable development" are used?
Yes ☒ No ☐	The Decree by the President of the Russian Federation № 176 "On the Strategy of Ecological Security of the Russian Federation till 2025", 19 April 2017.
Sub-indicator 1.3.2	Is ESD part of SD policy(ies) if these exist in your country?
Yes ☒ No ☐	
Concluding remarks on issue 1	The Russian Federation pays great attention to the issue of adaptation of educational policy for the purpose of implementation of Goal for sustainable development 4 "Providing comprehensive and fair education of high quality and promotion of an opportunity to study during the whole life for everyone", and now legal and regulatory basis and functional frames, conducive to its achievement are created in Russia. One of the basic aims of work is strengthening and development of common educational space which guarantees equal access to education of a good quality for all children on the territory of the country. To achieve this aim in 2018 a project "Russian Online School" was launched – interactive lessons on the whole school programme. This online platform will, first of all, assist and foster professional activity of our teachers and everyone who is interested in school education of high quality. At "Russian Online School" one can constantly study, revise a missed topic or deal with difficult material. A national project "Education" has been prepared. The structure of the project includes ten big federal projects devoted to school, general professional education, development and support of pedagogic education, digital studying space, support of talented children, parents, lifelong education, social engagement of a personality and education export. It is planned to pay special attention to inclusive education, increasing the number of children with disabilities involved into extracurricular activities. From 1 September 2018 FSES for children with disabilities are adopted, which requires serious material-technical as well as staff preparation. Efforts of the Russian Federation are aimed at variability of education for children with disabilities. Support of correction school is going on, because it is very important to create the situation of choice of the place where to study for the child, proceeding from individual peculiarities of every child: special school, special class or studying at an ordinary class. Another priority is the development of life-long education for the grown-up working population at the age of 25 and older.

| | Implementation of a number of services has been envisaged which provide navigation and support for citizens of older age in choosing of educational programmes. Moreover, Russia creates a system of professional competitions for the citizens of all ages, providing their development and growth. |
| | The national project "Demography" is being implemented in Russia, one of the tasks is to provide assistance for young families. In particular, in frames of the project additional places in kindergartens (nursery) for the children at the age from 2 month to 3 years are created in the entities of the Russian Federation. For 2018-2021 significant investments are envisaged for entire tackling the problems with queues in nurseries and holding zero queue in kindergartens. |

Issue 2.	Promote SD through formal, non-formal and informal learning

Indicator 2.1	SD key themes are addressed in formal education
Sub-indicator 2.1.1	Are key themes of SD addressed explicitly in the curriculum/programme of study at various levels of formal education?

Yes ☒ No ☐	Basic general education FES include the issues of learning environmental literacy, forming an environmental mindset, environmental culture and environmentally friendly lifestyle in the students.

Basic general education FES include the issues of learning environmental literacy, forming an environmental mindset, environmental culture and environmentally friendly lifestyle in the students.

According to paragraph 11.7 of FES for basic general education the school subject of "Natural Sciences" must also nurture respect for the environment; learning the environmental cognitive model and how to apply it for analyzing economic risks for public health, life security and environmental wellbeing; understanding the significance of the concept of sustainable development. Requirements for environmental knowledge in fields such as geography, biology, chemistry, physics and technology are also included in the FES.

According to secondary general education FES requirements to substantial results of mastering integrated subject "Ecology" must also reflect the appreciation of the notions that an environmentally friendly culture is a prerequisite of a sustainable growth and development of society and nature, environmental links between humanity nature and society, personal attitude towards environmental values and the moral responsibility for environmental consequences of ones actions.

The topics of sustainable development are included in the exemplar general education programs.

On the primary education level:

In the framework of the social and natural studies the following questions are addressed: Man as part of nature, human dependency on nature, the ethical and aesthetic value of nature in human life, familiarization with laws of nature through practice; folk calendar (omens, sayings proverbs), determining the seasonal work; positive and negative consequences of human action on nature (including the example of immediate surroundings); rules of behavior in nature; protection of natural protection of natural resources: water, air, minerals, flora and fauna; nature reserves, national parks, their role in nature conservation; The Red Book of Russia, its value, individual representatives of plants and animals in the Red Book, feasible participation in nature conservation; the personal responsibility of each person for the safety of nature.

On the basic general education level:

The following topics are studied within the framework of the school subject "Social Studies": strengthening the interconnections of countries and peoples; global problems of our time; the danger of international terrorism; environmental crisis and ways to resolve it; modern means of communication and communication, their impact on our lives.

In accordance with FSES GPE the result of the education should be the acquired competencies that determine the readiness and ability of the graduate to perform certain tasks in certain types of professional activity. Wherein, professional competencies cover activities in a particular professional area, and general competencies ensure successful graduate socialization.

FSES GPE plans for students to learn to:

- choose ways to solve professional tasks in relation to different contexts;
- search, analysis and interpretation of information necessary to perform the tasks of professional activity;
- plan and implement your own professional and personal development;
- work in a team, effectively interact with colleagues, management, clients;
- carry out oral and written communication in the state language of the Russian Federation taking into account the characteristics of the social and cultural context;

	exercise civic and patriotic stands, demonstrate a conscious behavior based on the traditional human values;

- exercise civic and patriotic stands, demonstrate a conscious behavior based on the traditional human values;
- contribute to the preservation of the environment, resource conservation and effective action in emergency situations;
- use the means of physical culture to maintain and promote health in the process of professional activity and maintain the necessary level of physical fitness;
- use information technology in professional activities;
- use professional documentation in the state and foreign languages;
- use knowledge of financial literacy, plan business activities in the professional field.

A	B	C	D	E	F
☐	☐	☐	☐	☒	☐

Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum/programme of study at various levels of formal education?
Yes ☒ No ☐	On the basic general education level: Within the framework of the school subject "Geography", students should be able to assess the nature of the interaction of human activities and natural components in different geographical conditions from the point of view of sustainable development. In the framework of the school subject "Biology", students should know and be able to argue on the behalf of the basic rules of behavior in nature, analyze and evaluate the consequences of human activity in nature, understand environmental problems arising as a result of irrational nature management and ways to solve these problems, navigate in the questions of moral norms and values in relation to objects of nature, their own health and the health of other people (recognition of the high value of life in all of its manifestations, environmental consciousness, emotional and value attitude towards к объектам objects of nature). On the secondary education level: In the course of studying the school subject "Geography", graduates will learn to explain the influence of global humanitarian problems on the life of the population and the development of the world economy, highlight the most important environmental, socio-economic problems, understand and characterize the causes of processes and phenomena affecting the safety of the environment, assess the nature of interactions between human activities and components of nature in different geographical conditions from the point of view of the concept of sustainable development, evaluate the geopolitical risks caused by socio-economic and geo-ecological processes taking place in the world. As part of mastering the school subject "Social Studies", a graduate will learn to identify, analyse, systematize and evaluate information illustrating the diversity and inconsistency of social development, provide examples of progressive and regressive social changes, support their opinions and conclusions with arguments, formulate their own judgments about the nature, causes and consequences of globalization; illustrate the manifestations of various global problems. As a result of studying the school subject "Ecology" at the of secondary general education level, a graduate at the basic level will learn to: use the concept of "ecological culture" to explain ecological relations in the system "humanity – society – nature" and achieve sustainable development of society and nature; determine the reasonable needs of a person when using products and goods by individuals, communities; analyse the impact of socio-economic processes on the state of the environment; analyse the labelling of goods and food, environmental certificates in order to obtain information to ensure the safety of life, energy and resource conservation; analyse consequences of irrational energy resources usage;

use local, regional and state environmental regulations and laws to enforce their civil rights and fulfill their obligations in the interests of preserving the environment, health and safety of life;

understand the connection between environmental and economic damage and assess the effects of physical, chemical and biological pollution of the environment;

analyze different situations in terms of the occurrence of an environmental offense;

assess the environmental hazard of waste and propose ways to reduce and recycle waste in specific situations;

retrieve and analyze information from the sites of geographic information systems and computer programs of environmental monitoring to characterize the environmental situation of a particular area;

identify the causes leading to local, regional and global environmental problems.

In the FES system, in accordance with FSES GPE when developing an educational program, an educational organization forms requirements for the results of its mastering in terms of professional competencies based on professional standards, the lists of which are presented in the annexes to the corresponding FSES GPE.

The mandatory part of the educational program is aimed at the formation of general and professional competencies envisaged by FSES GPE. Learning outcomes include general competencies, including support of ESD: choose ways of solving problems of professional activity in relation to various contexts; demonstrate a civil-patriotic position, demonstrate conscious behaviour based on traditional universal human values; promote the preservation of the environment, resource conservation, act effectively in emergency situations and others.

In order to develop skills in the field of ESD, to form attitudes to a particular issue and assimilate the values of the FSES GPE, it is provided that the structure of the GPE educational program includes a "general humanitarian and socio-economic cycle".

The educational organization independently plans the results of training in individual disciplines, modules and practices, which should be correlated with the required results of mastering the educational program (competencies of graduates). The totality of the planned learning outcomes should ensure the graduate to master all the general and professional competencies established by FSES GPE.

The educational organization is obliged to clearly formulate the requirements for the results of their development in the work programs of all disciplines and professional modules: competences, practical experience, knowledge and skills.

A	B	C	D	E	F
☐	☐	☐	☒	☐	☐

Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum/programme of study at various levels of formal education?
Yes ☒ No ☐	In accordance with FSES of preschool education, the content of educational areas can be implemented in various activities (communication, play, cognitive research, as cross-cutting mechanisms of child development): in infancy (2 months - 1 year) - direct emotional communication with an adult, manipulation with objects and cognitive research activities, perception of music, children's songs and poems, motor activity and tactile-motor games; at an early age (1 year - 3 years) - subject activities and games with composite and dynamic toys; experimenting with materials and substances (sand, water, dough, etc.), communication with adults and playing together with peers under adult supervision, self-care and actions with household tools (spoon, scoop, spatula, etc.), perception of the meaning of music, fairy tales, poems, viewing pictures, physical activity; for children of preschool age (3 years - 8 years) - a number of activities, such as playing, including role-playing, rule-based and other types of games, communicative (communication and interaction with adults and peers), cognitive-research (exploration of objects in the world and experimenting with them), as well as the perception of fiction and folklore, self-service and elementary household work (indoors and outdoors), construction using of various materials, including designers, modules, paper, natural other material, graphic (drawing, modeling, application), musical (perception and understanding of the meaning of musical works, singing, musical rhythmic movements, playing children's musical instruments) and motor (mastering basic movements) forms of activity of the child. In accordance with FSES of primary, basic and secondary general education, in order to ensure the implementation of the educational program in an organization carrying out educational activities, opportunities must be created for the participants of educational relations for: personal development, satisfaction of cognitive interests, self-realization of all students, including those gifted and talented, through the organization of educational and extracurricular activities, social practice, community service activities, a system of clubs, studios using the opportunities of organizations of additional education, culture and sports; mastering students' core competencies, which form the basis for further successful education and orientation in the world of professions; the formation of students' social values, the foundations of their civic identity and socio-professional orientations; individualization of the educational process through the design and implementation of individual educational plans of students, ensuring their effective independent work with the support of teachers and tutors; the inclusion of students in the processes of transformation of the urban social environment, the formation of their leadership qualities, experience of social activities, the implementation of social projects and programs; formation of environmental literacy and healthy and safe lifestyle skills for students and their environment; use in educational activities of modern educational dynamic technologies; the inclusion of students in the processes of understanding and transformation of the out-of-school social environment (locality, district, city) in order to gain experience of real management and action; effective management of an organization carrying out educational activities using information and communication technologies, as well as modern financing mechanisms. In accordance with FSES GPE, as a result of the development of the educational program, a graduate must have general and professional competencies. A graduate who has mastered an educational program should have the following general competencies: choose ways to solve problems of professional activity in relation to various contexts; to search, analyze and interpret information necessary for the performance of tasks of professional activity; plan and implement your own professional and personal development; work in a team, effectively interact with colleagues, management, clients; show a civil-patriotic position, demonstrate conscious behavior based on

traditional universal human values; contribute to the preservation of the environment, resource conservation, and effective action in emergency situations; use the means of physical culture for the preservation and strengthening of health in the process of professional activity and maintaining the necessary level of physical fitness; use information technology in professional activities and others.

The educational organization in the formation of educational programs should include in the implementation of the competence-based approach the use in the educational process of active forms of conducting classes using electronic educational resources, business and role-playing games, individual and group projects, analysis of production situations, psychological and other trainings, group discussions in conjunction with extracurricular work for the formation and development of general and professional competencies of students.

In accordance with the Education Law, pedagogical workers are granted freedom in the choice of forms of education, methods of teaching and education. The use of methods and means of training and upbringing, educational technologies that damage the physical or mental health of students during the implementation of educational programs is prohibited. At the same time, the forms, means, methods of training and education used are consistent with age, psychophysical features, inclinations, abilities, interests and needs of students.

A	B	C	D	E	F
☐	☐	☐	☒	☐	☐

Indicator 2.2	**Strategies to implement ESD are clearly identified**

Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project?; (e) other approaches?

(a) Yes ☒ No ☐

(b) Yes ☒ No ☐

(c) Yes ☒ No ☐

(d) Yes ☒ No ☐

(e) Yes ☐ No ☒

ISCED levels 2011	(a) Yes	(b) Yes	(c) Yes	(d) Yes	(e) Yes
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					

Indicator 2.3	A whole-institution approach to SD/ESD is promoted
Sub-indicator 2.3.1	Do educational institutions adopt a "whole-institution approach" to SD/ESD?

Yes ☒ No ☐	In accordance with the Education Law, the network form of implementation of educational programs provides an opportunity for students to master the educational program using the resources of several organizations engaged in educational activities, including foreign ones, as well as, if necessary, other organizations. Scientific organizations, medical organizations, cultural organizations, sports and other organizations that have the resources necessary for the implementation of training, educational and industrial practices and other types of educational activities provided by the relevant educational program participate in the implementation of educational programs with the use of the network form, along with organizations engaged in educational activities. In order to organize the implementation of educational programs in the network form, organizations also jointly develop and approve educational programs.

ISCED levels 2011	Yes
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 ☒ No ☐	In order to improve the quality of the educational process, the Ministry has developed the Methodological Recommendations on the organization of educational activities using the network forms of implementation of educational programs (letter dated August 28, 2015 № AK-2563/05). These recommendations contain information on the regulation of the development and implementation of educational programs in the network form, the grounds for the use of the network form of implementation of educational programs by the organization, options for the integration of educational programs and the use of resources of organizations, the status of students in the network forms of implementation of educational programs. Implementation of the state policy in the field of GPE is carried out in accordance with the Education Law, which establishes the competence and responsibility of federal executive authorities, public authorities of the subjects of the Russian Federation and educational organizations in organization of educational activities within educational programs of GPE. For example, in accordance with Article 8 of the Education Law, the issues of organization of secondary vocational education, including provision of state guarantees of the right to receive public and free secondary vocational education, as well as the implementation of the functions and powers of the founders of educational organizations of the constituent entities of the Russian Federation, belong to the powers of the state authorities of the constituent entities of the Russian Federation in the field of education. At the same time, according to Article 26.3 of the Federal Law of October 6, 1999 No. 184-FZ "On the general principles of organization of legislative (representative) and executive bodies of state power of the subjects of the Russian Federation", these issues are handled by the authorities of the subjects of the Russian Federation independently at the expense of budgets of the subjects of the Russian Federation. <table><tr><td>**ISCED levels 2011**</td><td>*Yes*</td></tr><tr><td>0. Early childhood education</td><td>✔</td></tr><tr><td>1. Primary education</td><td>✔</td></tr><tr><td>2. Lower secondary education</td><td>✔</td></tr><tr><td>3. Upper secondary education</td><td>✔</td></tr><tr><td>4. Post-secondary non-tertiary education</td><td>✔</td></tr><tr><td>5. Short-cycle tertiary education</td><td>✔</td></tr><tr><td>6. Bachelor's or equivalent level</td><td></td></tr><tr><td>7. Master's or equivalent level</td><td></td></tr><tr><td>8. Doctoral or equivalent level</td><td></td></tr></table>

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?
Yes ☒ No ☐	(a) Formal education institutions:

In accordance with the Education Law authorities of the constituent entities of the Russian Federation in the sphere of education design regional programmes for the development of education taking into account the regional socio-economic, environmental, demographic, ethno cultural and other characteristics of the constituent entities of the Russian Federation.

In coordination with its founders, educational organizations develop and approve educational organization development program, which includes the development of the main areas of activity: the implementation of educational programs, modernization of the material and technical base of personnel training, development of human resources, expansion of cooperation with employers, ensuring the quality of training graduates in accordance with the requirements of FSES GPE etc.

ISCED levels 2011	Yes
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	

(b) For non-formal education institutions:

The "whole-institution approach" accompanies the transformational changes in the system of supplementary education for children (which is non-formal education), implemented in accordance with the Concept of Development of Additional Education for Children.

Russia is building a modern system of additional education, which includes:

federal resource centres of supplementary education for children, which provide overall coordination of the development of supplementary education for children, development, dissemination and implementation of best practices;

regional model centres of supplementary education for children as the core of the regional system;

municipal (pillar) supplementary education centres and organizations involved in supplementary education for children.

Coordination of the activities of the constituent entities of the Russian Federation in the implementation of additional general education programmes in the areas of art, technology, natural science, physical culture and sports, tourism and local history, and social education is carried out by five federal resource centres under the jurisdiction of the Ministry of Education of the Russian Federation.

Regional model centres for supplementary education for children, in turn, serve as a resource centre, educational and

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?
	methodological centre, an organizational centre, an expert advisory and sociocultural centre in the regional supplementary education system for children, and ensure the coordinated development of supplementary programmes for children of various orientations.

Such model centres currently operate in 20 constituent entities of the Russian Federation.

Within the framework of the federal project "The success of every child", part of the national project "Education" (hereinafter referred to as FP), by 2022, it is planned to launch regional model centers in all constituent entities of the Russian Federation.

The federal co-financing of the creation of the Quantorium network of children's technology parks and centres for the identification, support and development of talents among children and young people, which cover all constituent entities of the Russian Federation, is also envisaged.

Based on the principles of involvement of public and business associations, a target model for the functioning of the organization's collegial management bodies will be created by 2021, which will include representatives of potential employers in the decision-making process on the management of the educational organization and the updating of educational programs.

In the second quarter of 2019, it is planned to approve the target model for the creation and operation of centres implementing additional general education programs in organizations engaged in educational activities under higher education programs, which will include model education programs, additional professional programs (professional development programs), requirements for infrastructure and logistics, organizational and management models. |

ISCED levels 2011	Yes
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	

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?: (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?

(a) Yes ☒ No ☐

(b) Yes ☒ No ☐

(c) Yes ☒ No ☐

In order to ensure the implementation of the Education Law, the educational system of the Russian Federation is being monitored.

Assessment of the quality of students training in the Russian Federation currently comprises three main groups of assessment procedures. These include:

- intra-school monitoring of the quality of student training, ensuring ongoing knowledge control, intermediate certification and assessment of students' learning and educational achievements;

- procedures of state final certification, which serves to assess the degree and level of students' mastery of educational programs and select graduates of general education institutions for further education at other levels of education;

- monitoring studies (regional, national and international studies), which reveal various factors that have a significant impact on students' educational achievements. The detailed analysis of these factors allows to determine solutions aimed at reduction or elimination of the factors negatively affecting educational achievements.

Each of these procedures uses modern tools aimed at assessing the full range of FSES requirements to the level of training of students, including the assessment of the ability to perform educational and practical tasks in individual subjects.

The federal executive authority, which performs the functions of legal regulation in the sphere of state regulation of educational activity, functions of control and supervision in the sphere of education and science, is the Federal Service for Supervision in the Sphere of Education and Science.

Monitoring the quality of personnel training in educational institutions implementing secondary vocational education programs is also carried out in order to implement paragraph 19 of the set of measures aimed at improving the system of secondary vocational education for 2015-2020, approved by the Government of the Russian Federation on 3 March 2015 № 349-r.

Monitoring is aimed at obtaining complete and reliable information characterizing the activity of educational organizations in the field of personnel training in the system of secondary vocational education. The monitoring helps to identify breakthrough development vectors and positive trends, as well as lagging segments and constraints in the training system of the Russian Federation.

Monitoring includes the study of systemic changes in the activities of educational organizations implementing educational programs of secondary vocational education, including the transition of the secondary vocational education system to new demanded professions and specialties in accordance with the best and most advanced foreign technologies, the degree of participation of specialized enterprises and organizations in training, international mobility and other fundamental positions.

Detailed data on the monitoring results is published online: http://miccedu.ru/monitoring/.

ISCED levels 2011	(a) Yes	(b) Yes	(c) Yes
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 2.4.2	Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years , in relation to ESD?: (a) Knowledge, (b) Skills and competencies; (c) Values and attitudes; (d) Behaviors; (e) None; (f) No information available
a) Yes ☒ No ☐ b) Yes ☒ No ☐ c) Yes ☒ No ☐ d) Yes ☒ No ☐ e) Yes ☐ No ☒ f) Yes ☐ No ☒	In the area of secondary vocational education, the federal project "Young Professionals" (Improving the competitiveness of vocational education) is implemented. A number of measures are planned to be taken in the period up to 2024 in order to update the material and technical base of educational organizations implementing GPE programmes in order to ensure advanced training.

Уровни МСКО-2011	a) Yes	b) Yes	c) Yes	d) Yes	e) Yes	f) Yes
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						

Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?
Yes ☒ No ☐	In accordance with Article 28 of the Education Law, content, educational and methodological basis, applied educational technologies are set by the educational organization on its own accord. Along with this, learning, also in additional programmes of general education, is inevitably accompanied by the midterm attestation of students, held in forms set by the educational plan and in the order set by the educational organization. As implementation of additional education is not accompanied by upgrading the educational level, final attestation is not obligatory for assessment of the degree and level of grasping the additional educational programme by the student. Along with this, in the majority of modern platforms of additional children education created with the help of the state, children are taught to carry out project activities, which are aimed at gaining theoretical and practical knowledge by creating a definite innovation product or engineering and technical elaboration (such platforms are for instance children technoparks "Quantorium", centers of digital children education "IT-Cube", centers of finding out, support and development of skills and talents among children and youth which attract industrial enterprises, scientific research organizations, educational organizations of higher education and other persons interested in it to implementation of educational programmes).

Sub-indicator 2.5.2	Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) which addresses SD issues?
Yes ☒ No ☐	In the documents on strategic planning of the entities of the Russian Federation support measures on learning on working place are envisaged. Along with this, in accordance with Article 196 of the Labour Code of the Russian Federation (hereinafter – LC RF) the necessity of workers training (professional education and professional teaching) and additional professional education as well as sending workers for an independent qualification assessment for self-needs are defined by the employer. The forms of training and additional professional education of workers, the list of necessary professions and specialities, also for sending workers for an independent qualification assessment are defined by the employer taking into account the opinion of the representative workers agency in the order set by Article 372 LC RF for adopting local normative acts. For workers who are in training the employer has to create all the necessary conditions for combining work with education, provide guarantees, set by the labour legislation and other regulatory acts, which contain norms of labour right, collective contract and agreements, local legal acts and labour contract.
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 ☒ No ☐	Assessment is carried out in connection with accessibility and quality of additional educational programmes. Currently regional and municipal segments of generally accessible federal navigator of additional children education (hereinafter - navigator) are being established and developed which contains information on implemented additional education programmes in the entities of the Russian Federation and on children who study with the mentioned programmes and allows to carry out analytical and statistics observation of additional children education development. In the navigator system the option of assessment of uploaded programmes by students and their parents (legal representatives) has been envisaged. Satisfaction of students and their parents (legal representatives) by the conditions of carrying out educational activities on additional programmes of general education implemented by state and municipal educational organizations and organizations which carry out educational activity by the means of federal budget, is defined in frames of holding in the entities of the Russian Federation independent quality assessment of conditions of implementing educational activity by organizations which implement educational activity (hereinafter - IQA): surveys and questionnaires are being held among students and their parents (legal representatives), also online on the sites of educational organizations. The results of the IQA are published on bus.gov.ru and on official sites of corresponding educational organizations and ruling bodies in the fields of education, culture and sport of the entities of the Russian Federation.
Indicator 2.6	**ESD implementation is a multi-stakeholder process**
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes ☒ No ☐	In the Russian Federation ESD implementation is held with the participation of broad circle of the people who are interested in it, which belong to formal educational institutions (educational institutions of preschool, primary, basic general education and secondary general education, secondary professional education) and informal education (federal resource centres for additional children education, regional model centres for additional children education, municipal (reference) centres for additional education and organizations participating in additional children education)
Issue 3.	**Equip educators with the competence to include SD in their teaching**

Indicator 3.1	ESD is included in the training of educators
Sub-indicator 3.1.1	Is ESD a part of educators' initial training?
Yes ☒ No ☐	For the sphere of secondary vocational education, the training of teaching personnel is carried out under the program "Vocational Training (by branches)". FSES GPE in this specialty provide that the graduate must have general competencies, including the ability to: understand the nature and social significance of their future profession, show a steady interest in it; organize his own work process, identify methods for solving professional problems, evaluate their effectiveness and quality; assess risks and make decisions in non-standard situations; search, analyse and evaluate information necessary for the formulation and solution of professional tasks, professional and personal development; use information and communication technologies to improve professional activities; work in a team, interact with management, colleagues and social partners; set goals, motivate students' activities, organize and monitor their work, taking responsibility for the quality of the educational process; independently determine the goals of professional and personal development, engage in self-education, consciously plan advanced training; carry out professional activities in the context of updating its goals, content, change of technology; carry out injury prevention, to protect the lives and health of students; carry out professional activities in compliance with the laws governing it. An educational organization that develops an educational program should define its specific parameters, taking into account the meeting of the needs of the labour market and employers, specify the end result of learning in the form of competences, skills and knowledge, and practical experience.

Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training?
Yes ☒ No ☐	LC RF establishes that the need for additional professional education of employees for employers is determined by themselves. Additional vocational education of employees is carried out by the employer on the conditions and in the manner determined by the collective agreement, arrangements, and employment contract. However, some cases, as determined by federal laws and other regulatory legal acts of the Russian Federation, an employer is obliged to conduct additional professional education of employees, if it is required for employees to perform certain types of activities. Advanced training and retraining programs are aimed at improving and (or) obtaining a new competence necessary for professional activity and (or) increasing the professional level within the existing qualifications, at obtaining the competence necessary to carry out a new type of professional activity, and acquiring a new qualification. The content of the additional professional program is determined by the educational program developed and approved by the organization carrying out educational activities, unless otherwise established by the Education Law and other federal laws, taking into account the needs of the employee, organization initiated by additional professional education. Educational programs are available in the information and telecommunication environment "Internet", as organizations conducting educational activities are required to place them on open resources in accordance with the legislation of the Russian Federation in the field of education.
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes ☒ No ☐	LC RF establishes that the need for additional professional education of employees for employers is determined by themselves. Additional vocational education of employees is carried out by the employer on the conditions and in the manner determined by the collective agreement, arrangements, and employment contract. However, some cases, as determined by federal laws and other regulatory legal acts of the Russian Federation, an employer is obliged to conduct additional professional education of employees, if it is required for employees to perform certain types of activities. Advanced training and retraining programs are aimed at improving and (or) obtaining a new competence necessary for professional activity and (or) increasing the professional level within the existing qualifications, at obtaining the competence necessary to carry out a new type of professional activity, and acquiring a new qualification. The content of the additional professional program is determined by the educational program developed and approved by the organization carrying out educational activities, unless otherwise established by the Education Law and other federal laws, taking into account the needs of the employee, organization initiated by additional professional education. Educational programs are available in the information and telecommunication environment "Internet", as organizations conducting educational activities are required to place them on open resources in accordance with the legislation of the Russian Federation in the field of education.
Indicator 3.2	**Opportunities exist for educators to cooperate on ESD**
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?
Yes ☐ No ☒	
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way?
Yes ☐ No ☒	

Issue 4.	Ensure that adequate tools and materials for ESD are accessible

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 ☐ No ☒	Regarding the sphere of secondary vocational education, it should be noted that, in accordance with the Education Law, educational publications, including electronic editions, selected by an organization carrying out educational activities, are used in the implementation of programmes for secondary vocational education.

Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes ☐ No ☒	

Indicator 4.2	**Quality control mechanisms for teaching tools and materials for ESD exist**
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities?; (b) approved by public authorities?; (c) tested and recommended for selection by educational institutions?
(a) Yes ☒ No ☐ (b) Yes ☒ No ☐ (c) Yes ☒ No ☐	The procedure for the formation of the federal list of textbooks recommended for use in the implementation of programmes for general education, approved by the Order of the Ministry of Education and Science of the Russian Federation No. 870 dated July 18, 2016. In addition, a list of organizations producing educational materials that are allowed to be used in the implementation of state-accredited programmes for primary general, basic general and secondary general education. This list was approved by the Order of the Ministry of Education and Science of the Russian Federation No. 699 dated June 9, 2016. Regarding the sphere of secondary vocational education, it should be noted that, in accordance with the Education Law, educational publications, including electronic editions, selected by an organization carrying out educational activities, are used in the implementation of programmes for secondary vocational education.
Sub-indicator 4.2.2	Are ESD teaching tools/materials available: (a) in national languages?; (b) for all levels of education according to ISCED?
(a) Yes ☒ No ☐ (b) Yes ☒ No ☐	<table><tr><td>**ISCED levels 2011**</td><td>*Yes*</td></tr><tr><td>0. Early childhood education</td><td>✔</td></tr><tr><td>1. Primary education</td><td>✔</td></tr><tr><td>2. Lower secondary education</td><td>✔</td></tr><tr><td>3. Upper secondary education</td><td>✔</td></tr><tr><td>4. Post-secondary non-tertiary education</td><td>✔</td></tr><tr><td>5. Short-cycle tertiary education</td><td>✔</td></tr><tr><td>6. Bachelor's or equivalent level</td><td></td></tr><tr><td>7. Master's or equivalent level</td><td></td></tr><tr><td>8 Doctoral or equivalent level</td><td></td></tr></table>

Indicator 4.3	**Teaching tools and materials for ESD are accessible**
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?
Yes ☒ No ☐	In accordance with the Education Law in the field of secondary vocational education, it should be noted that educational publications, including electronic editions, selected by an organization carrying out educational activities, are used in the implementation of programmes for secondary vocational education.

Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes ☐ No ☒	
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes ☒ No ☐	In accordance with Education Law, educational organizations form open and publicly accessible information resources containing information about their activities, and provide access to such resources by making them available in information and telecommunication networks, including the official website of the educational organization. Educational organizations ensure openness and accessibility of information regarding educational programmes they implemented with indication of academic subjects, courses, disciplines (modules) and practices envisaged in the corresponding educational programme, as well as information on federal state educational standards, educational standards (if available), access to information systems, information and telecommunication networks and electronic educational resources provided to students.
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?
(a) Yes ☒ No ☐ (b) Yes ☐ No ☒	Model programmes for basic general education, as well as programmes for specialties of secondary vocational education, which serve as the basis for programmes designed by particular educational organizations, are available online in the Federal Register of Model Programmes for Basic General Education (http://www.reestrspo.ru).
Issue 5.	**Promote research on and development of ESD**
Indicator 5.1	**Research on ESD is promoted**
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD supported?
Yes ☐ No ☐	*Please specify in particular the most important outcomes of supported research.*
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes ☐ No ☐	*Please specify what subjects were investigated and list major reports.*
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: (a) for the master's level?; (b) for the doctorate level?; (2) addressing ESD: (a) for the master's level?; (b) for the doctorate level?

(1) (a) Yes ☐ No ☐ (b) Yes ☐ No ☐ (2) (a) Yes ☐ No ☐ (b) Yes ☐ No ☐	*Please specify what programmes are available and list the most important academic dissertations that address ESD.*
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?
(a) Yes ☐ No ☐ (b) Yes ☐ No ☐	*Please provide information on (a) and (b).*
Indicator 5.2	**Development of ESD is promoted**
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice?
Yes ☐ No ☐	*Please specify what main projects were/are being implemented to that end.*
Indicator 5.3	**Dissemination of research results on ESD is promoted**
Sub-indicator 5.3.1	Is there any public authority support for mechanisms to share the results of research and examples of good practices in ESD among authorities and stakeholders?
Yes ☐ No ☐	*Please specify and provide information about where published research and dissertations are accessible.*

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
(a) Yes ☐ No ☐ (b) Yes ☐ No ☐	*Please name the major publications for (a) and (b).*
Concluding remarks on issue 5	*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.*
	– *Which actions/initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*

Issue 6. Strengthen cooperation on ESD at all levels within the ECE region

If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).

Indicator 6.1 International cooperation on ESD is strengthened within the ECE region and beyond

Sub-indicator 6.1.1	Do your public authorities cooperate in/support international networks on ESD?
Yes ☐ No ☒	
Sub-indicator 6.1.2	Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes ☒ No ☐	UNESCO Associated Schools, Chair of UNESCO in the educational organizations of higher education.
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes ☐ No ☒	
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?

Yes ☒ No ☐	Since the formation of the Ministry of Education of the Russian Federation in May 2018, representatives of the Ministry took part in a number of events and made presentations on education for sustainable development. In December 2018, the Global Meeting on Education under the auspices of UNESCO was held in Brussels (Belgium) at which Vasilyeva O., Minister of Education of the Russian Federation, made a presentation. In November 2018, a representative of the Ministry of Education of the Russian Federation took part in the 5th session of the Committee of the Economic and Social Commission for Asia and the Pacific (ESCAP) on social development, which was held in Bangkok (Thailand), and spoke on a number of issues in the context of the Sustainable Development Agenda: assisting socially disadvantaged groups of the population and enhancing the ability of children with disabilities to exercise their rights in the field of education.

Issue 7.	**Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD**

In order to create conditions for the preservation and study of the native languages of the people of the Russian Federation, which are national wealth and the historical and cultural heritage of the Russian state, the Fund for the Preservation and Study of the Native Languages of the People of the Russian Federation was created in 2018 (Decree of the President of the Russian Federation of October 26, 2018 No. 611).

The main purpose of the Fund is to create conditions for:

preservation and comprehensive development of the native languages of the people of the Russian Federation;

expanding the capacity of educational organizations to ensure the rights of students and their parents to the free choice of the language of education, study and training from among the languages of the people of the Russian Federation;

development, examination and publication of educational, methodical and other literature in the languages of the people of the Russian Federation;

updating the dictionaries of the native languages of the people of the Russian Federation;

training specialists in the specified areas;

organization of research in the field of native languages and culture of the people of the Russian Federation.

Issue 8.	**Describe any challenges and obstacles encountered in the implementation of the Strategy**

Any challenges and obstacles are not revealed.

Issue 9.	**Future implementation of Education for Sustainable Development**

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)			✔	✔	✔	✔			
Ethics and philosophy		✔	✔	✔	✔	✔			
Citizenship, democracy and governance			✔	✔	✔	✔			
Human rights (e.g., gender and racial and intergenerational equity)			✔	✔	✔	✔			
Poverty alleviation			✔	✔	✔	✔			
Cultural diversity		✔	✔	✔	✔	✔			
Biological and landscape diversity		✔	✔	✔					
Environmental protection (waste management, etc.)		✔	✔	✔	✔	✔			
Ecological principles/ecosystem approach		✔	✔	✔	✔	✔			
Natural resource management (e.g., water, soil, mineral, fossil fuels)		✔	✔	✔	✔	✔			
Climate change		✔	✔	✔					
Personal and family health (e.g., HIV/AIDS, drug abuse)			✔	✔	✔	✔			
Environmental health (e.g., food and drinking; water quality; pollution)		✔	✔	✔	✔	✔			
Corporate social responsibility			✔	✔	✔	✔			
Production and/or consumption patterns			✔	✔	✔	✔			
Economics			✔	✔	✔	✔			
Rural/urban development			✔	✔					
Total		10	22	22	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	**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 curriculum/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?			✔	✔	✔	✔			
	- understanding complexity/systemic thinking?			✔	✔	✔	✔			
	- overcoming obstacles/problem-solving?		✔	✔	✔	✔	✔			
	- managing change/problem-setting?			✔	✔	✔	✔			
	- creative thinking/future-oriented thinking?		✔	✔	✔	✔	✔			
	- understanding interrelationships across disciplines/holistic approach?			✔	✔	✔	✔			
	Total	2	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?			✔	✔	✔	✔			
	- decision-making, including in situations of uncertainty?			✔	✔	✔	✔			
	- dealing with crises and risks?				✔	✔	✔			
	- acting responsibly?		✔	✔	✔	✔	✔			
	- acting with self-respect?				✔	✔	✔			
	- acting with determination?			✔	✔	✔	✔			
	Total	1	4	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?		✔	✔	✔	✔	✔			
	- self-expression and communication?		✔	✔	✔	✔	✔			
	- coping under stress?		✔	✔	✔	✔	✔			
	- ability to identify and clarify values *(for phase III)?*			✔	✔	✔	✔			
	Total		3	4	4	4	4			
	- other *(countries to add as many as needed)?*									
	-									
Learning to live and work together Does education at each level enhance learners' capacity for:	- acting with responsibility (locally and globally)?		✔	✔	✔	✔	✔			
	- acting with respect for others?		✔	✔	✔	✔	✔			
	- identifying stakeholders and their interests?			✔	✔	✔	✔			
	- collaboration/team working?			✔	✔	✔	✔			
	- participation in democratic decision-making?		✔	✔	✔	✔	✔			
	- negotiation and consensus-building?				✔	✔	✔			
	- distributing responsibilities (subsidiarity)?			✔	✔	✔	✔			
	Total		4	6	7	7	7			
	- 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 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**	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	✔	✔	✔	✔	✔	✔			
Conceptual and perceptual mapping									
Philosophical inquiry				✔	✔	✔			
Value clarification		✔	✔	✔	✔	✔			
Simulations; role playing; games	✔	✔	✔	✔	✔	✔			
Scenarios; modelling		✔	✔	✔	✔	✔			
Information and communication technology (ICT)	✔	✔	✔	✔	✔	✔			
Surveys			✔	✔	✔	✔			
Case studies			✔	✔	✔	✔			
Excursions and outdoor learning	✔	✔	✔	✔	✔	✔			
Learner-driven projects				✔	✔	✔			
Good practice analyses			✔	✔	✔	✔			
Workplace experience					✔	✔			
Problem-solving		✔	✔	✔	✔	✔			
Total	4	7	11	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**	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		
	Formal	*Non-formal*	*Informal*
NGOs			
Local government	✔	✔	✔
Organized labour			
Private sector	✔	✔	✔
Community-based	✔		
Faith-based			
Media			
Total	3	2	2
Other (*countries to add as many as needed*)			

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	F

Table (b)
According to United Nations Decade of ESD

Stakeholders	Classification by United Nations Decade of ESD				
	Public awareness	*Quality education*	*Reorienting education*	*Training*	*Social learning*
NGOs					
Local government	✔	✔	✔	✔	✔
Organized labour					
Private sector		✔		✔	✔
Community-based					
Faith-based					
Media	✔				
Total	**2**	**2**	**1**	**2**	**2**
Other (*countries to add as many as needed*)					

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	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																		

[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	☐ Not started ☒ In progress ☐ Developing ☐ Completed
Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	☐ Not started ☒ In progress ☐ Developing ☐ Completed
Indicator 1.3	National policies support synergies between processes related to SD and ESD	☐ Not started ☒ In progress ☐ Developing ☐ Completed
Indicator 2.1	SD key themes are addressed in formal education	☐ Not started ☒ In progress ☐ Developing ☐ Completed
Indicator 2.2	Strategies to implement ESD are clearly identified	☐ Not started ☒ In progress ☐ Developing ☐ Completed
Indicator 2.3	A whole-institution approach to ESD/SD is promoted	☐ Not started ☒ In progress ☐ Developing ☐ Completed
Indicator 2.4	ESD is addressed by quality assessment/enhancement systems	☐ Not started ☒ In progress ☐ Developing ☐ 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	☐ Not started ☒ In progress ☐ Developing ☐ Completed
Indicator 2.6	ESD implementation is a multi-stakeholder process	☐ Not started ☒ In progress ☐ Developing ☐ Completed
Indicator 3.1	ESD is included in the training of educators	☐ Not started ☒ In progress ☐ Developing ☐ Completed
Indicator 3.2	Opportunities exist for educators to cooperate on ESD	☒ Not started ☐ In progress ☐ Developing ☐ Completed
Indicator 4.1	Teaching tools and materials for ESD are produced	☒ Not started ☐ In progress ☐ Developing ☐ Completed
Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	☐ Not started ☒ In progress ☐ Developing ☐ Completed
Indicator 4.3	Teaching tools and materials for ESD are accessible	☐ Not started ☒ In progress ☐ Developing ☐ Completed
Indicator 5.1	Research on ESD is promoted	☐ Not started ☐ In progress ☐ Developing ☐ Completed
Indicator 5.2	Development of ESD is promoted	☐ Not started ☒ In progress ☐ Developing ☐ Completed
Indicator 5.3	Dissemination of research results on ESD is promoted	☐ Not started ☐ In progress ☐ Developing ☐ Completed
Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond	☐ Not started ☒ In progress ☐ Developing ☐ Completed