



**FORMAT FOR REPORTING  
ON IMPLEMENTATION OF THE UNECE STRATEGY FOR  
EDUCATION FOR SUSTAINABLE DEVELOPMENT**

*Within the framework of the  
United Nations Decade of Education for Sustainable Development (2005–2014)*

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

Name of officer (national focal point) responsible for submitting the report:  
Gayane Poghosyan, Chief Specialist of the Ministry of Education and Science, Republic of Armenia  
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Contact officer for national report (if different from above):

- 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; on 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.

NIR on ESD prepared by the assistance of the Inter-Ministerial Coordination Commission.

Governmental institutions (*please specify*) \_\_\_\_\_

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.)

## TEMPLATE FOR REPORTING

ISSUE <sup>1</sup> 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 <sup>2</sup> language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify languages.</i> Armenian.
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</i> Considering the necessity for the immediate start of the Strategy implementation upon its adoption, at present an Inter-Ministerial Coordination Commission has been established adjacent to the Ministry of Education and Science. The objective of the Commission is to define national priorities for realization of the aims and Action Plan of the strategic program.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD.</i>
Sub-indicator 1.1.5	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the United Nations Decade of ESD, <sup>3</sup> and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> There is a need at the regional level to review and facilitate the implementation of the Strategy and support cooperation on ESD. The regional process should take into account other developments that are taking place in terms of the United Nation Decade on “Education for Sustainable Development” and consider them as a contribution to the global initiatives in ESD. In the framework of this process a number of small-scale programs has been implemented in the republic on the local level, and there have been organized trainings on “Life Safety” for teachers, students and lecturers by the assistance of UNESCO. One of these important measures is the publication of “Life Safety” manual.  Armenian National Commission for UNESCO, Ministry of Nature Protection of the Republic of Armenia and NGO “Professional and Entrepreneurial Orientation Union” organize a Seminar on “Environmental management and eco-education in Armenia” on 1-2

<sup>1</sup> Issues 1 to 6 are in accordance with the objectives of the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1).

<sup>2</sup> 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.

<sup>3</sup> 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.

	February 2007 in Armenia. Seminar aims to foster the development of lifelong respect, understanding, and care for the environment in growing generation by bringing together experts from different organizations to define problems and to find basic ways for development of national strategy and action plan on eco-education. The Seminar and its outputs will sharpen public interest and attention of policy and decision makers on the importance of eco-education as a tool for development of lifelong respect, understanding, and care for the environment among citizens from the very early years.																													
<b>Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD</b>																														
Sub-indicator 1.2.1	Is ESD reflected in any national policy <sup>4</sup> document(s)?																													
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and list major document(s).</i> Issues on ESD are not adequately reflected in the Armenian national strategy document. But in 2006 the Council of Safety and the Ministry of Defence developed “National Safety Strategy” program. The program underwent the process of wide discussions including by the National Parliament. The proposals on SD principles made by scientific sector and NGOs were included in the Strategy. The Strategy is adopted by the Government of RA.																													
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? <sup>5</sup>																													
(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 for (a) and (b). Fill in the table by ticking (V) as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">ISCED levels <sup>6</sup></th> <th colspan="2">(a) (b)<sup>7</sup></th> </tr> <tr> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>V</td> <td>V</td> </tr> <tr> <td>1</td> <td>V</td> <td>V</td> </tr> <tr> <td>2</td> <td>V</td> <td>V</td> </tr> <tr> <td>3</td> <td>V</td> <td>V</td> </tr> <tr> <td>4</td> <td>V</td> <td>V</td> </tr> <tr> <td>5<sup>8</sup></td> <td>V</td> <td>V</td> </tr> <tr> <td>6</td> <td>V</td> <td>V</td> </tr> <tr> <td><b>Teacher education</b></td> <td>V</td> <td>V</td> </tr> </tbody> </table> <p><b>a/</b>In 2001 the Law on “Environmental Education” was adopted in the Republic of Armenia. According to the Law, environmental education should be provided to the person during his/her whole lifetime, starting from childhood till the age of maturity for formation of environmental outlook and understanding to participate in the process of environmental protection and conservation. It is stated as well that “The formation of person’s ecological culture should necessarily contribute to SD...”</p>	ISCED levels <sup>6</sup>	(a) (b) <sup>7</sup>		Yes	Yes	0	V	V	1	V	V	2	V	V	3	V	V	4	V	V	5 <sup>8</sup>	V	V	6	V	V	<b>Teacher education</b>	V	V
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	Yes	Yes																												
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3	V	V																												
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5 <sup>8</sup>	V	V																												
6	V	V																												
<b>Teacher education</b>	V	V																												

<sup>4</sup> Policy documents may include national strategies, plans, programmes, guidelines and the like.

<sup>5</sup> International Standard Classification of Education (ISCED), UNESCO, 1997 ([http://www.unesco.org/education/information/nfsunesco/doc/isced\\_1997.htm](http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm)).

<sup>6</sup> Education level in accordance with ISCED.

<sup>7</sup> National curricula and/or national standards/ordinances/requirements.

<sup>8</sup> For higher education institutions when answering: (1) regarding national legislation: this objective is focusing equally at the first stage of tertiary education (Bachelor), the second stage (MSc) and the third stage (PhD) while covering various aspects such as **service agreements/contracts, national strategies of Research and Development, university organization and studies acts, or general laws of higher educations**; (2) regarding national and/or subnational standards/ordinances/requirements: special attention shall be devoted to indications of linking systems of **quality assurance and accreditation** (with regard to the Bologna process; see [http://www.coe.int/t/dg4/highereducation/EHEA2010/BolognaPedestrians\\_en.asp](http://www.coe.int/t/dg4/highereducation/EHEA2010/BolognaPedestrians_en.asp) for information) for higher education institutions with ESD, as well as to **regulations of study programmes and study fields** which reflect the principles of ESD.

	<p><b>b/</b>In 2004 “State Educational Concept of General Education” (State Curriculum and State Standards of Secondary Education) and “State Standards of Vocational Education” were adopted by the Ministry of ES, in which separate sections are devoted to ESD.</p> <p>Presently, the educational system of Armenia is, on the one hand, undergoing reformation; on the other hand it is being integrated into internationally adopted educational programs. By the financial assistance of World Bank and a number of international donor organizations certain reforms are taking place in the general educational block related to insurance of a new, advanced and favourable educational system and establishment of a new model for schools, the main goal of which is to increase the quality of education. The ESD principles are included in the document “The strategic Plan of the Ecological Education in the Republic of Armenia”, verified in 2007.</p>
Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>The RA national policy has a major focus on non-formal education. The international environmental conventions Armenia has become a Party to, contain articles on non-formal environmental education provision, for which NGOs can also actively participate. RA laws on Education foster provision of non-formal education.</p>
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>RA Constitution, the Paragraph 10 of which is on Formation of Environmental Outlook.</p> <p>RA Law on Environmental Education.</p> <p>Aarhus Convention, ratified by the Republic of Armenia in 2001, in partnership with the OSCE 11 regional Aarhus Centres have been established aimed at raising the awareness of population on different environmental issues (target issues for ESD).</p> <p>Becoming a Party to the UN Conventions on Biodiversity, Climate Change and To Combat Desertification, the Government of RA has assumed certain commitments and developed relevant Action Plans, according to which annual reports, covering also environmental education issues, are submitted to the Government and to the Secretariats.</p>
Sub-indicator 1.2.5	Does a formal structure for interdepartmental <sup>9</sup> cooperation relevant to ESD exist in your Government?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>An inter-institutional Commission regulating the activities of the UNECE ESD strategic program has been established by the Decree of the RA Minister of Education and Science in 2005. The Commission involves representatives of different ministries, institutions and NGOs, specialists on education, environmental protection and sustainable development, scientists, lecturers and others.</p>
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? <sup>10</sup>
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i>

<sup>9</sup> Between State bodies.

<sup>10</sup> For explanation see paragraph 46 of the UNECE Strategy for ESD.

	Since 2002 a "National Commission for Sustainable Development" has been established and it has been working in Armenia, according to the resolution of the Government of Armenia. It comprises representatives from scientific and non-governmental organizations. In 2002 the concept of "Sustainable Development" was developed by the initiative of NGOs and scientific sector of the country. At the same time the Government of Armenia prepared the "National Assessment Report", which includes the main principles and approaches for the national strategy concept in this sphere. The report was submitted to the Summit of Sustainable Development, held in Johannesburg, August 26, 2002.												
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> Presently the State Budget of Armenia is not the main source of financing ESD processes. The majority of projects on SD and ESD are realized by international, intergovernmental, non-governmental and public organizations with the support of international donors. In 2004 the government of Armenia adopted "Strategic Program on Ecological Education". In 2007 it was intended to further develop the Strategy with the account of the main concepts of ESD. For this purposes it was intended to allocate means from the State Budget.												
<b>Indicator 1.3 National policies support synergies between processes related to SD and ESD</b>													
Sub-indicator 1.3.1	Is ESD part of SD policy(s) if such exist in your country?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> In 2007 SD activity plan was realized by the Government of RA and UNDP. Within the frames of this project a program on enhancing the degree awareness of people making decisions on SD. There were organized trainings by the Association "For Sustainable Human Development". By the joint efforts of The Ministry of the Environmental Protection and the Association a round table was organized for the ministry representatives on international experience in the sphere of SD. The main issues of the SD and ESD were organized in the National Assembly of RA.												
<b>Issue 2. PROMOTE SD THROUGH FORMAL, NON-FORMAL AND INFORMAL LEARNING</b>													
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>													
<b>Indicator 2.1 SD key themes are addressed in formal education</b>													
Sub-indicator 2.1.1	Are key themes of SD <sup>11</sup> addressed explicitly in the curriculum <sup>12</sup> /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify in the table in appendix I (a) and use the scale. Indicate the results in the box below.</i> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>								
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum <sup>13</sup> /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify in the table in appendix I (b) and use the scale. Indicate the results in the box below.</i> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>								

<sup>11</sup> For explanation see paragraph 15 of the UNECE Strategy for ESD.

<sup>12</sup> At the State level, where relevant.

<sup>13</sup> See footnote 12.

Sub-indicator 2.1.3	<p>Are teaching/learning methods that support ESD addressed explicitly in the curriculum<sup>14</sup>/programme of study at various levels of formal education?</p> <p><i>Phase II: Please specify in the table in appendix I (c) what methods are of particular significance in your country and use the scale. Indicate the results in the box below.</i></p> <table style="margin-left: auto; margin-right: auto; border: 1px dashed black; text-align: center;"> <tr> <td style="padding: 2px 10px;">A</td> <td style="padding: 2px 10px;">B</td> <td style="padding: 2px 10px;">C</td> <td style="padding: 2px 10px;">D</td> <td style="padding: 2px 10px;">E</td> <td style="padding: 2px 10px;">F</td> </tr> <tr> <td style="padding: 2px 10px;"><input type="checkbox"/></td> <td style="padding: 2px 10px;"><input type="checkbox"/></td> <td style="padding: 2px 10px;"><input type="checkbox"/></td> <td style="padding: 2px 10px;"><input type="checkbox"/></td> <td style="padding: 2px 10px;"><input type="checkbox"/></td> <td style="padding: 2px 10px;"><input checked="" type="checkbox"/></td> </tr> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).</i></p>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>																																										
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>																																																		
<b>Indicator 2.2 Strategies to implement ESD are clearly identified</b>																																																							
Sub-indicator 2.2.1	<p>Is ESD addressed through:<sup>15</sup> (a) existing subjects<sup>16</sup>only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project?<sup>17</sup> (e) other approaches?</p> <p><i>Phase II: If yes, please specify for different levels of education system in accordance with ISCED by ticking (V) in the table as appropriate.</i></p> <table style="margin-left: auto; margin-right: auto; border: 1px dashed black; text-align: center;"> <thead> <tr> <th style="padding: 5px;">ISCED levels</th> <th style="padding: 5px;">(a) <i>Yes</i></th> <th style="padding: 5px;">(b) <i>Yes</i></th> <th style="padding: 5px;">(c) <i>Yes</i></th> <th style="padding: 5px;">(d) <i>Yes</i></th> <th style="padding: 5px;">(e) <i>Yes</i></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><b>0</b></td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"><b>1</b></td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"><b>2</b></td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"><b>3</b></td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"><b>4</b></td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"><b>5</b></td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"><b>6</b></td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"><b>Teacher education</b></td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;"></td> </tr> </tbody> </table> <p><i>If you ticked (e), please specify the approaches.</i></p>	ISCED levels	(a) <i>Yes</i>	(b) <i>Yes</i>	(c) <i>Yes</i>	(d) <i>Yes</i>	(e) <i>Yes</i>	<b>0</b>	V	V	V	V		<b>1</b>	V	V	V	V		<b>2</b>	V	V	V	V		<b>3</b>	V	V	V	V		<b>4</b>	V	V	V	V		<b>5</b>	V	V	V	V		<b>6</b>	V	V	V	V		<b>Teacher education</b>	V	V	V	V	
ISCED levels	(a) <i>Yes</i>	(b) <i>Yes</i>	(c) <i>Yes</i>	(d) <i>Yes</i>	(e) <i>Yes</i>																																																		
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<b>Teacher education</b>	V	V	V	V																																																			

<sup>14</sup> See footnote 12.

<sup>15</sup> For higher education institutions: These distinctions would be equal to: (a) **courses and disciplines**; (b) **interdisciplinary courses**; (c) **separate, specified SD courses or seminars**; and (d) **stand-alone projects** implemented by the department, faculty or inter-faculty structures.

<sup>16</sup> E.g. geography or biology. For higher education, "subject" means "course".

<sup>17</sup> A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

<b>Indicator 2.3 A whole-institution approach<sup>18</sup> to SD/ESD is promoted</b>																			
Sub-indicator 2.3.1	Do educational institutions <sup>19</sup> adopt a “whole-institution approach” to SD/ESD?																		
<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Phase II: If yes, please specify for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">ISCED levels</th> <th style="text-align: center;">Yes</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">0</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">1</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">4</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">5</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">6</td><td style="text-align: center;">V</td></tr> <tr> <td style="text-align: center;"><b>Teacher education</b></td> <td style="text-align: center;">V</td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify (provide examples on how it is done).</i></p> <p>It is already the 9<sup>th</sup> year that the course “Energy and Environment”, after being experimentalized at more than 30 secondary schools, among the 7<sup>th</sup> grade students, within the framework of the Norwegian project “SPARE”, is taught as an elective course.</p> <p>In 2004, the “SHEN” CSO realized educational project called “Environment and Nature Protection” in 9 regions of Armenia, and within the framework of this project 400 teachers of 50 schools were trained, as well as themselves did campaigns and theoretical/practical lectures on tree-planting, on scavenger and on ecological preaching for more than 1000 students studying at their schools.</p>	ISCED levels	Yes	0	V	1	V	2	V	3	V	4	V	5	V	6	V	<b>Teacher education</b>	V
ISCED levels	Yes																		
0	V																		
1	V																		
2	V																		
3	V																		
4	V																		
5	V																		
6	V																		
<b>Teacher education</b>	V																		
Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support “a whole institution approach to SD/ESD”?																		

<sup>18</sup> A “whole institution approach” means that all aspects of an institution's internal operations and external relationships are reviewed and revised in light of SD/ESD principles. Within such an approach each institution would decide on its own actions, addressing the three overlapping spheres of Campus (management operations); Curriculum; and Community (external relationships).

<sup>19</sup> 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>Phase II: If yes, please specify what schemes are available for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 2px 10px;">ISCED levels</th> <th style="padding: 2px 10px;">Yes</th> </tr> </thead> <tbody> <tr><td style="padding: 2px 10px;">0</td><td style="padding: 2px 10px;">V</td></tr> <tr><td style="padding: 2px 10px;">1</td><td style="padding: 2px 10px;">V</td></tr> <tr><td style="padding: 2px 10px;">2</td><td style="padding: 2px 10px;">V</td></tr> <tr><td style="padding: 2px 10px;">3</td><td style="padding: 2px 10px;">V</td></tr> <tr><td style="padding: 2px 10px;">4</td><td style="padding: 2px 10px;">V</td></tr> <tr><td style="padding: 2px 10px;">5</td><td style="padding: 2px 10px;">V</td></tr> <tr><td style="padding: 2px 10px;">6</td><td style="padding: 2px 10px;">V</td></tr> <tr><td style="padding: 2px 10px;"><b>Teacher education</b></td><td style="padding: 2px 10px;">V</td></tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).</i></p> <p>Every year the FPWC organizes nature protection film/picture festivals. The winning participants of the competition are awarded with presents, travel tickets.</p> <p>In 2010 the “GTZ” organization awarded the winners, teachers and children, of the project “The Study of the Biology in the Rivers and Watercourses in Armenia”, with photo cameras, microscopes and books.</p>	ISCED levels	Yes	0	V	1	V	2	V	3	V	4	V	5	V	6	V	<b>Teacher education</b>	V
ISCED levels	Yes																		
0	V																		
1	V																		
2	V																		
3	V																		
4	V																		
5	V																		
6	V																		
<b>Teacher education</b>	V																		



Sub-indicator 2.3.3

Do institutions/learners develop their own SD/ESD indicators for their institution/organization?

*Phase II: If yes, please specify for all levels of your education system in accordance with ISCED, by ticking (V) in the table as appropriate:*

*(a) For formal institutions.*

ISCED levels	Yes
0	
1	
2	
3	
4	
5	
6	
Teacher education	

Yes  No

*(b) For non-formal institutions for non-formal and informal education.*

ISCED levels	Yes
0	
1	
2	
3	
4	
5	
6	
Teacher education	

*If relevant data are available, please also specify (i.e. provide examples on how it is done).*

<b>Indicator 2.4 ESD is addressed by quality assessment/enhancement systems</b>																																									
Sub-indicator 2.4.1	<p>(a) Are there any education quality assessment/enhancement systems? (b) Do they address ESD<sup>20</sup>? (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?</p> <p><i>Phase II: If yes, please specify for various levels of your education system in accordance with ISCED, by ticking (V) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">ISCED levels</th> <th style="text-align: center;">(a)</th> <th style="text-align: center;">(b)</th> <th style="text-align: center;">(c)</th> </tr> <tr> <th style="text-align: center;"></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">Yes</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>0</b></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>1</b></td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td></td> </tr> <tr> <td style="text-align: center;"><b>2</b></td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td></td> </tr> <tr> <td style="text-align: center;"><b>3</b></td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td></td> </tr> <tr> <td style="text-align: center;"><b>4</b></td> <td style="text-align: center;">V</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>5</b></td> <td style="text-align: center;">V</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>6</b></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>Teacher education</b></td> <td style="text-align: center;">V</td> <td></td> <td></td> </tr> </tbody> </table> <p>(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>            (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>            (c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p><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></p> <p>a) In the vocational education system, the European education quality assessment criteria, verified by Bologna Process, are used.</p> <p>b) In the system of general education, as a quality criterion of the environmental education, the international testing questionnaire by the “World Nature Protection Foundation” is used.</p>	ISCED levels	(a)	(b)	(c)		Yes	Yes	Yes	<b>0</b>				<b>1</b>	V	V		<b>2</b>	V	V		<b>3</b>	V	V		<b>4</b>	V			<b>5</b>	V			<b>6</b>				<b>Teacher education</b>	V		
ISCED levels	(a)	(b)	(c)																																						
	Yes	Yes	Yes																																						
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<b>5</b>	V																																								
<b>6</b>																																									
<b>Teacher education</b>	V																																								
<b>Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice</b>																																									
Sub-indicator 2.5.1	<p>Are SD issues addressed in informal and public awareness-raising activities?</p> <p><i>Phase II: Please specify.</i><sup>21</sup></p> <p>One of the specific needs for the Implementation of the UNECE Strategy for “Education for Sustainable Development” of the Republic of Armeni is to create a special program, namely the TV programs and set of films where there would be included the global issues of the “Education for Sustainable Development”.</p> <p>In 2006 the “ECOLOUR” organization managed campaigns in 9 “ORHOUS” centers, on the society competences aimed at Sustainable Development.</p> <p>A conference titled “Towards Copenhagen” was organized by “Khazer” ecological and cultural NGO on October 15-16, 2009 in Yerevan. It aimed at bringing together Armenian environmental NGOs as well as state and local governmental bodies to discuss CC issues in Armenia and all over the world, discuss local and international ongoing processes under the UNFCCC and formulate a position by environmental NGOs on the threshold of the COP-15. The key outcome of the Conference was adoption of a position concept on CC issues by Armenian environmental NGOs. It was also agreed to continue discussions on the problem after the Copenhagen Conference to elucidate the results of the COP-15 and identify further steps and activities to be undertaken.</p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>																																								

<sup>20</sup> 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).

<sup>21</sup> Please describe how this is done, e.g. in press articles, TV and radio programmes or public lectures promoting environmentally friendly goods and services, sustainable lifestyles.

Sub-indicator 2.5.2	Is there any support for work-based learning (e.g. for small companies, farmers, trade unions, associations) which addresses SD issues?																												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify and provide examples.</i> The “SHEN” CSO and the “ECOGLOB” NGO realize education on “Organic Agriculture” among farmers. They support the production and sale of ecologically clean and certified food.																												
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 type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.</i>																												
<b>Indicator 2.6 ESD implementation is a multi-stakeholder process<sup>22</sup></b>																													
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?																												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify in the table in appendix II (a) and (b) and use the scale. Indicate the results in the boxes below.</i>  <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; border-bottom: 1px dashed black;">(a) According to the UNECE Strategy on ESD</td> <td style="text-align: center; border-bottom: 1px dashed black;">(b) According to the UN DESD</td> </tr> <tr> <td style="text-align: center; border: 1px dashed black;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; border: 1px dashed black;">A</td> <td style="text-align: center; border: 1px dashed black;">B</td> <td style="text-align: center; border: 1px dashed black;">C</td> <td style="text-align: center; border: 1px dashed black;">D</td> <td style="text-align: center; border: 1px dashed black;">E</td> <td style="text-align: center; border: 1px dashed black;">F</td> </tr> <tr> <td style="text-align: center; border: 1px dashed black;"><input type="checkbox"/></td> <td style="text-align: center; border: 1px dashed black;"><input type="checkbox"/></td> <td style="text-align: center; border: 1px dashed black;"><input type="checkbox"/></td> <td style="text-align: center; border: 1px dashed black;"><input checked="" type="checkbox"/></td> <td style="text-align: center; border: 1px dashed black;"><input type="checkbox"/></td> <td style="text-align: center; border: 1px dashed black;"><input type="checkbox"/></td> </tr> </table> </td> <td style="text-align: center; border: 1px dashed black;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; border: 1px dashed black;">A</td> <td style="text-align: center; border: 1px dashed black;">B</td> <td style="text-align: center; border: 1px dashed black;">C</td> <td style="text-align: center; border: 1px dashed black;">D</td> <td style="text-align: center; border: 1px dashed black;">E</td> <td style="text-align: center; border: 1px dashed black;">F</td> </tr> <tr> <td style="text-align: center; border: 1px dashed black;"><input type="checkbox"/></td> <td style="text-align: center; border: 1px dashed black;"><input type="checkbox"/></td> <td style="text-align: center; border: 1px dashed black;"><input checked="" type="checkbox"/></td> <td style="text-align: center; border: 1px dashed black;"><input type="checkbox"/></td> <td style="text-align: center; border: 1px dashed black;"><input type="checkbox"/></td> <td style="text-align: center; border: 1px dashed black;"><input type="checkbox"/></td> </tr> </table> </td> </tr> </table> <p>In 2006 the “ECOLOUR” NGO realized project in 9 “ORHOUS” centers in Armenia on “Ecological Education and Education for Stable Development Process Analysis in Armenia”. The aim of the project was the enforcement of the ecological society opportunities, based on the Armenian territorial “ORHOUS” centers.</p>	(a) According to the UNECE Strategy on ESD	(b) According to the UN DESD	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; border: 1px dashed black;">A</td> <td style="text-align: center; border: 1px dashed black;">B</td> <td style="text-align: center; border: 1px dashed black;">C</td> <td style="text-align: center; border: 1px dashed black;">D</td> <td style="text-align: center; border: 1px dashed black;">E</td> <td style="text-align: center; border: 1px dashed black;">F</td> </tr> <tr> <td style="text-align: center; border: 1px dashed black;"><input type="checkbox"/></td> <td style="text-align: center; border: 1px dashed black;"><input type="checkbox"/></td> <td style="text-align: center; border: 1px dashed black;"><input type="checkbox"/></td> <td style="text-align: center; border: 1px dashed black;"><input checked="" type="checkbox"/></td> <td style="text-align: center; border: 1px dashed black;"><input type="checkbox"/></td> <td style="text-align: center; border: 1px dashed black;"><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; border: 1px dashed black;">A</td> <td style="text-align: center; border: 1px dashed black;">B</td> <td style="text-align: center; border: 1px dashed black;">C</td> <td style="text-align: center; border: 1px dashed black;">D</td> <td style="text-align: center; border: 1px dashed black;">E</td> <td style="text-align: center; border: 1px dashed black;">F</td> </tr> <tr> <td style="text-align: center; border: 1px dashed black;"><input type="checkbox"/></td> <td style="text-align: center; border: 1px dashed black;"><input type="checkbox"/></td> <td style="text-align: center; border: 1px dashed black;"><input checked="" type="checkbox"/></td> <td style="text-align: center; border: 1px dashed black;"><input type="checkbox"/></td> <td style="text-align: center; border: 1px dashed black;"><input type="checkbox"/></td> <td style="text-align: center; border: 1px dashed black;"><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																								
<b>Issue 3. EQUIP EDUCATORS WITH THE COMPETENCE TO INCLUDE SD IN THEIR TEACHING</b>																													
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>																													
<b>Indicator 3.1 ESD is included in the training<sup>23</sup> of educators</b>																													
Sub-indicator 3.1.1	Is ESD a part of educators’ initial training? <sup>24</sup>																												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify by filling in the table in appendix III.</i>																												
Sub-indicator 3.1.2	Is ESD a part of the educators’ in-service training? <sup>25</sup>																												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify by filling in the table in appendix III.</i>																												
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?																												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify by filling in the table in appendix III.</i>																												
<b>Indicator 3.2 Opportunities exist for educators to cooperate on ESD</b>																													
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?																												

<sup>22</sup> 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).

<sup>23</sup> ESD is addressed by content and/or by methodology.

<sup>24</sup> For higher education institutions: The focus is here on existing **teacher training at universities/colleges** regarding SD and ESD for university/college teachers.

<sup>25</sup> 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.

Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify (provide examples on how this is done).</i>
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? <sup>26</sup>
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify how, listing the major ones, and describing them as appropriate.</i>
<b>Issue 4. ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE</b>	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
<b>Indicator 4.1 Teaching tools and materials for ESD are produced</b>	
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of development and production of ESD tools and materials exist?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please describe.</i>
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in USD) for annual expenditures on ESD-related research and development.</i>
<b>Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist</b>	
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities? (b) approved by public authorities? (c) tested and recommended for selection by educational institutions?
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase I: For (a) and (b), please describe.</i>
(b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
(c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Sub-indicator 4.2.2	Are ESD teaching tools/materials available: (a) in national languages? (b) for all levels of education according to ISCED?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase I: For (a) please specify.</i>
(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

<sup>26</sup> Including assistance through direct funding, in-kind help, political and institutional support.

	<p><i>Phase II: If yes for (b), please specify by ticking (V) in the table as appropriate.</i></p> <table border="1"> <thead> <tr> <th>ISCED levels</th> <th>(b) Yes</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>V</td> </tr> <tr> <td>1</td> <td>V</td> </tr> <tr> <td>2</td> <td>V</td> </tr> <tr> <td>3</td> <td>V</td> </tr> <tr> <td>4</td> <td>V</td> </tr> <tr> <td>5</td> <td>V</td> </tr> <tr> <td>6</td> <td>V</td> </tr> <tr> <td><b>Teacher education</b></td> <td>V</td> </tr> </tbody> </table>	ISCED levels	(b) Yes	0	V	1	V	2	V	3	V	4	V	5	V	6	V	<b>Teacher education</b>	V
ISCED levels	(b) Yes																		
0	V																		
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2	V																		
3	V																		
4	V																		
5	V																		
6	V																		
<b>Teacher education</b>	V																		
<b>Indicator 4.3 Teaching tools and materials for ESD are accessible</b>																			
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>Phase II: Please describe.</i>																		
Sub-indicator 4.3.2	Is public authority money invested in this activity?																		
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify to what extent by providing an indication of the amount in USD, giving the annual expenditures for ESD-related research and development.</i>																		
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?																		
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please describe.</i>																		
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 <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>For (a) and (b) please specify.</i>																		
<b>Issue 5. PROMOTE RESEARCH ON AND DEVELOPMENT OF ESD</b>																			
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>																			
<b>Indicator 5.1 Research<sup>27</sup> on ESD is promoted</b>																			
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD <sup>28</sup> supported?																		
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify what kind of research (content and methods). Please provide the total amount annually over the reporting period, and if feasible, as a percentage of the total research budget.</i> The scientific sphere of the Republic is also included in the process of the “Education for Sustainable Development”. 1/3 of the themes																		

<sup>27</sup> These include support from various sources, such as State, local authorities, business and non-governmental sources.

<sup>28</sup> E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology; means of evaluation including socio-economic impacts.

	that got thematic financing of scientific and scientific-technical activity from the state budget of the Republic of Armenia deal with the main directions of sustainable development, and the environmental conventions as well. And some themes that got the base financing of scientific and scientific-technical activity touch upon such subjects, like alternative energy sources, risk factors and human health, biotechnologies.
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify what kind of research (content and methods).</i>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: <sup>29</sup> (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 checked="" type="checkbox"/> No <input type="checkbox"/> (2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify what kind of programmes are available for (1) (a) and (b); (2) (a) and (b).</i>
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate 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>Phase II: Please specify for (a) and (b).</i>
<b>Indicator 5.2 Development of ESD is promoted</b>	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? <sup>30</sup>
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period.</i>
<b>Indicator 5.3 Dissemination of research results on ESD is promoted</b>	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms <sup>31</sup> to share the results of research and examples of good practices in ESD <sup>32</sup> among authorities and stakeholders?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period.</i>
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase I: For (a), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i>
	<i>Phase II: For (b), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i>
<b>Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION</b>	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	

<sup>29</sup> ESD is addressed by substance and/or by approach.

<sup>30</sup> Activities may include pilot projects, action research, social learning and multi-stakeholder teams.

<sup>31</sup> E.g. conferences, summer schools, journals, periodicals, networks.

<sup>32</sup> 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.

<b>Indicator 6.1 International cooperation on ESD is strengthened within the UNECE region and beyond</b>	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international <sup>33</sup> networks on ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify for national, subnational and local levels and list major networks.</i>
Sub-indicator 6.1.2	Do educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify. List major networks.</i>
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify and list the major ones.</i>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please list and describe.</i>
<b>Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLES, AS WELL AS LOCAL AND TRADITIONAL KNOWLEDGE, IN ESD</b>	
<i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i>	
<i>Phase II: Please provide the updated information to indicate changes over time.</i>	
<i>Phase III: Please provide the updated information to indicate changes over time.</i>	
<b>Issue 8. DESCRIBE ANY CHALLENGES AND OBSTACLES ENCOUNTERED IN THE IMPLEMENTATION OF THE STRATEGY</b>	
<i>Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible.</i>	
<i>Phase II: Please provide the updated information to indicate changes over time.</i>	
<i>Phase III: Please provide the updated information to indicate changes over time.</i>	
<b>Issue 9. DESCRIBE ANY ASSISTANCE NEEDED TO IMPROVE IMPLEMENTATION</b>	
<i>Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible.</i>	
<i>Phase II: Please provide the updated information to indicate changes over time.</i>	
<i>Phase III: Please provide the updated information to indicate changes over time.</i>	

<sup>33</sup> In this context, international associations, working groups, programmes, partnerships, etc. means those at the global, regional and subregional levels.

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

Some key themes covered by sustainable development	ISCED Levels					
	0	1	2	3	4	5
Peace studies (e.g. international relations, security and conflict resolution, partnerships)		V	V	V	V	V
Ethics and philosophy	V		V	V	V	V
Citizenship, democracy and governance		V	V	V	V	V
Human rights (e.g. gender and racial and inter-generational equity)		V	V	V		
Poverty alleviation		V	V			
Cultural diversity		V	V	V	V	V
Biological and landscape diversity		V	V	V	V	V
Environmental protection (waste management, etc.)	V	V	V	V	V	V
Ecological principles/ecosystem approach		V	V	V	V	V
Natural resource management (e.g. water, soil, mineral, fossil fuels)	V	V	V	V	V	V
Climate change				V	V	V
Personal and family health (e.g. HIV/AIDS, drug abuse)		V	V	V		
Environmental health (e.g. food and drinking; water quality; pollution)	V	V	V	V	V	V
Corporate social responsibility						
Production and/or consumption patterns		V	V	V	V	
Economics				V	V	V
Rural/urban development			V	V	V	
<b>Total</b>	<b>4</b>	<b>12</b>	<b>14</b>	<b>15</b>	<b>13</b>	<b>11</b>
Other (countries to add as many as needed)						

NB: 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 (max. 102 ticks; “other” not counted) is:

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

Could you specify which specific themes are of critical important in your countries and why? Please specify for different ISCED levels, as appropriate.



## 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<sup>34</sup>/programme of study at various levels of formal education, by filling in the table below.

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

**Table of learning outcomes**

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

<sup>34</sup> At the State level, where relevant.

	<b>Expected outcomes</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Learning to live and work together</b> Does education at each level enhance learners' capacity for:	- acting with responsibility (locally and globally)?	V	V	V	V	
	- acting with respect for others?	V	V	V	V	V
	- identifying stakeholders and their interests?			V	V	V
	- collaboration/team working?	V	V	V	V	
	- participation in democratic decision-making?			V	V	V
	- negotiation and consensus-building?	V	V	V	V	V
	- distributing responsibilities (subsidiarity)?	V	V	V	V	V
	<b>Total</b>	-	5	6	7	7
- other ( <i>countries to add as many as needed</i> )?						
-						

NB: Your response will reflect the variety of ESD learning outcomes 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 (max. 138 ticks; "other" not counted) is:

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

### 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 (V) 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 <sup>35</sup>	ISCED Levels					
	0	1	2	3	4	5
Discussions			V	V	V	V
Conceptual and perceptual mapping			V	V	V	V
Philosophical inquiry				V	V	V
Value clarification	V	V	V	V	V	V
Simulations; role playing; games	V	V	V	V	V	V
Scenarios; modeling	V	V	V	V	V	V
Information and communication technology (ICT)	V	V	V	V	V	V
Surveys			V	V	V	V
Case studies		V	V	V	V	V
Excursions and outdoor learning	V	V	V	V	V	V
Learner-driven projects	V	V	V	V	V	V
Good practice analyses	V	V	V	V	V	V
Workplace experience			V	V	V	V
Problem-solving			V	V	V	V
<b>Total</b>	7	8	13	14	14	14
Other (countries to add as many as needed)						

NB: Your response will reflect the variety of ESD teaching/learning methods 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 (max. 84 ticks; "other" not counted) is:

No. of ticks	0–5	6–28	29–35	36–50	51–65	66–84
Scale	A	B	C	D	E	F

<sup>35</sup> Please refer to paragraph 33 (e) of the UNECE Strategy for ESD.

## Appendix II

### Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent is ESD implementation a multi-stakeholder process by filling in the table below. Please provide examples of good practice. (Please tick (V) 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	V	V	-
Local government	-	V	-
Organized labour	-	V	-
Private sector	-	V	-
Community-based	-	V	-
Faith-based	-	V	-
Media	-	V	-
<b>Total</b>	<b>1</b>	<b>7</b>	<b>-</b>
Other (countries to add as many as needed)			

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

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

**Table (b) According to United Nations Decade of ESD**

Stakeholders	Classification by United Nations Decade of ESD				
	Public awareness	Quality education	Reorienting education	Training	Social learning
NGOs	V	-	V	V	V
Local government	V	-	-	-	V
Organized labour	V	-	-	-	V
Private sector	-	-	-	-	-
Community-based	V	-	-	-	-
Faith-based	V	-	-	-	V
Media	V	-	-	V	V
<b>Total</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>5</b>
Other (countries to add as many as needed)					

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

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

### Appendix III

#### Indicator 3.1, sub-indicator 3.1.3

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

ISCED levels	Percentage of education professionals who have received training <sup>36</sup> to integrate ESD into their practice: (see key below)																	
	Educators												Leaders/administrators <sup>37</sup>					
	Initial*						In service**						In service***					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0	V								V						V			
1	V						V						V					
2	V						V						V					
3	V						V						V					
4	V								V						V			
5	V								V						V			
6	V								V						V			
Non-formal	V						V						V					
Informal																		

The scoring key for this table (max. 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

- \* 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.
- \*\* 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.
- \*\*\* 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.

<sup>36</sup> Training is understood to include at least one day (a minimum of five contact hours).

<sup>37</sup> See paragraphs 54 and 55 of the UNECE Strategy for ESD.

### Appendix IV

#### Summary and self-assessment<sup>38</sup> by countries:

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

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<sup>38</sup> 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.