



Economic and Social Council

Distr.: General
22 February 2018

Original: English

Economic Commission for Europe

Committee on Environmental Policy

United Nations Economic Commission for Europe Steering Committee on Education for Sustainable Development

Thirteenth meeting

Geneva, 3 and 4 May 2018

Item 6 of the provisional agenda

Preparations for the next (2017–2019) mandatory reporting cycle under the Strategy

Format for reporting on the implementation of the UNECE Strategy for Education for Sustainable Development (2017–2019)

Summary

By its terms of reference, the United Nations Economic Commission for Europe (ECE) Steering Committee for Education for Sustainable Development is charged with monitoring progress in the implementation of the UNECE Strategy for Education for Sustainable Development (ECE/CEP/BATUMI.CONF/2016/11, annex II, para. 4 (d)).


On 1 November 2018, States participating in the Strategy are due to submit their national implementation reports. Reports are expected to reflect the progress made in the implementation of the Strategy at the national or State level during the next implementation phase (2017–2019). The present document sets out the format for reporting (annex I). The set of indicators, on which the reporting format is based, was developed by the ECE Expert Group on Indicators for Education for Sustainable Development. The reporting format has been updated by the secretariat in consultation with the Bureau to meet the reporting needs of the current phase.

Based on national reports submitted, the secretariat will prepare a synthesis report in 2019, highlighting progress made, identifying challenges and drawing up recommendations. The synthesis report is vital for monitoring the progress made since the previous implementation phases and setting future priorities for implementing the Strategy and is expected to be presented at the fourteenth meeting of the Steering Committee in 2019.

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Contents

	<i>Page</i>
Introduction	3
Annexes	
I. Format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development	7
II. Proposed timeline for reporting.....	38

Introduction

1. The present document presents a format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development for the next implementation phase (2017–2019). It was developed based on the procedure for the review of implementation of the Strategy contained in the draft workplan for 2017–2019 (ECE/CEP/AC.13/2018/3). The reporting format also takes into account the two previous reporting exercises in 2010 and 2014, the related reporting templates (ECE/CEP/AC.13/2009/10 and ECE/CEP/AC.13/2014/5, respectively) and the feedback from countries following those exercises on the workability and feasibility of the indicators and the requested information for reporting.

2. In addition, the workplan for implementation of the current phase of the Strategy sets out the timeline for the reporting exercise in 2018 (*ibid.*, para. 46).

3. The set of indicators was developed by the ECE Expert Group on Indicators for Education for Sustainable Development set up by the High-level Meeting of Environment and Education Ministries (Vilnius, 17–18 March 2005). Three complementary progress reports provide information on the development of the indicators (see CEP/AC.13/2005/9, ECE/CEP/AC.13/2006/5 and ECE/CEP/AC.13/2008/4).

4. In 2014, to reflect the requirements the third phase (2011–2015) of the Strategy's initial implementation period (2005–2015), in consultation with the Expert Group on Indicators the secretariat introduced the following changes to the reporting template developed by the Group:

(a) The reporting template was updated to use the revised International Standard Classification of Education (ISCED), as adopted by United Nations Educational, Scientific and Cultural Organization (UNESCO) member States in 2011;

(b) To gather important analytical information for the implementation of education for sustainable development (ESD) after the third phase of implementation came to an end, countries were given the possibility to add concluding remarks, i.e., on the main successes, challenges and implications for future implementation for each of the Strategy's objectives;

(c) Where appropriate, references to educator competences in ESD as developed by the ECE Expert Group on Competences were added (indicator 3.1);

(d) Where appropriate, references to the priority action areas as adopted by the Steering Committee at its seventh meeting (Geneva, 1–2 March 2012) (ECE/CEP/AC.13/2012/2, para. 48) were included (indicator 2.3);

(e) Descriptive remarks on indicators that referred only to phases I and II of the first implementation period were revised to reflect the requirements of phase III, i.e., focusing on an analysis of implementation and implementation outcomes;

(f) Issue 9 of the 2010 reporting template (“Describe any assistance needed to improve implementation”) was revised to read “Future implementation of education for sustainable development”, focusing on priorities for the future ESD implementation framework.

5. In 2018, to reflect the requirements and priorities of the 2017–2019 implementation phase, outlined in the framework for the future implementation of the Strategy (ECE/BATUMI.CONF/2016/11), in consultation with the Bureau, the secretariat has introduced the following changes to the 2014 reporting template developed by the Expert Group:

(a) The tables with ISCED levels provided in the “yes/no” part of indicators 1.2.2, 2.2.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1 and 4.2.2 have been updated to reflect the growing interest in technical and vocational education and training by adding the relevant ISCED programme orientation category for vocational education, as follows: 25. Lower secondary vocational education; 35. Upper secondary vocational education; 45. Post-secondary non-tertiary vocational education; 55. Short-cycle tertiary vocational education. Similarly, the tables containing a breakdown by ISCED levels provided in appendixes I (a), (b) and (c) and appendix III have been also updated with the inclusion of these additional levels 25, 35, 45 and 55 for vocational education. Countries are invited to assess these levels if they have relevant information and data. Additional change was proposed during the thirteenth meeting of the Steering Committee (3-4 May 2018): where appropriate, the tables with ISCED levels have been updated by adding one option for the answer “9. No information available”;

(b) The title of indicator 1.3 “National policies support synergies between processes related to sustainable development (SD) and ESD” has been revised to read “National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD”;

(c) A new sub-indicator 1.3.1 “Does your country have a stand-alone ‘sustainable development’, ‘global understanding’, ‘international understanding’ policy, plan or law in place, in each case using ‘sustainable development’ language?” has been added;

(d) Former sub-indicator 1.3.1 “Is ESD part of SD policy(ies) if these exist in your country?” has been renamed as sub-indicator 1.3.2;

(e) A new sub-indicator 2.4.2 “Which of the following dimensions of learning is your country planning to reinforce in student assessment or examinations in the next five years, in relation to ESD?” has been added, which includes the following options for an answer: (a) Knowledge; (b) Skills and competencies; (c) Values and attitudes; (d) Behaviours; (e) None; and (f) No information available;

(f) Issue 9 of the 2014 reporting template (“Future implementation of education for sustainable development”) has been revised to read “Describe any assistance needed in implementing the Strategy in your countries”, as the political mandate for the future implementation of the Strategy has since been agreed at the High-level Meeting of Education and Environment Ministries in 2016;

(g) Appendix I (a) has been revised and several new themes have been added to the listing of proposed themes, as follows: “Sustainable lifestyles”; “Gender equality”; “Oceans and sea”; “Renewable energy”; “Sustainable cities and communities”; and “Culture’s contribution to sustainable development”. Also, several themes have been revised as follows: “Ethics and philosophy” has been revised to read “Environmental ethics and philosophy”; “Citizenship, democracy and governance” has been revised to read “Global citizenship, democracy and governance”; “Environmental protection (waste management, etc.)” has been revised to read “Environmental protection (waste management, environmental monitoring, risk assessment, etc.)”; “Climate change” has been revised to read “Climate change and desertification”; and “Economics” has been revised to read “Economic growth and good jobs”.

6. The main elements of the reporting procedure are as follows:

(a) ECE member States should prepare reports through a transparent consultative process involving all relevant stakeholders at the national or State level;

(b) Although the “yes/no” part of sub-indicators was required to be reported on in the initial phase I (2007) and the “descriptive” part in phase II (by 2010) and phase III

(by 2015), countries are encouraged to report on the full set of indicators at the end of each phase, to the extent possible, in line with a country's progress in implementing the Strategy for ESD;

(c) Thirty-eight member States reported on a voluntary basis by preparing reports for the Environment for Europe Ministerial Conference in Batumi in 2016. Thirty-six member States submitted national implementation reports for the Environment for Europe Ministerial Conference in Belgrade in 2007, and 36 member States responded to the first formal call for reporting in 2010. Countries are requested to prepare an updated version of their most recent report for 2018;

(d) Reports should be submitted to the secretariat electronically in Word format. The text should be in English. Member States are also encouraged to provide the text in the two other official languages of ECE, French and Russian. Reports will be made available in the languages in which they are received. No editing will be provided;

(e) The deadline for submission of reports to the secretariat, taking into account United Nations document management procedures, is 1 November 2018;

(f) The ECE secretariat will post the reports on its website;

(g) The ECE secretariat will prepare a synthesis report for 2019, highlighting achievements, identifying challenges and drawing conclusions regarding future ESD implementation. It is expected that the reporting results will be presented at the fourteenth meeting of the Steering Committee in 2019;

(h) Key stakeholders are encouraged to provide the secretariat with their reports on programmes or activities that support the implementation of the Strategy.

7. The key documents for the preparation of the 2018 national implementation reports include the following:

(a) The UNECE Strategy for Education for Sustainable Development (CEP/AC.13/2005/3/Rev.1);

(b) The format for reporting presented in annex I to the present document;

(c) The guidance for reporting on the implementation of the UNECE Strategy for Education for Sustainable Development (ECE/CEP/AC.13/2009/5);

(d) The first progress report on the implementation of the Strategy (2005–2007), “Learning from each other: achievements, challenges and the way forward” (ECE/BELGRADE.CONF/2007/INF/3-ECE/CEP/AC.13/2007/2 and Add.1 and Corr.1);

(e) The second evaluation report on the implementation of the Strategy (2008–2010), “Learning from each other: achievements, challenges and ways forward” (ECE/CEP/AC.13/2012/3);

(f) The third evaluation report on the implementation of the Strategy (2011–2015), “Learning from each other: achievements, challenges and ways forward” (ECE/CEP/AC.13/2016/3);

(g) The publication: *Ten Years of the UNECE Strategy for Education for Development — Evaluation Report on the Implementation of the UNECE Strategy for Education for Sustainable Development from 2005 to 2015* (ECE/CEP/179).

8. A proposed timeline for reporting is provided in annex II to the present document.

Annex I

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

Implementation phase: 2017–2019

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

Name of officer (national focal point) responsible
for submitting the report: **Grigoryan Ruzanna**

Signature:



Date: 28 December, 2020

Full name of the institution: **Ministry of Environment**

Postal address: **0010**

Telephone: **+37411 818 513**

Email: **interdpt@env.am**

Website: **env.am**

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, 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.

X Governmental institutions (please specify) Ministry of Education, Science, Culture and Sport and Ministry of Environment

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.)

This report was prepared according to the outline of the UNECE Strategy for Education for Sustainable Development.

The report was prepared for following purposes:

- ✓ analyzing progress towards ESD,
- ✓ implementation of national strategies to achieve sustainable development,
- ✓ educational challenges to incorporate ESD into education reform efforts.

The Republic of Armenia is a sovereign, democratic, social state governed by rule of law. The state power is administered pursuant to the Constitution based on the principle of separation of the legislative, executive and judicial powers.

The Ministry of Education, Science, Culture and Sport is a republican bodies of executive authority, which elaborates and implements the policies of the Republic of Armenia Government in the education and science sectors. According to the Constitution of the Republic of Armenia the Government shall develop and implement the domestic policy of the Republic of Armenia. By virtue of the Constitution, the international treaties, the laws of the Republic of Armenia, or the decrees of the President of the Republic and to ensure the implementation thereof the Government shall adopt decisions, which shall be subject to observance in the whole territory of the Republic.

The Ministry of Environment is a republican bodies of executive authority, which elaborates and implements the policy of the Republic of Armenia Government in the environmental education and upbringing sectors through development and implementation of respective programs and strategies. The Ministry is also responsible for the elaboration of the publicly available materials on environmental issues as well as development of proposals for environmental and educational programs.

The education system of the Republic of Armenia is integrity of the state education standards, educational programmes of different levels and directions ensuring education continuity, and education institutions and education management bodies (RA “Law on Education” 1999).

The principles of sustainable development as basis for public administration: after the adoption of sustainable development principles the Republic of Armenia Government has consistently implemented a policy for ensuring public participation in the process of public administration and decision making. One of the essential ways for establishing sustainable civil society is achieving a consensus of different sectors of the society on various problems of public importance. Building relationships between the society and state authorities requires more attention in case of economic crisis that distorts political stability and developments in the society. The understanding of this problem has stimulated the establishment of formally quite serious possibilities and adequate legal bases, as well as institutional bodies.

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Armenian</i>
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 type="checkbox"/>	<i>If yes, please specify in which ministry(ies)/department(s) the focal point(s) is(are) located.</i> <i>Environment sphere NFP</i> <i>Ms. Ruzanna Grigoryan,</i> <i>Head of International Cooperation Department, Ministry of Environment</i>
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD ?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</i>
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD ?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD and please indicate the Internet address where it is accessible.</i> <i>Currently, “The State Strategy of Education Development until 2030” is under elaboration.</i> <i>In addition, The Government Program and The Medium-term Measures to ensure the implementation of the Government Program for 2019-2023 have been adopted. Both of them include the sphere of National Education.</i> <i>https://www.gov.am/files/docs/3347.pdf</i>

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

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

Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade of Education for Sustainable Development after 2014, ³ and other policy processes relevant to ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and list major documents.</i></p> <p>National standards for secondary education (primary, lower secondary, upper secondary) – Draft as of 12.11.2019</p>
Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD	
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and list any major document(s).</i></p> <ul style="list-style-type: none"> • “The State Strategy of Education Development until 2030” (2019-2020) <p>The draft of “The State strategy of Education Development until 2030” has been developed, where the UN "Transform Our Country: till 2030 Agenda for Sustainable Development” has been taken into consideration. The project has targets that are directly related to the guidelines set out in the SDG-4.</p> <p>For achieving these purposes Armenia has applied for membership to Global Partnership for Education organization.</p> <p>Document:</p> <p><i>2019-2023 Action Plan of the Government of RA</i></p> <ul style="list-style-type: none"> • "Universal Inclusive Education" (2016-2023) <p>This policy defines the strategy for inclusive education in the system of general education, envisaging the creation of pedagogical-psychological support centers on the basis of special schools, and the introduction of appropriate services in general education institutions: other provisions till 2023. The full transition of the system</p>

³ See A/69/76.

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

will ensure the assessment of the children with special educational needs and their full integration into general education.

Documents:

The Law on "General Education" of RA

"Action Plan and Timetable of implementing of Universal Inclusive Education" approved by Government of Armenia in 2016

• **Reviewing of National Education Curriculum (2018)**

Within the frameworks of "Education Improvement" credit project of World Bank and "EU4Innovation in Armenia: Enhanced Education focusing on science, technology, engineering and mathematics" of EU programme The National Education Curriculum is being revised.

The programme will support growth of Armenia focusing on the quality of STEM (science, technology, engineering and mathematics) education throughout different levels of education system. In particular, it will seek to (i) further develop the human capital, (ii) bridge the gap between the labour market needs and the output of country's education system, and (iii) pilot EdTech (education and learning technology) and modern teaching approach in a pilot region of Armenia.

Documents:

Education Improvement Project-Loan Agreement N8342-AM, dated 23.05.2014

Education Improvement Project-Loan Agreement N5387-AM, dated 23.05.2014

«EU4Innovation in Armenia: Enhanced Education focusing on science, technology, engineering and mathematics» financial agreement

• **Disaster Risk Managements (2017-2030)**

In the framework of National Disaster Risk Management Strategy “Provision of universal, equal, inclusive and qualified education in each level of education and encouragement of education opportunities for all age groups” is pointed.

In line to strategy: up to 2030 to provide the obtaining of necessary knowledge and skills to promote the development of sustainable society, among them teaching healthy lifestyle, human rights, world culture and so on; to build and modernize the educational institutions taking into account the interests of students with special educational needs. There is a cooperation with the Ministry of Emergency.

Document:

‘Approval of National Disaster Risk Management Strategy and its Action Plan Programme’ RA Government protocol decision N14 of 06 April of 2017.

• ***Seismic Safety Improvement Programme In Armenia (2016-2030)***

“The Seismic Safety Improvement Program”/ SSIP/ has been adapted to “The National Disaster Risk Reduction Strategy”. The final result is the improved coverage of safe school buildings in terms of seismic resistance. Within the framework of this project, the Ministry of Education and Science cooperates with the Ministry of Territorial Administration and Development, as well as the Urban Development Committee.

Document:

‘Submitting the 2015-2030 Programme of Seismic Safety Improvement of Public General Schools of Republic of Armenia’ RA Government Decision N 797-N of 23 of July of 2015

• ***Sustainable School Feed programme (2014-2024)***

In the framework of Sustainable School Feed programme the Ministry of Education and Science collaborates with World Food Programme since 2010. The SSFP aims to mitigate the impact poverty on vulnerable households by improving the access of poor rural children to primary education. Since 2014 the Government implemented the

programme directly in 4 provinces. The process is on-going and up to 2024 all provinces will be included in the Government Programme.

Document:

Agreement between WFP and Ministry of Education and Science signed in 2017

- ***"SP VET Provision & Quality: Work-based learning "Skills Connexion Project" implemented within the cooperation with European Training Foundation (2017-2020)***

The program envisages the development of work-based learning in Armenia. The targets set by the program are in line with the SDG4-based indicator (4.3, 4.4). A national working group on WBL has been set up. The Group has been working on the development of the "Concept paper and road map of WBL development in Armenia for 2019-2025" and priorities. It is envisaged that the draft of the concept paper will be ready at the end of 2018.

- ***"Private Sector Development and Vocational Education and Training in the South Caucasus" project implemented in cooperation with GIZ (2017-2020)***

The program envisages introduction of a dual system in VET institutions, which will contribute to the expansion of VET system partnership with the employers, expansion of collaboration with the employers in the process of vocational education and training organizations and implementation of effective active labour market policies. The targets set by the program are in line with the SDG4-based indicator.

Dual educational system has been experimentally introduced in 11 VET educational institutions in the professions of priority sectors for economic development of RA. Based on monitoring results, it is envisaged to expand the model implementation process gradually.

- ***"SP VET Provision & Quality: Work-based learning "Skills Connexion Project" implemented within the cooperation with European Training Foundation (2017-2020)***

The program envisages the development of work-based learning in Armenia. Implementation of WBL implies effective cooperation and coordination of functions between different stakeholders: policy makers, VET institutions, employers, social partners and public administrative bodies. It will contribute to the expansion of VET system partnership with the employers, expansion of collaboration with the employers in the process of vocational education and training organizations and implementation of effective active labour market policies. The targets set by the program are in line with the SDG4-based indicator.

A national working group on WBL has been set up. The Group has been working on the development of the “Concept paper and road map of WBL development in Armenia for 2019-2025” and priorities. It is envisaged that the draft of the concept paper will be ready at the end of the year.

- ***Better Qualifications for Better Jobs implemented within the cooperation with European Union (2017-2020)***

The programme seeks to assist to the expansion of VET system partnership with the employers, expansion of collaboration with the employers in the process of vocational education and training organizations and implementation of effective active labour market policies to enhance labour market efficiency and contribute to employability of VET graduates in Armenia. The programme provides active and efficient collaboration not only with private sector organisations and social partners, but also with other state bodies, such as Ministry of Labour and Social Issues (MoLSI), Ministry of Agriculture (MoA), ministry of Economic Development and Investments. The targets set by the program are in line with the SDG4-based indicator.

Document:

Better Qualifications for Better Jobs ENI/201slO38-246. The Financing Agreement.

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 or requirements at all levels of formal education, as understood by your education system in accordance with ISCED? ⁵																																															
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>If yes, please specify details for (a) and (b).</i></p> <p><i>Please also fill in the table by ticking (✓) as appropriate.</i></p> <table border="1" data-bbox="898 395 1742 1228"> <thead> <tr> <th data-bbox="898 395 1525 448" rowspan="2">ISCED levels 2011</th> <th data-bbox="1525 395 1637 448">(a)</th> <th data-bbox="1637 395 1742 448">(b)</th> </tr> <tr> <th data-bbox="1525 448 1637 501">Yes</th> <th data-bbox="1637 448 1742 501">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="898 501 1525 553">0. Early childhood education</td> <td data-bbox="1525 501 1637 553">✓</td> <td data-bbox="1637 501 1742 553">✓</td> </tr> <tr> <td data-bbox="898 553 1525 606">1. Primary education</td> <td data-bbox="1525 553 1637 606">✓</td> <td data-bbox="1637 553 1742 606">✓</td> </tr> <tr> <td data-bbox="898 606 1525 659">2. Lower secondary education</td> <td data-bbox="1525 606 1637 659">✓</td> <td data-bbox="1637 606 1742 659">✓</td> </tr> <tr> <td data-bbox="898 659 1525 711">25. Lower secondary vocational education</td> <td data-bbox="1525 659 1637 711">✓</td> <td data-bbox="1637 659 1742 711">✓</td> </tr> <tr> <td data-bbox="898 711 1525 764">3. Upper secondary education</td> <td data-bbox="1525 711 1637 764">✓</td> <td data-bbox="1637 711 1742 764">✓</td> </tr> <tr> <td data-bbox="898 764 1525 817">35. Upper secondary vocational education</td> <td data-bbox="1525 764 1637 817"></td> <td data-bbox="1637 764 1742 817"></td> </tr> <tr> <td data-bbox="898 817 1525 869">4. Post secondary non-tertiary education</td> <td data-bbox="1525 817 1637 869"></td> <td data-bbox="1637 817 1742 869"></td> </tr> <tr> <td data-bbox="898 869 1525 922">45. Post-secondary non-tertiary vocational education</td> <td data-bbox="1525 869 1637 922">✓</td> <td data-bbox="1637 869 1742 922">✓</td> </tr> <tr> <td data-bbox="898 922 1525 975">5. Short-cycle tertiary education</td> <td data-bbox="1525 922 1637 975"></td> <td data-bbox="1637 922 1742 975"></td> </tr> <tr> <td data-bbox="898 975 1525 1027">55. Short-cycle tertiary vocational education</td> <td data-bbox="1525 975 1637 1027"></td> <td data-bbox="1637 975 1742 1027"></td> </tr> <tr> <td data-bbox="898 1027 1525 1080">6. Bachelor's or equivalent level</td> <td data-bbox="1525 1027 1637 1080">✓</td> <td data-bbox="1637 1027 1742 1080">✓</td> </tr> <tr> <td data-bbox="898 1080 1525 1133">7. Master's or equivalent level</td> <td data-bbox="1525 1080 1637 1133">✓</td> <td data-bbox="1637 1080 1742 1133">✓</td> </tr> <tr> <td data-bbox="898 1133 1525 1185">8. Doctoral or equivalent level</td> <td data-bbox="1525 1133 1637 1185"></td> <td data-bbox="1637 1133 1742 1185"></td> </tr> <tr> <td data-bbox="898 1185 1525 1228">9. No information available</td> <td data-bbox="1525 1185 1637 1228"></td> <td data-bbox="1637 1185 1742 1228"></td> </tr> </tbody> </table>	ISCED levels 2011	(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 tertiary vocational education			6. Bachelor's or equivalent level	✓	✓	7. Master's or equivalent level	✓	✓	8. Doctoral or equivalent level			9. No information available		
ISCED levels 2011	(a)		(b)																																													
	Yes	Yes																																														
0. Early childhood education	✓	✓																																														
1. Primary education	✓	✓																																														
2. Lower secondary education	✓	✓																																														
25. Lower secondary vocational education	✓	✓																																														
3. Upper secondary education	✓	✓																																														
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7. Master's or equivalent level	✓	✓																																														
8. Doctoral or equivalent level																																																
9. No information available																																																

⁵ See <http://uis.unesco.org/en/topic/international-standard-classification-education-isced>.

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"/>	On 21 June 2014 for the improvement of Adult Learning and Education field, “RA Law to Supplement and Amend the RA Law on Education” was adopted by defining, non-formal, and informal education, and serving as grounds for adopting the procedures of Article 1 on the “Organization and Implementation of Supplementary Educational Programmers”, and Article 2 on the “Assessment and Recognition of Non-formal and Informal Learning Outcomes” of the RA Government decision N1062-N of 10 September 2015. The above mentioned legal acts regulate the RA state policy principles, organizational and legal bases, legal relations of individuals and legal entities participating in educational processes at various levels of ALE as well as the bases of the right to education at different educational levels set out in the Constitution of the RA, etc.
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i>
Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁶ cooperation relevant to ESD exist in your Government?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> According to the Prime Minister Decree on 09.03.2015 N 167-U the National Council for Sustainable Development was created.
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ⁷
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Law on Preliminary and Middle Vocational Education revised concept of “Social Partnership in the field of Preliminary (Craftsmanship) and Middle Vocational Education System”.

⁶ Between State bodies.

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

The concept sets out the strategic issues related to the development and continuous promotion of social partnerships and offers solutions that are in the best interests of all stakeholders. It aims to promote the formation of a trilateral agreement on cooperation between the Government of the Republic of Armenia, employers, including sector-oriented NGOs, trade unions and the institutionalization of social partnership.

National Council of Vocational Education and Training Development was established according to the decision of the Prime Minister of the Republic of Armenia, N 1012-A of December 11, 2008

The council aims to provide advice on state policy, strategy and development directions in VET sector of the Republic of Armenia.

Employers' participation in VET Institution Management Boards.

The VET institution Management Board comprises up to 20 members, including representatives of parties recognized as VET partners in the VET sector, at 35% of the total number of members.

Involvement of social partners in the development of VET state education standards.

Establishment of 14 sectorial committees responsible for the professional expertise and conclusion of standards.

2017-2023 Action Plan of the Preliminary (Craftsmanship) and Vocational Education System was approved by the 590-A/2 dated August 30, 2019; Order of the Minister of Education, Science, Culture and Sport of the Republic of Armenia.

One of the priorities of the program (Action Plan 2017-2023, Point 2) is ‘Strengthening Social Partnership’, in particular the program envisages identification of more effective Social Partnership

mechanisms, revision of Feedback Providing Mechanisms by Social Partners to Recognize VET Learning Outcomes.

For strengthening and developing the link between VET and labor market, for matching VET supply and labor market demand, for provision of practical training and employment for students in 2019 more than 26 memorandums of understanding have been signed between VET educational institutions and employers, mainly in the following areas: milk, dairy products, car service, tourism, IT, high technology, light industry, winemaking, 3D modeling, etc.

"Private Sector Development and Vocational Education and Training in the South Caucasus" project implemented in cooperation with GIZ

The program envisages introduction of a dual system in VET institutions, which will contribute to the expansion of VET system partnership with the employers, expansion of collaboration with the employers in the process of vocational education and training organizations and implementation of effective active labour market policies.

Dual educational system has been experimentally introduced in 11 VET educational institutions in the professions of priority sectors for economic development of RA. In the framework of the project, more than ----- agreements and memorandum were signed between VET educational institutions and employers.

Based on monitoring results, it is envisaged to expand the model implementation process gradually.

"SP VET Provision & Quality: Work-based learning "Skills Connexion Project" implemented within the cooperation with European Training Foundation (ETF).

The program envisages the development of work-based learning in Armenia. Implementation of WBL implies effective cooperation and coordination of functions between different stakeholders:

	<p>policy makers, VET institutions, employers, social partners and public administrative bodies. It contributes to the expansion of VET system partnership with the employers, expansion of collaboration with the employers in the process of vocational education and training organizations and implementation of effective active labour market policies.</p> <p>A national working group on WBL has been set up. “Concept paper and road map of WBL development in Armenia for 2019-2025” was developed by the group.</p> <p>“Better Qualifications for Better Jobs” implemented within the cooperation with European Union.</p> <p>The programme seeks to assist to the expansion of VET system partnership with the employers, expansion of collaboration with the employers in the process of vocational education and training organizations and implementation of effective active labour market policies to enhance labour market efficiency and contribute to employability of VET graduates in Armenia. The programme provides active and efficient collaboration not only with private sector organisations and social partners, but also with other state bodies, such as Ministry of Labour and Social Issues (MoLSI), Ministry of Agriculture (MoA), ministry of Economic Development and Investments.</p>
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"/>	<p><i>Please specify.</i></p> <p>Limited financial resources are one of the major obstacles for Armenia. However, the Government tries to allocate some resources to the programmes with support ESD.</p> <p>For example, in the framework of Medium-Term Expenditure Programme for 2019-2021, Ministry of Education, Science, Culture and Sport of RA allocated financial resources for alternative models of providing preschool services in rural areas, where no preschool organizations are available (through these models the children of the age of 5 to 6 will be provided with educational and development programmes).</p>
Indicator 1.3 National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD	
Sub-indicator 1.3.1	Does your country have a stand alone “sustainable development”, “global understanding”, “international understanding” policy, plan or law in place, in each case using “sustainable development” language?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i>
Sub-indicator 1.3.2	Is ESD part of SD policy(ies) if these exist in your country?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Education sphere is included in the joint initiative of the Government of Armenia and the United Nations, supported by the UNDP in Armenia, the National SDG Innovation Lab, which aims to further unlock Armenia’s development potential and accelerate the implementation of the Agenda 2030.</p> <p>Currently, the SDG Lab is running “Innovative Solutions for SDG Implementation in Armenia” project funded by the Russian Federation and implemented in close partnership with the Government of Armenia.</p>
<i>Concluding remarks on issue 1</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD</i>

	<p>Please address in particular the following questions:</p> <p>– Which actions and/or initiatives have been particularly successful and why?</p> <p>National curricula review, that is currently being performed, at its core has the ESD learning objectives, which were presented to the core expert teams responsible for the curricula review. In addition, a workshop has been held for these professionals to practically incorporate the ESD framework into the standards.</p> <p>– What challenges did your country encounter when implementing this objective?</p> <p>The draft standards are still to be presented for public discussions. The professional community has welcomed the initiative.</p> <p>– What other considerations have to be taken into account in future ESD implementation concerning this objective?</p>												
Issue 2. Promote SD through formal, non-formal and informal learning													
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>													
Indicator 2.1 SD key themes are addressed in formal education													
Sub-indicator 2.1.1	Are key themes of SD ⁸ addressed explicitly in the curriculum/programme of study at various levels ⁹ of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Please specify what SD issues are important in the country (i.e., biodiversity, gender, consumption/production, etc.) and how they are addressed in the curricula.</p> <p>Please update the table in appendix I (a) that was used for implementation phases II and III under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td 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 type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	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"/>
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"/>								
Sub-indicator	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹⁰ /programme of study at various levels of formal education?												

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

⁹ For the State or federal level, where relevant.

¹⁰ Idem.

2.1.2													
Yes No <input type="checkbox"/>	<p><i>Please specify what competences as learning outcomes are important in your country.</i></p> <p>Learning outcomes are mainly focused on students' cognitive, personal and interpersonal skills development, critical thinking and creativity, professional and social insurance improvement, infrastructures development, as well as education-science-labour market connection strengthening.</p> <p><i>Please update the table in appendix I (b) that was used for implementation phases II and III under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" data-bbox="936 531 1534 635"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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"/>								

Sub-indicator 2.1.3	Are teaching and learning methods that support ESD addressed explicitly in the curriculum ¹¹ or programme of study at various levels of formal education?																																																					
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Please specify which methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.</p> <p>Please also update the table in appendix I (c) that was used to report on implementation phases II and III, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</p> <table border="1" data-bbox="1151 438 1749 550"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </table>	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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Indicator 2.2 Strategies to implement ESD are clearly identified																																																						
Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects ¹² only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project? ¹³ ; (e) other approaches?																																																					
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (d) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (e) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.</p> <table border="1" data-bbox="967 798 1933 1268"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> <th>(d)</th> <th>(e)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>25. Lower secondary vocational education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>35. Upper secondary vocational education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	ISCED levels 2011	(a)	(b)	(c)	(d)	(e)	Yes	Yes	Yes	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					
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¹¹ Idem.

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

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

	<table border="1"> <tr> <td>45. Post-secondary non-tertiary vocational education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>55. Short-cycle tertiary vocational education</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>9. No information available</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).</p>	45. Post-secondary non-tertiary vocational education	✓	✓	✓	✓	✓	5. Short-cycle tertiary education						55. Short-cycle tertiary vocational education						6. Bachelor's or equivalent level						7. Master's or equivalent level						8. Doctoral or equivalent level						9. No information available					
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Indicator 2.3 A whole-institution approach¹⁴ to SD/ESD is promoted																																											
Sub-indicator 2.3.1	Do educational institutions ¹⁵ adopt a “whole-institution approach” to SD/ESD?																																										
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2019.¹⁶ ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.</i></p> <p><i>Also, please provide information for all levels of your education system in accordance with ISCED by ticking (✓) in the table as appropriate and specify for non-formal and informal education, as appropriate.</i></p> <table border="1"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> </tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education																																							
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¹⁴ A “whole institution approach” means that all aspects of an institution’s internal operations and external relationships are reviewed and revised in the light of SD/ESD principles. Within such an approach each institution would decide on its own actions, addressing the three overlapping spheres of Campus (management operations); Curriculum; and Community (external relationships).

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

¹⁶ See paragraph 20 of the framework for the future implementation of the UNECE Strategy for Education for Sustainable Development.

	<table border="1"> <tr><td>1. Primary education</td><td></td></tr> <tr><td>2. Lower secondary education</td><td></td></tr> <tr><td>25. Lower secondary vocational education</td><td>✓</td></tr> <tr><td>3. Upper secondary education</td><td></td></tr> <tr><td>35. Upper secondary vocational education</td><td>✓</td></tr> <tr><td>4. Post secondary non-tertiary education</td><td></td></tr> <tr><td>45. Post-secondary non-tertiary vocational education</td><td>✓</td></tr> <tr><td>5. Short-cycle tertiary education</td><td></td></tr> <tr><td>55. Short-cycle tertiary vocational 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> <tr><td>9. No information available</td><td></td></tr> </table>	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 tertiary vocational education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level		9. No information available		
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Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?																											
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>If yes, please specify what schemes are available for all levels of your education system.</i></p> <p><i>Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <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>25. Lower secondary vocational education</td><td>✓</td></tr> <tr><td>3. Upper secondary education</td><td></td></tr> <tr><td>35. Upper secondary vocational education</td><td>✓</td></tr> </tbody> </table>		ISCED levels 2011	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	✓												
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Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																		
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.</i></p> <p><i>Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate:</i></p> <p><i>(a) For formal institutions:</i></p> <table border="1"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <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>25. Lower secondary vocational education</td><td>✓</td></tr> <tr><td>3. Upper secondary education</td><td></td></tr> <tr><td>35. Upper secondary vocational education</td><td>✓</td></tr> <tr><td>4. Post secondary non-tertiary education</td><td></td></tr> <tr><td>45. Post-secondary non-tertiary vocational education</td><td>✓</td></tr> </tbody> </table>	ISCED levels 2011	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	✓
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	6. Bachelor's or equivalent level	
	7. Master's or equivalent level	
	8. Doctoral or equivalent level	
	9. No information available	
<i>(b) For non-formal institutions:</i>		
	ISCED levels 2011	<i>Yes</i>
	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	
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	55. Short-cycle tertiary vocational education	
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	8. Doctoral or equivalent level	
	9. No information available	

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?: ¹⁷ (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?

¹⁷ 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).

- (a) Yes No
 (b) Yes No
 (c) Yes No

Please elaborate.

Assesing and Testing Center of RA regularly provides current and final student assessments. Armenia has participated in a series of TIMSS international assessments, besides that the country is going to participate in PISA 2021. Armenia also is member of UIS Technical Cooperation Group.

Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.

ISCED levels 2011	(a)	(b)	(c)
	Yes	Yes	Yes
0. Early childhood education			
1. Primary education			
2. Lower secondary education	✓	✓	
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9. No information available			

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).

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) Behaviours; (e) None; (f) No information available.

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

Please elaborate.

Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.

ISCED levels 2011	(a)	(b)	(c)	(d)	(e)	(f)
	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
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 tertiary vocational education						
6. Bachelor's or equivalent level						
7. Master's or equivalent level						
8. Doctoral or equivalent level						
9. No information available						

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).

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 <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and provide information on new developments and good practice examples.</i>
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

Please specify and provide information on new developments and good practice examples.

"Private Sector Development and Vocational Education and Training in the South Caucasus" project implemented in cooperation with GIZ (2017-2020)

The program envisages introduction of a dual system in VET institutions, which will contribute to the expansion of VET system partnership with the employers, expansion of collaboration with the employers in the process of vocational education and training organizations and implementation of effective active labour market policies.

Dual educational system has been experimentally introduced in 11 VET educational institutions in the professions of priority sectors for economic development of RA. In the framework of the project, more than 26 agreements and memorandums were signed between VET educational institutions and employers.

Since September 2018, five long-term Dual TVET courses for 90 apprentices are implemented in four pilot TVET colleges in cooperation with 21 private sector companies. The Dual TVET approach is also implemented for three short-term training programs in four TVET colleges. These short-term training courses (duration 4-5 months), developed on the request of the private sector companies, are focusing on piloting new professions – Precision Engineering – Technician for Mechatronics, Robotics and Solar Energy. 67 apprentices have been participated in these courses and 5 companies are involved in the trainings.

Based on monitoring results, it is envisaged to expand the model implementation process gradually.

	<p><i>'SP VET Provision & Quality: Work-based learning Experimental training on work-based learning of agricultural professions 'Milk and Dairy Technology' and 'Veterinary' is organized in Stepanavan, Gavar and Goris State Agricultural Colleges from September of 2019.</i></p> <p><i>“Skills Connexion Project”</i> implemented within the cooperation with European Training Foundation (2017-2020)</p> <p>The program envisages the development of work-based learning in Armenia. Implementation of WBL implies effective cooperation and coordination of functions between different stakeholders: policy makers, VET institutions, employers, social partners and public administrative bodies. It contributes to the expansion of VET system partnership with the employers, expansion of collaboration with the employers in the process of vocational education and training organizations and implementation of effective active labour market policies.</p> <p>A national working group on WBL has been set up. “Concept paper and road map of WBL development in Armenia for 2019-2025” was developed by the group.</p>
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 type="checkbox"/>	<i>Please specify in particular which instruments were the most effective in assessing the outcomes of ESD as a result of non-formal or informal learning.</i>
Indicator 2.6 ESD implementation is a multi-stakeholder process¹⁸	
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?

¹⁸ 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).

Yes No

Please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please update the information provided in the previous table for appendix II as appropriate.

Revised concept of “Social Partnership in the field of Preliminary (Craftsmanship) and Middle Vocational Education System”

Short description: The concept sets out the strategic issues related to the development and continuous promotion of social partnerships and offers solutions that are in the best interests of all stakeholders. It aims to promote the formation of a trilateral agreement on cooperation between the Government of the Republic of Armenia, employers, including sector-oriented NGOs, trade unions and the institutionalization of social partnership.

National Council of Vocational Education and Training Development was established according to the decision of the Prime Minister of the Republic of Armenia, N 1012-A of December 11, 2008

The council aims to provide advice on state policy, strategy and development directions in VET sector of the Republic of Armenia.

Employers' participation in VET Institution Management Boards

The VET institution Management Board comprises up to 20 members, including representatives of parties recognized as VET partners in the VET sector, at 35% of the total number of members.

Involvement of social partners in the development of VET state education standards.

Involvement of social partners in WBL.

Establishment of 14 sectorial committees responsible for the professional expertise and conclusion of standards.

<i>Concluding remarks on issue 2</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning.</i>
	<i>Please address in particular the following questions:</i> <ul style="list-style-type: none"><li data-bbox="896 331 2022 368">— <i>Which actions and/or initiatives have been particularly successful and why?</i><li data-bbox="896 379 2022 416">— <i>What challenges did your country encounter when implementing this objective?</i><li data-bbox="896 427 2022 491">— <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i>

Issue 3. Equip educators with the competence to include SD in their teaching	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 3.1 ESD is included in the training¹⁹ of educators	
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ²⁰
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>In particular specify which ESD competences²¹ are explicitly included in the study programmes.</i>
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²²
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>In particular specify which ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.</i></p> <p>Annually trainings are conducted by national Center for VET development for VET teachers (pedagogical staff, including masters). The below mentioned competences are explicitly included in training programmes: human rights, gender equality, ecological topics etc.</p> <p><i>Please also update the information provided under the phase III national implementation reporting in appendix III.</i></p>
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify which ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional.</i>
Indicator 3.2 Opportunities exist for educators to cooperate on ESD	
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?

¹⁹ ESD is addressed by content and/or by methodology.

²⁰ For higher education institutions: the focus is here on existing teacher training at universities/colleges regarding SD and ESD for university/college teachers.

²¹ For a set of core competences in ESD please see the report by the ECE Expert Group on Competences, *Learning for the future: Competences in Education for Sustainable Development* (ECE/CEP/AC.13/2011/6), available online from <http://www.unecce.org/education-for-sustainable-development-esd/publications.html>.

²² 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 type="checkbox"/>	<i>Please specify.</i>
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the Government in any way? ²³
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify how, listing the major ones, and describing them as appropriate.</i>
Concluding remarks issue 3	<i>Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching.</i>
	<i>Please address in particular the following questions:</i> <ul style="list-style-type: none"> – Which actions and/or initiatives have been particularly successful and why? – What challenges did your country encounter when implementing this objective? – What other considerations have to be taken into account in future ESD implementation concerning this objective?
Issue 4. Ensure that adequate tools and materials for ESD are accessible	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 4.1 Teaching tools and materials for ESD are produced	
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Concept and action plan for development and investment of state educational standards of preliminary (craftsmanship) and middle vocational education professions and qualifications which are intended to the formulation of competences, approved by Government protocol decision N 8, dated March 11, 2010. Annually VET educational standards and manuals are developed by NCVETD
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?

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

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in United States dollars (USD)) for annual expenditures on ESD-related research and development.</i></p> <p>163220 dollars dollars (USD) for VET</p>
Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist	
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities?; (b) approved by public authorities?; (c) tested and recommended for selection by educational institutions?
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/> (c) Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p>
Sub-indicator 4.2.2	Are ESD teaching tools and materials available: (a) in national languages?; (b) for all levels of education according to ISCED?

(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.</i> <table border="1" data-bbox="1104 220 1798 1002"> <thead> <tr> <th data-bbox="1104 220 1727 268">ISCED levels 2011</th> <th data-bbox="1727 220 1798 268">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="1104 268 1727 323">0. Early childhood education</td> <td data-bbox="1727 268 1798 323">✓</td> </tr> <tr> <td data-bbox="1104 323 1727 379">1. Primary education</td> <td data-bbox="1727 323 1798 379">✓</td> </tr> <tr> <td data-bbox="1104 379 1727 435">2. Lower secondary education</td> <td data-bbox="1727 379 1798 435">✓</td> </tr> <tr> <td data-bbox="1104 435 1727 491">25. Lower secondary vocational education</td> <td data-bbox="1727 435 1798 491">✓</td> </tr> <tr> <td data-bbox="1104 491 1727 547">3. Upper secondary education</td> <td data-bbox="1727 491 1798 547">✓</td> </tr> <tr> <td data-bbox="1104 547 1727 603">35. Upper secondary vocational education</td> <td data-bbox="1727 547 1798 603">✓</td> </tr> <tr> <td data-bbox="1104 603 1727 659">4. Post secondary non-tertiary education</td> <td data-bbox="1727 603 1798 659"></td> </tr> <tr> <td data-bbox="1104 659 1727 715">45. Post-secondary non-tertiary vocational education</td> <td data-bbox="1727 659 1798 715">✓</td> </tr> <tr> <td data-bbox="1104 715 1727 770">5. Short-cycle tertiary education</td> <td data-bbox="1727 715 1798 770"></td> </tr> <tr> <td data-bbox="1104 770 1727 826">55. Short-cycle tertiary vocational education</td> <td data-bbox="1727 770 1798 826"></td> </tr> <tr> <td data-bbox="1104 826 1727 882">6. Bachelor's or equivalent level</td> <td data-bbox="1727 826 1798 882"></td> </tr> <tr> <td data-bbox="1104 882 1727 938">7. Master's or equivalent level</td> <td data-bbox="1727 882 1798 938"></td> </tr> <tr> <td data-bbox="1104 938 1727 994">8. Doctoral or equivalent level</td> <td data-bbox="1727 938 1798 994"></td> </tr> <tr> <td data-bbox="1104 994 1727 1002">9. No information available</td> <td data-bbox="1727 994 1798 1002"></td> </tr> </tbody> </table>	ISCED levels 2011	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 tertiary vocational education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level		9. No information available	
ISCED levels 2011	Yes																														
0. Early childhood education	✓																														
1. Primary education	✓																														
2. Lower secondary education	✓																														
25. Lower secondary vocational education	✓																														
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35. Upper secondary vocational education	✓																														
4. Post secondary non-tertiary education																															
45. Post-secondary non-tertiary vocational education	✓																														
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6. Bachelor's or equivalent level																															
7. Master's or equivalent level																															
8. Doctoral or equivalent level																															
9. No information available																															
Indicator 4.3 Teaching tools and materials for ESD are accessible																															
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?																														
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please describe and in particular highlight which measures are the most efficient for dissemination.</i>																														
Sub-indicator 4.3.2	Is public authority money invested in this activity?																														
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify to what extent by providing an indication of the amount in USD, and please also mention any other significant sources of funding.</i>																														

Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please describe and name in particular official Internet sites.</i> “The National Centre for Vocational Education and Training Development /NCVED/ of “The National Institute of Education” /NIE/ was found in 2008 as the methodical support and serving construction for preliminary (craftsmanship) and middle vocational education. mkuzak.am
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 checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>For (a) and (b) please specify and mention by whom it was established and by whom it is managed.</i>
Concluding remarks issue 4	<i>Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible.</i>
	<i>Please address in particular the following questions:</i> – Which actions and/or initiatives have been particularly successful and why? – What challenges did your country encounter when implementing this objective? – What other considerations have to be taken into account in future ESD implementation concerning this objective?
Issue 5. Promote research on and development of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 5.1 Research²⁴ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁵ supported?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify in particular the most important outcomes of supported research.</i>

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

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

Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify which subjects were investigated and list major reports.</i>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) On ESD: ²⁶ (a) for the master's level?; (b) for the doctorate level?; (2) Addressing ESD: (a) for the master's level?; (b) for the doctorate level?
(1) (a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/> (2) (a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify what programmes are available and list the most important academic dissertations that address ESD.</i>
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 type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please provide information on (a) and (b).</i>
Indicator 5.2 Development of ESD is promoted	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? ²⁷
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify what main projects were/are being implemented to that end.</i>
Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ²⁸ to share the results of research and examples of good practices in ESD ²⁹ among authorities and stakeholders?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and provide information about where published research and dissertations are accessible.</i>

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

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

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

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

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please name the major publications for (a) and (b).</i>
<i>Concluding remarks on issue 5</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.</i>
	<ul style="list-style-type: none"> – <i>Which actions and/or initiatives have been particularly successful and why?</i> – <i>What challenges did your country encounter when implementing this objective?</i> – <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
Issue 6. Strengthen cooperation on ESD at all levels within the ECE region	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 6.1 International cooperation on ESD is strengthened within the ECE region and beyond	
Sub-indicator 6.1.1	Do your public authorities cooperate in or support international ³⁰ networks on ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify concrete networks and explain who supports these networks.</i>
Sub-indicator 6.1.2	Do educational institutions or organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify. List major networks.</i>
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms or agreements that include an explicit ESD component?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>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 ECE region?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please list and describe.</i>

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

<i>Concluding remarks on issue 6</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region</i>
	<i>Please address in particular the following questions:</i> <ul style="list-style-type: none"> - <i>Which actions and/or initiatives have been particularly successful and why?</i> - <i>What challenges did your country encounter when implementing this objective?</i> - <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
Issue 7. Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD	
<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>What role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.</i>	
Issue 8. Describe any challenges and obstacles encountered in the implementation of the Strategy	
<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>Please in particular discuss any challenges and obstacles encountered that were not yet mentioned in the concluding remarks on the implementation of the Strategy's main objectives (issues 1–6).</i>	
Issue 9. Describe any assistance needed in implementing the Strategy in your countries	
<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>	

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	25	3	35	4	45	5	55	6	7	8
Peace studies (e.g., international relations, security and conflict resolution, partnerships)			✓	✓	✓	✓		✓					
Environmental ethics and philosophy	✓	✓	✓	✓	✓	✓		✓					
Global citizenship, democracy and governance			✓	✓	✓	✓		✓					
Sustainable lifestyles			✓	✓	✓	✓		✓					
Human rights (e.g., gender and racial and intergenerational equity)			✓	✓	✓	✓		✓					
Poverty alleviation			✓	✓	✓	✓		✓					
Cultural diversity			✓	✓	✓	✓		✓					
Gender equality			✓	✓	✓	✓		✓					
Biological and landscape diversity	✓	✓	✓	✓	✓	✓		✓					
Environmental protection (waste management, environmental monitoring, risk assessment, etc.)	✓	✓	✓	✓	✓	✓		✓					
Ecological principles/ecosystem approach	✓	✓	✓	✓	✓	✓		✓					
Natural resource management (e.g., water, soil, mineral, fossil fuels)	✓	✓	✓	✓	✓	✓		✓					
Climate change and desertification	✓	✓	✓	✓	✓	✓		✓					

Some key themes covered by sustainable development	ISCED Levels 2011												
	0	1	2	25	3	35	4	45	5	55	6	7	8
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		✓	✓	✓	✓	✓		✓					
Economic growth and good jobs		✓	✓	✓	✓	✓		✓					
Rural/urban development			✓	✓	✓	✓		✓					
Oceans and sea			✓	✓	✓	✓		✓					
Renewable energy			✓	✓	✓	✓		✓					
Sustainable cities and communities			✓	✓	✓	✓		✓					
Culture's contribution to sustainable development			✓	✓	✓	✓		✓					
Total	7	9	22	23	23	23		23					
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 curriculum³¹ or 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	25	3	35	4	45	5	55	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		6	6		6	6		6			6		
	- other? (countries to add as many as needed)													
	- ability to contribute to the advancement of professional knowledge, practice and research												✓	
	- responsibility for individuals or professional development of the team.												✓	
	- ability to support the development of civic society												✓	
	- dealing with complex issues and problems in a specialized field of work or study,												✓	
	- promote, within academic and professional contexts, the scientific/technological, social or cultural progress of a society													✓

³¹ At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels												
		0	1	2	25	3	35	4	45	5	55	6	7	8
	- Is able to demonstrate scholarly and professional integrity and autonomy to the development of new ideas or complex innovative processes at the forefront of work or research.													✓
	- Lead a research or professional team in a proficient way													✓
	- Act for the benefit of the nation and sustainable development of the State													✓
	Total /others											4	4	
Learning to do	- demonstrate interdisciplinary skills for solving new and complex theoretical, practical and scientific problems													✓
Does education at each level enhance learners' capacity for:	- decision-making, including in situations of uncertainty?			✓	✓	✓	✓		✓				✓	✓
	- dealing with crises and risks?			✓	✓	✓	✓		✓			✓		✓
	- acting responsibly?			✓	✓	✓	✓		✓				✓	✓
	- acting with self-respect?			✓	✓	✓	✓		✓			✓		✓
	- acting with determination?			✓	✓	✓	✓		✓			✓	✓	✓
	Total			5	5	5	5		5			3	3	5
	- other? (countries to add as many as needed)													
Competence	Expected outcomes	ISCED Levels												
		0	1	2	25	3	35	4	45	5	55	6	7	8
Learning to be	- self-confidence?		✓	✓	✓	✓	✓		✓				✓	
Does education at each level enhance learners' capacity for:	- self-expression and communication?				✓	✓	✓		✓				✓	
	- coping under stress?		✓	✓	✓	✓	✓		✓				✓	
	- ability to identify and clarify values?		✓	✓	✓	✓	✓		✓				✓	
	Total				4		4		4				4	
	- other? (countries to add as many as needed)													
Learning to live and work together	- acting with responsibility (locally and globally)?			✓	✓	✓	✓		✓				✓	
Does education at each level enhance learners' capacity for:	- acting with respect for others?			✓	✓	✓	✓		✓				✓	
	- identifying stakeholders and their interests?			✓	✓	✓	✓		✓				✓	

Competence	Expected outcomes	ISCED Levels													
		0	1	2	25	3	35	4	45	5	55	6	7	8	
	- collaboration/team working?			✓	✓	✓	✓		✓			✓			
	- participation in democratic decision-making?			✓	✓	✓	✓		✓			✓	✓	✓	
	- negotiation and consensus-building?			✓	✓	✓	✓		✓			✓	✓	✓	
	- distributing responsibilities (subsidiarity)?			✓		✓	✓		✓				✓	✓	
	Total			7	6	7	7		7			6	3	3	
	- 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 or learning methods for each level. Use the blank rows to insert additional teaching or learning methods that are considered to be key methods in your country in teaching and 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	25	3	35	4	45	5	55	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	12	12	12	12	14	14		14			14		
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
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Scale	A	B	C	D	E	F
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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 tables (a) and (b) to indicate what types of education stakeholders are involved.)*

Table (a)
According to the UNECE Strategy for ESD

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

The scoring key for this table (maximum 21 ticks; “other” not counted) is:

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

Table (b)
According to United Nations Decade of ESD

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

The scoring key for this table (maximum 35 ticks; “other” not counted) is:

No. of ticks	0–5	6–11	12–17	18–23	24–29	30–35
Scale	A	B	C	D	E	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																	
	<i>Educators</i>												<i>Leaders/administrators^b</i>					
	<i>Initial^c</i>						<i>In service^d</i>						<i>In service^e</i>					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
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 tertiary vocational education																		

ISCED levels	Percentage of education professionals who have received training ^a to integrate ESD into their practice																	
	<i>Educators</i>												<i>Leaders/administrators^b</i>					
	<i>Initial^c</i>						<i>In service^d</i>						<i>In service^e</i>					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
6. Bachelor's or equivalent level																		
7. Master's or equivalent level																		
8. Doctoral or equivalent level																		
9. No information available																		
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	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 1.3	National policies support synergies between processes related to SD and ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.1	SD key themes are addressed in formal education	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.2	Strategies to implement ESD are clearly identified	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.3	A whole-institution approach to ESD/SD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.4	ESD is addressed by quality assessment/enhancement systems	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.6	ESD implementation is a multi-stakeholder process	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 3.1	ESD is included in the training of educators	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 3.2	Opportunities exist for educators to cooperate on ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.1	Teaching tools and materials for ESD are produced	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.3	Teaching tools and materials for ESD are accessible	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.1	Research on ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.2	Development of ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.3	Dissemination of research results on ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed

Annex II

Proposed timeline for reporting

The proposed timeline for the preparation and submission of national implementation reports set out below aims to facilitate the reporting exercise at the national level. Member States are asked to respect the deadline of 1 November 2018 to ensure sufficient time for the preparation of the report on progress in implementation during the first post-2015 phase of implementation of the Strategy at the regional level, and the reflection of any review of implementation in the discussions on education for sustainable development within the framework of the Steering Committee.

<i>National preparation process</i>	<i>Time required</i>	<i>Tentative timing</i>
First draft of the report	1 month	June 2018
Multi-stakeholder consultation on the draft	1–3 months	July-September 2018
Final report preparation (including translation, where required)	1 month	October 2018
Deadline for submission of national implementation reports to ECE		1 November 2018