

National Implementation Report

(As submitted by: Armenia)

Format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development Phase III: 2011–2015

The following report is submitted on behalf of the Government 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:

Manouk Mkrtchyan
Deputy Minister

Signature:

Date: 31st October, 2014

Full name of the institution:
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the Ministry of Education and Science of RA,
tel.:(37410)546713; email: r_stepanyan@edu.am)

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

Governmental institutions (please specify) Ministry of Education and Science of RA, Government Steering Committee for ESD in Armenia

Stakeholders: National Institute of Education, National Center of Educational Technologies, National Center for Vocational Education and Training Development

NGOs (please specify) - _____

Academia (please specify) Educational institutions in Armenia

Business (please specify) - _____

Other (please specify) National Statistical Service of RA

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 and Science of the Republic of Armenia is a republican body 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 basis of state policy in education is development of national school, the main goal of which is formation of a person with high level professional preparedness and educated in the spirit of patriotism, statehood, and humaneness. Currently the most important state goal is to ensure the progressive development of the national education system, its competitiveness and compliance with requirements of knowledge economy.

In addition to improving the legislation field, the state adopted the policy of mid-term and long-term development planning, which is reflected in the Mid-Term Expenditure Framework and Education Development Programmes. 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 Education Development State Programme for 2011-2015 (EDSP 2011-2015) is the main education policy document of Armenia. It sets out the main development goals for the given period. In accordance with the Law on Education of the Republic of Armenia, the EDSP 2011-2015 serves a basis for formulating public policy in the field of

education. The EDSP 2011-2015 builds on the achievements already accomplished in educational system and aims at their gradual development by outlining the priority directions and strategies of this domain.

The Education Sector is declared as one of priority areas for the country's development in several state documents, which also implies its priority in terms of funding. The main prerequisite of its development is an efficient financial system. According to the "Law on Education" the allocation for the education sector, as percentage of total state budget, should not be lower than the percentage of the previous fiscal year. However, the financial constraints are a significant obstacle to implementation of national strategies to achieve sustainable development of education in Armenia.

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. Namely: on June 12, 2008, a Public Council was established by the decree of the Republic of Armenia President to stimulate a civil-political dialogue.

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Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify languages.</i> Armenian
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>If yes, please specify in which ministry(s)/department(s) the focal point(s) are located.</i> Deputy Minister of Education and Science of RA
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</i> Government Steering Committee
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD and please indicate the Internet address where it is accessible.</i>
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the UNESCO global process on the United Nations Decade of ESD, ³ and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and list major documents.</i> Law of RA on “Education Development State Program for 2011-2015”, Development of the National Strategy for ESD and Plan of Activities for 2016-2025 is in process. On 09 th November 2011, in Yerevan the Ministry of Education and Science of the Republic of Armenia, Armenian National Commission for UNESCO, UNESCO Moscow Office and UNDP Armenia was organized a «National Seminar on Education for Sustainable Development». The international organizations, governmental agencies, different education institutions and environmental NGOs of Armenia was discussed the issues of integrating the principles, values and practices of sustainable

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.

³ The United Nations General Assembly in its resolution 57/254 of 20 December 2002 proclaimed the 10-year period beginning on 1 January 2005 the United Nations Decade of Education for Sustainable Development.

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
	<p>development into education. Oral - presentation by the UNESCO Chairholder on ESD “Education for Sustainable Development in Armenia: Achievements and Prospects”. On 10 November 2011, UNDAF Inter-agency Working Group Technical Coordination Meeting was discussed issues related to introduction of the sustainable development principles into the education curriculum with presentations from UNESCO and UNDP.</p> <p>Local and international experience on Education for Sustainable Development. Achievements and prospects. Conference on “Management and capacity building for sustainable development” (<i>The role of science and education to promote achievements of sustainable development</i>), Yerevan 2014, October 8-10.</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"/>	<i>Please specify and list any major document(s).</i> Law of RA on “Education Development State Program for 2011-2015”
Sub-indicator 1.2.2	Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards/ordinances/requirements at all levels of formal education, as understood by your education system in accordance with ISCED? ⁵
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>If yes, please specify details for (a) and (b).</i> a) The educational system of Armenia is in the stage of reforms and is involved in certain international processes. With the support of the World Bank and some other donor organizations reforms are going on in the public education sector by introducing innovative educational standards and programs, applying interactive methods of teaching, formulating new assessment system, as well as providing new progressive and supportive learning atmosphere. Public education sector has become a priority being basis to prepare children for life and further professional-orientated education. The public education sector has passed on 12-year educational system and a lot of works are being done to input a new model of school and to insure a high-quality education. SWOT analysis of legislation related to Armenian Environmental Education (EE) and Education for Sustainable Development, and Curricular Principles of Armenia’s K-12 Education, funded by American University of Armenia, Acopian Centre for the Environment, supported by the Norwegian Embassy Small Grants Program 2014. RA Law on Education; RA Law on Preschool Education; RA Law on General Education; RA Law on Preliminary Professional (Vocational) and Middle Professional Education; RA Law on Higher and Postgraduate Professional Education; The RA Strategy on Supplementary and Continuous Education/Lifelong Learning; national curricula and national standards of education b) The separate age-appropriate section is devoted to ecological education within the Preschool Complex Curriculum. Model centers are established in Yerevan and marzes, where seminars and practical classes, including on ecological education are organized on a regular basis. The main topics of the UN Strategy for Education for Sustainable Development are included in the curricula of natural and social subjects at all levels of mainstream education through integrated courses. The course on “Energy and Resource Utilization” is included in the list of subjects for 2010-2011 academic year. Students regularly participate in excursions, camps and events dedicated to environmental protection; The topics are involved in different subject areas: Natural Sciences and Social Sciences courses in all the stages of education to provide humanism, priority of national and international values, human life and health assurance, free and comprehensive development of an individual, emphasizing the importance of political consciousness, respect to an individual and human rights, dignity, patriotism, hard-working, responsibility, tolerance and formulation of ecological viewpoint. “The Law of Education” (July 10, 2009) defines the state standard on the basis of which the subject programs have been formed. Some courses have been input to provide a comprehensive development of an individual and knowledge of qualified application.

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

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

They are Civic Education, Basis of Economy, Human Rights, Life Skills, Ecology, etc.

In 2010 the RA National Assembly ratified the 2011-2015 State Programme on Education Development, which, based on the already implemented reforms of the education system and the documented achievements, aims at further advancement thereof through prioritization of directions of the current phase of sector development. A number of laws are adopted aimed at improvement of the level of enforcement of state policy in the area of secondary education, education quality assurance and education related legislation.

In 2009 the Government of Armenia approved “The Concept of Social Partnership in Vocational Education” and “The Concept of Lifelong Education”. The Republic of Armenia has been involved in Turin’s process which is implemented by European Educational Foundation since 2010. The aim is to validate the analysis of VE reforms including critical tendencies, challenges, obstacles, as well as defining successful experiments and possibilities. In the results of reforms in Vocational Education a new list of professions is approved. New standards are also approved on the basis of which curricula are reviewed. Training of Vocational Education teachers and masters have been carried out. Almost in all the curricula and modules core subjects are included such as “Political Science and Sociology”, “Basics of Law”, “Basics of Ecology”, “Social-Protection and Problems of Extraordinary Situations”, “Basics of Economy”, “Basics of Morality and Aesthetics”, “General working Skills”.

Please also fill in the table by ticking (✓) as appropriate.

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

Sub-indicator 1.2.3 Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?

Yes No

Please specify.

The RA Law on Environmental Education and Training of the Population is included in all levels of education, as well as in non-formal education.

ATP works to further Armenia’s economic and social development by mobilizing resources to fund reforestation. These vital new trees provide food, wood, environmental benefits, and opportunities for economic growth. Since 2012 to 2014 ATP has worked on three major program initiatives Tree Planting , Sustainable Community Development and Environmental Education and Advocacy.

“Khazer” Ecological Cultural NGO in 2012-2014 has been actively involved in the activities of "Armenia-Country Study on

	Climate Change" Project. Khazer is an active participant of the process of education for sustainable development in Armenia. This NGO is a member of commission on sustainable development, which contributes to developing an integrated education approach, providing a forum for all stakeholders and preparing training materials for trainers.
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> a) providing a continuous and integrated transmission to human and society overall environmental knowledge; b) contribution to the formation of ecological education and ecological culture, harmonization of human interaction, society and the environment, the formation of a fully developed personality.

Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁶ cooperation relevant to ESD exist in your Government?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> The Council Chaired by the Prime Minister, Government Steering Committee
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"/>	<i>Please specify.</i> Government Steering Sub-Committees, NGOs
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> The state provides maintenance and development of education by budget financing, the amount of which is determined in the framework of the Education Development State Program: the Mid-Term Expenditure Framework (3 years planning) and State Budget (annual planning).
Indicator 1.3 National policies support synergies between processes related to sustainable development (SD) and ESD	
Sub-indicator 1.3.1	Is ESD part of SD policy(ies) if these exist in your country?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> Armenian Development Strategy for 2014-2025 (RA Government Decree #4442-N on 27 th March, 2014), Law of RA on “Education Development State Program for 2011-2015”
<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><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> – <i>Which actions/initiatives have been particularly successful and why?</i> – <i>What challenges did your country encounter when implementing this objective?</i> – <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> <p>The EDSP 2011-2015 is the main education policy document of Armenia. It sets out the main development goals for the given period. By 2015, Armenia’s development should be hallmarked by the objectives of the Millennium Declaration and Education for All global movement as well as the strategic principles of Education for Sustainable Development by the United Nations Economic Commission for Europe.</p>

⁶ Between State bodies.

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

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><i>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.</i></p> <p><i>Please update the table in appendix I (a) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></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 checked="" type="checkbox"/></td> <td style="text-align: center;"><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"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>								
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹⁰ /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what competences as learning outcomes are important in your country.</i></p> <p><i>Please update the table in appendix I (b) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></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 checked="" type="checkbox"/></td> <td style="text-align: center;"><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"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>								

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

⁹ For the State or federal level, where relevant.

¹⁰ Idem.

Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum ¹¹ /programme of study at various levels of formal education?																																																											
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Please specify what 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 phase II, 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="976 379 1574 486"> <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 checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>																																															
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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 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="790 671 1753 1198"> <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>3. Upper secondary 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> <tr> <td>5. Short-cycle tertiary 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> </tbody> </table> <p>Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).</p>	ISCED levels 2011	(a)	(b)	(c)	(d)	(e)	Yes	Yes	Yes	Yes	Yes	0. Early childhood education	✓	✓	✓	✓		1. Primary education	✓	✓	✓	✓		2. Lower secondary education	✓	✓	✓	✓		3. Upper secondary education	✓	✓	✓	✓		4. Post-secondary non-tertiary education	✓	✓	✓	✓		5. Short-cycle tertiary education						6. Bachelor's or equivalent level	✓	✓	✓	✓		7. Master's or equivalent level	✓	✓	✓	✓	
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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/learning method.

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 checked="" type="checkbox"/>	<p><i>The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2015. ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.</i></p> <p><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" data-bbox="981 483 1563 903"> <thead> <tr> <th>ISCED levels 2011</th> <th><i>Yes</i></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>3. Upper secondary education</td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> </tr> <tr> <td>6. Bachelor’s or equivalent level</td> <td></td> </tr> <tr> <td>7. Master’s or equivalent level</td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> </tr> </tbody> </table>	ISCED levels 2011	<i>Yes</i>	0. Early childhood education		1. Primary education		2. Lower secondary education		3. Upper secondary education		4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor’s or equivalent level		7. Master’s or equivalent level		8. Doctoral or equivalent level	
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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).

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 checked="" 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" data-bbox="981 379 1563 799"> <thead> <tr> <th data-bbox="981 379 1464 453">ISCED levels 2011</th> <th data-bbox="1464 379 1563 453">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="981 453 1464 496">0. Early childhood education</td> <td data-bbox="1464 453 1563 496"></td> </tr> <tr> <td data-bbox="981 496 1464 539">1. Primary education</td> <td data-bbox="1464 496 1563 539"></td> </tr> <tr> <td data-bbox="981 539 1464 582">2. Lower secondary education</td> <td data-bbox="1464 539 1563 582"></td> </tr> <tr> <td data-bbox="981 582 1464 625">3. Upper secondary education</td> <td data-bbox="1464 582 1563 625"></td> </tr> <tr> <td data-bbox="981 625 1464 668">4. Post-secondary non-tertiary education</td> <td data-bbox="1464 625 1563 668"></td> </tr> <tr> <td data-bbox="981 668 1464 711">5. Short-cycle tertiary education</td> <td data-bbox="1464 668 1563 711"></td> </tr> <tr> <td data-bbox="981 711 1464 754">6. Bachelor's or equivalent level</td> <td data-bbox="1464 711 1563 754"></td> </tr> <tr> <td data-bbox="981 754 1464 798">7. Master's or equivalent level</td> <td data-bbox="1464 754 1563 798"></td> </tr> <tr> <td data-bbox="981 798 1464 841">8. Doctoral or equivalent level</td> <td data-bbox="1464 798 1563 841"></td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant information is available please also specify (provide examples).</i></p>	ISCED levels 2011	Yes	0. Early childhood education		1. Primary education		2. Lower secondary education		3. Upper secondary education		4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level	
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Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.</i></p> <p><i>Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate:</i></p> <p><i>(a) For formal institutions:</i></p> <table border="1" data-bbox="981 440 1561 860"> <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>3. Upper secondary education</td><td></td></tr> <tr><td>4. Post-secondary non-tertiary education</td><td></td></tr> <tr><td>5. Short-cycle tertiary education</td><td></td></tr> <tr><td>6. Bachelor's or equivalent level</td><td>✓</td></tr> <tr><td>7. Master's or equivalent level</td><td>✓</td></tr> <tr><td>8. Doctoral or equivalent level</td><td>✓</td></tr> </tbody> </table> <p><i>(b) For non-formal institutions:</i></p> <table border="1" data-bbox="981 954 1561 1374"> <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>3. Upper secondary education</td><td></td></tr> <tr><td>4. Post-secondary non-tertiary education</td><td></td></tr> <tr><td>5. Short-cycle tertiary education</td><td></td></tr> <tr><td>6. Bachelor's or equivalent level</td><td></td></tr> <tr><td>7. Master's or equivalent level</td><td></td></tr> <tr><td>8. Doctoral or equivalent level</td><td></td></tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education		1. Primary education		2. Lower secondary education		3. Upper secondary education		4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level	✓	7. Master's or equivalent level	✓	8. Doctoral or equivalent level	✓	ISCED levels 2011	Yes	0. Early childhood education		1. Primary education		2. Lower secondary education		3. Upper secondary education		4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level	
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Indicator 2.4 ESD is addressed by quality assessment/enhancement systems																																												
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems?: ¹⁶ (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?																																											
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please elaborate.</i></p> <p><i>Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> </tr> <tr> <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> </tr> <tr> <td>1. Primary education</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this data (i.e., provide examples on how the data was compiled).</i></p>	ISCED levels 2011	(a)	(b)	(c)	Yes	Yes	Yes	0. Early childhood education	✓	✓	✓	1. Primary education	✓	✓	✓	2. Lower secondary education	✓	✓	✓	3. Upper secondary education	✓	✓	✓	4. Post-secondary non-tertiary education	✓	✓	✓	5. Short-cycle tertiary education				6. Bachelor's or equivalent level	✓	✓	✓	7. Master's or equivalent level	✓	✓	✓	8. Doctoral or equivalent level	✓	✓	✓
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Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice																																												
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?																																											

¹⁶ For higher education institutions: either national centres for quality assessment in higher education or cooperation with general quality assessment agencies, such as the European Foundation for Quality Management (EFQM).

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p>One of the specific needs for the Implementation of the UNECE Strategy for “Education for Sustainable Development” of the Republic of Armenia is to create a special program, namely the TV programs and set of films where there would be included the global issues of the “Education for Sustainable Development”.</p> <p>In the framework of 2013-2014 ESD programme of Mkhitar Sebastaci Educational Complex (Educomplex) a necessity to continue educational activity as well as to solve and develop unfinished, outstanding problems of the previous stages has been revealed.</p> <p>They especially marked a media learning area, multilingual site http://www.mskh.am/am/search/node/2013%20ecotour, subsite, pages, media library in four languages "Dpir" teacher's magazine, "Lusastgh" and "Heraditak" teenager's magazines, individual learning blogs for educators and learners of the preschool "Partez" magazine, “Digitech 2014”.</p> <p>In the above mentioned site (www.mskh.am) events, initiatives, projects, materials and resources, as well as guidelines, award scheme, training for learners of all age groups on SD / ESD topics are presented.</p> <p>In October 3-12, 2013 in Aghveran, Armenia “KHAZER” Ecological and Cultural NGO carried out a training course “Youth for Rivers” (supported by Latvian National Agency of Youth in Action Program of the European Commission). The main objective of the project is to equip participants with practical tools and knowledge to be able to contribute to the development and improvement of the state of European river systems. The origins of the project lie in the objectives of its organizer and partners to put efforts into making young people aware of existing environmental problems, particularly restoration of rivers ecosystems, as well as providing the knowledge and skills to properly address these issues.</p>
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Sub-indicator 2.5.2	Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) which addresses SD issues?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and provide information on new developments and good practice examples.</i> The “SHEN” CSO and the “ECOGLOB” NGO realize education on “Organic Agriculture” among farmers. They support the production and sale of ecologically clean and certified food. ATP during "Plant an Idea, Plant a Tree" education program realized composting using organic waste to create natural fertilizer.
Sub-indicator 2.5.3	Are there any instruments (e.g. research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify in particular what instruments were the most effective in assessing the outcomes of ESD as a result of non-formal/informal learning.</i>
Indicator 2.6	ESD implementation is a multi-stakeholder process¹⁷
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please update the information provided in the previous table for appendix II as appropriate.</i> In 2006 the “ECOLOUR” NGO realized project in 9 “ORHOUS” centres in Armenia on “Ecological Education and Education for Sustainable Development Process Analysis in Armenia”. The aim of the project was the enforcement of the ecological society opportunities, based on the Armenian territorial “ORHOUS” centres. In 2014 UNDP/GEF started preparation work to launch the project “Generate Global Environmental Benefits through Environmental Education and Raising Awareness of Stakeholders” (duration 2015-2018). The goal of the project is to expand the capacity of Armenia to generate global environmental benefits through environmental education and raising awareness of stakeholders to implement Rio Convention strategies. Its objective is to strengthen the capacity to use environmental education and awareness raising as tools to address natural resource management issues. From 5 till 8 October 2010 “Yerevan Science Festival-2010” in the frames of Education for sustainable development was organized an held. The credo of the Festival was “ To Green Economy ”. In the frames of YSF-2010 there was organized an exhibition, a conference “Towards Green Economy”, visits to museums, meetings with renowned scientists, discussions, including those on the topic “Alternative Energy”, round - table meetings, presentation of scientific achievements and artworks that comprised an impressive amount of pieces of art made of waste stuff.
<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>

¹⁷ For higher education institutions: this covers the issue of university “outreach” (meaning a wide spectrum from regional integration, business cooperation and transdisciplinarity to eco-procurement and research-education-cooperation).

	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> – <i>Which actions/initiatives have been particularly successful and why?</i> – <i>What challenges did your country encounter when implementing this objective?</i> – <i>Which 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 training¹⁸ of educators	
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ¹⁹
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>In particular specify what ESD competences²⁰ are explicitly included in the study programmes.</i>

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

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

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

Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²¹
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>In particular specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.</i> To develop individual's knowledge, skills, mentality and value base so that he/she can take informed decisions and act for his/her and other's well-being currently and in the future. <i>Please also update the information provided under the phase II national implementation reporting in appendix III.</i>
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional.</i>
Indicator 3.2	Opportunities exist for educators to cooperate on ESD
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> <i>In 2014 UNDP/UNICEF established Network "Empowering Environmental Educational Network for Strengthening Environmental Governance in Armenia".</i> Network promotes the cooperation between the Environmental Education (EE) and ESD organizations, relevant ministries and schools through enhancement of their capacities in promoting environmental activities in and around the school and supporting the development of one common approach to environmental education.
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²²
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify how, listing the major ones, and describing them as appropriate.</i>
<i>Concluding remarks issue 3</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching</i>
	<i>Please address in particular the following questions:</i> – <i>Which actions/initiatives have been particularly successful and why?</i> – <i>What challenges did your country encounter when implementing this objective?</i> – <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
Issue 4.	Ensure that adequate tools and materials for ESD are accessible
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	

²¹ For higher education institutions: the focus is here on existing in-service training programmes regarding SD and ESD for university/college teachers in their own universities/colleges.

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

Indicator 4.1 Teaching tools and materials for ESD are produced	
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please describe.</i>

Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?																				
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>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>																				
Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist																					
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities?; (b) approved by public authorities?; (c) tested and recommended for selection by educational institutions?																				
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i>																				
Sub-indicator 4.2.2	Are ESD teaching tools/materials available: (a) in national languages?; (b) for all levels of education according to ISCED?																				
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" 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>																				
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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 checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please describe and in particular highlight what measures are the most efficient for dissemination.</i>																				

²³ Education level in accordance with ISCED.

Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify to what extent by providing an indication of the amount in USD, and please also mention any other significant sources of funding.</i></p> <p>The State Budget of Armenia is prepared on annual basis. In order to formulate and implement a clear policy on state spending and increase the efficiency public expenditures, a medium-term expenditure framework is developed annually. Thus, the Medium Term Expenditure Framework is one of the main tools of the Government in realization of its main targets. It allows evaluating the micro-economic perspectives for the coming years.</p> <p>Aimed to ensure the implementation of its programme goals, the Government also endeavours reforms on introducing budget programming. The priority goal of budget programming is to increase the efficiency of public expenditures: allocate the resources according to the economic development priorities of the country.</p>
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> www.aniedu.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 type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" 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>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> – <i>Which actions/initiatives have been particularly successful and why?</i> – <i>What challenges did your country encounter when implementing this objective?</i> – <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
Issue 5. Promote research on and development of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 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?

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

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

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify in particular the most important outcomes of supported research.</i></p> <p>One of the National Research Programmes "Teaching Ecological Problems Implementing New Educational Technologies" has been supported by the State Budget since 2013. This programme is working to increase the competences of educators in Education for Sustainable Development. It is necessary to apply new educational technologies which will enable to present main environmental issues, which are constantly changing at local, regional and sub-regional level. As a result, teachers will draft methodical instructions to improve the quality of education, which will include the key environmental topics by implementation of new technologies in the scope of the strategy of ESD. The usage of the project technology will enable the learners to gain new knowledge, form special abilities and skills to be oriented in different situations and carry out research work at a global level. During the implementation, the project technology will be tested at different educational levels. It will be carried out and analyzed by learners and teachers.</p> <p>During October-November 2013, the UNESCO Chair on "Education for Sustainable Development" together with the National Institute of Education of RA and Environmental Education Center of "ATP" Charitable Foundation within the framework of scientific programme "Teaching Ecological Problems Implementing New Educational Technologies" carried out three-phases training courses and seminars for teachers in 3 regional training centres of Armenia.</p>
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please specify what subjects were investigated and list major reports.</i></p>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: ²⁶ (a) for the master's level?; (b) for the doctorate level?; (2) addressing ESD: (a) for the master's level?; (b) for the doctorate level?
(1) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what programmes are available and list the most important academic dissertations that address ESD.</i></p> <p>In higher education institutions criteria for all specialization have been established, which include courses on "Ecology" and "Basics of Ecology." In addition, courses on "Social Ecology," "Human Ecology," "Industrial Ecology", "Radiation Ecology," etc., (around 24 directions in Ecology) are taught in some higher education institutions. At present education on topics related to sustainable development is introduced in some of the higher education institutions. Some of the latter, such as the Yerevan State University, Armenian State University of Economics, Armenian State Pedagogical University, Yerevan Institute of Ecology, Economics and Law, have also included courses on Sustainable Development of Human Society, Sustainable Development and Global Security, Millennium Development Goals as a Key Factor for Sustainable Development, World Program for Sustainable Development, Geo-Ecology in the Context of Sustainable Development.</p>
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please provide information on (a) and (b).</i></p>

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

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 checked="" 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 checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and provide information about where published research and dissertations are accessible.</i></p> <p>ESD Implementation supported by UNICEF New Initiatives /2013-2014/</p> <p>There is an urgent need to intervene in the degradation of the environment in Armenia. Natural resources are scarce and need to be protected. Children are the future of the country and should be directly involved in the solution. Children have the potential to influence their families and communities acting as catalysts for behavioural change. Awareness raising, learning and community service is important. When learning is combined with concrete actions that trigger tangible /visible changes, the learning experience will be more profound and sustainable.</p>

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 checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please name the major publications for (a) and (b).</i>
(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Gasparyan, A.M., Poghosyan, G.S., Grigoryan, D.H.. “Teaching of Climate Change through Designed Technology”, Mankavarzhutyun, Yerevan, 2013, N3, PP.47-50 Gasparyan, A.M., Poghosyan, G.S., Grigoryan D.H. “Implementation of Ecological Education through Designed Technology”, Mankavarzhutyun, Yerevan, 2013, N3, PP.53-59.
<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/initiatives have been particularly successful and why?</i> — <i>What challenges did your country encounter when implementing this objective?</i> — <i>Which 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/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/organizations (formal and non-formal) in your country participate in international networks related to ESD?

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

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify. List major networks.</i></p> <p>In 2012 with the view of implementing joint scientific and educational programs at global and regional levels and sharing related database, UNESCO Chair on “ESD” has joined various Consortiums and Networks, such as Copernicus Alliance; UNITWIN Networks. The UNESCO Chair on “ESD” joined the Copernicus Alliance Team and signed the People’s Sustainability Treaty on Higher Education “Commitment to Sustainable Practices of Higher Education Institutions on the Occasion of the United Nations Conference on Sustainable Development, 20-22 June 2012, Rio de Janeiro”.</p> <p>Since 2012 Armenia has joined UNESCO/IITE Pilot Project “Learning for the Future” (UNESCO ASPnet on the Way towards a School of the Future”). Partners supporting or involved in the Project are National Commission for UNESCO of RA, Ministry of Education and Science of RA, UNESCO Chair on “ESD”. Three Armenian UNESCO associated schools are involved in “Learning For the Future” pilot project. Those schools implemented a distance learning methods to learn the most important problem for Sustainable Development in the Republic of Armenia (Problems of Lake Sevan) through the usage of a new informational technology network.</p> <p>Each year a Cambridge Science Festival is carried out in the United States of America, Boston. In 2014 some of the UNESCO associated school of Yerevan as well as other active schools which deal with environmental issues will take part in this festival with their projects mainly focused on SD/environmental issues. UNESCO Chair on “Education for Sustainable Development” will coordinate schools’ preparation works for participation.</p> <p>In 2015 UNESCO Chair on “Education for Sustainable Development” of the Center for Ecological- Noosphere Studies of the National Academy of Sciences of RA joined the Global Universities Partnership on Environment and Sustainability (GUPES). The goal of GUPES is to promote the mainstreaming of environment and sustainability practices and curricula into universities by supporting innovative approaches to education. This is done in accordance to the UN Decade of Education for Sustainable Development (2005-14), the outcome document of the Rio+20 Summit, and the Global Action Programme on Education for Sustainable Development (ESD).</p>
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes <input 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>
<i>Concluding remarks on issue 6</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region</i>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> - <i>Which actions/ initiatives have been particularly successful and for which reason?</i> - <i>What challenges did your country encounter when implementing this objective?</i> - <i>Which 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 the 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.	Future implementation of Education for Sustainable Development
<i>Is there a political commitment/an indication that ESD implementation will continue to be supported after the end of phase III of the UNECE Strategy for ESD and after the United Nations Decade of ESD in your country? If yes, is there already an indication of implementation priorities?</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.)

Some key themes covered by sustainable development	ISCED Levels 2011								
	0	1	2	3	4	5	6	7	8
Peace studies (e.g., international relations, security and conflict resolution, partnerships)				✓	✓		✓	✓	✓
Ethics and philosophy					✓		✓	✓	✓
Citizenship, democracy and governance			✓	✓	✓		✓	✓	✓
Human rights (e.g., gender and racial and intergenerational equity)		✓	✓	✓	✓		✓	✓	✓
Poverty alleviation				✓	✓		✓	✓	✓
Cultural diversity			✓	✓	✓		✓	✓	✓
Biological and landscape diversity	✓	✓	✓	✓	✓		✓	✓	✓
Environmental protection (waste management, etc.)	✓	✓	✓	✓	✓		✓	✓	✓
Ecological principles/ecosystem approach		✓	✓	✓	✓		✓	✓	✓
Natural resource management (e.g., water, soil, mineral, fossil fuels)					✓		✓	✓	✓
Climate change		✓	✓	✓	✓		✓	✓	✓
Personal and family health (e.g., HIV/AIDS, drug abuse)	✓		✓	✓	✓		✓	✓	✓
Environmental health (e.g., food and drinking; water quality; pollution)	✓	✓	✓	✓	✓		✓	✓	✓
Corporate social responsibility	✓			✓	✓		✓	✓	✓
Production and/or consumption patterns					✓		✓	✓	✓
Economics				✓	✓		✓	✓	✓
Rural/urban development				✓	✓		✓	✓	✓
Total									
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/programme of study at various levels of formal education, by filling in the table below. (Please tick (✓) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)

Table of learning outcomes

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

³¹ At the state level, where relevant.

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

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

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

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

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

Please indicate the teaching/learning methods used for ESD at the different ISCED levels. (*Please tick (✓) relevant teaching/learning methods for each level. Use the blank rows to insert additional teaching/learning methods that are*

considered to be key methods in your country in teaching-learning for sustainable development.)

Table of teaching-learning methods

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

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

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

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

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

Appendix II

Indicator 2.6, sub-indicator 2.6.1

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

Table (a)

According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	<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																	
	Educators												Leaders/administrators ^b					
	Initial ^c						In service ^d						In service ^e					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0.																		
1.		✓																
2.		✓																
3.		✓																
4.		✓																
5.																		
6.																		
7.																		
8.																		
Non-formal																		
Informal																		

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

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

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

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

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

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

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

Appendix IV

Summary and self-assessment by countries

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

On the basis of the answers to the sub-indicators, please self-assess the status of the implementation of the respective indicator in your country. If feasible, please specify the methodology used for the self-assessment.

Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD	<input type="checkbox"/> Not started	<input checked="" 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 checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 1.3	National policies support synergies between processes related to SD and ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.1	SD key themes are addressed in formal education	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.2	Strategies to implement ESD are clearly identified	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" 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 checked="" 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 checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.6	ESD implementation is a multi-stakeholder process	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 3.1	ESD is included in the training of educators	<input type="checkbox"/> Not started	<input checked="" 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 checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.1	Teaching tools and materials for ESD are produced	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.3	Teaching tools and materials for ESD are accessible	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.1	Research on ESD is promoted	<input type="checkbox"/> Not started	<input checked="" 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 checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.3	Dissemination of research results on ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed