

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 Belarus 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: Ms. **Raisa Sidorenko**, Deputy Minister of Education of the
Republic of Belarus

Signature:

Date: 26.10.2018

Full name of the institution: **Ministry of Education of the Republic of Belarus**

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Republic of Belarus

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.

This National Report has been prepared by the Ministry of Education of the Republic of Belarus in cooperation with other public authorities, governmental and non-governmental institutions, public organizations and associations, including:

Governmental institutions (please specify) _____

Ministry of Foreign Affairs of the Republic of Belarus;
 Ministry of Natural Resources and Environmental Protection of the Republic of Belarus;
 Ministry of Labour and Social Protection of the Republic of Belarus;
 Brest Regional Executive Committee;
 Vitebsk Regional Executive Committee;
 Gomel Regional Executive Committee;
 Grodno Regional Executive Committee;
 Minsk City Executive Committee;
 Minsk Regional Executive Committee;
 Mogilev Regional Executive Committee and others.

Stakeholders: _____

NGOs (please specify) _____

“Education for Sustainable Development” Association;
 “Center for Environmental Solutions” institution (CES);
 Environmental Research and Education Institution “Ecodemia”;
 Republican Public Association “Belarusian Association of UNESCO Clubs”;
 Environmental and Educational Institution “Belecopartnership” of the International Public Association “Ecopartnership” and others.

Academia (please specify) _____

Research and Methodological Institution "National Institute of Education" of the Ministry of Education of the Republic of Belarus;
 Educational Institution "Republican Center for Ecology and Local History";
 Educational Institution "Republican Institute for Vocational Education";
 State Educational Institution "National Institute of Higher Education";
 State Educational Institution "Academy of Postgraduate Education";
 Belarusian State University;
 Educational Institution "International Sakharov Environmental Institute of the Belarusian State University";
 State Educational Institution "Minsk State Institute of Education Development";
 Educational Institution "Belarusian State Pedagogical University named after Maxim Tank" (BSPU);
 Educational Institution "Belarusian State Economic University";
 Academy of Public Administration under the aegis of the President of the Republic of Belarus;
 other interested parties.

Business (please specify) _____

Other (please specify) _____

Heads and staff of structural units of the Ministry of Education of the Republic of Belarus

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 has been drafted within the legal framework of the Republic of Belarus in the field of education and is based on the progress achieved in development and improvement of the education system of the Republic of Belarus, as well as its interaction with other public areas.

The preparation of the report did not require additional funding.

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD

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).

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

The strategic priority of the Republic of Belarus is its innovative development, ensuring the country's accession to the number of countries having a high standard of living and modern competitive economy.

Providing affordable and quality education is one of the strategic development priorities of the Belarusian state. This approach is set forth in the Constitution of the Republic of Belarus as well as the Program of Social and Economic Development of the Republic of Belarus in 2016–2020, the Concept of National Security of the Republic of Belarus, the National Strategy for Sustainable Social and Economic Development of the Republic of Belarus till 2020, the National Strategy for Sustainable Social and Economic Development of the Republic of Belarus till 2030, the Education Code of the Republic of Belarus, the State Program "Education and Youth Policy" for 2016 – 2020, the Conceptual Approaches to Development of Belarusian Education System till 2020 and till 2030, and other legal acts of the Republic of Belarus.

In accordance with paragraph 1 of Article 2 of the Education Code of the Republic of Belarus, the state policy in the field of education is based on the following principles of :

- priority of education;
 - priority of universal values, human rights and humanistic nature of education;
 - guarantee of the general constitutional right to education;
 - equal access to education;
 - compulsory nature of the general basic education;
 - integration into the world education space while maintaining and developing traditions of its own education system;
 - environmental focus of education;
 - support and development of education with taking into account the objectives of social and economic development of the state;
 - state and public governance of education;
 - secular nature of education.
- In accordance with paragraph 2 of Article 2 of the Education Code of the Republic of Belarus, the state education policy aims at the following:
- ensuring rights, freedoms and legitimate interests of citizens in the field of education, including the right to education both at the expense of the republican and (or) local budgets and on a tuition-fee basis;
 - ensuring access to education at all levels of basic and additional education, including for people with disabilities depending on their health condition and cognitive abilities;
 - providing special environment for the education of people with disabilities, correctional and educational assistance to these people;
 - providing a necessary environment for meeting needs of an individual in education, of the society and the state in personality formation, training of qualified staff;
 - ensuring participation of the state bodies and other organizations, including public associations, in development of the education system;
 - ensuring transition to compulsory general secondary education;
 - implementation of the procured training for specialists, workers, employees;
 - ensuring ongoing and continuing process of general education levels, education cycles within one level of the general education;
 - ensuring equality of the Belarusian and Russian languages;
 - ensuring the activities in education institutions aimed at education and formation of citizens' spiritual and moral values, a healthy lifestyle, citizenship, patriotism, responsibility and diligence.
- The Republic of Belarus pays special attention to pursuing the state youth policy aimed at social, economic, political and cultural development of young people and providing environment for their self-fulfillment and active participation in the public life of the country. The Republic of Belarus adopted the Law on Fundamentals of the State Youth Policy; the activities of the Youth Policy subprogram within the framework of the State Program "Education and Youth Policy" for 2016–2020 have been carried out since 2016. The Strategy of development of the State youth policy in the Republic of Belarus till 2030 is developed.
- The funding of education sector in the Republic of Belarus goes in line with government spending on education in the majority of developed countries. In 2017 - 5.2% of GDP, were allocated from the budget to meet the needs of education sector.

Thus, the Republic of Belarus has formed a national education system for sustainable development ensured by the necessary legal and financial environment.

| Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD | |
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| 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"/> | The UNECE Strategy for ESD is available in the national languages of the Republic of Belarus: Belarusian and Russian. |
| 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"/> | The Coordinating Council of Education for Sustainable Development at the Ministry of Education of the Republic of Belarus established in November 2006 and headed by the Deputy Minister of Education of the Republic of Belarus is a national focal point for the UNECE Strategy for ESD |
| Sub-indicator 1.1.3 | Do you have a coordinating body for implementation of ESD? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | The Ministry of Education of the Republic of Belarus is a coordinating body for implementing ESD. In accordance with the Regulation on the Ministry of Education of the Republic of Belarus, approved by Resolution No. 1049 of the Council of Ministers of the Republic of Belarus as of 04.08.2011, the Ministry of Education of the Republic of Belarus is assigned to do the following: comprehensively analyze the condition of education, predict its development and social processes among young people as well as study global trends and determine priorities for development in these areas; coordinate the activities of the national governance bodies, local executive and administrative bodies in the field of education; cooperate with local executive and administrative bodies in resolving issues within its competence, jointly take measures with the regional executive committees as well as Minsk City Executive Committee on development of education system, education and upbringing of students, youth policy, custody over minors, protecting their rights and legal interests; develop draft legal acts, state programs (subprograms) in the field of education and state youth policy; adopt, within its competence, legal acts, including technical legal acts, local legal acts signed by the Minister, and supervise their implementation. |
| Sub-indicator 1.1.4 | Do you have a national implementation plan for ESD? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | Work on implementation of the UNECE Strategy for ESD is carried out by the Ministry of Education of the Republic of Belarus within the effective legislation of the Republic of Belarus in the field of education based on the Constitution of the Republic of Belarus, the Education Code and the "Education and Youth Policy" Program for 2016-2020, the National Strategy for Sustainable Social and Economic Development of the Republic of Belarus till 2030, and other legal acts, including acts of the President of the Republic of Belarus, the Council of Ministers of the Republic of Belarus, and other state bodies. The current activities of the Ministry of Education of the Republic of Belarus aimed at implementation of the UNECE Strategy for ESD are carried out according to a work plan developed for a calendar year and approved by the Minister of Education of the Republic of Belarus. The texts of legal acts are available on the national legal Internet portal at: http://pravo.by/ The text of the work plan of the Ministry of Education of the Republic of Belarus for 2018 is available at: http://edu.gov.by/about-ministry/plan-raboty/ |

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.

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| <p>Sub-indicator 1.1.5</p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> | <p>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?</p> <p>According to Decree No. 181 of the President of the Republic of Belarus as of May 25, 2017 the National SDG Coordinator carrying out general coordination of activities of the state bodies and other organizations (hereinafter the National Coordinator) was appointed. Marianna Shchetkina, Deputy Chairperson of the Council of the Republic of the National Assembly of Belarus, was appointed to this position.</p> <p>Under the National Coordinator's leadership, a number of measures have been taken to implement the Sustainable Development Goals at the national and regional levels. In particular, the following entities have been formed: the Council on Sustainable Development, which includes representatives of state bodies (including the Ministry of Education of the Republic of Belarus) as well as regional governance bodies (regional executive committees); the Parliamentary Group on SDGs with representatives of both Houses of the National Assembly (including representatives of standing commissions on education); the Partnership Group represented by professional and public (non-governmental) organizations, business community, and the Public Council for Monitoring the National Sustainable Development Strategy where experts in the field of education are included. Additionally, in cooperation with the National Statistical Committee, activities are carried out on harmonizing national development indicators with the UN-approved universal SDGs indicators; work on implementation of the Sustainable Development Goals at the national level is carried out by drafting state development policy documents and elaborating the respective institutional framework. At the level of all regions and the city of Minsk Regional councils for sustainable development and localization of Sustainable Development Goals are formed. The Republic of Belarus is implementing the National Strategy for Sustainable Social and Economic Development-2030 with the priority to transform the model of the national economy facilitating the implementation of indicative planning and balanced contribution of public and private sectors to forming the gross domestic product and developing the national economy; introduction of the "green economy" principles to production sector, innovative development and social support of the most vulnerable social groups as well as creating conditions for individual's self-fulfillment.</p> <p>The strategic goal of sustainable development of the Republic of Belarus is to ensure high living standards of the population and provide environment for harmonious development of an individual based on the transition to a highly efficient knowledge-based and innovative economy, while maintaining a favorable environment for the current and future generations.</p> <p>Taking into account the objectives of SDGs implementation, the work is now carried out to develop the concept for the National Sustainable Development Strategy of the Republic of Belarus- 2035. The Ministry of Education of the Republic of Belarus is participating in achieving SDGs by pursuing the objectives of Goal 4 ("Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all") and implementing UNECE Strategy for ESD.</p> <p>Taking into account the development trends of the world educational area and the current condition of the national education system, the Ministry of Education has worked out conceptual approaches (Concept) to development of the education system of the Republic of Belarus till 2020 and till 2030, outlining modern prospective directions for the education sector development, including the following:</p> <p>improving the quality of education meeting the needs of individual's self-fulfillment and the sustainable development of the society and the country, ensuring compliance of educational services market with the demands of labor market;</p> <p>ensuring synergy of training and education (upbringing) activities in the educational process;</p> <p>transition to compulsory general secondary education;</p> |
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³ See A/69/76.

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| | <p>updating the content of educational programs, research and methodological as well as technical support of the educational process; implementing modern information technologies; integration of education, science and production, and development of the continuing professional education; improving education management system; social protection of students and staff employed in the education sector; ensuring accessible education, including inclusive education environment.</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>-The National Strategy for Sustainable Social and Economic Development of the Republic of Belarus-2020, including section 4.4 "Education for Sustainable Development"; -the Program of Social and Economic Development of the Republic of Belarus for 2016–2020; -the Education Code of the Republic of Belarus; -the State Program "Education and Youth Policy" for 2016- 2020; -the Conceptual Approaches (Concept) to Development of the Education System of the Republic of Belarus till 2020 and till 2030; -the State Program "Environmental Protection and Sustainable Use of Natural Resources" for 2016–2020; -other legal acts of the Republic of Belarus.</p> |

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

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| 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 checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>If yes, please specify details for (a) and (b).</i></p> <p>a) According to the Program of Social and Economic Development of the Republic of Belarus for 2016-2020 approved by Decree of the President of the Republic of Belarus No. 466 as of 15.12.2016, the primary goal is to improve the national system of education by increasing accessibility and quality of education with regard to the needs of innovative economy, requirements of information society, and educational needs of citizens. Improvement of the system of continuing education for full implementation of the "lifelong learning" principle is identified as one of the priorities. A key objective is integration of the system of education and economy sectors, fundamental and applied sciences, training of highly qualified specialists.</p> <p>For example, in the field of pre-school education, the focus is made on the need to meet the requirements of families for educational services, including those delivered on a tuition-fee basis. Measures are provided for extension of the multifunctional network of pre-school education institutions of all forms of property, improvement of the educational process on the basis of succession of pre-school and the first level of general secondary education as well as professional development of staff involved in pre-school education.</p> <p>In the system of general secondary education, the content of education and teaching aids are to be updated, institutions of general secondary education are to be provided with modern means of education and educational equipment, including the means of computerization, updated educational programs developed with account of interdisciplinary and practical focus of the educational process are to be gradually introduced.</p> <p>An important component of the practice-focused model of education for sustainable development is additional education for children and youth. One of the priorities of the development of the system of additional education for children and youth is the work aimed at increasing quality, accessibility and efficiency of additional education for children and youth. Accessibility and flexibility of the system of additional education for children and youth in the republic allows to ensure high coverage of students and trainees with additional education, which today makes 58%. The content of educational programs of additional education for children and youth is updated, new interest-groups (hobby-groups) are formed.</p> <p>The development of technical and vocational, specialized secondary and higher education is focused on a wider meeting of the economy's need for qualified staff through improvement of the national system of qualifications, updating of scientific and methodological resources of educational programs of higher, secondary specialized and vocational education. A set of measures are implemented to increase competitive advantages of the national higher education system in the international educational area, in particular through signing international agreements (inter-university contracts) on cooperation in the field of education and youth policy, establishment of joint educational units abroad, increase in the number of educational services provided to foreign nationals, ensuring compatibility at the European level of educational programs and the content of training of specialists and masters, extension of using English as the language of instruction.</p> <p>One of the important activities is development of inclusive education. Comprehensive implementation of relevant objectives of developing all levels and cycles of education is determined in the State Program "Education and youth policy" for 2016-2020.</p> <p>The National Strategy of Sustainable Social and Economic Development of the Republic of Belarus-2030 sets the following strategic goal for education – to form a high quality system of education that fully meets the requirements of post-industrial economy and sustainable development of the country.</p> <p>The priorities of development include the following:</p> <ul style="list-style-type: none"> – to update content, structure, and organization of education; – to organize continuing education (lifelong learning); |

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

- to strengthen integration of production, science and the system of vocational education;
 - to develop the national system of qualification, to introduce professional standards and to improve educational standards;
 - to update technical as well as social and cultural resources of education institutions, to form "cloud" information and educational environment;
 - to improve staff support of the system of education, to improve professional competence and increase the social status of the educator in the society;
 - to further develop inclusive education.
- According to article 2 of the Education Code of the Republic of Belarus, one of the principles of the state policy in the field of education is the focus on environment, and one of the main directions of the state policy in the field of education is support of education institutions in upbringing, formation of spiritual and moral values in citizens, promotion of healthy lifestyle, citizenship, patriotism, responsibility, and diligence.
- b) Article 92 of the Code of Education of the Republic of Belarus approves educational standards for pre-school, general secondary, technical and vocational, specialized secondary, higher, and specialized education and professional development training of staff that ensure succession of the levels of general education and are compulsory for all education institutions, other organizations, individual entrepreneurs having the right to perform educational activities in accordance with the legislation.
- For example, educational standards for pre-school education approved by Regulation No. 146 of the Ministry of Education of the Republic of Belarus as of 29.12.2012 set the following objectives for pre-school education:
- To protect and strengthen health of children, to form the fundamentals of a healthy lifestyle;
- To develop in children a humane attitude to themselves and the surrounding world, and humane relations with others;
- To ensure comprehensive development of the child's personality, and to provide conditions for its early socialization and self-development;
- To form citizenship and national identity, patriotic attitude, moral, aesthetic and environment-focused culture.
- Educational standards for pre-school education also determine the requirements to the level of training of pre-school education institutions attendees. For example, these include understanding of the need for careful attitude to the nature and energy resources, humane attitude to living beings and the natural community; presence of skills of rational nature use management, basic general communication skills, basic skills of generalization, systematization, classification, etc.
- The typical curriculum for a pre-school education institution approved by Regulation No. 154 of the Ministry of Education of the Republic of Belarus as of 25.07.2011 includes such educational topics as "Child and the Society", "Child and the Nature", "Speech Development and the Culture of Communication" and allocates hours for their study.
- The educational standard for general secondary education sets out the requirements to the content of educational and program documentation of secondary education educational programs, the level of learning outcomes of students. The standard determines which skills a student should possess. These include, for example, knowledge of environmental problems the humanity faces in the post-industrial stage of development of the world economy, the need for protection of the environment, the ability to voice one's own stance towards environmental problems, etc.
- The typical curriculum for a general secondary education institution includes the study of such subjects as "Human Being and the World", "Chemistry", "Biology" and others focused on environmental issues.
- The legislation framework provides for certification examinations: current (held during classes), midterm (held on a quarterly basis), final (held upon the end of the academic year and upon leaving school in the 2nd and the 3rd levels of secondary education). Examination is conducted in accordance with the norms of assessment of learning outcomes in each educational subject. During examination, the level of knowledge of the content of educational programs in educational subjects is identified.
- Educational standards for technical and vocational (hereinafter – vocational) education are developed for each specialization and determine requirements to the content of professional activities of the worker with vocational education, the employee with vocational education, competence of workers and employees with vocational education, the content of educational and program documentation of vocational

education programs, the level of general education of persons admitted to vocational education, forms and terms of vocational education, organization of the educational process, the academic load, the level of learning outcomes of graduates, and final certification examinations. Development of educational standards for vocational education is organized by the Ministry of Education of the Republic of Belarus and is implemented jointly with organizations providing scientific and methodological support of vocational education.

Educational standards for vocational education are approved by the Ministry of Education of the Republic of Belarus upon consultation with interested republican governmental bodies and other organizations subordinate to the Government of the Republic of Belarus.

Educational standards determine requirements to the following:

- mental and psychophysical professionally important qualities of an individual;
- social and personal competences;
- professional competences.

The requirements to professional competences include knowledge of the environmental fundamentals and environmental protection, requirements to environmental safety when carrying out certain types of works; methods of disposal of industrial waste when carrying out certain types of works; skills of rational use of raw materials and energy when carrying out certain types of works; rational organization of the working place when carrying out certain types of works.

Educational standards for specialized secondary education are developed for each specialization and determine the requirements to the content of professional activities of a specialist with specialized secondary education, a worker with specialized secondary education, competence of a specialist with specialized secondary education and a worker with specialized secondary education, the content of educational and program documentation of specialized secondary education programs, the level of general education of persons admitted to specialized secondary education, entrance examinations, forms and terms of specialized secondary education, organization of the educational process, academic load, the level of learning outcomes of graduates, and final certification examinations.

Development of educational standards for specialized secondary education is organized by the Ministry of Education of the Republic of Belarus and is implemented jointly with educational and methodological associations in the field of specialized secondary education, republican governmental bodies, other state organizations subordinate to the Government of the Republic of Belarus in accordance with the list of specializations assigned to them, which is approved by the Government of the Republic of Belarus.

Educational standards for specialized secondary education are approved by the Ministry of Education of the Republic of Belarus upon consultation with republican governmental bodies, other state organizations subordinate to the Government of the Republic of Belarus for which specialists and workers with specialized secondary education are trained.

Educational standards determine requirements to the following:

- mental and psychophysical professionally important qualities of an individual;
- social and personal competences;
- professional competences.

Educational standards for specialized secondary education for all specializations determine knowledge and skills in the field of environmental protection and energy-saving and energy-efficiency, for example:

- to be able to analyze the results of anthropogenic environmental impact;
 - to ensure the use of modern technologies for disposal of industrial waste of wood-processing and furniture production facilities;
 - to introduce methods of environmental supervision and analysis of technological processes of production at wood-processing and furniture production facilities;
 - to understand specific environmental situations and to find optimal ways of solving problems.
- Educational standards for **higher education** are developed for each specialization and determine the requirements to the content of professional activities of a specialist with higher education, competence of a specialist with higher education, the content of educational and program documentation of higher education programs, the level of general education of persons admitted to higher education, forms and terms of higher

education, organization of the educational process, the maximal academic load for students, cadets and trainees, the level of learning outcomes of graduates, and final certification examinations.

Development of educational standards for higher education is organized by the Ministry of Education of the Republic of Belarus and is implemented jointly with educational and methodological associations in the field of higher education, and organizations procuring specialists.

For example, the educational standard for higher education "The first cycle. Specialization 1-01 01 01 "Pre-school education" determines the following training goals of a specialist:

- to form and develop social and professional as well as practice-focused competence allowing to combine academic, social and personal, professional competences for achieving objectives in the field of professional and social activities;

- to form professional competences allowing to effectively perform educational, upbringing, developing, and value-forming activities;

- to form professional and pedagogical competences allowing to organize a comprehensive educational process with account of modern educational technologies and teaching innovations.

The standard determines the key groups of competences of a specialist:

- academic competences, including knowledge and skills in academic disciplines, the ability to learn;

- social and personal competences, including cultural and value attitudes, knowledge of ideological and moral values of the society and the state as well as the ability to follow them;

- professional competences including the ability to achieve objectives, develop plans and ensure their implementation in a certain field of professional activity.

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

| 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 | ✓ | ✓ |

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| Sub-indicator 1.2.3 | <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>In the Republic of Belarus, the system of formal education established by the Education Code of the Republic of Belarus includes a system of pre-school education, a secondary education system, a vocational education system, a specialized secondary education system, a higher education system, a postgraduate education system, a system of education for children and youth, a system of additional education for adults and a system of specialized education.</p> <p>Thus, the system of education established in the Republic of Belarus allows to exercise the right of citizens to lifelong education. While being formal, it also covers education, which is qualified in other countries as informal.</p> <p>Besides, there are no legal limitations and prohibitions of self-education of citizens of the Republic of Belarus performed through their activities in the cultural and educational environment outside the system of formal (legislation-based) education.</p> |
| Sub-indicator 1.2.4 | <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Is public awareness in relation to ESD addressed in relevant national document(s)?</p> <p>The Education Code of the Republic of Belarus sets the norm of information support in the field of education. Information support is a system for exchange of information in the field of education and is implemented in order to provide state bodies, education institutions and other entities in the educational field with information required for assessment of the activities and the main trends of development of the education system, formation of a strategy for its development, coordination of the activities of state bodies regulating the field of education, education institutions and informing state bodies and other stakeholders from among individuals and legal entities on issues related to education. Exchange of information in the field of education is performed on the basis of the principles of openness, objectiveness, and comprehensiveness.</p> |
| Sub-indicator 1.2.5 | <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Does a formal structure for interdepartmental⁶cooperation relevant to ESD exist in your Government?</p> <p>In the Republic of Belarus, interdepartmental cooperation for the purpose of sustainable development reporting is maintained by the Ministry of Education of the Republic of Belarus.</p> <p>In conformity with the Resolution on the Ministry of Education of the Republic of Belarus approved by Regulation No. 1049 of the Council of Ministers of the Republic of Belarus as of 04.08.2011, the Ministry of Education of the Republic of Belarus in accordance with the objectives assigned to it performs coordination of the activities of republican governmental bodies, local executive and administrative bodies in the field of education, and cooperates with local executive and administrative bodies in solving issues within its competence, takes measures jointly with regional and Minsk executive committees addressing issues related to development of the education system, upbringing of studying youth, youth policy, custody over minors, protection of their rights and legitimate interests.</p> |
| Sub-indicator 1.2.6 | <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government?⁷</p> <p>In the Republic of Belarus, there are mechanisms of multilateral cooperation of all stakeholders on the issues of sustainable development reporting, including cooperation and interaction of state bodies and organizations, the non-governmental sector and other stakeholders. Cooperation of all participants is held under the effective legislation of the Republic of Belarus, in particular, within the framework of state</p> |

⁶ Between State bodies.

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

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| | <p>programs.</p> <p>For example, the following programs are implemented in the Republic of Belarus:</p> <p>The state program "Health of the nation and demographic security of the Republic of Belarus " for 2016-2020;</p> <p>The state program "Education and youth policy" for 2016-2020;</p> <p>The state program "Culture of Belarus" for 2016-2020;</p> <p>The State Program of Development of Physical Education and Sports in the Republic of Belarus for 2016-2020;</p> <p>The state program "Comfortable housing and favorable environment" for 2016-2020;</p> <p>The state program "Environmental protection and sustainable use of natural resources" for 2016-2020;</p> <p>The state program "Science-intensive technologies and equipment" for 2016-2020;</p> <p>The state program "Development of digital economy and information society";</p> <p>The state program "Energy-saving" for 2016 – 2020</p> <p>and other program documents.</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"/> | The funding of education in the Republic of Belarus is comparable to state expenses on education in most developed countries of the world. In 2017, 4.67 % of the GDP (excluding funds for capital construction), or 5.2 % of the GDP (including extra-budgetary funds) were allocated for education. |
| 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 checked="" type="checkbox"/> No <input type="checkbox"/> | <p>The National Strategy of Sustainable Social and Economic Development of the Republic of Belarus-2030;</p> <p>The Program of Social and Economic Development of the Republic of Belarus for 2016-2020;</p> <p>The Education Code of the Republic of Belarus;</p> <p>The state program "Education and youth policy" for 2016-2020;</p> <p>The Conceptual Approaches (Concept) to Development of the Educational System of the Republic of Belarus till 2020 and till 2030;</p> <p>The roadmap for SDG statistics development</p> |
| 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>Ensuring accessible and high quality education is one of the strategic priorities for development of the modern Belarusian state and coincides with Sustainable Development Goal 4 aimed at ensuring comprehensive and just high quality of education and promotion of the opportunities for lifelong education for everyone.</p> <p>This approach was reflected in the Constitution of the Republic of Belarus, the Education Code of the Republic of Belarus, the National Strategy of Sustainable Social and Economic Development of the Republic of Belarus-2030, the state program "Education and youth policy" for 2016-2020, the Conceptual Approaches (Concept) to Development of the Educational System of the Republic of Belarus till 2020 and till 2030, and other legal acts of the Republic of Belarus.</p> |

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| | <p>Education has crucial importance for other sixteen Sustainable Development Goals and is one of the prerequisites to their achievement, as well as a key tool for sustainable management and feasible decision-making.</p> |
| <p><i>Concluding remarks on issue 1</i></p> | <p>In the Republic of Belarus there are no obstacles to implement sustainable development plans. Moreover, the content of the objectives to achieve Goal 4 clearly demonstrates that the Republic of Belarus has almost fully implemented them so far. The education in the Republic of Belarus is the education for sustainable development; its goals, objectives and principles correspond to the key elements of ESD proclaimed by the UNECE strategy for ESD.</p> <p>Taking into account the trends in the development of the world educational area and the characteristics of the current state of the national education system, the Ministry of Education of the Republic of Belarus has formed modern perspective directions for development, including the following:</p> <ul style="list-style-type: none"> improving the quality of education meeting the needs of individual's self-fulfillment and the sustainable development of the society and the country, ensuring compliance of educational services market with the demands of labor market; ensuring synergy of training and education (upbringing) activities in the educational process; transition to compulsory general secondary education; updating the content of educational programs, research and methodological as well as technical support of the educational process; implementing modern information technologies; integration of education, science and production, and development of the continuing professional education; improving education management system; social protection of students and staff employed in the education sector; ensuring accessible education, including inclusive education environment. |
| | <p>Please address in particular the following questions:</p> |
| – | <p><i>Which actions and/or initiatives have been particularly successful and why?</i></p> |
| – | <p><i>What challenges did your country encounter when implementing this objective?</i></p> |
| – | <p><i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i></p> |
| | <p>Issue.2. Promote SD through formal, non-formal and informal learning</p> |
| | <p><i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i></p> |
| | <p>Indicator 2.1 SD key themes are addressed in formal education</p> |
| Sub-indicator 2.1.1 | <p>Are key themes of SD⁸ addressed explicitly in the curriculum/programme of study at various levels⁹ of formal education?</p> |

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

⁹ For the State or federal level, where relevant.

Yes No

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

The key ideas of SD (poverty reduction, citizenship, peace, ethics, responsibility in local and global context, democracy and governance, justice, security, human rights, health protection, gender equality, cultural diversity, rural and urban development, environmental protection, biodiversity, etc.) are included in the training program at all levels of general, additional and specialized education.

For example:

the major topics of sustainable development are included in the study program of preschool education, approved by the Ministry of Education of the Republic of Belarus in its Regulation No. 133 as of 27.12.2012.

In particular, the content of educational fields "Child and Society", "Elementary Mathematics Concepts", "Child and Nature", "Speech Development and Culture of Speech Communication" aims at ensuring the development of mental cognitive processes and abilities, mastering the ways and means of activity; the development of communication skills, formation, expansion and enrichment of world views, the ability to see patterns in the surrounding natural and anthropogenic world, nurturing of effective, careful and responsible attitude to the world, such qualities as independence, commitment, leadership, etc.

In the senior preschool age (5-7 y.o.), the study program of preschool education provides for formation of ideas about the importance of proper safe behavior for life and health protection; the capabilities in protection of life and health, the objects of the anthropogenic world, the world of technology and its importance for humans, about the impact of products on human health, vitamins, other substances (proteins, fats, carbohydrates, minerals), their role in preserving health and maintaining active life of people, useful and harmful products, the conditions the human health depends on: the environment quality, the ways to meet the vital needs correctly; objects and phenomena of inanimate nature, the links between the inanimate nature, plants and animals, the integrity and uniqueness of each natural community, etc. In addition, there are the tasks of developing research and communication skills, nurturing of conscious attitude to healthy lifestyle, to health, moral (empathy, sympathy), aesthetic, cognitive attitude to nature, responsibility for the close environment condition, careful use of light, heat, water. The study program of pre-school education at this age also stipulates the development of linguistic and communicative abilities of pre-school children in the process of learning a foreign language (English, French, German).

Currently, 28 pre-school education institutions of the Republic of Belarus are implementing the pilot project "Testing of methods to form the basic economic culture in pre-school children" (2017-2019). The pilot project tests:

the content of basic economic phenomena and concepts (labor as the creation of material values; money as the equivalent of human labor; people in the world of professions; rational use of time, natural resources, etc.) learnt by pre-school children;

the forms of organizing the educational process (games, classes, entertainment and holidays, independent artistic and speech activities, tours), means of forming the foundations of economic culture in pre-school children (fiction, fine arts, nature);

the set of tasks ensuring the following:

1) formation in children of economically significant qualities (thrift, diligence, accuracy, frugality, discipline), needs (in creative work; in achieving high results at the lowest cost, with respect from other people and self-esteem, in communication with people, in preservation and enhancement of natural resources, etc.); 2) practical teaching of economic concepts (necessary and optional goods, money, family budget and family expenses, advertising, bank, etc.) to preschoolers;

methods of forming the foundations of economic culture in preschool children: research, game, programmed training;

diagnostics of formation of economic culture fundamentals in children of pre-school age:

indicators, evaluation criteria; series of diagnostic tasks; diagnostic material.

As a result of implementation of this project, the study program of pre-school education will be supplemented by the tasks to form economically significant personal qualities in pre-school children, and ensure their mastering of the necessary competences, rules and norms of economic

literacy-based behavior, etc.

When developing and amending the content of study programs, programs of extracurricular activities intended for use in the educational process of general secondary education institutions, the need to reflect the goals and principles of sustainable development in them is taken into account. The issues of environmental education are reflected both in the study programs of subjects for education institutions which implement general secondary education programs and in the programs of extracurricular classes.

Thus, at the first stage of general secondary education in the framework of the subject "Human Being and the World" children study the topics that form the initial knowledge about the environment (people as an integral part of nature and society, the importance of air and water for human health, measures for protection of the nature, human activities in the field of environmental protection as well as information about plants and animals listed in the Red Book).

At the II and III levels of general secondary education while studying the subject "Biology" students of general secondary education institutions gain knowledge about the habitat of living organisms, about different ecosystems and their importance for human life, about the relationship between people and nature, positive and negative aspects of human activity and its impact on the nature, the rational use of natural resources, conservation of nature, preservation of different species ensuring biological diversity, on environmental issues and solution of environmental and economic problems.

The subject "Chemistry" examines the impact of chemicals on human health, quality of life and environment. While studying properties, methods of production, use of organic and inorganic substances students deal with the issues of air pollution, water and soil waste production and human activities; environmental problems caused by developing and processing of salt, hydrocarbons.

In the framework of the subject "Geography" students get knowledge about the importance of processes and phenomena occurring in the natural and socio-economic spheres. Students learn the principles of rational use and conservation of natural resources as well as the effective environmental management, and study the interaction between nature and society. In the course of this subject students develop their understanding of social, environmental, economic and political aspects of the contemporary problems.

The study of geography of continents and countries provides for the diversity of countries and their interdependence, particularly in relation to global environmental problems, including air and water pollution, depletion of the ozone layer and climate change. Students become familiar with the concept of sustainable development, too. They also learn about the anthropogenic impact on the environment, in particular:

radionuclide pollution caused by the Chernobyl accident as well as local problems of air, soil, surface and groundwater pollution as a result of economic activities. As part of the study program of the subject "Physics" students acquire skills to solve practical problems, including the use of knowledge in the field of rational use of natural resources. The major topics that shape environmental knowledge, include: heat saving in residential buildings, the use of alternative energy sources (wind, sun and water), environmental problems caused by production, transmission and use of electricity.

In the formation of environmental knowledge the subject "Foreign language" addresses topics that disclose the issues of environment and sustainable development (nature protection, climate dependence on human activity, environmental problems and proposed solutions in the country of the foreign language as well as natural disasters in different regions of the world and their impact on the environmental situation).

Environmental education is also reflected in the programs of extracurricular activities.

For the purpose of formation of thrift, frugality, willingness to sound environmental management and consumption in the students of II - X forms of general secondary education institutions, they are offered to visit extracurricular classes under the general title "The Study of Savings and Thrift" ("Beregoshha's ABC", "Beregoshha's School", "The Basics of Energy Efficiency", "Energy Efficiency: modern energy production", "Energy Efficiency: industrial and domestic energy saving, energy use and environment"), as well as extracurricular classes "I, Energy and Environment" for students of II-IV forms, "Energy and Environment" for students of V-VIII forms.

In addition, students of general secondary education institutions have the opportunity to attend the following extracurricular classes: in the I form – extracurricular classes "Seven I's" with the program including the block "I and Nature", that provides the expansion of knowledge

about nature as well as the formation of respect for nature and understanding of beauty, originality and richness of nature of the native land; in the II – IV forms – extracurricular classes "Native Land and Environment" with the program aimed at raising awareness about the protection of nature and nurturing a sense of responsibility for the environment; in the VII-VIII forms within the framework of extracurricular classes "Wild Nature of Belarus and Biology" the questions of nature protection are discussed;

in the I-IX forms there are extracurricular classes "Green Schools".

The program of these extracurricular classes aims at raising environmental awareness of students, including the expansion of knowledge about the biological diversity of flora and fauna of the region, energy efficiency, the need to protect surface and ground water, the waste management. Educational standards of vocational education include knowledge of the fundamentals of ecology and environmental protection among other requirements for professional knowledge and skills of students.

In accordance with these educational standards, curricula for all specialties of vocational education for the purpose of implementation of vocational education programs stipulate the studies of the issues related to environmental protection within the framework of the following academic subjects:

"Special Technology" (the basics of ecology) and "Industrial Training" (issues of environmental protection while working in the professional field, as well as in the study of a number of subjects of general education component of the curriculum ("Physics", "Chemistry", "Biology").

As a result of study of relevant topics students should have an idea about the main contemporary environmental and energy problems and possible ways to solve them, be able to disclose aspects of interaction between humans and the environment in the process of production, know the main directions to reduce energy intensity and environmental hazards of production, measures to improve the environment quality, be able to analyze the possibility of saving energy in the workplace, at home.

In accordance with the educational standard of secondary specialized education, all students study the compulsory subject "Fundamentals of Social Sciences and Humanities", which helps acquire the following social and personal competences:

citizenship and patriotism; social communications; interpersonal communication based on the principles of humanism; self-improvement; health saving.

Workers and specialists engaged in the activities that affect the environment should have the necessary environmental knowledge, the knowledge in the field of legislation on environmental protection and rational use of natural resources, rules, techniques and methods of preserving the natural environment, mitigation of the damage caused to it in the process of production.

In this regard, the model curricula for specialties related to the impact on the natural environment provide for the study of environmental disciplines, and special academic disciplines necessarily contain sections, topics which, alongside with special questions related to the specialty, deal with applied environmental issues and stipulate practical assignments.

Thus, in the process of implementing the secondary specialized education programs in the specialties related to chemical production, with graduates working in the chemical and petrochemical industries, that account for a wide range of aggressive waste, often occupying a huge area (phosphogypsum, halite waste, clay-salt sludge, ash) and in need of further recycling and conversion into useful products, the typical curricula for specialties provide for the study of the discipline "Fundamentals of Industrial Ecology" in the amount of 68 academic hours.

The model curriculum for this discipline deals with the environmental characteristics of chemical, petrochemical production in accordance with the acquired specialty, the resulting emissions, discharges, industrial waste, ways to protect the environment from pollutants, the legal and organizational framework for environmental protection, the economic mechanism of environmental management.

At the same time, the study of environmental problems and ways to solve them, including issues related to the disposal of industrial waste, is important for workers and specialists of all specialties and is carried out at the level of secondary specialized education through the academic discipline "Environmental Protection and Energy Saving" in the amount of 40 academic hours.

The extracurricular classes titled "Fundamentals of Environmental Knowledge" (education institution "Volozhin Agricultural Professional

Lycium"), "Fundamentals of Environmental Behavior", "Fundamentals of Healthy Lifestyle and Radiation Safety" (education institution "Gomel State Pedagogical College named after Vygotsky") were organized in the vocational education institutions as to form environmental knowledge. The study of the program content of extracurricular environmental courses gives the possibility to increase the level of formation of environmental awareness in students, to understand the issues of interaction between humans and nature, environmental problems in the Republic of Belarus and in the world.

In the education institution "Vidzy State Vocational and Technical College" there is the "Environmental Express" club.

In addition to extracurricular activities, students can acquire environmental knowledge through volunteering.

In the education institution "Gomel State Pedagogical College named after Vygotsky" there is a full-time volunteer environmental group "Ecology", which is engaged in environmental activities to address the environmental problems of Gomel region.

At the level of additional education for children and young people, there are basic components of continuing environmental education:

programs of additional education for children and young people contain special materials focused on the formation of environmental competences; regularly at the national and regional levels, special contests, competitions and other activities are held aiming at identifying the level of environmental knowledge and skills.

In the system of additional education for children and young people there is still a potential for the development of environmental education for resources saving, sustainable development of society through a network of environmental and technical communities.

The example of best practices includes the results of the education institutions involved in the project "Green School" (more than forty schools received the status of the "Green school". More than seven hundred schools in the country are provided with educational and methodological toolkits "Wildlife", "Energy and Environment" (5-8 forms), "Energy around Us" (2 form), "Saving Energy" (3 form), "The Earth is Our Shared Home" (4 form).

The institutions of additional education for children and young people that focus on ecological and biological spheres have developed programs for hobby (interest) associations of basic and advanced levels, extracurricular courses, workbooks and training manuals: the educational and methodological kit "I, Energy and Environment" (2-4 forms); the educational and methodological kit "Energy and Environment" (5-8 forms); the manual for teachers "Energy and Environment"; the educational and methodological kits "Green Schools" and "Wildlife".

The participants of the partner network of schools of sustainable development contribute to the development of the content of extracurricular education for sustainable development through the organization of joint interdisciplinary activities with specialists in different fields to identify and overcome real problems of sustainable development in the life of local communities.

The complex nature of jointly undertaken social, economic and environmental changes enables students and teachers of sustainable development schools to incorporate local material into the content of the subjects as well as to develop social and other SD and ESD competences in practice.

In the system of additional education for adults there are advanced training programs that include modules aimed at studying the key SD topics. For example, the state education institution "National Institute of Higher Education" has developed advanced training programs "Export Strategies in Sustainable Socio-Economic Development of the Republic of Belarus", "Fundamentals of the Ideology of the Republic of Belarus in Terms of Innovation" (module "The role and objectives of higher education in implementing the strategy of sustainable socio-economic development of the Republic of Belarus").

In accordance with the higher education standard "Higher education. First cycle. Social and humanities subjects" all students of the first cycle of higher education are taught compulsory subjects "Philosophy", "Economics", "Political Science" and "History", with the content reflecting:

- modern philosophical understanding of the structure and development of social life, the links between society and nature;
- personality as a subject of knowledge and active transformation of the world and oneself;
- interpersonal relations and interaction of people, cultural diversity;
- the problem of social inequality;
- family and religion as spheres of social relations;

| | <p>- human rights; - traditional ideals and values; - strategy of social development. Specific problems of sustainable development are reflected in the content of the relevant academic disciplines in individual specialties. For example, the subject "Sustainable Development" is included in the curriculum of the specialty "Economics and Management of the Enterprise" (specialization "Environmental Economics") in the education institution "Belarusian State Economic University", as well as taught to future professionals in the field of public administration, national economy and political management.</p> <p><i>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.</i></p> <table border="1" data-bbox="470 712 571 1294"> <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 type="checkbox"/></td> <td><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"/> |
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| <p>Sub-indicator 2.1.2</p> | <p>Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum¹⁰/programme of study at various levels of formal education?</p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p><i>Please specify what competences as learning outcomes are important in your country.</i></p> <p>For example: the training program of preschool education, approved by Regulation No. 133 of the Ministry of Education of the Republic of Belarus as of November 27, 2012, determines development indicators for each age group. In particular, for senior preschoolers, the indicators are the following: a senior preschooler- has elementary ideas about behaving in the nature, objects and phenomena of inanimate world, and healthy environment for animals and plants; uses water sparingly; has a basic understanding of a healthy diet and can choose healthy products; knows how to use safely everyday utensils, and behave in the street and in public transport; uses communicative skills; acquires complex techniques of visual modeling: models objects (when designing or performing applique); knows pitch patterns; word composition; spatial relations between objects; experiments enthusiastically, shows creative thinking, and makes assumptions and substantiates them, etc. Under general secondary education standard students shall: consciously accept universal and national spiritual and moral values; value education and science, consciously follow healthy lifestyle, learn independently, be motivated for lifelong education, be able to manage their learning and cognitive activities as well as apply this knowledge in practice, and stay flexible facing dynamic social changes, etc. Under vocational education standards graduates shall have the following competences: think professionally and systemically, show social and communicative skills, professional theoretical and practical knowledge, formulate and present professional content, think critically, have sufficient self-esteem and work independently. Under secondary specialized education standards graduates shall have the following professional, social and personal competences: - have a high motivation and interest in the profession;</p> | | | | | | | | | | | | |

¹⁰ Idem.

- be conscientious, responsible, neat and diligent;
- be self-disciplined;
- be emotionally stable and stress resistant;
- seek for professional self-improvement and development;
- follow a healthy lifestyle.

Under a higher education standard "Higher Education. First Cycle. Social Sciences and Humanities" undergraduates shall acquire the following social and personal competences:

- To have a sense of citizenship.
- To have good social relationships.
- To have abilities to interpersonal communication.
- To show criticism and self-criticism (critical thinking).
- To be able to work in a team.

After having received a social and humanities training an undergraduate shall develop the following academic competences:

- To possess and apply basic scientific and theoretical knowledge to solve theoretical and practical tasks.
- To perform system and comparative analysis.
- To have research skills.
- To be able to work independently.
- To be able to generate new ideas (creativity).
- To possess an interdisciplinary approach to problem-solving.
- To be able to learn and improve qualification in lifelong education.

In addition, professional competences related to sustainable development are formulated in the relevant educational standards compiled for every specialty.

Please update the table in appendix 1 (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.

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| <p>Sub-indicator 2.1.3</p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> | <p>Are teaching and learning methods that support ESD addressed explicitly in the curriculum¹¹ or programme of study at various levels of formal education?</p> <p><i>Please specify which methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.</i></p> <p>For example: For preschool education: project method, games, observation, modeling, etc. For general secondary education: discussions, role-playing games, projects, problem-solving, excursions, etc. For vocational education, specialized secondary education: trainings, workshops, round tables, other active and interactive methods. For higher education: - problem-based learning (problem statement, heuristic conversation and research method); - personally oriented (developing) technologies based on active (reflexive and activity) forms and methods of learning (brainstorming; business, role-playing and simulation games; discussion; press conference; round table; case technology; projects, etc.); - information and communication technologies to ensure problematic and research-oriented learning and motivate students' independent work (e-presentations, audio and video classes, creative tasks, networking, etc.).</p> <p><i>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.</i></p> <table border="1" data-bbox="686 716 798 1299"> <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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| <p>Indicator-2.2 Strategies to implement ESD are clearly identified</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Sub-indicator 2.2.1</p> <p>(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> | <p>Is ESD addressed through:(a) existing subjects¹²only?; (b) a cross-curriculum approach?;(c) the provision of specific subject programmes and courses?;(d) a stand-alone project¹³; (e) other approaches?</p> <p><i>Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="973 537 1228 1478"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th colspan="2">(a)</th> <th colspan="2">(b)</th> <th colspan="2">(c)</th> <th colspan="2">(d)</th> <th colspan="2">(e)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> <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> <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> <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> <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 | Yes | Yes | Yes | Yes | Yes | 0.Early childhood education | | | ✓ | | | | | | | ✓ | 1.Primary education | | | ✓ | | ✓ | | | | | ✓ | 2.Lower secondary education | ✓ | | ✓ | | ✓ | | | | | ✓ |
| ISCED levels 2011 | (a) | | (b) | | (c) | | (d) | | (e) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0.Early childhood education | | | ✓ | | | | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.Primary education | | | ✓ | | ✓ | | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.Lower secondary education | ✓ | | ✓ | | ✓ | | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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.

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

ESD is ensured by applying different approaches at all general education levels and cycles. These approaches are enshrined in educational and program documentation, educational standards.

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

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

Yes No

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.

Education institutions of the Republic of Belarus are guided by the legislation and requirements established therein to education and training, staffing as well as material, technical and other support.

Education institutions are developing appropriate short-term (annual) and medium-term (for five years) development plans (strategies) taking into

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.

| | <p>account ESD principles, goals and objectives.</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> <p>As it was mentioned above, formal education system of the Republic of Belarus includes general education, additional education and specialized education. Common institutional approach is also applied by additional education institutions for children and youth, for adults.</p> <table border="1" data-bbox="430 660 1193 1339"> <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> <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> </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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sub-indicator 2.3.2 | <p>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?</p> <p><i>If yes, please specify what schemes are available for all levels of your education system.</i></p> <p>The legislation of the Republic of Belarus provides for mechanisms ensuring common institutional approach at all education levels and cycles, including:</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | <p>scientific and methodological support of the educational process; material and technical support of the educational process; staff support (including salary system and other incentives to encourage teachers).</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="311 645 1072 1355"> <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> <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> </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 | ✓ | 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Sub-indicator 2.3.3</p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> | <p>Do institutions/learners develop their own SD/ESD indicators for their institution/organization?</p> <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>As noted above, the legislation of the Republic of Belarus in the field of education lays down the principles, goals and objectives consistent with sustainable development. The Republic of Belarus has no obstacles to achieve them. Moreover, based on the objectives for achieving Goal 4 of SDGs proclaimed by the Resolution of the UN General Assembly of September 25, 2015 No. 70/1, it is possible to say confidently that they have been almost fully implemented so far.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

In particular, the global indicators measuring progress in achieving SDGs in Education have been mostly reached. In this regard, legal acts of the Republic of Belarus do not require education institutions to develop any specific SD indicators. At the same time, some education institutions have developed their own SD indicators implementing innovative and experimental projects. For example:

An innovative project to test the model of developing key competences in SD among students of vocational education institutions is being implemented by Vidzy State Vocational and Technical College, Volozhin Agricultural Vocational Lyceum, and Gomel State Pedagogical College named after Vygotsky.

A pilot project of testing the model of developing economic competence is being implemented by Novopolyc State Agrarian and Economic College.

There is a model of the Interdisciplinary Center for Education Technosphere of Vocational Training Specialized in Energy Saving in Minsk State College of Electronics.

Environmental management model was introduced in the general secondary education institutions (2013-2016).

General secondary education institutions started Schools of rational energy consumption (2013-2016).

Promoting multicultural student competence (2014-2017).

Entrepreneurial School model was introduced to general secondary education institutions (2014-2017) within an innovative project on educational and practical activities for sustainable development aimed at building up a creative capacity scientifically and methodologically supported by the Academy of Postgraduate Education, etc.

Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate:

(a) For formal institutions:

| 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 | ✓ |

(b) For non-formal institutions:

| 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 | ✓ |

| | |
|-----------------------------|---|
| <p>Indicator 2.4</p> | <p>ESD is addressed by quality assessment/enhancement systems</p> |
| <p>Sub-indicator 2.4.1</p> | <p>(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?</p> |

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.

In accordance with the Education Code of the Republic of Belarus, education quality is defined as education compliance with the educational standard and educational and program documentation related to the relevant educational program. There is a special system of monitoring education quality at all levels and cycles.

The Ministry of Education has a Department of Education Quality Control with its Regulations approved by Resolution No. 976 of the Council of Ministers of the Republic of Belarus as of July 31, 2006. In accordance with these Regulations, the Department:

monitors education quality in all education institutions having a special permit (license), regardless of their form of property and subordination; is in charge of developing testing materials necessary to check education quality;

compiles analytical reviews following check-ups, makes suggestions and recommendations for addressing identified problems and improving educational process there;

is in charge of accrediting on behalf of the state and extending licenses for any education institutions or organizations;

keeps records of all education institutions and organizations that have been licensed for their activities and have been accredited as well as maintains a register of such licenses.

Moreover, there are additional mechanisms to ensure and monitor education quality. For example, the National Institute of Educational Development (scientific and methodological institution) at the Ministry of Education has been in charge of republican monitoring of the education quality since 2003. Thus, it assesses student learning outcomes, personal development and social skills, reading and financial literacy, etc.

Since 2005 the Republican Institute of Vocational Education has been monitoring principles used for education and development with both system indicators to evaluate learning environment, relations with public organizations and social partners, humane disciplinary environment, and personal development indicators of ideological and environmental culture, citizenship and patriotism, responsibility, healthy life, entrepreneurial skills, professional behavior, economic skills, daily routines, etc.

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

| | (a) | (b) | (c) |
|--|-----|-----|-----|
| | Yes | Yes | Yes |
| ISCED levels 2011 | | | |
| 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 | | | |

| | |
|---------------------|---|
| 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.
 Scientific and methodological support of education (educational programs and curricula, plans and strategies for education (upbringing), training and methodological documentation, publications, reference and analytical materials) lays down competence-based approach and specifies the requirements to learning outcomes, including meta-disciplinary and personal ones.
 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) | |
|--|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|
| | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| 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 | <p>Are SD issues addressed in informal and public awareness-raising activities?</p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p>Sustainable development is addressed in Green Schools environmental project as part of the project “Involvement of general public in local environmental monitoring and improving environmental management”, funded by the European Union and implemented by the United Nations Development Program.</p> <p>Association ESD develops the following international projects implemented and supported by the Ministry of Education:</p> <p>a) the German Federal Government’s programs to support Belarus: “Education for Sustainable Development for All Generations - Social Compact” (2015 - 2016), where tasks and tools for all-generation ESD practices have been developed;</p> <p>“A Science Shop As A Tool For Integrating Educational Practices Into Regional Sustainable Development” (2017–2018), which is developing a methodology for networking between ESD regional centers and universities to introduce “responsible research and innovation” method to scientific and educational activities for promoting the Sustainable Development Goals and ensuring sustainable local communities;</p> <p>b) Program of the Embassy of the Kingdom of the Netherlands in Warsaw “Schoolchildren and Students Lead Drive For a Sustainable Future Of Local Communities”, where a methodology have been developed to stimulate and support youth local SD initiatives.</p> | |
| Sub-indicator 2.5.2 | <p>Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) which addresses SD issues?</p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p>The Republican Center for Environment and Local Studies counsels and provides methodology within Green Schools environmental project as part of the project “Involvement of general public in local environmental monitoring and improving environmental management”.</p> <p>Organized thematic seminars and courses for various population groups, for example: Gold Academy and <i>Uspekh</i> Adult Education Center (Braslav Gymnasium), “Bridging Generations” and University 50+ (Secondary School No. 16 of Orsha), etc;</p> <p>In 2017-2018:</p> <ul style="list-style-type: none"> - within a joint project of the ESD Association and the Belarusian State Pedagogical University named after Maxim Tank, a model was developed and tested to support local communities inclusion into sustainable development along with Sustainable Development Strategy for the district, etc. <p>In October 2018, the city of Vitebsk was officially included by UNESCO into the Global Network of Learning Cities.</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 checked="" 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? |
| Yes <input checked="" type="checkbox"/> No <input 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> |
| <p>In accordance with the Education Code of the Republic of Belarus, one of the principles of state education policy is to ensure inclusion of state bodies and other organizations, including public associations, in the education system development.</p> <p>Education system components are as follows:</p> <ul style="list-style-type: none"> participants of the educational process when implementing educational programs; educational programs; education institutions; postgraduate educational organizations; other organizations having the legislation-based right to carry out educational activities; individual entrepreneurs having the legislation-based right to carry out educational activities; state educational organizations ensuring functioning of the education system; educational and methodological associations; organizations providing practical classes, practical training or on-site training for students; organizations procuring staff; organizations sending their employees to get additional adult education; state bodies subordinate and (or) accountable to the President of the Republic of Belarus, the National Academy of Sciences of Belarus, republican government bodies, other state organizations subordinate to the Government of the Republic of Belarus, local executive and administrative bodies, other organizations and individuals within their competence in the field of education. <p>Thus, ESD involves of a wide range of stakeholders, including governmental and non-governmental organizations.</p> | |

¹⁸ For higher education institutions: this covers the issue of university "outreach" (meaning a wide spectrum from regional integration, business cooperation and transdisciplinarily to eco-procurement and research-education-cooperation).

| | |
|--------------------------------------|---|
| <p>Concluding remarks on issue 2</p> | <p>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.</p> |
| | <p>No</p> |
| | <p>Please address in particular the following questions:</p> <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 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 checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>In particular specify which ESD competences²¹ are explicitly included in the study programmes.</i></p> <p>ESD competences are integrated into educational standards in accordance with the priorities of the UNESCO Global Action Program on ESD: education and training reform through integrating SD principles into education and training systems.</p> <p>As for teaching staff training, ESD issues are incorporated in accordance with the specialty-oriented higher education standards. ESD issues are also included in the course and diploma papers (projects).</p> <p>It is planned to include ESD competences into educational standards 3+, which will be an important precursor for ensuring integrity of the initial training of teachers as organizers of ESD practices for all generations. In particular, the following competences are planned to be included: system thinking, predictability competence, legal competence, strategic vision, teamwork, critical thinking, self-awareness, and complex problem solving.</p> <p>Nowadays the content and the ESD (Education for Sustainable Development) methods of practices are mastered by future teachers in the context of cooperation with all levels educational institutions, organization of thematic SRS (Student's Research Laboratories) (for example, «Education for Sustainable Development in the practice pre-school education», «Teacher education for sustainable development», BSPU), etc.</p> |
| Sub-indicator 3.1.2 | Is ESD a part of the educators' in-service training? ²² |

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.

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| 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>In-service training for teachers in the field of ESD can be both mandatory and optional. While raising teacher awareness, the focus is on project work. Working on projects, teachers acquire the relevant competences, facilitating a common institutional and project-based approach to ESD practices. An important pre-condition to acquire ESD competences is their willingness to self-study and share the acquired knowledge with others with regard to SD principles: practice-focused, lifelong and interdisciplinary learning.</p> <p>Teacher professional development training programs focus on developing critical, creative and system thinking; understanding natural, social and economic systems functioning and their links; providing assistance to students in solving real problems, improving learning outcomes and achieving practical results.</p> <p>For example: since 2018, professional development training for all teachers and specialists of vocational and specialized secondary education institutions includes studying SD topical issues in the context of SDGs defined in the Strategies for Sustainable Social and Economic Development of the Republic of Belarus. A special focus is on possible ways to fulfill ESD goals.</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 | <p><i>Is ESD a part of training of leaders and administrators of educational institutions?</i></p> <p><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></p> <p>Executive and administrative staff of education institutions can follow ESD programs aimed at developing: decision-making, abilities to anticipate consequences, assess risks and changes, make strategic plans, manage complex systems, and make education green.</p> <p>Educational programs for professional development and retraining are funded from the republican budget, by legal entities, individual entrepreneurs, individuals or at citizens' own expense. Subjects of their educational programs cover the main issues related to training executive and administrative staff of education institutions. They are trained in accordance with the legislation (Regulation No. 954 of the Council of Ministers of the Republic of Belarus as of July 15, 2011 "On Certain Issues of Additional Education For Adults").</p> <p>Moreover, training activities can be also optional and held as open lectures, workshops, master-classes and trainings. Executive and administrative staff study key SD competences in accordance with UNESCO methodological recommendations (2017).</p> |
| 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? |

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| <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> | <p><i>Please specify.</i></p> <p>In the Republic of Belarus under the guidance of the Coordinating Council of Education in the interests of sustainable development of the Ministry of education of the Republic of Belarus are established a network of institutions and organizations, that bring together teaching staff and administrative staff involving in Education for Sustainable Development implementation activities.</p> <p>Includes:</p> <p>Research and Methodological Institution "National Institute of Education" of the Ministry of Education of the Republic of Belarus;</p> <p>Educational Institution "Republican Institute for Vocational Education";</p> <p>State Educational Institution "National Institute of Higher Education";</p> <p>State Educational Institution "Academy of Postgraduate Education";</p> <p>Educational Institution "Republican Center for Ecology and Local History";</p> <p>Belarusian State University;</p> <p>Regional institutes of educational development, Minsk State Institute of Education Development;</p> <p>Educational and research innovative cluster of continuing pedagogical education at the education institution "Belarusian State Pedagogical University named after Maxim Tank"/</p> |
| <p>Sub-indicator 3.2.2</p> | <p>Are ESD networks/platforms supported by the Government in any way?²³</p> |
| <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> | <p><i>Please specify how, listing the major ones, and describing them as appropriate.</i></p> <p>State bodies provide political and institutional support to the ESD networks/platforms (for example in providing premises for offices and hosting events, ensuring opportunities to use other state bodies' resources). Representatives of public authorities take part in the activities implementation.</p> |
| <p><i>Concluding remarks</i> Issue 3</p> | <p><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></p> <p>The process of equipping educators with the competence for sustainable development in their teaching has a positive dynamics in Belarus. Based on the requirements of educational and program documentation, educational standards, the training (retraining) of teaching staff is carried out with taking into account the ESD principles and ideas.</p> <p>An example of a successful initiative is the Decade Education for Sustainable Development that was held from September 25 to November 4, 2017 and was hosted by the education institution "Belarusian State Pedagogical University named after Maxim Tank", which made it possible to attract additional attention of the general public to the discussion on ESD practices as a tool to achieve SDGs and as a means of promoting teaching staff to acquire competence in the ESD area.</p> |

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

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| | <p>Please address in particular the following questions:</p> <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> | |
| <p>In accordance with the Education Code of the Republic of Belarus the basic rights of students and one of the measures of their social protection include the use of textbooks, manuals, etc.</p> <p>According to the Education Code of the Republic of Belarus an educational publication is a publication comprising consistent information of scientific or applied nature tailored to the student's age that is necessary for implementation of educational programs and that is set out in a form, which is convenient for the educational process.</p> <p>Textbooks, teaching aids and other educational editions that are officially approved or admitted by the Ministry of Education of the Republic of Belarus as an appropriate teaching publication, recommended by education institutions, organizations that implement postgraduate education programs, educational and methodological associations in the field of education, organizations that provide methodological support for education as well as other publications determined by the Ministry of Education of the Republic of Belarus, are allowed to be used in the educational process.</p> <p>Students who study the content of educational programs of preschool and general secondary education level are provided with textbooks, teaching aids for a fee. The fee and the method of its collection are set by the Government of the Republic of Belarus. At the same time electronic versions of textbooks and teaching aids used in the educational process of the institutions providing general secondary education are available for free on the national educational internet portal (adu.by).</p> <p>Students who study content of the educational programs of vocational education, secondary specialized education or higher education levels are provided with textbooks and teaching aids for free.</p> <p>The development and production of educational publications as well as their use in the educational process by education institutions is carried out in accordance with the Guidelines on development and production of educational publications and their use approved by Regulation No. 3 as of 06.01.2012 of the Ministry of Education of the Republic of Belarus.</p> <p>The development and production of the educational publications is funded from the budget of the Republic of Belarus as well as other resources, which are not prohibited by the legislation.</p> | |
| 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? |

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| <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> | <p><i>Please describe.</i></p> <p>Improvement of the education quality in the Republic of Belarus is carried out through the development and production of educational publications, educational programs and methodological documentation (including electronic learning tools), methodological literature and teaching aids.</p> <p>Such approaches are reflected in the State Program "Education and Youth Policy" for 2016 - 2020, approved by Regulation No. 250 as of 28.03.2016 of the Council of Ministers of the Republic of Belarus. The activities of the State Program provide for funding of educational publications from the budget of the Republic of Belarus as well as supplying the necessary educational equipment to education institutions.</p> <p>A number of teaching materials are being developed within the framework of international projects implemented by organizations of formal and non-formal education. Thematic editions of journals that contain methodological articles and description of specific ESD practices are issued.</p> |
| <p>Sub-indicator 4.1.2</p> | <p>Is public (national, subnational, local) authority money invested in this activity?</p> |
| <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> | <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>The funding from the republican budget allocated for development and production of educational publications, educational program documentation, teaching documentation for all levels and cycles of education in 2017 was 17,076,153.04 BYN (8,656,234.1 USD; the exchange rate is 1 USD - 1.9727 BYN).</p> |
| <p>Indicator 4.2</p> | <p>Quality control mechanisms for teaching tools and materials for ESD exist</p> |
| <p>Sub-indicator 4.2.1</p> | <p>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?</p> |
| <p>(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> | <p><i>Please specify.</i></p> <p>The development and production of educational publications as well as their use in the educational process by education institutions is carried out in accordance with the Guidelines on development and production of educational publications and their use approved by Regulation No. 3 as of 06.01.2012 of the Ministry of Education of the Republic of Belarus. The provisions of the above-mentioned Guidelines provide a tiered system of development and production of educational publications and quality control of their content.</p> <p>Development of educational programs of additional education for children and young people is carried out according to the standard programs approved by the Ministry of Education.</p> <p>The quality of methodological materials in the field of ESD developed within the framework of non-formal education projects is guaranteed by international expertise as well as public presentation and professional expertise of the experience and materials during international scientific conferences.</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 checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.</i></p> <p>In the Republic of Belarus teaching tools, educational publications and other materials are issued in two state languages (Belarusian and Russian) for all levels and cycles of education.</p> <table border="1" data-bbox="328 651 1086 1361"> <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> <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> </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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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"/> | <p><i>Please describe and in particular highlight which measures are the most efficient for dissemination.</i></p> <p>The Guidelines on development and production of educational publications and their use approved by Regulation No. 3 as of 06.01.2012 of the Ministry of Education of the Republic of Belarus provide for the mechanism of dissemination of educational publications.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| 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 development and production of educational publications included in the respective publication plans is funded from the republican budget.</p> |

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| Sub-indicator 4.3.3 | Are approved ESD teaching materials available through the Internet? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please describe and name in particular official Internet sites.</i></p> <p>Access to educational materials is provided through the national educational internet portal (adu.by), websites of education institutions. Educational materials can also be posted by publishers on the websites of electronic library resources (including outside the Republic of Belarus) in accordance with the agreements signed with the authors. Posting of electronic versions of books on the Internet is accompanied by signing license agreements for the use of author's works and is carried out in strict accordance with the legislation in the field of copyright and intellectual property rights and publishing.</p> |
| Sub-indicator 4.3.4 | Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet?; (b) provided through other channels? |
| (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>For (a) and (b) please specify and mention by whom it was established and by whom it is managed.</i></p> <p>Access to the register of educational publications is provided through the national educational portal (adu.by) and websites of education institutions.</p> <p>Moreover, the largest libraries of the Republic of Belarus – the National Library of Belarus, the Yakub Kolas Central Scientific Library of the National Academy of Sciences of Belarus, the Republican Scientific and Technical Library, the President's Library of the Republic of Belarus – work on the national information resource “Unified electronic catalogue of libraries of Belarus” (http://unicat.nlb.by/).</p> <p>The Unified electronic catalogue presents bibliography records of books, theses, summary of theses, graphic documents, mapping documents, musical scores, standardization documents, audio and video documents, periodicals.</p> <p>All users regardless of their location have free real-time access to bibliography information on the collections of the above-mentioned libraries. The information on the found document contains data on its storage place and shelf code.</p> <p>Regional unified electronic catalogues operate in order to inform about the composition of library collections of the regions of the republic.</p> |
| Concluding remarks issue 4 | <p><i>Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible.</i></p> |

Please address in particular the following questions:

Which actions and/or initiatives have been particularly successful and why?

The most successful initiative was the development of a national educational internet portal (<http://adu.by>). This initiative provides equal access to educational resources to all participants of the educational process.

What challenges did your country encounter when implementing this objective?

No challenges have been encountered.

What other considerations have to be taken into account in future ESD implementation concerning this objective?

To improve the order of educational publishing, to expand access to educational publications in electronic form. Besides the Ministry of Education is working on a thematic plan of publishing activities in the field of ESD, including translation into Russian/Belarusian and publication of foreign literature in the field of ESD.

Issue 5. Promote research on and development of ESD

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

Research in the field of sustainable development is carried out in the following priority areas:
 nature management and environment, conservation and sustainable use of biological and landscape diversity;
 energy supply, non-traditional and renewable energy sources, energy saving and energy efficiency; establishment of new-generation energy-
 and resource-saving systems;
 safety of nuclear energy at all stages of fuel cycle, radioactive waste management;
 use of nuclear physical and radiation technologies in health, industry, agriculture and research;
 establishment of infrastructure for staff training system in nuclear energy;
 physical, chemical, biological and genetic methods and technologies for the production of new substances, materials, modified biological forms,
 nanomaterials and nanotechnologies;
 information protection;
 development of new medical, diagnostic, preventive and rehabilitation technologies, medical devices and products, medicinal and
 immunobiological products, cellular and molecular biological technologies; information and aerospace technologies;
 ensuring the security of information aerospace technologies;
 technological use of near-earth space;
 establishment of basic infrastructure for staff training system for space industry; improving the efficiency of the agro-industrial complex and the
 level of food security, development of intensive and resource-saving agricultural technologies; mathematical and physical modeling of systems,
 structures and processes in nature and society, information technologies, development of modern information infrastructure;
 research aimed at social, economic, spiritual and cultural development;
 ensuring implementation of youth policy of the Republic of Belarus;
 interdisciplinary research in the field of history, culture, society and governance; research in the field of history, spiritual and material culture of
 Belarus;
 development and scientific feasibility of mechanisms of the Belarusian economic competitiveness growth; study and development of the
 Belarusian language as a means of communication and preservation of the Belarusian cultural values;
 improvement of the national legal system and governance in the Republic of Belarus.

Indicator 5.1 Research²⁴ on ESD is promoted

Sub-indicator 5.1.1 Is research that addresses content and methods for ESD²⁵ 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.

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| <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> | <p><i>Please specify in particular the most important outcomes of supported research.</i></p> <p>The Republic of Belarus supports research on the SD content and methods. Higher education institutions and research organizations participate in the performance of tasks of state research programs. For example, 818 tasks were completed in 2017. Tasks are performed, in particular, in the framework of the following programs:</p> <ul style="list-style-type: none"> "Nature management and environment"; "Environmental protection and sustainable use of natural resources" for 2016-2020; "Economy and humanitarian development of the Belarusian society"; "Education through training", etc. <p>Currently two projects relevant for educational system are implemented:</p> <ul style="list-style-type: none"> "Theoretical and methodological feasibility and scientific and methodological support of the second-cycle higher education programs focused on the integration of research and practical rationalities"; "Development of theoretical and methodological fundamentals and scientific and methodological support for development of staff capacity of cross-sectoral human resource management systems of innovation and production clusters in the Republic of Belarus". <p>On the basis of the Republican Center of Environment and Local Studies there are the "Children's research and experimental laboratory for environmental protection resources study", the "Children's research and experimental laboratory for the research of biodiversity and anthropogenic factors of aquatic ecosystems" (the result of work with students: in 2018 two golden medals were won at the Golden Climate International Environmental Project Olympiad in biology (GCIEPO) in Nairobi, Kenya, as well as a bronze medal at GENIUS International High School Project Olympiad on Environmental Issues 2018 in Osuigo, New York, US, one silver and one bronze medal at the International science project Olympiad INSPO 2018, Turkey).</p> <p>National institute for ecology and local studies is defined as the basic organization "Green school" with support of United Nations and the Ministry of natural resources and environmental protection of the Republic of Belarus.</p> <p>Under United Nations Program «Public involvement in the ecological monitoring and improvement of environmental protection management at the local level» «Green schools» are established in all regions of the Republic of Belarus and in Minsk.</p> |
| Sub-indicator 5.1.1.2 | Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD? |

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| <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> | <p><i>Please specify which subjects were investigated and list major reports.</i></p> <p>Thematic scientific conferences are held in the Republic of Belarus annually. For example, in 2016, the International Symposium "Education for sustainable development for all generations – social compact" was held as well as the national workshop "Vocational education of the Republic of Belarus as a mechanism to support ESD and transition to green economy" held with the support of UNECE to disseminate the experience of the Republic of Belarus to promote the ideas of education for sustainable development in the framework of vocational education modernization .</p> <p>In 2017 and 2018 there were held:</p> <p>III and IV International scientific and practical conferences of students, undergraduates, postgraduates and young researchers "Relevant issues of Earth sciences in the concept of sustainable development of Belarus and neighboring countries";</p> <p>Decade of education for sustainable development;</p> <p>Within the framework of the International scientific and practical conference "Professional competence of modern leader as a factor of educational environment development", there was a special section on ESD processes management in education institutions.</p> <p>In 2018:</p> <p>X International scientific and practical conference of young scientists "Sustainable development: regional aspects";</p> <p>VII International scientific and practical internet conference "Challenges of regional sustainable development of the Republic of Belarus and the neighboring countries";</p> <p>XII International scientific and practical conference "Sustainable economic development: status, problems, prospects", etc.</p> |
| <p>Sub-indicator 5.1.3</p> | <p>Are post-graduate programmes available: (1) On ESD;³⁶ (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?</p> |

³⁶ ESD is addressed by substance and/or by approach.

Please specify what programmes are available and list the most important academic dissertations that address ESD.

- (1)
 (a) Yes No
 (b) Yes No
 (2)
 (a) Yes No
 (b) Yes No

Please note that in accordance with the Education Code of the Republic of Belarus, a Master's degree is the second cycle of higher education. Researchers in educational programs of postgraduate and doctoral studies, among others addressing and covering ESD, are trained in accordance with the Register of specialties for scientists of the Republic of Belarus, approved by Regulation No.4 of the Higher Accreditation Commission of the Republic of Belarus as of 08 June 2009. For each specialty specifications and minimum programs for candidate (PhD-equivalent) examinations in the specialty are approved. Annually lists of research publications of the Republic of Belarus for dissertation research publication are approved. The Register of specialties covers a range of science sectors on ESD: pedagogical, economic, social, biological, historical, legal, agricultural, philological sciences, Earth sciences, cultural studies, art history, etc. Detailed information on these issues is available on the website <http://www.vak.org.by>

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| <p>Sub-indicator 5.1.4</p> <p>(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> | <p>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?</p> <p><i>Please provide information on (a) and (b).</i></p> <p>In accordance with Decree No. 367 of the President of the Republic of Belarus as of 11 August 2005 , open national competition for scholarships of the President of the Republic of Belarus for talented young researchers is announced annually. In 2018, scholarships of the President of the Republic of Belarus were awarded to 100 talented young researchers.</p> <p>Annually the Ministry of Education, in accordance with the Resolution on the procedure of appointment and payment of scholarships of the President of the Republic of Belarus to students, cadets and postgraduates approved by Decree No. 398 of the President of the Republic of Belarus as of 06 September 2011 "On social support of students", there is an open competition for the appointment of scholarships of the President of the Republic of Belarus to postgraduate students.</p> <p>Under Instruction No. 37-tp of the President of the Republic of Belarus as of 23 January 2018 "On appointment of scholarships to postgraduate students", in 2018 scholarships of the President of the Republic of Belarus were appointed to 92 postgraduate students of education institutions and organizations of the Republic of Belarus implementing postgraduate education programs.</p> <p>Annually the Ministry of Education holds a competition of research works of doctoral students, postgraduates, competitors and students to further implement them at the expense of the republican budget.</p> <p>The purpose of grant competition is to provide target support to postgraduate students, doctoral students, competitors and students who have achieved the best results in research activities as well as to create additional conditions for stimulating talented young researchers who perform research with a focus on practical application of their results in different sectors of the economy.</p> |
| <p>Indicator 5.2 Development of ESD is promoted</p> | |
| <p>Sub-indicator 5.2.1</p> | <p>Is there any support for innovation and capacity-building in ESD practice?²⁷</p> |

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

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| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify what main projects were/are being implemented to that end.</i></p> <p>All tasks performed within the framework of state programs aim at practical results and their implementation. For example, the Ministry of Education of the Republic of Belarus is the state customer for the industry research and technical program "Quality of education". All tasks aim at practical results and their implementation in educational process or education system management.</p> <p>According to the tasks of the program, the updated content of education and teacher training has been developed to implement competence-based approach in education: concept of educational areas and subjects, models of educational standards, training programs, calendar thematic planning for the subjects of primary, humanities, socio-cultural, mathematical, and science education; models of the updated content of education and psychological support of the personality in institutions of secondary and additional education of children and young people; methodological guidelines and didactic materials for correctional work for children with disabilities; standards, training programs and electronic publications for professional training of teachers involved in special education.</p> |
| 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>Published studies and summaries of dissertations are published in sections "Information resources" and "Databases" on the websites of:</p> <ul style="list-style-type: none"> - the National Library of Belarus; - the State Committee on Science and Technology of the Republic of Belarus and state institution "Belarusian Institute of System Analysis" (database "Sustainable development"); - Higher Accreditation Commission of the Republic of Belarus; - the Republican Research and Technical Library of Belarus; - the President's Library of the Republic of Belarus. |

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"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p>Please name the major publications for (a) and (b).</p> <p>Examples:</p> <p>Shimova, O.S. Global Action Plan for Education for Sustainable Development in the context of 'green' economy / Academic papers of Belarus State Economic University. – Minsk: BSEU, 2017. – 10th ed. – P. 471–476. – <i>text in Russian</i></p> <p>Shimova, O.S. Institutional environment for 'green' economy to implement the Sustainable Development Goals at the national level / Academic papers of Belarus State Economic University. – Minsk: BSEU, 2018. – 11th ed. – P. 477–484. – <i>text in Russian</i></p> <p>Shimova, O.S. Sustainable Development: textbook / O.S. Shimova. – Minsk: BSEU, 2017. – <i>text in Russian</i></p> <p>30 Articles on the issues of ESD practices management // Professional competencies of a present-day leader as a development factor for educational environment : conference proceedings (Minsk, 27–28 April, 2017) / [Electronic resource] / State Educational Institution "Academy of Postgraduate Education". – Minsk : APE, 2017. – 574 p. – <i>text in Russian</i></p> <p>Sakharov Readings 2018: environmental challenges of the XXI century: 18th research conference proceedings, Minsk, 17–18 May, 2018. – <i>text in Russian</i></p> <p>Selmanovich, O.V. Development of environmental competencies through the implementation of online educational methods / O.V. Selmanovich, E.Y. Zhuk // Commonwealth of Sciences, Baranovich – 2017: 13th international research conference proceedings, 18-19 May, 2017, Baranovich, Republic of Belarus: Baranovich State University, 2017. – P.345-347. – <i>text in Russian</i></p> <p>Zhuk, A.I. Continuing education for sustainable development: experience and prospects of the Republic of Belarus. / Education and Upbringing. – 2016. - № 5. - P. 5-13. – <i>text in Russian</i></p> <p>Etc.</p> |
| Concluding remarks on issue 5 | Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD. |

| | |
|--|--|
| | <p><i>Which actions and/or initiatives have been particularly successful and why?</i></p> <p>With a view to highlight the role of science while implementing the goals of social and economic development in the Republic of Belarus, to create favorable environment for the support and development of science, to promote the international recognition of the Republic of Belarus as a state with a high level of intellectual and human capital assets, the President of the Republic of Belarus adopted Decree No. 481 “On declaration of 2017 as the Year of Science”. The Council of Ministers of the Republic of Belarus adopted the republican action plan on the implementation of the Year of Science in 2017 in accordance with Article 2 of the Decree as of 14.02.2017.</p> <p>Its implementation promoted the development of national scientific schools as well as university and specialized science to ensure sustainable national economy growth, to develop science in Belarus, to support the creativity of young scientists and specialists, including their patriotic education.</p> <p>– <i>What challenges did your country encounter when implementing this objective?</i></p> <p>further implementation of the following activities is required aiming at the following:</p> <p>to mobilise scientific resources for the Sustainable Development Goals;</p> <p>to advance the scientific understanding of current processes;</p> <p>- to improve long-term scientific assessments;</p> <p><i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i></p> |
| <p>Issue 6.</p> <p>Strengthen cooperation on ESD at all levels within the ECE region</p> | <p><i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i></p> <p>Strengthening of cooperation on ESD at all levels within the ECE region is implemented through various activities, including national awareness-raising campaigns (the UN-70 Express (2015), Inclusive Belarus (2016), etc.), a number of workshops by UNESCO experts in ESD and by Belarusian experts in other countries’ universities (2018).</p> <p>Indicator 6.1</p> <p>International cooperation on ESD is strengthened within the ECE region and beyond</p> <p>Sub-indicator 6.1.1</p> <p>Do your public authorities cooperate in or support international³⁰ networks on ESD?</p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p><i>Please specify concrete networks and explain who supports these networks.</i></p> <p>The UNESCO Associated Schools supported by the National UNESCO Commission of the Republic of Belarus.</p> <p>Sub-indicator 6.1.2</p> <p>Do educational institutions or organizations (formal and non-formal) in your country participate in international networks related to ESD?</p> |

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>19 institutions of general secondary education of the Republic of Belarus are part of the UNESCO Associated Schools Global network</p> |
| Sub-indicator 6.1.3 | <p>Are there any state, bilateral and/or multilateral cooperation mechanisms or agreements that include an explicit ESD component?</p> <p>The scope of international cooperation and its legal framework in the field of education is comprised of 108 international agreements on education, science and youth policy. Higher education institutions in Belarus have established partnerships with 86 states under over 3,700 direct agreements.</p> |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify and list the major ones.</i></p> <p>In 2017, the intergovernmental agreement with the Republic of Ecuador to recognise documents on education and higher education diplomas was signed as well as interdepartmental memoranda of cooperation with the Republic of India in the field of vocational education and youth policy.</p> <p>International documents with the Republic of Sudan and the Republic of Armenia for the period of 2017-2020 were signed.</p> <p>The agreements signed by Belarusian education institutions within international cooperation in the field of education generally stipulate that the contracting parties together will develop favorable environment for the other country's nationals to get to know language, culture, history, literature, geography, traditions and customs of the host country; they will exchange information on educational programs as well as information on various aspects of educational activities; they will also promote mutual participation of students and trainees in educational and other types of events held in the respective states of the Parties, in international programs and projects, etc.</p> |
| Sub-indicator 6.1.4 | <p>Does your Government take any steps to promote ESD in international forums outside the ECE region?</p> |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please list and describe.</i></p> <p>Since 2014, the Republic of Belarus has been a member of a non-profit association WorldSkills International (WSI) that aims at raising the profile and recognition of vocational education and inspiring young people to build careers in the manufacturing sector of economy. The JuniorSkills movement in Belarus has been rapidly developing.</p> <p>The National Coordinator to the UNESCO Associated Schools in the Republic of Belarus participated in the National Coordinators' Regional Meeting of the UNESCO Associated Schools between the countries of Europe and North America dedicated to the 65th anniversary of the UNESCO Associated Schools Network foundation and attended by the International Coordinator to the UNESCO Associated Schools Network, as well as representatives of the UNESCO Headquarters (04-07.2018, Kazan city, the Republic of Tatarstan). In the course of the meeting, the National Coordinator brought into the focus of international community representatives the issues of multicultural education, respect for cultural diversity and heritage.</p> |

| | |
|---|---|
| Concluding remarks on issue 6 | 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 |
| | <p>Please address in particular the following questions:</p> <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 7. | Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD |
| Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible. | |
| What role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time. | <p>State policy in the field of education is based on both national and cultural education principles endorsing the environment where the education is acquired with a due consideration for national traditions. Such approach is stipulated by the Education Code of the Republic of Belarus, the Conceptual Approaches (Concept) for Development of Education System till 2020 and till 2030, the Concept and the Program of Continuing Education for Children and Youth.</p> <p>With a view to promote Belarusian culture, national traditions, historical heritage, additional education institutions for children and youth undertake systematic and target activities.</p> <p>Over 200 hobby (interest) groups (5,000 students) in the field of folk art have been established and are efficiently functioning. Special emphasis is put on the software, methodology and information resources needed for the activities of the interest groups. Educational programs for arts disciplines in additional education for children and youth cover a wide range of topics and educational areas teaching hand weaving (at the weaving loom), sash weaving, etc.</p> <p>Since 2012, the National Centre for the Artwork of Children and Youth has been implementing the republican art project “Belarusian Art and Children” with a view to preserve, recreate and promote Belarusian folk traditions and to include them into present-day educational process. The education institution “The National Centre for the Artwork of Children and Youth” holds workshops and master-classes for the educators working in additional education on a regular basis promoting national culture and historical heritage.</p> <p>In December 2014, the republican folk art laboratory was established (voluntary open professional and artistic association for teachers involved in educational activities within interest groups for folk arts and crafts in additional education institutions for children and youth) aiming to demonstrate, preserve, broaden and share the experience of ethno-cultural education for children and youth.</p> |
| Issue 8. | Describe any challenges and obstacles encountered in the implementation of the Strategy |

Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.

No major challenges and obstacles were encountered in the course of the implementation of the UNECE Strategy objectives and goals.

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).

No major challenges and obstacles were encountered in the course of the practical implementation of Issues 1–6.

Issue 9. Describe any assistance needed in implementing the Strategy in your countries

Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.

Belarus has achieved significant progress in the field of education for sustainable development. To date, further advancement of this area should be encouraged with regard to the development of the Belarusian society and international experience.

Despite having no pressing need for the assistance in implementing the UNECE Strategy for Education for Sustainable Development, Belarus will remain committed to future international cooperation to exchange experience in the course of its implementation.

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?

| | ISCED Levels 2011 | | | | | | | | | | | | |
|---|-------------------|---|---|----|---|----|---|----|---|----|---|---|---|
| | 0 | 1 | 2 | 25 | 3 | 35 | 4 | 45 | 5 | 55 | 6 | 7 | 8 |
| Some key themes covered by sustainable development | | | | | | | | | | | | | |
| 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 | ✓ | ✓ | ✓ | | ✓ | | | | | | | | ✓ |

| ISCED Levels 2011 | | | | | | | | | | | | | |
|--|---|----|----|----|----|----|----|----|----|----|----|----|----|
| Some key themes covered by sustainable development | 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 | 16 | 17 | 20 | | 21 | | 18 | | 22 | | 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 18 |

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 | 3 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| Learning to do Does education at each level enhance learners' capacity for: | - other? (countries to add as many as needed) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | - 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 | 5 | 5 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | |
| - other? (countries to add as many as needed) | | | | | | | | | | | | | | | | | |

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 | | | | |
| 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? | ✓ | ✓ | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ |
| | Total | 3 | 3 | 4 | | 4 | | 4 | | 4 | | 4 | | 4 | | 4 | | 4 |
| Learning to live and work together Does education at each level enhance learners' capacity for: | - other? (countries to add as many as needed) | | | | | | | | | | | | | | | | | |
| | - 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 | 5 | 5 | 7 | | 7 | | 7 | | 7 | | 7 | | 7 | | 7 | | 7 |
| | - other? (countries to add as many as needed) | | | | | | | | | | | | | | | | | |

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

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

| | | | | | | |
|--------------|------|-------|-------|--------|---------|---------|
| No. of ticks | 0–11 | 12–21 | 22–53 | 54–105 | 106–156 | 157–207 |
| Scale | A | B | C | D | E | F 198 |

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 | 9 | 10 | 12 | | 13 | | 13 | | 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.

^aPlease 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 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 | |
|---|--|------------|
| | Formal | Non-formal |
| NGOs | ✓ | ✓ |
| Local government | ✓ | ✓ |
| Organized labour | ✓ | ✓ |
| Private sector | ✓ | ✓ |
| Community-based | ✓ | ✓ |
| Faith-based | ✓ | ✓ |
| Media | ✓ | ✓ |
| Total | 4 | 7 |
| Other (countries to add as many as needed) | | |

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

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

Table (b)
According to United Nations Decade of ESD

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

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

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

Appendix III

Indicator 3.1, sub-indicator 3.1.3

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

| ISCED levels | Percentage of education professionals who have received training ^a to integrate ESD into their practice | | | | | | | | | | | | | | | | | |
|--|--|---|---|-------------------------|---|-----|-------------------------|---|---|-------------------------------------|---|---|-------------------------|---|---|---|-----|--|
| | Educators | | | | | | | | | Leaders/administrators ^b | | | | | | | | |
| | Initial ^c | | | In service ^d | | | In service ^e | | | In service ^f | | | In service ^g | | | | | |
| A | B | C | D | E | F | A | B | C | D | E | F | A | B | C | D | E | F | |
| 0. Early childhood education | | | | | | 100 | | | | | | | | | | | 100 | |
| 1. Primary education | | | | | | 100 | | | | | | | | | | | 100 | |
| 2. Lower secondary education | | | | | | 100 | | | | | | | | | | | 100 | |
| 25. Lower secondary vocational education | | | | | | | | | | | | | | | | | | |
| 3. Upper secondary education | | | | | | 100 | | | | | | | | | | | 100 | |
| 35. Upper secondary vocational education | | | | | | | | | | | | | | | | | | |
| 4. Post-secondary non-tertiary education | | | | | | 100 | | | | | | | | | | | 100 | |
| 45. Post-secondary non-tertiary vocational education | | | | | | | | | | | | | | | | | | |
| 5. Short-cycle tertiary education | | | | | | 100 | | | | | | | | | | | 100 | |
| 55. Short-cycle tertiary vocational education | | | | | | | | | | | | | | | | | | |
| 6. Bachelor's or equivalent level | | | | | | 100 | | | | | | | | | | | 100 | |

| 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 | | | In service ^e | | | | | | | | | |
| | A | B | C | D | E | F | A | B | C | D | E | F | A | B | C | D | E | F | |
| 7. Master's or equivalent level | | | | | | 100 | | | | | | 100 | | | | | | | 100 |
| 8. Doctoral or equivalent level | | | | | | 100 | | | | | | 100 | | | | | | | 100 |
| 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 100 |

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 checked="" 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 checked="" 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 checked="" 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 type="checkbox"/> Developing | <input checked="" 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 checked="" 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 checked="" 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 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 type="checkbox"/> In progress | <input checked="" type="checkbox"/> Developing | <input type="checkbox"/> Completed |
| Indicator 3.2 | Opportunities exist for educators to cooperate on ESD | <input type="checkbox"/> Not started | <input type="checkbox"/> In progress | <input type="checkbox"/> Developing | <input checked="" 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 checked="" 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 checked="" type="checkbox"/> Completed |
| Indicator 4.3 | Teaching tools and materials for ESD are accessible | <input type="checkbox"/> Not started | <input type="checkbox"/> In progress | <input checked="" type="checkbox"/> Developing | <input type="checkbox"/> Completed |
| Indicator 5.1 | Research on ESD is promoted | <input type="checkbox"/> Not started | <input type="checkbox"/> In progress | <input checked="" type="checkbox"/> Developing | <input type="checkbox"/> Completed |
| Indicator 5.2 | Development of ESD is promoted | <input type="checkbox"/> Not started | <input type="checkbox"/> In progress | <input checked="" type="checkbox"/> Developing | <input type="checkbox"/> Completed |
| Indicator 5.3 | Dissemination of research results on ESD is promoted | <input type="checkbox"/> Not started | <input type="checkbox"/> In progress | <input checked="" type="checkbox"/> Developing | <input type="checkbox"/> Completed |
| Indicator 6.1 | International cooperation on ESD is strengthened within the ECE region and beyond | <input type="checkbox"/> Not started | <input type="checkbox"/> In progress | <input checked="" type="checkbox"/> Developing | <input type="checkbox"/> Completed |

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 |