

## 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 Ukraine 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: Aleksandr Bondar

Signature:



Date: December 2019

Full name of the institution: State Ecological Academy of Postgraduate Education and Management under the Ministry of Ecology and Natural Resources of Ukraine

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

Governmental institutions (please specify) State Ecological Academy of Postgraduate Education and Management under the Ministry of Energy and Environmental Protection of Ukraine, University of Education Management of the National Academy of Pedagogical Sciences of Ukraine, Institute of Educational Problems of the National Academy of Pedagogical Sciences of Ukraine, National University of 'Kyiv-Mohyla Academy', Taras Shevchenko Kyiv National University (Department of Social Work, Department of Social Rehabilitation and Social Pedagogy), Institute of Postgraduate Education.

Stakeholders: Kyiv, Zhytomyr branch of the Junior Academy of Sciences of Ukraine, National Ecological and Naturalist Center for Students of the Ministry of Education and Science of Ukraine, Open International University for Human Development "Ukraine", Kyiv City House of Nature, Chernihiv Regional Pedagogical Lyceum for Gifted Rural Youth, Chernihiv Regional Department of Education, Polissya National University, T.Shevchenko National University 'Chernihiv Collegium', 'Goloseevsky' National Park.

NGOs (please specify) Partnership Network 'Education for Sustainable Development in Ukraine', Public Council under the Ministry of Energy and Environmental Protection, the network of civil society organizations 'Green Zhitomirshchina', Ukrainian Environmental Club 'Green Wave' NGO, 'Women and Children of Ukraine - our future' NGO, 'Board of Environmental Education "SVIT OSVIT" NGO, 'Environmental League' NGO, 'Living Planet' NGO.

Academia (please specify) National Ecological and Naturalist Center of the Ministry of Education and Science of Ukraine, 'VSEOSVITA' Union of Active Educators, Khortytsia National Academy, Department of Meteorology and Climatology of Taras Shevchenko Kyiv National University, 'Waste Management' National Forum.

Business (please specify) \_\_\_\_\_

Other (please specify) cooperation with representatives of local communities, UNDP-GEF Small Grants Programme

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.)



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| <b>Issue<sup>1</sup> 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD</b>                                  |   |
| <i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i> |   |
| <b>Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD</b>  |   |
| Sub-indicator 1.1.1   | Is the UNECE Strategy for ESD available in your national <sup>2</sup> language(s)?  |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>   | UNECE Strategy for ESD is available in Ukrainian language.  |
| Sub-indicator 1.1.2   | Have you appointed a national focal point to deal with the UNECE Strategy for ESD?  |
| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>   | <i>If yes, please specify in which ministry(ies)/department(s) the focal point(s) is(are) located.</i>  |
| Sub-indicator 1.1.3   | Do you have a coordinating body for implementation of ESD?  |
| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>   | <p>There is no coordinating body on ESD implementation in Ukraine yet but there are several organizations to coordinate and implement environmental component of ESD, and namely:</p> <ul style="list-style-type: none"> <li>• Interdepartmental Working Group of the Ministry of Education and Science (MES) and the Ministry of Energy and Environmental Protection of Ukraine on environmental education issues for education for sustainable development (undergoes a reform due to changes in the government and personnel changes in the Ministry of Energy and Environmental Protection in Ukraine and the Ministry of Education and Science of Ukraine);</li> <li>• Inter-industry Coordination Center for Environmental Education for Sustainable Development.</li> <li>• State Ecological Academy of Postgraduate Education and Management under the Ministry of Energy and Environmental Protection of Ukraine;</li> <li>• Partnership Network 'Education for Sustainable Development in Ukraine'</li> </ul> <p>After the publication of the Decree of the President of Ukraine "On the Sustainable Development Goals until 2030", the process of formation of the Interdepartmental Working Group on the issues of ensuring the achievement of the Sustainable Development Goals for the achievement of global goals in Ukraine as an advisory body of the Cabinet of Ministers of Ukraine to ensure the coordination of actions of the executive authorities (including the issues of improving the quality of education for sustainable development) began at the governmental level.</p> |
| Sub-indicator 1.1.4   | Do you have a national implementation plan for ESD?   |
| Yes <input type="checkbox"/> No <input type="checkbox"/>  | <p><i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD and please indicate the Internet address where it is accessible.</i></p> <p>There are several projects of the National Action Plan for the implementation of the UNECE Strategy for ESD in Ukraine,</p>  |

<sup>1</sup> 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).

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

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|   | which have not yet been adopted at the government level.   |
| Sub-indicator 1.1.5   | Are there any synergies at the national level between the ECE ESD process, the Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade of Education for Sustainable Development after 2014, <sup>3</sup> and other policy processes relevant to ESD?  |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify and list major documents.</i></p> <p>Synergies between ECE processes on ESD implementation, the Global Programme of Action on Education for Sustainable Development as a follow-up to the United Nations Decade of Education for Sustainable Development after 2014 and other policy processes related to ESD are reflected in such key documents:</p> <ul style="list-style-type: none"> <li>• Decree of the President of Ukraine "On the National Education Development Strategy of Ukraine for the Period until 2021" (2013);</li> <li>• Decree of the President of Ukraine "Sustainable Development Strategy "Ukraine - 2020" (2015);</li> <li>• Decree of the President of Ukraine "On Sustainable Development Goals for the period up to 2030" (2019);</li> <li>• Law of Ukraine "On Environmental Protection" (1991);</li> <li>• Law of Ukraine "On Public Procurement" (2015);</li> <li>• Law of Ukraine "On the main provisions (strategy) of the state ecological policy of Ukraine for the period till 2030" (2019);</li> <li>• The Draft National Environmental Action Plan 2020-2025 (2019);</li> <li>• Project of the Concept of implementation of the state policy in the sphere of promotion of socially responsible business development in Ukraine for the period till 2030 (2019);</li> <li>• Supplementary Agreement #2 between the Government of Ukraine and the European Commission on financing the program "Support of complex reform of public administration in Ukraine" (ENI/2016/039-569) (2019)</li> </ul> <p>Also, an important element of advocacy in this direction and explanation of synergy between the UNECE process, UNESCO global process, national initiatives on development of the concept and strategy of ESD, is the establishment in 2012 of the Partnership Network on Education for Sustainable Development in Ukraine, which helps participants of the process from different target groups (public, schools, universities, vocational institutions, scientific institutions, state authorities) to convey the relationship between international and national processes in ESD, as well as their application in the process of education in schools, vocational institutions, universities and in professional development.</p> <p>The initiative of the Partnership Network is voluntary and free and has its own web resource (<a href="http://www.ecoosvita.org.ua">www.ecoosvita.org.ua</a>).</p> |
| <b>Indicator 1.2</b>  | <b>Policy, regulatory and operational frameworks support the promotion of ESD</b>  |
| Sub-indicator 1.2.1   | Is ESD reflected in any national policy <sup>4</sup> document(s)?  |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify and list any major document(s).</i></p> <p>Ukraine has strategic documents in the sphere of education and environmental protection, which include elements of implementation of education for sustainable development, the main of which are:</p>   |

<sup>3</sup> See A/69/76.

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

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|  | <ul style="list-style-type: none"><li>• Decree of the President of Ukraine "On the National Education Development Strategy of Ukraine for the period till 2021" (2013);</li><li>• Decree of the President of Ukraine "Sustainable Development Strategy "Ukraine - 2020" (2015);</li><li>• Decree of the President of Ukraine "On Sustainable Development Goals until 2030" (2019);</li><li>• Law of Ukraine "On Environmental Protection" (1991);</li><li>• Law of Ukraine "On the main provisions (strategy) of the state ecological policy of Ukraine for the period till 2030" (2019);</li><li>• National Education Development Strategy of Ukraine for 2012-2021 (2012);</li><li>• National report "Sustainable Development Goals: Ukraine" (2017);</li><li>• Draft National Environmental Action Plan 2020-2025 (2019);</li><li>• The Concept of environmental education and upbringing in Ukraine as approved by the Board of the Ministry of Education and Science of Ukraine (2000);</li><li>• The Concept of environmental education for sustainable development as approved by the Scientific and Methodological Commission of the Ministry of Education and Science of Ukraine (2013).</li></ul> |
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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? <sup>5</sup>  |                   |     |     |            |            |                              |   |   |                      |   |   |                              |   |   |  |   |   |                              |   |   |  |   |   |  |  |  |  |  |  |                                   |  |  |   |  |  |                                   |   |   |
|--|--|-------------------|-----|-----|------------|------------|------------------------------|---|---|----------------------|---|---|------------------------------|---|---|--|---|---|------------------------------|---|---|--|---|---|--|--|--|--|--|--|-----------------------------------|--|--|---|--|--|-----------------------------------|---|---|
| (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/><br>(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) Today, ESD is enshrined in relevant national regulatory documents, namely:</p> <ul style="list-style-type: none"> <li>- National Education Development Strategy of Ukraine for 2012-2021;</li> <li>- Strategic Action Plan of the Ministry of Education and Science of Ukraine till 2024.</li> </ul> <p>b) ESD is enshrined in national curricula that are regularly updated. The Decree of the President of Ukraine "On Urgent Measures on Reforms and Strengthening of the State" outlines the tasks for the near future to develop and approve the Concept of Development of STEM Education, update the State Standard of Basic Secondary Education and the Basic Component of Preschool Education.</p> <p>As part of this and previous activities, the updated and added component of ESD, with an emphasis on environmental issues, is developed and will be presented for public discussion in order to include the above mentioned documents.<br/> <i>Please also fill in the table by ticking (✓) as appropriate.</i></p> <table border="1" data-bbox="884 651 1727 1331"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> </tr> <tr> <th><i>Yes</i></th> <th><i>Yes</i></th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>25. Lower secondary vocational education</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>35. Upper secondary vocational education</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Post secondary non-tertiary education</td> <td></td> <td></td> </tr> <tr> <td>45. Post-secondary non-tertiary vocational education</td> <td></td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td></td> </tr> <tr> <td>55. Short-cycle tertiary vocational education</td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table> | ISCED levels 2011 | (a) | (b) | <i>Yes</i> | <i>Yes</i> | 0. Early childhood education | ✓ | ✓ | 1. Primary education | ✓ | ✓ | 2. Lower secondary education | ✓ | ✓ | 25. Lower secondary vocational education | ✓ | ✓ | 3. Upper secondary education | ✓ | ✓ | 35. Upper secondary vocational education | ✓ | ✓ | 4. Post secondary non-tertiary education |  |  | 45. Post-secondary non-tertiary vocational education |  |  | 5. Short-cycle tertiary education |  |  | 55. Short-cycle tertiary vocational education |  |  | 6. Bachelor's or equivalent level | ✓ | ✓ |
| ISCED levels 2011  | (a)  |                   | (b) |     |            |            |                              |   |   |                      |   |   |                              |   |   |  |   |   |                              |   |   |  |   |   |  |  |  |  |  |  |                                   |  |  |   |  |  |                                   |   |   |
|  | <i>Yes</i>   | <i>Yes</i>        |     |     |            |            |                              |   |   |                      |   |   |                              |   |   |  |   |   |                              |   |   |  |   |   |  |  |  |  |  |  |                                   |  |  |   |  |  |                                   |   |   |
| 0. Early childhood education   | ✓  | ✓                 |     |     |            |            |                              |   |   |                      |   |   |                              |   |   |  |   |   |                              |   |   |  |   |   |  |  |  |  |  |  |                                   |  |  |   |  |  |                                   |   |   |
| 1. Primary education   | ✓  | ✓                 |     |     |            |            |                              |   |   |                      |   |   |                              |   |   |  |   |   |                              |   |   |  |   |   |  |  |  |  |  |  |                                   |  |  |   |  |  |                                   |   |   |
| 2. Lower secondary education   | ✓  | ✓                 |     |     |            |            |                              |   |   |                      |   |   |                              |   |   |  |   |   |                              |   |   |  |   |   |  |  |  |  |  |  |                                   |  |  |   |  |  |                                   |   |   |
| 25. Lower secondary vocational education   | ✓  | ✓                 |     |     |            |            |                              |   |   |                      |   |   |                              |   |   |  |   |   |                              |   |   |  |   |   |  |  |  |  |  |  |                                   |  |  |   |  |  |                                   |   |   |
| 3. Upper secondary education   | ✓  | ✓                 |     |     |            |            |                              |   |   |                      |   |   |                              |   |   |  |   |   |                              |   |   |  |   |   |  |  |  |  |  |  |                                   |  |  |   |  |  |                                   |   |   |
| 35. Upper secondary vocational education   | ✓  | ✓                 |     |     |            |            |                              |   |   |                      |   |   |                              |   |   |  |   |   |                              |   |   |  |   |   |  |  |  |  |  |  |                                   |  |  |   |  |  |                                   |   |   |
| 4. Post secondary non-tertiary education   |  |                   |     |     |            |            |                              |   |   |                      |   |   |                              |   |   |  |   |   |                              |   |   |  |   |   |  |  |  |  |  |  |                                   |  |  |   |  |  |                                   |   |   |
| 45. Post-secondary non-tertiary vocational education   |  |                   |     |     |            |            |                              |   |   |                      |   |   |                              |   |   |  |   |   |                              |   |   |  |   |   |  |  |  |  |  |  |                                   |  |  |   |  |  |                                   |   |   |
| 5. Short-cycle tertiary education  |  |                   |     |     |            |            |                              |   |   |                      |   |   |                              |   |   |  |   |   |                              |   |   |  |   |   |  |  |  |  |  |  |                                   |  |  |   |  |  |                                   |   |   |
| 55. Short-cycle tertiary vocational education  |  |                   |     |     |            |            |                              |   |   |                      |   |   |                              |   |   |  |   |   |                              |   |   |  |   |   |  |  |  |  |  |  |                                   |  |  |   |  |  |                                   |   |   |
| 6. Bachelor's or equivalent level  | ✓  | ✓                 |     |     |            |            |                              |   |   |                      |   |   |                              |   |   |  |   |   |                              |   |   |  |   |   |  |  |  |  |  |  |                                   |  |  |   |  |  |                                   |   |   |

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

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|  |  | 7. Master's or equivalent level | ✓ | ✓ |
|  |  | 8. Doctoral or equivalent level |   |   |
|  |  | 9. No information available     |   |   |

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| Sub-indicator 1.2.3   | Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?  |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p>Non-formal and informal ESD is an important component of ESD in Ukraine, public environmental movement and one of the core activities of non-governmental organizations and therefore it is covered in relevant strategic and normative documents, the main of which are as follows:</p> <ul style="list-style-type: none"> <li>• Decree of the President of Ukraine "On the National Education Development Strategy of Ukraine for the period till 2021". (2013);</li> <li>• Law of Ukraine "On the Main Provisions (Strategy) of State Environmental Policy of Ukraine for the Period until 2030". (2019);</li> <li>• Law of Ukraine "On ratification of the Convention on Access to Information, Public Participation in Decision-Making and Access to Justice in Environmental Matters";</li> <li>• National Education Development Strategy of Ukraine for 2012-2021 (2012);</li> <li>• National report "Sustainable Development Goals: Ukraine" (2017);</li> <li>• Project of the National Environmental Action Plan 2020-2025 (2019);</li> <li>• The Concept of environmental education and upbringing in Ukraine approved by the Board of the Ministry of Education and Science of Ukraine (2000);</li> <li>• The Concept of environmental education for sustainable development approved by the Scientific and Methodological Commission of the Ministry of Education and Science of Ukraine (2013);</li> <li>• Regulation on environmental education and upbringing work of institutions of nature reserve fund (2012);</li> <li>• Regulation on environmental education activities of nature reserves and national parks of Ukraine (2018).</li> </ul> |
| Sub-indicator 1.2.4   | Is public awareness in relation to ESD addressed in relevant national document(s)?  |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p>Public awareness on environmentally significant management decisions in Ukraine is mandatory and touches upon issues of public awareness in connection with ESD and public education on SD.</p> <ul style="list-style-type: none"> <li>• Law of Ukraine "On ratification of the Convention on Access to Information, Public Participation in Decision-Making and Access to Justice in Environmental Matters" (2015);</li> <li>• Law of Ukraine "On Main Provisions (Strategy) of State Environmental Policy of Ukraine for the Period until 2030" (2019);</li> <li>• Draft National Action Plan on Environmental Protection for 2020-2025 (2019)</li> </ul>  |
| Sub-indicator 1.2.5   | Does a formal structure for interdepartmental <sup>6</sup> cooperation relevant to ESD exist in your Government?  |
| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | <p>After the Decree of the President of Ukraine "On Sustainable Development Goals for the period until 2030". (September 2019) the process of formation of the Interdepartmental Working Group on the issues of ensuring the achievement of sustainable development goals in Ukraine as a consultative and advisory body of the Cabinet of Ministers of Ukraine to ensure the coordination of actions of the executive authorities (including the issues of improving the quality of education for sustainable development) began on the governmental level.</p>  |

<sup>6</sup> Between State bodies.



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|  | The Interdepartmental Working Group of the Ministry of Education and Science and Energy of Ukraine on issues of environmental education for education for sustainable development is also in the process of reforming.   |
| Sub-indicator 1.2.6  | Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? <sup>7</sup>  |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>  | <p>In conditions of frequent change of the government and composition of relevant ministries, the current and active mechanism for multilateral cooperation of stakeholders on ESD issues with the participation of the government is the Public Councils at the Ministry of Education and Science and the Ministry of Energy and Environmental Protection of Ukraine.</p> <p>Also, mechanisms for multilateral cooperation of stakeholders on ESD issues are established in a number of state target programs, for example, such as:</p> <ul style="list-style-type: none"> <li>• State Target Economic Program on Energy Efficiency and Development of Energy Production from Renewable Energy Sources and Alternative Fuels for 2010-2020 (2010);</li> <li>• National Target Program "Drinking Water of Ukraine" for 2011-2020 (2011);</li> <li>• National Target Program on Water Management Development and Environmental Rehabilitation of the Dnipro River Basin for the period up to 2021 (2012);</li> <li>• National Target Program on Restoration and Peace building in the Eastern Regions of Ukraine (2017);</li> <li>• State Regional Development Strategy until 2020 (2017);</li> <li>• Government program on energy efficiency (2018);</li> <li>• Government program "Great Construction" (2019);</li> <li>• State Program of the Carpathian Region Development for 2020-2022 (2019);</li> <li>• Strategies of regional socio-economic development of all regions of Ukraine;</li> <li>• Sustainable Development Strategies that have been developed and adopted in almost all regions of Ukraine.</li> </ul> |
| 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"/>  | Allocations from the state budget were provided for professional development of teachers, financing of activity of departments on educational work of the NRF, economic encouragement of teachers for management of projects on ESD (prizes, etc.). The legislation also provides for funding of activities on ESD from the State Environmental Protection Fund.   |
| <b>Indicator 1.3 National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD</b> |  |
| 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"/>  | According to experts, in Ukraine there are quite a few regulations in the field of sustainable development or that use language related to sustainable development, the main of which are as follows:  |

<sup>7</sup> For an explanation, see paragraph 46 of the UNECE Strategy for ESD.

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|   | <ul style="list-style-type: none"> <li>• Decree of the President of Ukraine "Sustainable Development Goals 2020" (2015);</li> <li>• Decree of the President of Ukraine "Sustainable Development Goals 2030" (2019);</li> <li>• Law of Ukraine "On Public Procurement" (2015);</li> <li>• Law of Ukraine "About the main provisions (strategy) of the state ecological policy of Ukraine until 2030" (2019);</li> <li>• The Draft National Environmental Action Plan 2020-2025 (2019);</li> <li>• Project of the Concept of implementation of the state policy in the sphere of promotion of socially responsible business development in Ukraine for the period till 2030 (2019);</li> <li>• Supplement Agreement #2 between the Government of Ukraine and the European Commission on financing the program "Support of complex reform of public administration in Ukraine" (ENI/2016/039-569) (2019)</li> <li>• Strategies of sustainable development and regional development in almost all regions of Ukraine, the availability of which is regulated by the current legislation.</li> </ul>  |
| 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"/> | ESD is a part of state policy in the sphere of education, a part of environmental policy and protection of natural resources.  |
| Concluding remarks on issue 1                                       | <i>Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD</i>   |
|   | <p><i>Please address in particular the following questions:</i></p> <p>– <i>Which actions and/or initiatives have been particularly successful and why?</i></p> <p>Joint initiatives of the State Ecological Academy of Post-graduate Education and Management, the Institute of Educational Problems of the National Academy of Pedagogical Sciences of Ukraine, Partnership Network "Education for Sustainable Development in Ukraine" with active public ecological and educational organizations on implementation of sustainable development policy in general educational institutions with the support of the Ministry of Ecology and Natural Resources of Ukraine (since September 2019 - the Ministry of Energy and Environmental Protection) and the Ministry of Education and Science of Ukraine were particularly successful namely:</p> <ul style="list-style-type: none"> <li>• ‘Green Class’ - development of SD policy and action plan at school/class, education of resource-efficient and non-consumptive attitude to natural resources, nature-oriented values among schoolchildren, teachers and parents, extended SD lessons curricula etc;</li> <li>• ‘Compola’ - cultivating a careful attitude towards natural resources and composting waste from school canteens;</li> <li>• "Sustainable Development Lessons" by the Teachers for Democracy and Partnership NGO;</li> <li>• Exchange of experience and support of the initiatives of the members of Education for Sustainable Development Partnership Network, online courses on sustainable development issues on the Education for Sustainable Development Partnership Network website;</li> <li>• Holding environmental forums and environmental knowledge fairs and many others.</li> </ul> |

|  | <p><i>What challenges did your country encounter when implementing this objective?</i></p> <p>The main challenges in achieving this Goal are frequent changes in the staff of the Government and relevant ministries, as well as the additional burden on the budget of Ukraine and local residents of the Eastern part of Ukraine due to military operations in the East of Ukraine, the transformation of the eastern regions of Ukraine into a zone of social, environmental and economic disaster.</p> <p><i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i></p> <ul style="list-style-type: none"> <li>• Important for realization of this goal is renewal and activity of the Interdepartmental Working Group of the Ministry of Education and Science and the Ministry of Energy and Environmental Protection of Ukraine on environmental education for education for sustainable development;</li> <li>• Approval by the Cabinet of Ministers of Ukraine of the Draft National Action Plan on Environmental Protection 2020-2025;</li> <li>• Updating, wide public discussion and approval on the state level of the National Action Plan on implementation of the UNECE Strategy for ESD in Ukraine.</li> </ul> |                          |                          |  |                          |   |   |                          |                          |                          |                          |  |                          |
|--|--|--------------------------|--------------------------|--|--------------------------|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--|--------------------------|
| <p><b>Issue 2. Promote SD through formal, non-formal and informal learning</b></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><b>Indicator 2.1 SD key themes are addressed in formal education</b></p>  |  |                          |                          |  |                          |   |   |                          |                          |                          |                          |  |                          |
| <p>Sub-indicator 2.1.1</p>   | <p>Are key themes of SD<sup>8</sup> addressed explicitly in the curriculum/programme of study at various levels<sup>9</sup> of formal education?</p>   |                          |                          |  |                          |   |   |                          |                          |                          |                          |  |                          |
| <p>Yes <input type="checkbox"/><br/>No <input type="checkbox"/></p>  | <p><i>Please specify what SD issues are important in the country (i.e., biodiversity, gender, consumption/production, etc.) and how they are addressed in the curricula.</i></p> <p>The following SD issues are most important in Ukraine: peace, justice and strong institutions, climate change mitigation, affordable and clean energy, clean water and adequate sanitation, gender equality, protection and restoration of terrestrial ecosystems, sustainable development of cities and communities, responsible consumption and production.</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="922 1204 1523 1310"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/>82</td> <td><input type="checkbox"/></td> </tr> </tbody> </table>  | A                        | B                        | C                                      | D                        | E | F | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> 82 | <input type="checkbox"/> |
| A  | B  | C                        | D                        | E                                      | F                        |   |   |                          |                          |                          |                          |  |                          |
| <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> 82 | <input type="checkbox"/> |   |   |                          |                          |                          |                          |  |                          |
| <p>Sub-</p>  | <p>Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum<sup>10</sup>/programme of study at various</p>   |                          |                          |  |                          |   |   |                          |                          |                          |                          |  |                          |

<sup>8</sup> For details, see paragraph 15 of the UNECE Strategy for ESD.

<sup>9</sup> For the State or federal level, where relevant.

| indicator<br>2.1.2  | levels of formal education?   |                          |                          |                          |                          |   |   |                          |                          |                          |                          |                          |                          |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Yes <input type="checkbox"/><br>No <input type="checkbox"/> | <p><i>Please specify what competences as learning outcomes are important in your country.</i></p> <p>It is important to provide informative, emotional-valuable and behavioral-activity components of the competence for the final result of training. This determines the final result:</p> <ul style="list-style-type: none"> <li>• available knowledge of causes of major global and regional environmental problems, their manifestation at the local level, possible consequences of different levels - for the planet as a whole and for one's own well-being and health, ability to identify the environmental context of situations of direct and indirect interaction with nature (informative component of competencies);</li> <li>• recognition of the universal value of nature, a positive emotional attitude towards interaction with nature, a sense of personal involvement in environmental issues (emotional-value component of competencies);</li> <li>• experience of complying with the rules of behavior in nature and environmental activities, readiness for self-limitation and experience of resource saving, ability of a person to make decisions and act in such a way as to inflict as little harm to the environment as possible (behavioral-active component of the competencies).</li> </ul> <p>In this regard, the following competences are important:</p> <ul style="list-style-type: none"> <li>• displaying the social, ecological and economic culture of the individual in its "area of responsibility" ("area of responsibility" is the part of the environment in which each individual carries out his or her activities and can therefore have a real impact on its condition);</li> <li>• the ability to responsibly address life situations and make the satisfaction of their needs subject to the principles of sustainable development;</li> <li>• an individual's ability to engage in situational activities in everyday life and natural environment, when the acquired environmental knowledge, skills, experience and values are translated into ability to make decisions and perform adequate actions, being aware of their consequences for sustainable development;</li> <li>• ability to apply environmental knowledge and experience in professional and life situations, guided by the priority of environmental values and pragmatically motivated interaction with the environment based on the awareness of personal involvement in environmental issues and responsibility for the environmental consequences of their professional and domestic activities.</li> </ul> <p><i>Please update the table in appendix I (b) that was used for implementation phases II and III under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input 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 type="checkbox"/> |
| A   | B   | C                        | D                        | E                        | F                        |   |   |                          |                          |                          |                          |                          |                          |
| <input type="checkbox"/>                                    | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |   |   |                          |                          |                          |                          |                          |                          |

|  |  |
|--|--|
| Sub-indicator 2.1.3                                      | Are teaching and learning methods that support ESD addressed explicitly in the curriculum <sup>11</sup> or programme of study at various levels of formal education?   |
| Yes <input type="checkbox"/> No <input type="checkbox"/> | <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>Curriculum analysis provides the basis for a conclusion about the predominantly scientific nature of environmental knowledge, which mainly concerns global and regional environmental issues and linkages. At the same time, there is a significant lack of materials in formal education on environmental issues in the natural and technological environment closest to students. Therefore, a special importance for the formation of environmental competence is the awareness of individuals of their involvement in environmental problems in the context of their manifestation in the natural and technological environment of students, as well as at the domestic level and in everyday activities.</p> <p>In this connection, especially important for support of ESD at different levels of formal education are methods of STEM-education, projects, case studies, business and role-playing games, excursions, pedagogically organized practical environmental activities - everything that is aimed at building the students' practical skills of interaction with the environment at all levels of life based on SD principles.</p> <p>Non-formal education for sustainable development in Ukraine is represented by the work of circles and elective courses in educational institutions of pre-school, secondary and higher education, the activities of the Junior Academy of Sciences of Ukraine, environmental and naturalist centers, objects of natural reserve fund, public organizations.</p> <p>In the framework of non-formal education, much work is carried out on the territory of the Natural Reserve Fund of Ukraine under the patronage of the Ministry of Energy and Environmental Protection of Ukraine and in cooperation with the State Ecological Academy of Postgraduate Education and Management. Each national and nature park, regional landscape park where the administration works, biosphere reserve and botanical gardens overseen by the Ministry of Energy and Environmental Protection (43 NNPs and NPs, 40 regional landscape parks, 1 biosphere reserve and 2 botanical gardens) carry out environmental education and training activities for students, local residents and visitors. This activity is aimed at preserving the country's natural heritage, natural complexes of territories and NRF sites, providing support to the environmental activities of NRF institutions through dissemination of knowledge and raising awareness about the values of biological and landscape diversity, formation of environmental consciousness and education of respect for nature.</p> <p>The activity of the environmental section of the Junior Academy of Sciences is aimed at organizing and providing educational process of the students in experimental areas of out-of-school education, coordination of research activities of students, creation of conditions for their intellectual, spiritual, creative development and professional self-determination, assistance in building scientific potential of the</p> |

<sup>11</sup> Idem.

country in the field of SD. The results of research and practical development of students of the Junior Academy of Sciences of Ukraine traditionally receive high marks at international and domestic exhibitions and competitions. For example, pupils of the Ecology Section of the Kyiv Branch of the Junior Academy of Sciences from 2007 to 2019 received 28 gold and 11 silver medals at the Beijing International Youth Scientific Creativity Contest.

Also, there is a long-term practice of cooperation between organizations that are members of the Partnership Network "Education for Sustainable Development in Ukraine" to share experiences in practical developments in formal and non-formal education for sustainable development.

The significant support of non-formal education for sustainable development by the Global Environment Facility Small Grants Program in all areas and possible forms of education for sustainable development and support in a number of areas of education for sustainable development - from other international programs and organizations should be noted.

*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.*

|                          |                          |                          |   |                          |                          |
|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|
| A                        | B                        | C                        | D   | E                        | F                        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/><br>67 | <input type="checkbox"/> | <input type="checkbox"/> |

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

Sub-indicator 2.2.1 Is ESD addressed through: (a) existing subjects<sup>12</sup> only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project?<sup>13</sup>; (e) other approaches?

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

*Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.*

| ISCED levels 2011            | (a) | (b) | (c) | (d) | (e) |
|------------------------------|-----|-----|-----|-----|-----|
|                              | Yes | Yes | Yes | Yes | Yes |
| 0. Early childhood education | ✓   | ✓   | ✓   | ✓   | ✓   |
| 1. Primary education         | ✓   | ✓   | ✓   | ✓   | ✓   |

<sup>12</sup> E.g., geography or biology. For higher education, "subject" means "course".

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

|  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
|  | 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>Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).</p> <p>Implementation of items a), b), c), d), and e) shall be provided through the award of a prize if the institution has a prize fund and if the institution wins the competition in which the award is made.</p> |   |   |   |   |   |   |
| <b>Indicator 2.3 A whole-institution approach<sup>14</sup> to SD/ESD is promoted</b>   |   |   |   |   |   |   |
| Sub-indicator 2.3.1  | Do educational institutions <sup>15</sup> adopt a “whole-institution approach” to SD/ESD?   |   |   |   |   |   |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>  | <p><i>The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2019.<sup>16</sup> ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.</i></p> |   |   |   |   |   |

<sup>14</sup> 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).

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

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

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. Development and implementation of the proprietary ESD plan by each educational institution is voluntary and is carried out by each educational institution on its own initiative within the framework of legislatively established independence. Since 2013, there is an industry standard for environmental certification of educational institutions under the program "Green Class" - "SOE OEM 08.002.37.078 Educational services ("green class"). Environmental criteria." developed by the Technical Committee for Standardization TC 82 'Protection of the environment of Ukraine'. This standard provides for development of SD policy in an educational institution. The requirements of this standard are implemented on a voluntary basis in a number of educational institutions of secondary, vocational and higher education. Besides, a number of educational institutions develop and implement and update the ESD policy on their own initiative without implementing the Standard "Green class".

| 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

Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?



Yes  No

*If yes, please specify what schemes are available for all levels of your education system.*

Since 2013 in Ukraine there is a guide and technical information and advisory support for the development of ESD in the framework of the implementation of the industry standard for environmental certification of educational institutions under the program "Green Class" - "SOE OEM 08.002.37.078 Educational services ("green class"). Environmental criteria." which can be implemented at all levels of the educational system of Ukraine. For the period from 2013 till 2019, the developers of this standard held consultations for more than 700 educational institutions of secondary, vocational and higher education.

There is also technical support for the implementation of SD/ESD on the websites of the Partnership Network "Education for Sustainable Development in Ukraine", State Environmental Academy of Postgraduate Education and Management, NGO "Teachers for Democracy and Partnership", UNDP-GEF Small Grants Program, electronic libraries of higher education institutions and a number of public organizations.

Implementation of SD/ESD is awarded within the framework of the award fund of each educational institution (if available) in accordance with the regulatory document on awarding of each educational institution. Financial support for the implementation of SD/ESD is provided under the Environmental Protection Fund, the Small Grants Program of the United Nations Development Program and the Global Environment Facility, the Governments of Germany, Japan, and other international programs and donors.

*Please also provide information on all education levels in accordance with ISCED by ticking ( ✓ ) in the table as appropriate.*

| 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     |   |

Please also specify for non-formal and informal education, as appropriate. If relevant information is available please also specify (provide examples).

Sub-indicator 2.3.3

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

Yes  No

Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.

SD/ESD indicators in formal education institutions are developed as part of the SD policy of educational institutions in accordance with the industry standard "Green Class" - "OEM SOU 08.002.37.078 Educational services ("green class"). Environmental Criteria." which is implemented on a voluntary basis. In a number of educational institutions ESD policy and, accordingly, SD indicators are developed, implemented and updated on their own initiative without implementation of the "Green Class" Standard.

In addition, according to the current legislation of Ukraine, all institutions of both formal and non-formal education are obliged to take measures to implement energy-saving technologies and comply with environmental legislation on protection of natural resources, climate change mitigation, 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                          |     |

| <b>Indicator 2.4 ESD is addressed by quality assessment/enhancement systems</b> |  |
|---|--|
| Sub-indicator 2.4.1   | (a) Are there any education quality assessment/enhancement systems? <sup>17</sup> (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems? |

<sup>17</sup> For higher education institutions: either national centres for quality assessment in higher education or cooperation with general quality assessment agencies, such as the European Foundation for Quality Management (EFQM).

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

*Please elaborate.*

a) In accordance with the new version of the Law of Ukraine "On Higher Education" (2014) from 2016 to the National Agency for Quality Assurance of Higher Education was established to assess the quality of higher education which makes such assessment through the accreditation procedures for training programs at all levels of higher and postgraduate education, as well as the certification of scientific personnel.

In the field of secondary education, there are systems of assessment and monitoring of education quality, which are carried out by regional centers of quality assessment of education and entered into the information and telecommunications system of the Ukrainian Center for Quality Assessment of Education.

b) ESD is considered in systems of education quality assessment in cases when goals, objectives and indicators of SD and ESD are included on a voluntary basis into normative documents of an educational institution (Strategy and Development Plan, Internal system of education quality assessment and others).

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

| ISCED levels 2011                                    | (a) | (b) | (c) |
|--|-----|-----|-----|
|  | Yes | Yes | Yes |
| 0. Early childhood education                         |     |     |     |
| 1. Primary education                                 | ✓   |     |     |
| 2. Lower secondary education                         | ✓   |     |     |
| 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).*

Sub-indicator 2.4.2

Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to ESD?: (a) Knowledge, (b) Skills and competencies; (c) Values and attitudes; (d) Behaviours; (e) None; (f) No information available.

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

*Please elaborate.*

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

| ISCED levels 2011                                    | (a) | (b) | (c) | (d) | (e) | (f) |
|--|-----|-----|-----|-----|-----|-----|
|  | Yes | Yes | Yes | Yes | Yes | Yes |
| 0. Early childhood education                         |     |     | ✓   | ✓   |     |     |
| 1. Primary education                                 | ✓   | ✓   | ✓   | ✓   |     |     |
| 2. Lower secondary education                         | ✓   | ✓   | ✓   | ✓   |     |     |
| 25. Lower secondary vocational education             | ✓   | ✓   | ✓   | ✓   |     |     |
| 3. Upper secondary education                         | ✓   | ✓   | ✓   | ✓   |     |     |
| 35. Upper secondary vocational education             | ✓   | ✓   | ✓   |     |     |     |
| 4. Post-secondary non-tertiary education             | ✓   | ✓   | ✓   |     |     |     |
| 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).*

| <b>Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice</b> |   |
|--|---|
| Sub-indicator 2.5.1  | Are SD issues addressed in informal and public awareness-raising activities?  |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>  | <p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p>In Ukraine, SD issues are covered in the framework of informal educational activities of circles and faculties at pre-school, secondary and higher education institutions, environmental sections of the Junior Academy of Sciences of Ukraine, environmental and naturalist centers, assets of the natural reserve fund, public environmental and educational organizations.</p> <p>Processes of environmental education and non-formal education are directly related to practical component of functioning of an educational or training institution. Many educational institutions of secondary and higher education, public organizations, communities of settlements take part in nature protection actions devoted to the international days of the Earth, Environment, Wetlands, Water, Protection of the Earth Ozone Layer and others.</p> <p>The practice of summer camps, where schoolchildren and students in the field acquire skills of competent environmental behavior based on SD principles, conduct environmental studies and perform practical actions to improve the environment, such as: clearing river beds and banks of small rivers, springs and other water bodies, restoration of green areas, accounting of biodiversity objects and their protection, etc. is widespread.</p> |
| Sub-indicator 2.5.2  | Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) which addresses SD issues?  |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>  | <p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p>Support of on-the-job training, within the framework of which ESD issues are considered, is carried out during the construction of socially responsible business, implementation of environmental management system in accordance with international standards of ISO 14 000 series, implementation of energy management systems in accordance with international standards of ISO 50 000 series for small companies, technical regulations on production of organic products for farmers and members of the Federation of Organic Movement of Ukraine. Also in Ukraine there are examples of on-the-job training on the implementation of sustainable (green) procurement, training of producers on the meaning and application of eco-label standards, staff members of major trade networks of building materials and food products on the importance of energy, climate, environmental, organic, ethical and other labels to promote sustainable production and consumption in Ukraine.</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"/>                 | <p><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></p> <p>No information is available</p>  |
| <b>Indicator 2.6 ESD implementation is a multi-stakeholder process<sup>18</sup></b> |   |
| Sub-indicator 2.6.1   | Is ESD implementation a multi-stakeholder process?  |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>                 | <p><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> <p>In Ukraine, implementation of ESD is a process involving a wide range of stakeholders, namely, pre-school, secondary and higher education institutions, environmental sections of the Junior Academy of Sciences of Ukraine, environmental and naturalist centers, objects of natural reserve fund, public environmental and educational organizations and some progressive media.</p> <p>To unite all stakeholders in Ukraine in 2012, the Partnership Network "Education for Sustainable Development in Ukraine" was established, which brings together educational institutions (schools and universities), centers and formal and informal environmental, naturalist and educational entities, representatives of local authorities, objects of the natural reserve fund, museums, libraries, local and state authorities, local communities and NGOs. To date, such a model of association on a single platform of all interested participants has proven to be effective and efficient, including cooperation between different target groups - government, NGO sector, science and educational institutions.</p> <p>The main tasks performed by the Partnership Network are:</p> <ul style="list-style-type: none"> <li>• Cooperate with state and scientific institutions on professional development of teachers, empowerment of pupils and youth on ESD issues;</li> <li>• Exchange experience, information, materials and useful contacts, and as a result, develop partnerships and networks on ESD issues;;</li> <li>• Provide access and systematize existing normative national and international documents, teaching and learning and methodical materials, information on international experience etc. on ESD, inclusion of achievements of the international ESD process into national, local plans and programs on professional development of teachers, develop abilities and opportunities of youth in educational institutions, formal and non-formal education;</li> <li>• Information dissemination and awareness raising activities on formation of environmental education, sustainable consumption and production and other directions of education for sustainable development.</li> </ul> |

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



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| <p><i>Concluding remarks on issue 2</i></p> | <p><i>Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning.</i></p>   |
|   | <p><i>Please address in particular the following questions:</i></p> <p>– <i>Which actions and/or initiatives have been particularly successful and why?</i></p> <p>Establishment of the Partnership Network "Education for Sustainable Development in Ukraine". Bringing together stakeholders from different target groups (government agencies, secondary and higher education institutions, public, national parks and reserves, environmental and naturalist centers, museums, libraries, media representatives) became a practical platform and tool for implementation of Task 2 to promote SD through formal, non-formal and informal learning, as well as to communicate synergies between international (UNECE, UNESCO) and national processes.</p> <p>Use of interactive tools, namely, environmental games in processes of ESD implementation at the local level, in educational institutions, during professional development of teachers.</p> <p>– <i>What challenges did your country encounter when implementing this objective?</i></p> <p>Due to frequent changes of the Government of Ukraine, it has not yet been possible to incorporate into the national system of education quality assessment criteria that provide for SD/ESD;</p> <p>Absence of the general institutional approach to mandatory availability of the ESD plan in each educational institution at the state level.</p> <p>– <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i></p> <p>It is necessary to implement a number of activities for adoption at the state level of a general institutional approach to mandatory availability of an ESD plan in each educational institution.</p> |

| <b>Issue 3. Equip educators with the competence to include SD in their teaching</b>   |   |
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| <i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i> |   |
| <b>Indicator 3.1 ESD is included in the training<sup>19</sup> of educators</b>  |   |
| Sub-indicator 3.1.1   | Is ESD a part of educators' initial training? <sup>20</sup>   |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>   | <p><i>In particular specify which ESD competences<sup>21</sup> are explicitly included in the study programmes.</i></p> <p>The curricula for initial training of teachers provide for acquisition of the following competences in ESD:</p> <ul style="list-style-type: none"> <li>• Use of tools in interactive mode (use of language, symbols and texts in interactive mode, ability to apply knowledge and information in interactive mode, as well as possibility to use technologies interactively);</li> <li>• Interaction in heterogeneous groups, ability to cooperate as well as ability to manage and resolve conflicts;</li> <li>• The ability to act independently, the ability to act within a group, the ability to form and implement plans and personal projects;</li> <li>• The ability to think and act with future goals in mind;</li> <li>• The ability to systematize and apply knowledge on an interdisciplinary basis;</li> <li>• Ability to collaborate in the decision making process.</li> </ul> |
| Sub-indicator 3.1.2   | Is ESD a part of the educators' in-service training? <sup>22</sup>  |

<sup>19</sup> ESD is addressed by content and/or by methodology.

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

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

<sup>22</sup> For higher education institutions: the focus is here on existing in-service training programmes regarding SD and ESD for university/college teachers in their own universities/colleges.

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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>On-the-job training is conducted both under mandatory training programs and optional (at the teachers' own request).</p> <p>In the programs of initial in-service training of teachers, different curricula and trainings envisage acquisition of all competences in the field of ESD, which are provided in the initial in-service training of teachers, namely:</p> <ul style="list-style-type: none"> <li>• Use of tools in interactive mode (use of language, symbols and texts in interactive mode, ability to apply knowledge and information in interactive mode as well as possibility to use technologies interactively);</li> <li>• Interaction in heterogeneous groups, ability to collaborate, as well as the ability to manage and resolve conflicts;</li> <li>• The ability to act independently, the ability to act within a group, the ability to form and implement plans and personal projects;</li> <li>• The ability to think and act with future goals in mind;</li> <li>• The ability to systematize and apply knowledge on an interdisciplinary basis;</li> <li>• The ability to collaborate in the decision-making process.</li> </ul> <p><i>Please also update the information provided under the phase III national implementation reporting in appendix III.</i></p> |
| Sub-indicator 3.1.3  | Is ESD a part of training of leaders and administrators of educational institutions?   |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>        | <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>Training programs for administrative staff of educational institutions envisage acquisition of the following competences in the field of ESD:</p> <ul style="list-style-type: none"> <li>• Ability to cooperate as well as ability to manage and resolve conflicts;</li> <li>• The ability to think and act with future goals in mind;</li> <li>• The ability to systematize and apply knowledge on an interdisciplinary basis;</li> <li>• The ability to collaborate in the decision-making process..</li> </ul>  |
| <b>Indicator 3.2 Opportunities exist for educators to cooperate on ESD</b> |  |
| Sub-indicator 3.2.1  | Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?   |

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| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>             | <p><i>Please specify.</i></p> <p>There are a number of networks/platforms in Ukraine that bring together educators and/or senior/administrative representatives involved in ESD implementation activities. The main ones are the following:</p> <ul style="list-style-type: none"> <li>• Partnership Network "Education for Sustainable Development in Ukraine" (<a href="http://ecoosvita.org.ua/">http://ecoosvita.org.ua/</a>; <a href="https://www.facebook.com/ecoosvita.org.ua/">https://www.facebook.com/ecoosvita.org.ua/</a> );</li> <li>• Educational and information portal of the State Environmental Academy of Postgraduate Education and Management (<a href="https://portal.dea.edu.ua/">https://portal.dea.edu.ua/</a>);</li> <li>• The Union of Active Educators "VSEOSVITA". (<a href="https://vseosvita.ua/">https://vseosvita.ua/</a>);</li> <li>• NGO "Teachers for Partnership and Democracy" charity (<a href="http://www.esd.org.ua/node/124">http://www.esd.org.ua/node/124</a>)</li> </ul>  |
| Sub-indicator 3.2.2   | Are ESD networks/platforms supported by the Government in any way? <sup>23</sup>   |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>             | <p><i>Please specify how, listing the major ones, and describing them as appropriate.</i></p> <p>There is state support for the Educational and Information Portal of the State Environmental Academy of Postgraduate Education and Management.</p>  |
| <i>Concluding remarks issue 3</i>   | <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><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> <li>– <i>Which actions and/or initiatives have been particularly successful and why?</i><br/>Activities of the Partnership Network "Education for Sustainable Development in Ukraine", which allowed to unite representatives of formal, non-formal and informal education, private sector and authorities to disseminate materials and practices of ESD.</li> <li>– <i>What challenges did your country encounter when implementing this objective?</i><br/>100 percent training coverage of educators and administrators of educational institutions for integration of ESD into their practical activities has not been achieved yet.</li> <li>– <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i></li> </ul> <p>Adoption on the state level of the National Action Plan on implementation of the UNECE Strategy for ESD in Ukraine and renewal of the Interdepartmental Working Group of MES and the Ministry of Energy and Environmental Protection of Ukraine on environmental education for ESD will ensure achievement of the best indicators on implementation of Task 3, corresponding to the goal c) of the Strategy "Ensuring competence of teachers to cover sustainable development in their teaching activities".</p> |
| <b>Issue 4. Ensure that adequate tools and materials for ESD are accessible</b> |  |

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

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| <i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>   |   |
| <b>Indicator 4.1 Teaching tools and materials for ESD are produced</b>  |   |
| Sub-indicator 4.1.1   | Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?  |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>   | <p><i>Please describe.</i></p> <p>One of the main sources for the development and production of ESD materials are external assistance projects supported by such donors as GEF, UNDP, the German Government and Japan.</p> <p>In Ukraine, the development of teaching and learning materials is financed by the Environmental Protection Fund, but due to military actions in eastern Ukraine and the additional burden on the state budget in recent years, this funding has not been provided.</p> <p>The development of materials is supported by the Ministry of Education and Science of Ukraine.</p>  |
| Sub-indicator 4.1.2   | Is public (national, subnational, local) authority money invested in this activity?   |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>   | <p><i>Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in United States dollars (USD)) for annual expenditures on ESD-related research and development.</i></p> <p>State funds at the regional and local levels for development of educational and methodical materials on ESD are foreseen in the Sustainable Development Strategy of an oblast (region/area), which are adopted for different periods of time in 16 oblasts.</p> <p>At present, during the decentralization reform, such funds are planned by local budgets. No centralized information on budgets is available at the moment, also due to imperfection of the decentralization process and its initial stage at the moment of reporting.</p> |
| <b>Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist</b>  |   |
| Sub-indicator 4.2.1   | Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities?; (b) approved by public authorities?; (c) tested and recommended for selection by educational institutions?  |
| (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/><br>(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/><br>(c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify.</i></p> <p>Quality and relevance of teaching and methodical means and materials of formal education (for obtaining the title of the Ministry of Education and Science of Ukraine), connected with ESD, are necessarily evaluated by scientific and methodical commission on biology, ecology, natural science of the Ministry of Education and Science of Ukraine and by scientific councils and methodical commissions of educational institutions.</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"/><br>(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> <table border="1" data-bbox="1093 304 1787 1086"> <thead> <tr> <th data-bbox="1093 304 1713 352">ISCED levels 2011</th> <th data-bbox="1713 304 1787 352">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="1093 352 1713 400">0. Early childhood education</td> <td data-bbox="1713 352 1787 400">✓</td> </tr> <tr> <td data-bbox="1093 400 1713 448">1. Primary education</td> <td data-bbox="1713 400 1787 448">✓</td> </tr> <tr> <td data-bbox="1093 448 1713 496">2. Lower secondary education</td> <td data-bbox="1713 448 1787 496">✓</td> </tr> <tr> <td data-bbox="1093 496 1713 544">25. Lower secondary vocational education</td> <td data-bbox="1713 496 1787 544">✓</td> </tr> <tr> <td data-bbox="1093 544 1713 592">3. Upper secondary education</td> <td data-bbox="1713 544 1787 592">✓</td> </tr> <tr> <td data-bbox="1093 592 1713 639">35. Upper secondary vocational education</td> <td data-bbox="1713 592 1787 639">✓</td> </tr> <tr> <td data-bbox="1093 639 1713 687">4. Post secondary non-tertiary education</td> <td data-bbox="1713 639 1787 687">✓</td> </tr> <tr> <td data-bbox="1093 687 1713 735">45. Post-secondary non-tertiary vocational education</td> <td data-bbox="1713 687 1787 735">✓</td> </tr> <tr> <td data-bbox="1093 735 1713 783">5. Short-cycle tertiary education</td> <td data-bbox="1713 735 1787 783">✓</td> </tr> <tr> <td data-bbox="1093 783 1713 831">55. Short-cycle tertiary vocational education</td> <td data-bbox="1713 783 1787 831">✓</td> </tr> <tr> <td data-bbox="1093 831 1713 879">6. Bachelor's or equivalent level</td> <td data-bbox="1713 831 1787 879">✓</td> </tr> <tr> <td data-bbox="1093 879 1713 927">7. Master's or equivalent level</td> <td data-bbox="1713 879 1787 927">✓</td> </tr> <tr> <td data-bbox="1093 927 1713 975">8. Doctoral or equivalent level</td> <td data-bbox="1713 927 1787 975">✓</td> </tr> <tr> <td data-bbox="1093 975 1713 1023">9. No information available</td> <td data-bbox="1713 975 1787 1023"></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  |   |                   |     |                              |   |                      |   |                              |   |  |   |                              |   |  |   |  |   |  |   |                                   |   |   |   |                                   |   |                                 |   |                                 |   |                             |  |
| <b>Indicator 4.3 Teaching tools and materials for ESD are accessible</b>   |   |                   |     |                              |   |                      |   |                              |   |  |   |                              |   |  |   |  |   |  |   |                                   |   |   |   |                                   |   |                                 |   |                                 |   |                             |  |
| Sub-indicator 4.3.1  | Does a national strategy/mechanism for dissemination of ESD tools and materials exist?  |                   |     |                              |   |                      |   |                              |   |  |   |                              |   |  |   |  |   |  |   |                                   |   |   |   |                                   |   |                                 |   |                                 |   |                             |  |
| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  | <i>Please describe and in particular highlight which measures are the most efficient for dissemination.</i>   |                   |     |                              |   |                      |   |                              |   |  |   |                              |   |  |   |  |   |  |   |                                   |   |   |   |                                   |   |                                 |   |                                 |   |                             |  |
| Sub-indicator 4.3.2  | Is public authority money invested in this activity?  |                   |     |                              |   |                      |   |                              |   |  |   |                              |   |  |   |  |   |  |   |                                   |   |   |   |                                   |   |                                 |   |                                 |   |                             |  |
| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  | <i>Please specify to what extent by providing an indication of the amount in USD, and please also mention any other significant sources of funding.</i>   |                   |     |                              |   |                      |   |                              |   |  |   |                              |   |  |   |  |   |  |   |                                   |   |   |   |                                   |   |                                 |   |                                 |   |                             |  |

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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>The main sites where educational and methodological materials on ESD are available:</p> <ul style="list-style-type: none"> <li>• Website of the Partnership Network "Education for Sustainable Development in Ukraine" (<a href="http://ecoosvita.org.ua/">http://ecoosvita.org.ua/</a>; <a href="https://www.facebook.com/ecoosvita.org.ua/">https://www.facebook.com/ecoosvita.org.ua/</a>);</li> <li>• Educational and informational portal of the State Environmental Academy of Post-graduate Education and Management (<a href="https://portal.dea.edu.ua/">https://portal.dea.edu.ua/</a>);</li> <li>• Platform of the Union of Active Educators "VSEOSVITA". (<a href="https://vseosvita.ua/">https://vseosvita.ua/</a>);</li> <li>• The website of the 'Teachers for Partnership and Democracy' NGO (<a href="http://www.esd.org.ua/node/124">http://www.esd.org.ua/node/124</a>);</li> <li>• Training and methodological resource for teachers to implement the end-to-end content line "Environmental Safety and Sustainable Development" (<a href="http://www.e-comon.org.ua/">http://www.e-comon.org.ua/</a>).</li> </ul> <p>In addition, on the sites of the Vernadsky National State Library (<a href="http://www.nbu.gov.ua/">http://www.nbu.gov.ua/</a>), libraries of National Universities and other leading universities of Ukraine, implemented through international assistance to ESD projects, public environmental and educational organizations have open access to teaching and learning materials in various areas of SD/ESD.</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 type="checkbox"/> No <input checked="" type="checkbox"/><br>(b) Yes <input type="checkbox"/> No <input checked="" 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>So far, there is no unified and complete register of all educational and methodical resources and materials on ESD presented in open access in Ukraine.</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>  |
|  | <p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> <li>– <i>Which actions and/or initiatives have been particularly successful and why?</i><br/>All initiatives presented in this section have been successful and cover the materials necessary for different levels of formal education, and materials required for non-formal and informal education.</li> <li>– <i>What challenges did your country encounter when implementing this objective?</i><br/>Insufficient level of state funding to support and publish materials by the state budget, lack of Strategy for development and dissemination of ESD materials</li> <li>– <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i><br/>Create, as far as possible, the most complete database or register of all educational and methodical resources and materials on ESD presented in open access in Ukraine</li> </ul>   |

| <b>Issue 5. Promote research on and development of ESD</b>  |  |
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| <i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i> |  |
| <b>Indicator 5.1 Research<sup>24</sup> on ESD is promoted</b>   |  |
| Sub-indicator 5.1.1   | Is research that addresses content and methods for ESD <sup>25</sup> supported?  |
| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>   | <i>Please specify in particular the most important outcomes of supported research.</i>   |
| Sub-indicator 5.1.2   | Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?  |
| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>   | <i>Please specify which subjects were investigated and list major reports.</i>   |
| Sub-indicator 5.1.3   | Are post-graduate programmes available:<br>(1) On ESD: <sup>26</sup> (a) for the master's level?; (b) for the doctorate level?;<br>(2) Addressing ESD: (a) for the master's level?; (b) for the doctorate level? |

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

<sup>25</sup> 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.

<sup>26</sup> ESD is addressed by substance and/or by approach.





|  |   |
|--|---|
| Sub-indicator 5.1.4  | Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?  |
| (a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/><br>(b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | <i>Please provide information on (a) and (b).</i>   |
| <b>Indicator 5.2 Development of ESD is promoted</b>  |   |
| Sub-indicator 5.2.1  | Is there any support for innovation and capacity-building in ESD practice? <sup>27</sup>  |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>  | <i>Please specify what main projects were/are being implemented to that end.</i><br>Innovations in ESD practice are facilitated by external assistance projects with support of GEF SGP, UNDP on development and promotion of national plans at the local level, the Swedish Government on creation of educational and methodological basis for conducting sustainable development lessons in schools of Ukraine.   |
| <b>Indicator 5.3 Dissemination of research results on ESD is promoted</b>  |   |
| Sub-indicator 5.3.1  | Is there any public authority support for mechanisms <sup>28</sup> to share the results of research and examples of good practices in ESD <sup>29</sup> among authorities and stakeholders?   |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>  | <i>Please specify and provide information about where published research and dissertations are accessible.</i><br>The Ministry of Energy and Environmental Protection of Ukraine and the Ministry of Education and Science of Ukraine, regional state administrations support the exchange of research results on ESD at annual all-Ukrainian conferences held by leading Ukrainian universities.<br>Research and dissertations are available in the libraries of higher educational institutions and institutes of NAS of Ukraine, where the research work is carried out, as well as in the V I. Vernadsky National Library of Ukraine and the State Scientific and Technical Library of Ukraine. |

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

<sup>28</sup> E.g., conferences, summer schools, journals, periodicals, networks.

<sup>29</sup> E.g., the “participatory approach”; links to local, regional and global problems; an integrative approach to environmental, economic and social issues; an orientation to understanding, preventing and solving problems.

|   |  |
|---|--|
| Sub-indicator 5.3.2   | Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?  |
| <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><i>Please name the major publications for (a) and (b).</i></p> <ol style="list-style-type: none"> <li>1. Review of the best practices of the grant projects implemented in the framework of the UNDP/GEF project "Integration of the Rio Conventions into the National Policy of Ukraine" (UA/RU)<br/> <a href="http://www.ecoosvita.org.ua/sites/default/files/imce/oglyad_krashchyh_praktyk_ukr_eng_sm_size.pdf">http://www.ecoosvita.org.ua/sites/default/files/imce/oglyad_krashchyh_praktyk_ukr_eng_sm_size.pdf</a>.</li> <li>2. Ecologization of the educational space of a contemporary general education school: monograph, 2016. - - 154 p.<br/> <a href="http://lib.iitta.gov.ua/705323/">http://lib.iitta.gov.ua/705323/</a><br/> <a href="http://dea.gov.ua/img/source/Doc/book%2010.01.17%202.pdf">http://dea.gov.ua/img/source/Doc/book%2010.01.17%202.pdf</a></li> <li>3. My environmental choice: educational and methodical manual. 2016. – 176 p.<br/> <a href="http://lib.iitta.gov.ua/705317/">http://lib.iitta.gov.ua/705317/</a> <a href="http://dea.gov.ua/img/source/Doc/book%2010.01.17%201.pdf">http://dea.gov.ua/img/source/Doc/book%2010.01.17%201.pdf</a>.</li> <li>4. My environmental choice - the educational program of an optional course for students of 9-11 grades<br/> <a href="http://lib.iitta.gov.ua/705324/">http://lib.iitta.gov.ua/705324/</a></li> <li>5. Environmental issues of urban environment: curriculum of the elective course for pupils of 8-9 grades<br/> <a href="http://lib.iitta.gov.ua/705325/">http://lib.iitta.gov.ua/705325/</a></li> <li>6. Step by step: multimedia guide (<a href="http://ukr.greensteps.rec.org/ua">http://ukr.greensteps.rec.org/ua</a>)</li> <li>7. Studies on the harmonization of schoolchildren's relationships with nature. Theoretical and methodological problems of upbringing of children and students: a collection of works. Kyiv: Institute for Problems of Upbringing of APS of Ukraine. - Edition. 23. Volume 2. - 2019. - P. 88-103 ( DOI: <a href="https://doi.org/10.32405/2308-3778-2019-23-2-88-103">https://doi.org/10.32405/2308-3778-2019-23-2-88-103</a> ).</li> </ol> |
| Concluding remarks on issue 5   | <p><i>Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.</i></p>   |

|   |  |
|---|--|
|   | <p><i>Which actions and/or initiatives have been particularly successful and why?</i><br/> Conducting conferences and round tables on ESD topics to facilitate exchange of experience and dissemination of research results in ESD area</p> <p><i>What challenges did your country encounter when implementing this objective?</i><br/> Lack of systematic support for promotion of scientific research in ESD at the state level</p> <p><i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i><br/> Approval of the National Action Plan on implementation of the UNECE Strategy for ESD in Ukraine by the Government of Ukraine to include activities promoting scientific research on ESD and development of ESD.</p>   |
| <b>Issue 6. Strengthen cooperation on ESD at all levels within the ECE region</b>   |  |
| <i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i> |  |
| <b>Indicator 6.1 International cooperation on ESD is strengthened within the ECE region and beyond</b>  |  |
| Sub-indicator 6.1.1   | Do your public authorities cooperate in or support international <sup>30</sup> networks on ESD?  |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>   | <p><i>Please specify concrete networks and explain who supports these networks.</i></p> <p>The Ministry of Education and Science of Ukraine, the Ministry of Energy and Environmental Protection of Ukraine, the National Agency of Ukraine for Civil Service cooperate with the United Nations Development Program (UNDP), the Global Environmental Facility (GEF), UNESCO, the British Council, the Agency for Development Cooperation SIDA (Ministry of Foreign Affairs of Sweden), the Canadian International Development Agency (CIDA) on the ESD-related issues.</p> <p>In addition, ESD-related projects are being implemented in Ukraine by such organizations as: European Education Fund, Council of Europe, Global Environment Facility Small Grants Program, United States Information Agency, Peace Corps, UNICEF, Tempus, Erasmus and others.</p> <p>In addition there are 9 chairs and a network of UNESCO associated schools consisting of 78 primary, secondary and vocational educational institutions in Ukraine.</p> |
| Sub-indicator 6.1.2   | Do educational institutions or organizations (formal and non-formal) in your country participate in international networks related to ESD?   |

<sup>30</sup> 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>The most information in open access about cooperation of international networks related to ESD relates to cooperation of educational institutions and public organizations with the UN Development Program (UNDP) and the UN GEF Small Grants Program, which gives an opportunity to expand experience with educational institutions of Belarus, Armenia, Turkey and Israel.</p> <p>Eastern Partner Youth Conference "Youth4Environment".</p>  |
| Sub-indicator 6.1.3   | Are there any state, bilateral and/or multilateral cooperation mechanisms or agreements that include an explicit ESD component?   |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify and list the major ones.</i></p> <ul style="list-style-type: none"> <li>• Directives of the Ukrainian delegation for participation in the Fifth Meeting of the Conference of the Parties to the Framework Convention for the Protection and Sustainable Development of the Carpathians (10-12 October 2017, Lillafured, Hungary), approved by Order of the Cabinet of Ministers of Ukraine dated 04.10.17. #708-r.</li> <li>• Order of the Cabinet of Ministers of Ukraine of 21.11.2018 #892 "Some issues of conservation of the Ukrainian part of the UNESCO World Heritage Natural Site "Beech forests and ancient forests of the Carpathians and other regions of Europe" and the sustainable development of adjacent areas".</li> <li>• Agreement between the Cabinet of Ministers of Ukraine and the Government of the Republic of Moldova on cooperation in the field of protection and sustainable development of the Dniester River basin (the Agreement was ratified by the Law of Ukraine 2086-VIII of 07.06.2017).</li> <li>• Order of the Cabinet of Ministers of Ukraine of 16.01.2007 #11-r "On approval of the Strategy of implementation of the Framework Convention for the Protection and Sustainable Development of the Carpathians".</li> </ul> |
| Sub-indicator 6.1.4   | Does your Government take any steps to promote ESD in international forums outside the ECE region?  |
| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | <i>Please list and describe.</i>  |
| Concluding remarks on issue 6                                       | <i>Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region</i>   |

|   |  |
|---|--|
|   | <p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> <li>- <i>Which actions and/or initiatives have been particularly successful and why?</i><br/>Community initiatives implemented with grant support from the UN GEF Small Grants Program were particularly successful. The success of these initiatives was due to the implementation of community initiatives on different landscapes and in different regions of Ukraine; the diversity of objectives and areas of SD/ESD that were covered; wide dissemination of information about the results of implemented grant projects; involvement of different segments of the local population and the creation of partnerships in the implementation of grant projects.</li> <li>- <i>What challenges did your country encounter when implementing this objective?</i><br/>Absence of a Coordinating body at the state level, namely reorganization of the Interdepartmental Working Group of MES and Ministry of Energy and Environmental Protection of Ukraine on environmental education does not allow using to the full extent all opportunities and mechanisms of strengthening cooperation on ESD at all levels within the ECE region and beyond.</li> <li>- <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i><br/>Ukraine needs to adopt a National Action Plan for the implementation of the UNECE Strategy for ESD, which sets out effective mechanisms and activities to strengthen cooperation on ESD at all levels within the UNECE region and beyond.</li> </ul> |
| <p><b>Issue 7. Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD</b></p>  |  |
| <p><i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i></p>   |  |
| <p><i>What role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.</i></p> <p>Preservation, use and promotion of traditional knowledge on ESD in formal education is implemented via special curricula of general education institutions (according to the new State standard of basic and complete general secondary education).</p> <p>In the sphere of non-formal and informal education, this task is performed on the basis of extracurricular activities (extracurricular activities, circles, excursions, contests, fairs, etc.), as well as due to environmental and educational activities of assets of the Natural Reserve Fund of Ukraine and activity of networks of public non-governmental organizations, local communities, including those supported by the UN GEF Small Grants Program.</p> |  |
| <p><b>Issue 8. Describe any challenges and obstacles encountered in the implementation of the Strategy</b></p>  |  |
| <p><i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible. Please in particular discuss any challenges and obstacles encountered that were not yet mentioned in the concluding remarks on the implementation of the Strategy's main objectives (issues 1–6).</i></p> <p>The main problems were identified in the concluding observations on the implementation of the main goals of the Strategy (Tasks 1-6).</p>  |  |
| <p><b>Issue 9. Describe any assistance needed in implementing the Strategy in your countries</b></p>  |  |

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

Regulatory and legal framework of SD/ESD in Ukraine confirms support of ESD development in Ukraine at state and local levels for all types and levels of education.

At the same time, for further implementation of the UNECE Strategy for ESD in Ukraine, it is relevant to systematize the existing international and domestic experience on ESD, especially in the field of scientific research and implementation of their results, to develop and approve at the state level the National Action Plan for implementation of the UNECE Strategy for ESD in Ukraine. Therefore, it will be very important for Ukraine to support exchange of international experience on the above mentioned issues.

## Appendix I (a)

### Indicator 2.1, sub-indicator 2.1.1

Please specify which key themes of SD are addressed explicitly in the curriculum/programme of study at various levels of formal education by filling in the table below. *(Please tick (✓) relevant themes for each level. Use the blank rows to insert additional themes that are considered to be key themes in addressing learning for SD.)*

Also, could you specify which specific themes are of critical importance in your country and why?

| Some key themes covered by sustainable development  | ISCED Levels 2011 |   |   |    |   |    |   |    |   |    |   |   |   |
|---|-------------------|---|---|----|---|----|---|----|---|----|---|---|---|
|   | 0                 | 1 | 2 | 25 | 3 | 35 | 4 | 45 | 5 | 55 | 6 | 7 | 8 |
| Peace studies (e.g., international relations, security and conflict resolution, partnerships) |                   |   |   |    |   |    |   |    |   |    |   | ✓ | ✓ |
| Environmental ethics and philosophy   |                   |   |   |    |   |    |   |    |   |    |   | ✓ | ✓ |
| Global citizenship, democracy and governance  |                   |   |   |    |   |    |   |    |   |    |   | ✓ | ✓ |
| Sustainable lifestyles  |                   |   | ✓ |    | ✓ |    |   |    |   |    |   | ✓ | ✓ |
| Human rights (e.g., gender and racial and intergenerational equity)                           |                   |   |   |    | ✓ |    |   |    |   |    |   | ✓ | ✓ |
| Poverty alleviation   |                   |   |   |    |   |    |   |    |   |    |   | ✓ | ✓ |
| Cultural diversity  |                   |   |   |    | ✓ |    |   |    |   |    |   | ✓ | ✓ |
| Gender equality   |                   |   |   |    | ✓ |    |   |    |   |    |   | ✓ | ✓ |
| Biological and landscape diversity  |                   | ✓ | ✓ | ✓  | ✓ |    |   |    |   |    |   | ✓ | ✓ |
| Environmental protection (waste management, environmental monitoring, risk assessment, etc.)  | ✓                 | ✓ | ✓ |    | ✓ |    |   |    |   |    |   | ✓ | ✓ |
| Ecological principles/ecosystem approach  |                   |   |   |    | ✓ |    |   |    |   |    |   | ✓ | ✓ |
| Natural resource management (e.g., water, soil, mineral, fossil fuels)                        |                   |   |   |    |   |    |   |    |   |    |   | ✓ | ✓ |
| Climate change and desertification  |                   |   |   |    | ✓ |    |   |    |   |    |   | ✓ | ✓ |
| Personal and family health (e.g., HIV/AIDS, drug abuse)                                       |                   |   |   |    | ✓ |    |   |    |   |    |   |   |   |



| Some key themes covered by sustainable development                       | ISCED Levels 2011 |   |   |    |    |    |   |    |   |    |    |    |    |
|--|-------------------|---|---|----|----|----|---|----|---|----|----|----|----|
|  | 0                 | 1 | 2 | 25 | 3  | 35 | 4 | 45 | 5 | 55 | 6  | 7  | 8  |
| 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                        |                   |   |   |    |    |    |   |    |   |    |    |    |    |
| <b>Total</b>   | 3                 | 3 | 4 |    | 12 |    |   |    |   |    | 18 | 21 | 21 |
| 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 82   | F       |

## Appendix I (b)

### Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum<sup>31</sup> 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 |
| <b>Learning to learn</b><br>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? |              |   |   |    | ✓ |    |   |    |   |    | ✓ | ✓ | ✓ |
|  | <b>Total</b>   |              |   |   |    | 6 |    |   |    |   |    | 6 | 6 | 6 |
| - other? (countries to add as many as needed)  |  |              |   |   |    |   |    |   |    |   |    |   |   |   |
| <b>Learning to do</b><br>Does education at each level enhance learners' capacity for:    | - applying learning in a variety of life-wide contexts?                  |              |   |   |    | ✓ |    |   |    |   |    | ✓ | ✓ | ✓ |
|  | - decision-making, including in situations of uncertainty?               |              |   |   |    | ✓ |    |   |    |   |    | ✓ | ✓ | ✓ |
|  | - dealing with crises and risks?   |              |   |   |    | ✓ |    |   |    |   |    | ✓ | ✓ | ✓ |
|  | - acting responsibly?  |              |   |   |    | ✓ |    |   |    |   |    | ✓ | ✓ | ✓ |
|  | - acting with self-respect?  |              |   |   |    | ✓ |    |   |    |   |    | ✓ | ✓ | ✓ |
|  | - acting with determination?   |              |   |   |    | ✓ |    |   |    |   |    | ✓ | ✓ | ✓ |
|  | <b>Total</b>   |              |   |   |    | 6 |    |   |    |   |    | 6 | 6 | 6 |
| - other? (countries to add as many as needed)  |  |              |   |   | ✓  |   |    |   |    |   | ✓  | ✓ | ✓ |   |

<sup>31</sup> At the state level, where relevant.

| Competence  | Expected outcomes                                    | ISCED Levels |   |          |    |          |    |   |    |   |    |          |          |          |
|---|--|--------------|---|----------|----|----------|----|---|----|---|----|----------|----------|----------|
|   |  | 0            | 1 | 2        | 25 | 3        | 35 | 4 | 45 | 5 | 55 | 6        | 7        | 8        |
| <b>Learning to be</b><br>Does education at each level enhance learners' capacity for:                     | - self-confidence?                                   | ✓            |   |          |    | ✓        |    |   |    |   |    | ✓        | ✓        | ✓        |
|   | - self-expression and communication?                 | ✓            |   |          |    | ✓        |    |   |    |   |    | ✓        | ✓        | ✓        |
|   | - coping under stress?                               |              |   |          |    | ✓        |    |   |    |   |    | ✓        | ✓        | ✓        |
|   | - ability to identify and clarify values?            |              |   |          |    | ✓        |    |   |    |   |    | ✓        | ✓        | ✓        |
|   | <b>Total</b>   | <b>2</b>     |   |          |    | <b>4</b> |    |   |    |   |    | <b>4</b> | <b>4</b> | <b>4</b> |
| - other? ( <i>countries to add as many as needed</i> )  |  |              |   |          |    |          |    |   |    |   |    |          |          |          |
| <b>Learning to live and work together</b><br>Does education at each level enhance learners' capacity for: | - acting with responsibility (locally and globally)? | ✓            |   | ✓        |    | ✓        |    |   |    |   |    | ✓        | ✓        | ✓        |
|   | - acting with respect for others?                    | ✓            |   | ✓        |    | ✓        |    |   |    |   |    | ✓        | ✓        | ✓        |
|   | - identifying stakeholders and their interests?      |              |   |          |    | ✓        |    |   |    |   |    | ✓        | ✓        | ✓        |
|   | - collaboration/team working?                        | ✓            |   | ✓        |    | ✓        |    |   |    |   |    | ✓        | ✓        | ✓        |
|   | - participation in democratic decision-making?       |              |   | ✓        |    | ✓        |    |   |    |   |    | ✓        | ✓        | ✓        |
|   | - negotiation and consensus-building?                |              |   |          |    | ✓        |    |   |    |   |    | ✓        | ✓        | ✓        |
|   | - distributing responsibilities (subsidiarity)?      |              |   |          |    | ✓        |    |   |    |   |    | ✓        | ✓        | ✓        |
|   | <b>Total</b>   | <b>3</b>     |   | <b>4</b> |    | <b>7</b> |    |   |    |   |    | <b>7</b> | <b>7</b> | <b>7</b> |
| - other? ( <i>countries to add as many as needed</i> )  |  |              |   |          |    |          |    |   |    |   |    |          |          |          |

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

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

|              |      |       |       |        |         |         |
|--------------|------|-------|-------|--------|---------|---------|
| No. of ticks | 0–11 | 12–21 | 22–53 | 54–105 | 106–156 | 157–207 |
| Scale        | A    | B     | C     | D 101  | E       | F       |

## Appendix I (c)

### Indicator 2.1, sub-indicator 2.1.3

Please indicate the teaching/learning methods used for ESD at the different ISCED levels. (Please tick (✓) relevant teaching or learning methods for each level. Use the blank rows to insert additional teaching or learning methods that are considered to be key methods in your country in teaching and learning for sustainable development.)

**Table of teaching-learning methods**

| Some key ESD teaching/learning methods proposed by the Strategy <sup>a</sup> | 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  |              |          |          |    | ✓         |    |   |    |   |    | ✓         | ✓         | ✓         |
| <b>Total</b>   | <b>3</b>     | <b>4</b> | <b>6</b> |    | <b>12</b> |    |   |    |   |    | <b>14</b> | <b>14</b> | <b>14</b> |
| 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.

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

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

|              |     |      |       |       |       |        |
|--------------|-----|------|-------|-------|-------|--------|
| No. of ticks | 0–8 | 9–42 | 43–53 | 54–76 | 77–98 | 99–126 |
| Scale        | A   | B    | C     | D 67  | 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 |                   |                 |
|---|--|-------------------|-----------------|
|   | <i>Formal</i>                            | <i>Non-formal</i> | <i>Informal</i> |
| NGOs  | ✓  | ✓                 | ✓               |
| Local government                                  | ✓  | ✓                 |                 |
| Organized labour                                  |  |                   |                 |
| Private sector                                    |  | ✓                 | ✓               |
| Community-based                                   |  | ✓                 | ✓               |
| Faith-based                                       |  | ✓                 | ✓               |
| Media   |  | ✓                 | ✓               |
| <b>Total</b>                                      |  |                   |                 |
| Other <i>(countries to add as many as needed)</i> |  |                   |                 |

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

|              |     |   |     |      |       |       |
|--------------|-----|---|-----|------|-------|-------|
| No. of ticks | 0–1 | 2 | 3–5 | 6–10 | 11–15 | 16–21 |
| Scale        | A   | B | C   | D    | E 13  | F     |

Table (b)  
According to United Nations Decade of ESD

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

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

|              |     |      |       |       |       |       |
|--------------|-----|------|-------|-------|-------|-------|
| No. of ticks | 0–5 | 6–11 | 12–17 | 18–23 | 24–29 | 30–35 |
| Scale        | A   | B    | C 16  | 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 <sup>a</sup><br>to integrate ESD into their practice |   |   |   |   |   |                         |   |   |   |   |   |                                     |   |   |   |   |   |
|--|---|---|---|---|---|---|-------------------------|---|---|---|---|---|-------------------------------------|---|---|---|---|---|
|  | Educators   |   |   |   |   |   |                         |   |   |   |   |   | Leaders/administrators <sup>b</sup> |   |   |   |   |   |
|  | Initial <sup>c</sup>  |   |   |   |   |   | In service <sup>d</sup> |   |   |   |   |   | In service <sup>e</sup>             |   |   |   |   |   |
|  | A   | B | C | D | E | F | A                       | B | C | D | E | F | A                                   | B | C | D | E | F |
| 0. Early childhood education                         |   | ✓ |   |   |   |   |                         | ✓ |   |   |   |   | ✓                                   |   |   |   |   |   |
| 1. Primary education                                 |   |   |   | ✓ |   |   |                         |   |   |   | ✓ |   |                                     |   | ✓ |   |   |   |
| 2. Lower secondary education                         |   |   |   | ✓ |   |   |                         |   |   |   | ✓ |   |                                     |   | ✓ |   |   |   |
| 25. Lower secondary vocational education             |   |   | ✓ |   |   |   |                         |   | ✓ |   |   |   | ✓                                   |   |   |   |   |   |
| 3. Upper secondary education                         |   |   |   | ✓ |   |   |                         |   |   |   | ✓ |   |                                     |   | ✓ |   |   |   |
| 35. Upper secondary vocational education             |   |   | ✓ |   |   |   |                         |   | ✓ |   |   |   | ✓                                   |   |   |   |   |   |
| 4. Post-secondary non-tertiary education             |   |   | ✓ |   |   |   |                         |   | ✓ |   |   |   | ✓                                   |   |   |   |   |   |
| 45. Post-secondary non-tertiary vocational education |   |   | ✓ |   |   |   |                         |   | ✓ |   |   |   | ✓                                   |   |   |   |   |   |
| 5. Short-cycle tertiary education                    |   |   | ✓ |   |   |   |                         |   | ✓ |   |   |   | ✓                                   |   |   |   |   |   |
| 55. Short-cycle tertiary vocational education        |   |   | ✓ |   |   |   |                         |   | ✓ |   |   |   | ✓                                   |   |   |   |   |   |



| ISCED levels                      | Percentage of education professionals who have received training <sup>a</sup><br>to integrate ESD into their practice |   |   |   |   |   |                         |   |   |   |   |   |                                     |   |   |   |   |   |  |
|-----------------------------------|---|---|---|---|---|---|-------------------------|---|---|---|---|---|-------------------------------------|---|---|---|---|---|--|
|                                   | Educators   |   |   |   |   |   |                         |   |   |   |   |   | Leaders/administrators <sup>b</sup> |   |   |   |   |   |  |
|                                   | Initial <sup>c</sup>  |   |   |   |   |   | In service <sup>d</sup> |   |   |   |   |   | In service <sup>e</sup>             |   |   |   |   |   |  |
|                                   | A   | B | C | D | E | F | A                       | B | C | D | E | F | A                                   | B | C | D | E | F |  |
| 6. Bachelor's or equivalent level |   |   |   |   | ✓ |   |                         |   |   |   |   | ✓ |                                     |   |   |   |   | ✓ |  |
| 7. Master's or equivalent level   |   |   |   |   | ✓ |   |                         |   |   |   |   | ✓ |                                     |   |   |   |   | ✓ |  |
| 8. Doctoral or equivalent level   |   |   |   |   | ✓ |   |                         |   |   |   |   | ✓ |                                     |   |   |   |   | ✓ |  |
| 9. No information available       |   |   |   |   |   |   |                         |   |   |   |   |   |                                     |   |   |   |   |   |  |
| Non-formal                        |   |   |   |   |   |   |                         |   |   |   |   |   |                                     |   |   |   |   |   |  |
| Informal                          |   |   |   |   |   |   |                         |   |   |   |   |   |                                     |   |   |   |   |   |  |

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

<sup>b</sup> See paras. 54 and 55 of the UNECE Strategy for ESD.

<sup>c</sup> 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.

<sup>d</sup> 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.

<sup>e</sup> 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 7 | B 2  | C 15  | D 6   | E 9   | F      |

## Appendix IV

### Summary and self-assessment by countries

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

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

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

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| <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         |

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