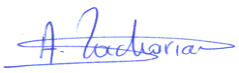
# CYPRUS

## Reporting on implementation of the UNECE Strategy for Education for Sustainable Development

## 2017-2019

The following report is submitted on behalf of the Government of **REPUBLIC OF CYPRUS** 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:
Dr Aravella Zachariou,
Head of the Unit of Education for Environment and Sustainable Development
Cyprus Ministry of Education, Culture, Sports and Youth

Signature: 

Date: 20.12.2019

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GE.14-20393

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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.

The preparation of this report was coordinated and prepared by the Unit of Education of Environment and Sustainable Development (Cyprus Pedagogical Institute, Ministry of Education, Culture, Sports and Youth). For the collection of data from the various bodies, all the indicators and guidance for reporting were carefully examined, and the indicators, related to government departments, non-governmental organisations, various associations and organizations, universities and research centers, were categorised. This was followed by a letter/circular asking all parties concerned to indicate a contact person who would be responsible for collecting and sending the relevant data from their department, agency or organisation and their mission to the Steering Group. Subsequently, the focal points of the various services, institutions, NGOs and other stake holders were invited in a one-day meeting. There, the importance of their response to the preparation of the indicators according to the National focal point was presented and they were explicitly told of what was expected from the completion of each of the indicators that would be provided, how these were to be completed and what could be submitted. Then each of these bodies was sent the appropriate indicators electronically. During the two-week period leading to the deadline of collecting the data, the coordinating Unit was in contact with all designated parties to provide clarification. Finally, all data was submitted electronically. It is noted that in some case it was reported that there was no data to provide or that there was nothing to record. The data collected was analysed and many points are included in this report specifically as indicative examples verifying the strategy followed in Cyprus. In preparing this report government reports from various departments, syllabi, educational, pedagogical and informative tools, web-sites and final reports from various research programmes were used.

✓ **Governmental institutions:** Agriculture Research Institute, Cyprus Pedagogical Institute, Cyprus Tourism Organisation, Department of Agriculture, Department of Environment, Department of Fisheries and Marine Research, Department of Forestry, Department of Labour Inspection, Department of Secondary Education, Department of Vocational Education, Departments of Primary Education, Energy Service, Game Fund, Geological Department, State General Laboratory, Water Development Department, Department of Water, Department of Geology, the Game and Fauna Service, Directorate General of European Programs Coordination and Development, Lifelong Learning Agency, Research Promotion Foundation.

**Stakeholders:**

✓ Commissioner of the Environment Office

✓ Association of Environmental and Ecological Organizations

✓ NGOs: AKTI, CARDET, CYMEPA, TERRA CYPRIA (the Cyprus Conservation Foundation), Cyprus Energy Agency, NGO Support Center, Future World Center

✓ **Academia:** University of Cyprus, Cyprus University of Technology, Frederick University, Nicosia University, European University, Open University of Cyprus.

☐ Business *(please specify)* _____

✓ Other *(please specify)* Pancyprian Union of Consumers and Quality of Life, Association for Wildlife, Organization of Friends of Earth, Organization "OIKOGNOSIA",

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.)

N/A

| **Issue[1] 1.** | **Ensure that policy, regulatory and operational frameworks support the promotion of ESD** |
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| *If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).* | |
| **Indicator 1.1** | **Prerequisite measures are taken to support the promotion of ESD** |
| Sub-indicator 1.1.1 | Is the UNECE Strategy for ESD available in your national[2] language(s)? |
| Yes X No ☐ | ESD Strategy has been translated in Greek. |
| Sub-indicator 1.1.2 | Have you appointed a national focal point to deal with the UNECE Strategy for ESD? |
| Yes X No ☐ | Cyprus Ministry of Education and Culture and the Ministry of Agriculture, Environment and Natural Resource have appointed their national focal points to deal with the UNECE Strategy. |
| Sub-indicator 1.1.3 | Do you have a coordinating body for implementation of ESD? |
| Yes X No ☐ | Cyprus, placing the ESD at the center of its national policies and recognizing that for its implementation in a systematic, comprehensive and long-term manner in formal, non-formal and informal education requires the establishment of a permanent structure for the implementation, monitoring and control of the National Strategy for ESD, proceeded, in December 2018, to the establishment of the permanent Unit of Education for the Environment and Sustainable Development EESD). The Unit for the EESD is part of the new organizational chart of the Ministry with a decision of the Council of Ministers (No. Decision 81.604 / No. Proposal 1479/2016). A special study was prepared for the operation of this unit, which was consulted and agreed upon with all stakeholders. The Unit is a horizontal structure of the Ministry of Education, Culture, Sports and Youth (ECSY) not only in relation to the Directorates of Education, but also in relation to the other Ministries and Services of the Public and Private Sector, NGOs, research institutes, .etc. This Unit consists of permanent and seconded personnel with a high level of training in the field of ESD. It cooperates with all parties involved and is responsible for drafting, updating and implementing Cyprus' national policy on relevant issues. The creation of the Unit has contributed to tackling the chronic problems that existed in the field, such as the fragmentation of issues within each Directorate, the overlap, the absence of a unified policy in the field of ESD at all levels of education. At the same time, its creation has ensured the best use of human resources, helps to preserve institutional memory and long-term planning.<br>Below is the structure of the Unit: |

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

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

| **Issue[1] 1.** | **Ensure that policy, regulatory and operational frameworks support the promotion of ESD** |
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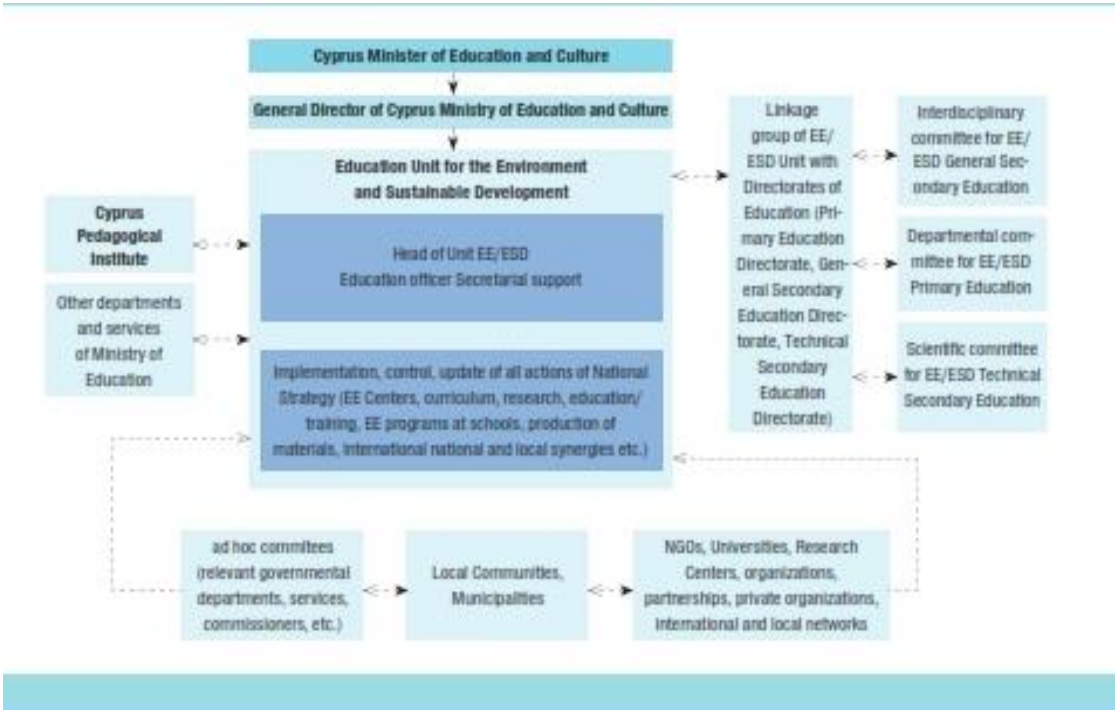
| *If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).* | |
| |  |
| Sub-indicator 1.1.4 | Do you have a national implementation plan for ESD? |
| Yes X No ☐ | *Please specify whether this plan includes implementation of the UNECE Strategy for ESD and please indicate the Internet address where it is accessible.*<br>The Republic of Cyprus through the Cyprus Ministry Education and Culture which has the responsibility for coordinating the actions for ESD amongst all interested bodies (governmental services, NGO's, academia, etc.) has developed the National Action Plan for ESD. This National Plan is based on the UNECE Strategy for ESD and takes, also, in consideration the Cyprus particularities and needs. The National Action Plan is on an implementation stage since 2007 when it has been approved by the Council of Ministers.<br>The "National Action Plan for Environmental Education focused on Sustainable Development" which can be downloaded from the official website of the Cyprus Ministry of Education and Culture is at the following address: (http://www.paideia.org.cy/upload/Arthrografia/29_1_2008_sinoptiko_keimeno_stratigikou_sxediasmos_perivallontiki_ekpaidevsi). |

| **Issue[1] 1.** | **Ensure that policy, regulatory and operational frameworks support the promotion of ESD** |
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| *If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).* | |
| | pdf).<br>Also, it is noted that the Cyprus National Action Plan for ESD has been included in the revised Strategy for Sustainable Development as a horizontal issue of implementation under the axes "Education and Training". The official document can be downloaded by the official web-site of the Ministry of Agriculture, Environment and Natural Resources at the following address:(http://www.cyprus.gov.cy/moa/Agriculture.nsf/All/04D327E3AEAEA22DC22573B100627691?OpenDocument).<br><br>It is noted that the National Strategic Planning for Environmental Education with a focus on Sustainable Development is planned to be updated based on new developments and challenges for ESD covering the period 2020-2030. |
| Sub-indicator 1.1.5 | Are there any synergies at the national level between the ECE ESD process, the UNESCO global process on the United Nations Decade of ESD,[3] and other policy processes relevant to ESD? |
| YesX No ☐ | *Please specify and list major documents.*<br>The Cyprus Ministry Education, Culture, Sports and Youth Focal Point for UNECE Strategy for ESD is in close cooperation with the members of the Unesco National Commission for ESD and jointly are organising and implementing actions for ESD in formal, infornal and non-formal education on national, regional and international level.<br><br>Additionally the Cyprus National Focal Point on UNECE ESD SC is also a focal point of Cyprus in the Mediterranean Steering Committee of ESD for implementing MED ESD Action Plan in the Med Region. As the Mediterranean Strategy for ESD is based on the UNECE ESD Strategy, there is a close relationship and cooperation between the two mechanisms for their implementation both nationally and regionally. |

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

| Indicator 1.2 | Policy, regulatory and operational frameworks support the promotion of ESD |
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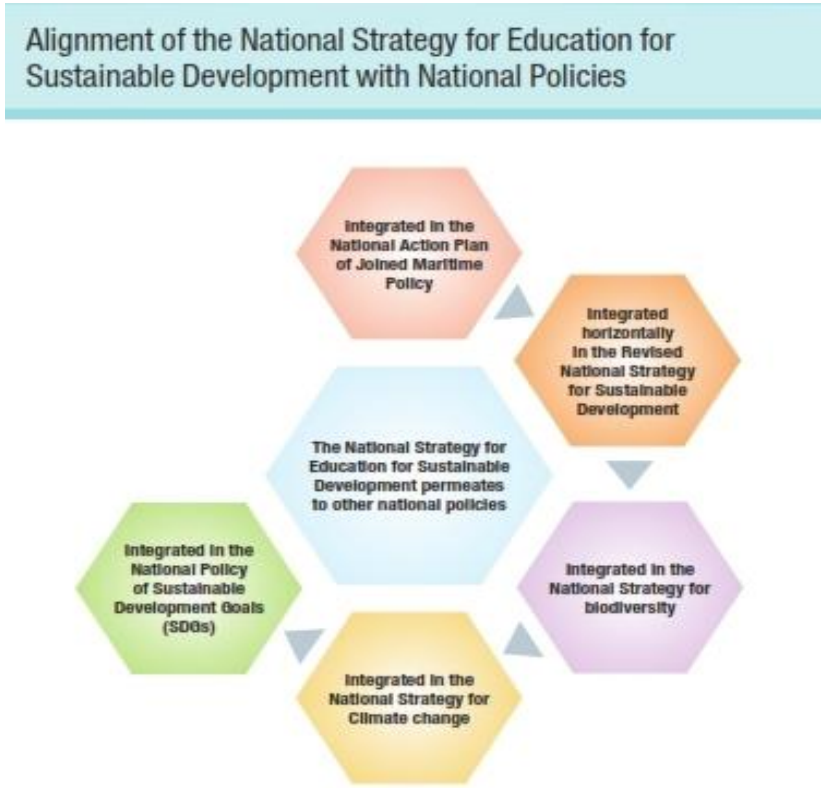
| Sub-indicator 1.2.1 | Is ESD reflected in any national policy[4] document(s)? |
| Yes X No ☐ | *Please specify and list any major document(s).*<br>Education for Sustainable Development has a central role in the Cyprus Government Policy and for that reason ESD National Strategy is infused in main national policies and integrated horizontally.<br>Some indicative examples where ESD reflected in other national policies are:<br>  <br> |

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

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| | **Integrated in the National Policy of Sustainable Development Goals (sdgs):** The Ministry of Education and Culture has already made significant progress in the implementation of SDG4 (ensure inclusive and equitable quality education and promote lifelong), having as a main mission the continuous upgrade of education in order to ensure the provision of learning opportunities to all learners, through the implementation of an educational policy which embodies the values of equality, inclusivity, creativeness and innovation, aiming at a life-long, balanced and wholesome development, while, in parallel, strengthening culture and supporting cultural creativity. Cyprus provides free and easily accessible education to everyone at all education levels (pre-primary, primary, secondary general and secondary technical and vocational education and training), without discrimination.<br><br>**Integrated in the National Strategy for Climate Change:** Climate change in the context of formal and non - formal education is an issue of interdisciplinary investigation and interconnected with all the issues of environment and sustainable development as a matter of national, regional and international interest. The consideration of climate change in this context relies on the fact that climate change is not a mono-dimensional problem, cut off from the rest of the issues, but could be the apparent cause and consequence of a chain of direct and indirect human effects on all environmental issues. Within this context the issue of climate change is examined and treated in the Cypriot educational system through: a) Curriculum on Environmental Education (EE) and Education for Sustainable Development (ESD), b) Educational tools for the study of climate change, c) Non - formal education and climate change, d) Education and training of teachers on climate change, e) Environmental Education Programs.<br><br>**Integrated in the National Strategy for biodiversity:** The promotion of the concept of biodiversity at all the levels of formal education of the Cypriot Educational System is developed in an organized manner, and its interconnections with other issues of sustainable development are pursued. Through the implementation of the National Curriculum of EE/ESD, the thematic unit of biodiversity is analyzed in terms of learning outcomes, which are important for students to acquire in primary education. At the same time, this thematic unit is interconnected with all the other thematic units of the National Curriculum, on the basis of interconnections, as well as with the systemic framework for examining the issues of environment and sustainable development<br><br>**Integrated in the National Action Plan of Joined Maritime Policy:** Issues related to maritime environment are strengthened in our educational system, and marine consciousness is developed at all educational levels, through actions strengthening and enriching the National Curriculum with issues related to maritime environments, through enrichment and application of environmental education programs, production of educational material on maritime issues and interconnection of the school with stakeholders and services dealing with maritime environment.<br><br>**Integrated horizontally in the Revised National Strategy for Sustainable Development:** ESD is an intrinsic part of the revised national Strategy for Sustainable Development. It has been introduced as a horizontal aspect, which permeates all the areas that constitute the National Strategy for Sustainable Development |

| Sub-indicator 1.2.2 | Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards/ordinances/requirements at all levels of formal education, as understood by your education system in accordance with ISCED?[5] |
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| (a) Yes X No ☐<br>(b) Yes X No ☐ | *If yes, please specify details for (a) and (b).*<br>The Ministry of Education and Culture, within the framework of the New Education Reform undertaken, has officially incorporated the ESD process in the school syllabi by preparing the curriculum for ESD. This involves all levels of education and aims at shaping the Sustainable School which will act as an agent bringing about the change in education and society. As mentioned in the introduction of the curriculum for ESD Education in Cyprus, the program aims at making students able to provide conditions of sustainability and to adopt sustainable lifestyles, in a school which will be working as a model-agency that promotes sustainability and applies it in school life. It is noted that the program is developing simultaneously covering the levels of education from Pre-school to Higher Secondary and the Technical Vocational Education (see also. http://www.moec.gov.cy/analytika_programmata/analytika-programmata/10_perivallontiki_ekpaidevsi.pdf).<br><br>At the moment, the National Curriculum for ESD has been introduced officially in the pre-primary and primary education. The curriculum of ESD, according to the educational level that is referred is developed in indicators and learning outcomes. For example in primary education, which is implemented for three years now, has been introduced with two teaching periods from A΄ to D΄ class under the frames of the subject Life Education. In E΄-F΄ class EE/ESD is a separate subject and is taught in one teaching period.<br><br>The program in primary education is developed in twelve thematic units of an international, regional and national interest (forest, water, litter, poverty, urban development, desertification, production and consumption, energy, tourism, means of transport, culture and environment, biodiversity). Each thematic unit includes: a) the basic notions and vocabulary related to the particular issue, b) the indicators b) the learning outcomes, in each level, which are differentiated according to the age of the students:<br>a) 1st level: local (A'- B' class), "My neighbourhood / My community"<br>b) 2nd level: national (C'- D' class), "My Community / My Country"<br>c) 3rd level: international (E'- F' class), "My country /Our world"<br><br>At the same time, the interconnections of the pursued learning outcomes are shown in each thematic unit, as these arise by the other thematic areas in the program of study of EE/ESD. The pursued learning outcomes of the interlinked thematic units are used, at the same time, to examine and strengthen the learning results of the particular unit under study, in a cross-curricular way. The above thematic units are a tool for each school to examine and study its own Sustainable Environmental Educational Policy (SEEP), which is based on the study and examination of an issue of sustainable development selected from all the participants in the learning process (students, teachers, principals, local populations etc.) related to: a) the needs and the interests of students and teachers, b) the environmental problems faced by the school, c) the particular characteristics, problems and needs of the community in which the school is situated, d) the environmental issues which influence, in the short-term or in the long-term, the quality of life of people in a local and international level. For that purpose has been developed a specific guide for teachers in |

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

primary education, including all the learning outcomes for each thematic unit, for all the classes in primary education in order to help teachers implement effectively the curriculum of ESD, on the basis of the learning outcomes that must be attaint by each grade. The guide with the learning outcomes is available on-line to all the teachers http://www.schools.ac.cy/klimakio/Themata/perivallontiki_ekpaidefsi/epidiokomena_apotelesmata/odigos_efarmogis_programmatos_spoudon_perivallontikis_ekpaidefsis.pdf). It is noted that during the period 2017-2019 this guide is under revision process in order to updated and upgraded based on connecting indicators and learning outcomes and the SDGs Global Agenda.

In pre-primary education the ESD curriculum based on the same philosophy of implementation such as in primary education. The only difference is that is integrated through interdisciplinary projects and the learning outcomes "Grade 0" (5-6 years old) referred in family, school and neighbourhood. In 2019 a guide for integrating ESD Curriculum in pre-primary education was authored and it will be finalized in the next year.

In secondary education ESD is integrated through various subjects which include various thematic units on SDGs in their curriculum.

The Unit of Education for the Environment and Sustainable Development of the Cyprus Pedagogical Institute in cooperation with the Educational Departments, introduced officially in teachers professional development, obligatory courses and seminars on ESD competences and Curriculum as well as courses for integrating SDGs in Schools through ESD Curriculum (http://www.moec.gov.cy/dkpe/synedria_seminaria.html)

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

| **ISCED levels** | **(a)** | **(b)** |
|---|---|---|
| | *Yes* | *Yes* |
| 0. Early childhood education | Yes | yes |
| 1. Primary education | Yes | yes |
| 2. Lower secondary education | Yes | yes |
| 3. Upper secondary education | yes | yes |
| 4. Post secondary non-tertiary education | yes | yes |
| 5. Short-cycle tertiary education | No | Yes |
| 6. Bachelor's or equivalent level | No | Yes |
| 7. Master's or equivalent level | | Yes |
| 8. Doctoral or equivalent level | | Yes |
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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 X No ☐ | *Please specify.*<br>The non-formal and informal ESD consist the basic branch of the policy for education. For that reason one of the main actions that included in the "National Action Plan for Environmental Education focused on Sustainable Development" is the promotion and the empowerment of non-formal education in the Cyprus Educational System as a supporting and |

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| | complementary structure to the work that schools are doing. It is for this reason that the Unit of Education for Environment and Sustainable Development (Pedagogical Institute), as the responsible body of integrating the Strategy for Environmental Education and Sustainable Development, has developed the networking of Governmental Environmental Education Centres and all the schools from all educational levels participated to their environmental education programs. In order all parties informed about the Network of the Centres for Environmental Education and its' inclusion to the formal educational policy as a complimentary structure to schools with the aim of connecting non-formal with informal education, every year a specific circular is distributed by the Ministry of Education and Culture, addressing the importance of non-formal education in ESD activities (see also: 10.04.7./24.9.2018:" Call for participation to the network of Environmental Education Centers). Also, the Governmental network of EECs as the most concrete structure for integrating EE/ESD in non-formal and non-formal education is included in various national policies such as the revised strategy of biodiversity (http://www.moa.gov.cy/moa/environment/environmentnew.nsf/page14_gr/page14_gr?OpenDocument).<br><br>Cyprus has as a priority task for schools to become sustainable in the long term by organizing their Sustainable Environmental Educational Policy, are encouraged to work with the local populations and all the other stakeholders, in a specific issue that is related with the needs and particularities of the community and the school with the aim of intervene to the community with specific actions and measures that will improve the quality of life in local context. For this purpose the guide for school and community collaboration titled "Key stones for school and community collaboration on Sustainable Development" that was authored in the framework of the EU project Codes is translated in Greek and is used as the main tool for supporting schools to work cooperatively with local communities and used non-formal and informal education intrinsically during the examination of an ESD issue (http://www.moec.gov.cy/dkpe/chrisimo_yliko.html).<br><br>Additionally in the school guide "Integrating ESD Curriculum in Primary Education: Guide for Teachers" there are specific references for the importance of non-formal and informal education and the need schools to use Governmental network of EECs as key place of non-formal learning for environmental and sustainable development issues. Specifically, in the guide is noted "Since the transfer of the learning process beyond the framework of the classroom is a key issue of the New Curriculum of EE / ESD, the utilization of environmental fields and other spaces that can contribute to the more effective study of the issue being investigated is very important. For this purpose, it is proposed to promote and strengthen the visits to the Network of Environmental Education Centers of the Ministry of Education or to other Environmental Centers of a private nature, in museums, parks, local workshops and other places that can serve the study of subjects of the Curriculum". (http://archeia.moec.gov.cy/sd/557/odigos_efarmogis_programmatos_spoudon_perivallontikis_ekpaidefsis.pdf, p. 7).<br><br>Furthermore, in terms of non formal education, this is contained in the mainstream of Education and Training for the revised Strategy for Sustainable Development (see also: http://www.moa.gov.cy/moa/Agriculture.nsf/All/04D327E3AEAEA22DC22573B100627691?OpenDocument*)* Chapter 11. In the Measure 1.1 Vocational Training for Farmers of the Cyprus Rural Development Programme 2007-2013, formal ESD is addressed to all young farmers under 40 years old. In the Extension Service Programme formal and non formal education is addressed to all farmers, men and women. (http://www.moa.gov.cy/da).<br><br>In the statutes of the Federation of Environmental Organizations of Cyprus (FEO-NGOs) it is stated that sustainable development is part of the organization's scope (Art. 1c) and this could be achieved through all available means (Art. 2h), including |

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| | publishing, film presentations, TV and radio shows (Art. 2g).Furthermore, the existence of the Working Group on "Informing, Enlightening & Environmental Education" is one of those established according to the Article 2a of the FEO-NGOs statutes. The information could be retrieved from the offices of the FEO (NGOs) by mail, internet or fax (P.O BOX 28539, 2080 Nicosia, tel.: 0035722313750/22879240, fax: 0035722879241,info@oikologiafeeo.org/info-3@oikologiafeeo.org, www.oikologiafeeo.org).<br><br>Upon becoming a member of CYMEPA, the Declaration of Voluntary Commitment «To Save The Seas» is endorsed and signed. This requires each Member to support the work of CYMEPA in informing and educating everyone on the importance of protecting the marine and the general environment<br>http://www.cymepa.net/en/<br><br>For CARDET the basic format of work in the area of ESD is through informal education approaches, which however also depend on the awarded projects.<br>1. Global Campus - http://globalcampus.eu/<br>2. Intercultural Awareness Raising - http://globalcampus.eu/ |
| Sub-indicator 1.2.4 | Is public awareness in relation to ESD addressed in relevant national document(s)? |
| YesX No ☐ | *Please specify.*<br><br>The Department of Labour Inspection (DLI) has developed a specialised website (www.airquality.dli.gov.cy) by which the public is informed about the air quality in Cyprus. The air quality data is recorded and presented hourly. In addition, within this site, there is a special part, named "kids' corner", where a lot of information found enables children to learn about the environment.<br>Furthermore, ever since 2004, a week is annually dedicated to the use of bicycles and public transport within the city centres discouraging the use of private passenger vehicles. Within the framework of this 'Mobility Week', the DLI officers provide information to the public about the positive effects of such activities to air quality and the public participates in the events organised by the Environment Department for the 'Travel Smarter, Live Better' campaign.<br>Also, the Department of Environment undertakes various initiatives concerning public awareness in relation to ESD. Public environmental awareness is addressed as part of a comprehensive programme covering:<br>1. The environmental awareness campaigns undertaken by the Department of Environment and the systematic dissemination of environmental information (leaflets, reports) on a number of subject areas, including sustainable consumption and production, the EMAS and ECOLABEL schemes, industrial pollution, climate change, genetically modified organisms and sustainable development.<br>2. A funding programme for awareness campaigns and activities organised by non-governmental organisations, local authorities and schools.<br>3. The provision of an annual subsidy to non-governmental organisations active in raising public environmental awareness (http://www.moa.gov.cy).<br>Awareness campaigns are also carried out in relation to all the recycling schemes currently in operation (http://www.moa.gov.cy).<br><br>Also, the Ministry of Education and Culture through the National Action Plan for "Environmental Education focused on |

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| | Sustainable Development" includes a specific paragraph for the need for promoting measures for public awareness in ESD issues (http://www.paideia.org.cy/upload/Arthrografia/29_1_2008_sinoptiko_keimeno_stratigikou_sxediasmos_perivallontiki_ekpaidevsi.pdf).<br><br>The Ministry of Health (State General Laboratory) according to the provisions of the regulation 178/2002/EC, the food safety and the protection of consumers' interests is secured through the open and transparent development of food law. A rapid alert system for the notification of risks to human health deriving from food or feed is established between the member states.<br><br>Energy Service produced national documents concern measures that relate with SD and include clauses that impose the public awareness through the dissemination of information:<br>• Eco Design Law: N.17(I)/2011<br>• 3rd National Energy Efficiency Action Plan (http://ec.europa.eu/energy/efficiency/eed/doc/neep/2014_neeap_en_cyprus.pdf<br>• National Action Plan for Renewable Energy http://ec.europa.eu/energy/renewables/transparency_platform/doc/dir_2009_0028_action_plan_cyprus.zip<br><br>The Game and Fauna Department: Within the relevant legislation on hunting and protection of wild birds it is specifically mentioned that all new hunters who wish to obtain a hunting license for the first time have to participate in hunting education lessons and pass a relevant test. Additionally, the same also applies to people who are convicted for poaching and / or violating other aspects of the national legislation for the Protection and Management of Game & Wild Birds (Law N. 152 (I) / 2003). The people who are convicted through this law can only obtain a hunting license only if they pay a higher / yearly fee which is comparable to how many convictions they may have. www.cypruswildlife.gov.cy.<br><br>The Ministry of Agriculture, Natural Resources and Environment, through the magazine 'Agrotis' (Farmer) and the weekly programmes on TV and radio, newspapers that are sponsored, informs the farmers and the public in general about the Rural Development Programme and the Extension Service Programme in conjunction with the Sustainable Development and the Sustainable use of land. .<br><br>CYMEPA operates extensive public awareness campaigns with the participation of companies, youth and especially schoolchildren. In the literature for these campaigns ESD is addressed. http://www.cymepa.net/en/ |

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| Sub-indicator 1.2.5 | Does a formal structure for interdepartmental[6] cooperation relevant to ESD exist in your Government? |
| Yes X No ☐ | *Please specify.*<br><br>The establishment of the permanent Unit of Education for Environment and Sustainable development can be considered as the formal structure for interdepartmental cooperation for ESD. The Unit, presided by its Head, is in collaboration with the Directorates of Education, through the liaison team which informs and exchanges views with the EESD Unit on the joint cooperation and uniform application of the relevant issues in the school units. The interconnection team consists of the Inspector General of Secondary Education, the Inspector General of Technical Vocational Education and Training and an Inspector of Primary Education. At the same time, in each Directorate there are committees for the handling of special issues for the EESD, which are coordinated by the inspectors who are in the interconnection group. In particular, in Secondary General Education, there is an interdisciplinary committee consisting of Inspectors of all specialties, who are appointed by the respective Director of Secondary General Education in consultation with the head of the Unit, in order to ensure the relationship of the participating inspectors with the specific subject. In this way, interdisciplinarity and a holistic approach to environmental issues and sustainable development are ensured with the participation of all specialties in Secondary Education. In the Primary Education, the intra-departmental committee is already operating, chaired by the Primary Inspector who participates in the Interconnection Team, while the establishment of the committee in the Secondary Technical and Vocational Education and Training at the management level will be similar to the ME. For this reason Units 'structure is flexible and horizontally developed (see indicator 1.1.3.). |
| Sub-indicator 1.2.6 | Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government?[7] |
| Yes X No ☐ | *Please specify.*<br><br>The establishment of the permanent Unit of Education for Environment and Sustainable development can be considered as the formal structure for multi-stakeholder cooperation for ESD In the policy document "Foundation of a Permanent Unit of Education for Environment and Sustainable Development (EESD), clearly indicated that the mission of the Unit of is the collaboration with all stakeholders (social partners, professional groups, local communities, NGOs, Organizations, Universities, etc.) to promote EE / ESD more broadly in civil society, focusing on the formation of an educational system that will provide supplies to all stakeholders to deal effectively with relevant issues in the educational process, but also at the level of non-formal and informal education (p. 12, Policy Document for establishing a Permanent Unit of Education for Environment and Sustainable Development, 2016) . For this reason Units' structure is flexible and horizontally developed (see indicator 1.1.3.).<br><br>The Unit of EESD and ad hoc intersectional committees, with representatives from other Ministers, Governmental Services, Public Authorities and Non- Governmental Organizations, that are established for elaborating specific issues on ESD, submit recommendations and proposals to the Minister and to the General Director, who are responsible for their approval. |

[6] Between State bodies.

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

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| | Additionally the Agency of the Commissioner of the Environment in Cyprus, attempts to operate as the coordinating body for bringing together, in accordance with the specific issues that is discussed, all the stakeholders from public and private sector, NGOS, trades and unions etc.<br><br>Recently, a national coordination mechanism for monitoring the process for integrating the SDGs in the national level has been established. The coordinating body is the Directorate General for European Programmes, which is monitoring SDGs' implementation at the national level and is ensuring the cooperation amongst ministries for the implementing of SDGs at the national level. |
| Sub-indicator 1.2.7 | Are public budgets and/or economic incentives available specifically to support ESD? |
| Yes X No ☐ | *Please specify.*<br><br>Various Ministries include in their budgets financial resources for supporting ESD.<br><br>Indicative examples are mentioned below:<br>The environmental awareness and education programme has a budget of €130,000 for the period 2017-2019. Of this, approximately €30,000 has been assigned for the preparation and dissemination of leaflets and reports, and the organisation of awareness campaigns by the Environment Department. The remaining will be used for funding the educational and awareness campaigns of NGO's and other bodies.<br><br>The Ministry of Education and Culture has a budget of almost 6.408.873 million Euros for the year 2016-2019 for ESD and EE. This budget is almost doubled, compared to that given in the period 2012-2015 for ESD. This budget includes the salaries of the stuff that is working in the field of ESD, the operation of Environmental Education Centers' Network, the production of educational tools for ESD and for teachers, the seminars and trainings in ESD, the implementation of the Curriculum of ESD and environmental education programs in schools, the participation in regional and international networks and the integration of bilateral agreements on ESD.<br>(http://www.cystat.gov.cy/mof/cystat/statistics.nsf/energy_environment_82main_gr/energy_environment_82main_gr?OpenForm&sub=2&sel=2)<br><br>The Department of Agriculture, through Measure 1.1 of the Rural Development Programme, will use € 40. 000 for the implementation of the Extension Programme Services and € 2.4 million for the Cyprus Rural Network ( branch of the European Rural Network )<br><br>In the budget of the Energy Service, a clause for the implementation of seminars and info days in Cyprus is included. Part of this budget can and is used for seminars or info days that aim to inform the public about Renewable Energy Sources (RES) and Energy Saving. |

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| **Indicator 1.3** | **National policies support synergies between processes related to sustainable development (SD) and ESD** |
| Sub-indicator 1.3.1 | Is ESD part of SD policy(ies) if these exist in your country? |
| Yes X No ☐ | *Please specify.*<br><br>ESD is part of the National Strategy for Sustainable Development. The National Strategy for Sustainable Development addresses education in Chapter 11, Education and Training, recognizing that "Education and training form the basis for sustainable development. The inclusion of the concept of sustainable development in the educational and training systems and processes is of vital importance as it provides the most direct means of communicating and understanding the interactions between the different parameters of sustainable development". The Chapter sets objectives and targets for promoting education and training for sustainable development, through the cooperation of Ministry of Education and Culture with other parties such as the Ministry of Labour and the Social Insurance.<br>(as seen also at: http://www.moa.gov.cy/moa/Agriculture.nsf/All/04D327E3AEAEA22DC22573B100627691?OpenDocument) |
| *Concluding remarks on issue 1* | *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* |
| | *Please address in particular the following questions:*<br><br>– *Which actions/initiatives have been particularly successful and why?*<br>– *What challenges did your country encounter when implementing this objective?*<br>– *Which other considerations have to be taken into account in future ESD implementation concerning this objective?* |

| **Issue 2.** | **Promote SD through formal, non-formal and informal learning** |
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*If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).*
Taking into consideration that ESD has been set as a priority issue in the Cyprus Educational System at all educational levels, the reformed curriculum included SDGs as key issues not only in ESD curricula but also in the curricula of all the subjects especially in secondary education where ESD curricula have not been integrated yet. All the key issues are developed simultaneously at all levels of education (from pre-primary to upper secondary and they differ from one educational level to the other in terms of the learning outcomes, which are defined for each educational level taking in consideration the developmental stage. All the key themes are approached in the curriculum in an interdisciplinary way and are infused to all the subjects of the curriculum. Additionally, through projects that are applied in each school such as "Eco-schools", "Learning about Forests", "Green Leaf" students have the opportunity to investigate all the above issues. Even though all the above issues are critical for Cyprus, one could say that special attention is given to Climate Changes, Biological and Landscape diversity, Environmental Health, Natural Resources Management, and Citizenship.

Formal and non-formal learning is the basis of the curriculum of ESD/EE, across the formation of the sustainable school, which is the main concept of it. The curriculum of ESD/EE *"aims at the formation of the sustainable school. A school which is a model of organisation promoting sustainability and adopting a school life which contributes - in the long term and in a systematic basis through all the levels of education - in the formation of the citizens of tomorrow, who, beyond the adoption of sustainable ways of life, they will take decisions and undertake responsibility for their choices as active citizens in the efforts for protection and preservation of the environment and in securing their right of having a quality of life in a harmonious balance of the three elements of development-environment-economy, in there school and community"* (http://www.moec.gov.cy/analytika_programmata/analytika-programmata/10_perivallontiki_ekpaidevsi.pdf).

Special emphasis is placed on non-formal education by the Ministry of Education and Culture. For that reason and according to the Educational Reform non-formal education is an intrinsic part of students' and teachers' education. The Network of Environmental Education Centres that is under the auspices of the Cyprus Pedagogical Institute has been officially introduced to the students' learning procedure. Throughout the year, schools can visit and investigate various key themes of ESD through the organised Environmental Education Programmes that are implemented at the Centres. All the programmes are organised on the basis of the learning and teaching methods that support ESD. Outdoor learning activities, field studies, discussions, experiential learning are some of the methods and approaches that are used. Also, schools are encouraged to visit museums, local trades, botanic gardens and various outdoor settings through the new curriculum so as to facilitate effective learning. Examples of the non-formal education and the learning/teaching methods that are used, can be found at the web-sites: (http://www.moec.gov.cy/dkpe/)

It is noted that in the Cyprus Educational System special emphasis is given to examine the SDGs through linking formal with non-formal education. For this reason, as a mandate, all the schools must design and implement annually, their Sustainable, Environmental Education Policy which prerequisites from all the schools to examine a Sustainable Development Issue according to their particularities and local context by implementing non-formal and informal education. For this purpose, in the school guide "Integrating ESD Curriculum in Primary Education: Guide for teachers" there are specific references for the importance of non-formal and informal education and the need for schools to use the Governmental network of EECs as key place of non-formal learning for environmental and sustainable development issues. Specifically, in the guide it is noted "Since the transfer of the learning process beyond the framework of the classroom is a key issue of the New Curriculum of EE / ESD, the utilization of environmental fields and other spaces that can contribute to the more effective study of the issue being investigated is very important. For this purpose, it is proposed to promote and strengthen the visits to the Network of Environmental Education Centers of the Ministry of Education or to

other Environmental Centers of a private nature, in museums, parks, local laboratories and other places that can serve the study of subjects of the Curriculum." (http://archeia.moec.gov.cy/sd/557/odigos_efarmogis_programmatos_spoudon_perivallontikis_ekpaidefsis.pdf, p. 7).

In Higher Education, key themes are included to the compulsory courses of various departments.
An indicative example from Higher Education is mentioned below:
**Frederick University** offers key themes of ESD through specialised programs of study (e.g. MSc in Education for the Environment and Sustainable Development, distance master course in ICT and ESD and PhD in ESD) or within the programmes of study of most of its schools and departments. Some indicative examples of these programmes and modules are:
The Inter-Departmental Postgraduate Program on Education for the Environment and Sustainable Development which includes 6 compulsory (Environment and sustainable development: Concepts and Issues; From EE to ESD, a theoretical framework; Designing educational programs for ESD; research in ESD; Contemporary approaches to ESD; Non formal Education and ESD) and 6 optional modules (from a choice of 10 modules: Biodiversity and Education; Research Methods; Evaluation in ESD; Environmental Ethics; New technologies in ESD; Organising sustainable schools; Environmental Policy; Environmental Communication and the Media; Descriptive and inductive statistics; Education and training on the environment and sustainable development for organisations and associations.
The **School of Fine Arts**, Department of Architecture, offers a Bachelor of Arts in Architecture (4 years) leading to a Professional Degree in Architecture (4+1 years). The programme of Architecture is structured upon six thematic units, one of them is called "Technology and Environment", including 15 courses of 53 ECTS. More specifically the courses BATECH11 (SPECIAL ENVIRONMENTAL STUDIES: LIVING AMBIENCES), BATECH12 (ENVIRONMENT AND CLIMATE IN ARCHITECTURAL DESIGN) and BACULT11 URBAN PLANNING AND SUSTAINABLE DEVELOPMENT which focus completely on SD issues. Furthermore, SD issues are partly elaborated within the ten (10) Architectural Design courses (BAARCH01-BAARCH10) while on the Diploma Thesis (BAARCH10), "subject area C: Architecture, Environment, Technology" is offered as an elective among three options
The course ABSO418 'Principles and Methods in Environmental management' offered by the **department of Business Administration.** The same department, also, offers a module on Environmental Economics (ABSE305) which examines issues of Economic growth vs. environmental damage, economic cost of a healthy environment. Co-existence of growth and a healthy environment. Role of government. Poverty, economic growth and the environment.
The **School of Social and Humanistic Sciences, in the Journalism Department** offers courses which situate the emergence of ecological thought and consciousness within the framework of the consequences of industrialisation and of the technological "conquering of nature". AJER460 "Mass media and the human rights" is a module that focuses on legal tools and known international and local institutions which tend to ensure the way in which human rights are established and are made familiar locally, as well as internationally.
In APOL 205 [Global Political issues] the ecological situation, and problems of war and peace and economic development are approached as elements of the emerging global reality which humanity has to confront as a global society. In the course AJER 300 [Cultural studies: Modernity and Post-modernity] the emergence of ecological thought and analogous citizen's movements is related to the crisis of instrumental rationality and the reexamination of cultural concepts of "traditional" elements [nature, indigenous knowledge etc]. Ecological reporting is also an integral part of professional courses which emphasise journalistic research and the organisation of information for media use. After the context created by these courses students can chose to investigate the issue more in independent studies which lead to the final research work for the BA. In this context we have had interesting works on the emergence of Cyprus ecological/ environmental groups and on media reporting on ecological issues.
Information on the aforementioned modules can be found on the University's web page (www.frederick.ac.cy) and in the descriptions of the courses – TESE forms (knowledge tree).
Also:

Learning outcomes as well as teaching methods are clearly indicated in the reformed curriculum at all educational levels. They are defined in stages and concern all the key themes that are included in the National Curriculum.
Within the programmes of study of the Frederick University, several learning outcomes, as well as skills and values, aim at supporting ESD. The School of Architecture (http://www.frederick.ac.cy/fu_documents/fu_announcements/Prospectus_10_11/SAFAA.pdf), **School of Education (**http://www.frederick.ac.cy/), MSc in EESD program **(**http://www.frederick.ac.cy/index.php?option=com_content&task=view&id=227&Itemid=91_, Distance Master Course in ICT and ESD (http://dl.frederick.ac.cy//en/ict-in-esd-welcome-message)

**The University of Cyprus**
At the Department of Education, University of Cyprus there are modules in the curriculum addressing key sustainability issues, like climate change, biodiversity loss, energy and water management etc. Other departments explicitly address sustainability issues in their curriculum, e.g. the Dept. of Biology emphasizes biodiversity conservation issues, the depts. of Physics and the School of Polytechnics include in their curricula modules on sustainable energy use, the School of humanities and the Dept. of Social Sciences address issues on poverty and sustainability, social and gender inequalities, etc.
More information could be find at http://www.ucy.ac.cy/fmweb/el/programmes-of-study

**University of Nicosia**
At the University of Nicosia we have a BSc in Environmental Management and a BSc in Energy Oil and Gas. Through these programmes we have specific courses/modules dealing entirely with sustainable development, climate change, and waste management (http://www.unic.ac.cy/).

**Open University of Cyprus**

The Open University of Cyprus offers a postgraduate programme of study in 'Environmental Conservation and Management' (at both Master and PhD levels) which adopts a multidisciplinary approach to the sustainable management of natural resources, the implementation of decontamination technologies and renewable energy sources, as well as the development of appropriate methodologies required to improve environmental management. The programme has two academic specializations (1) Environmental Protection (Energy and Pollution), and (2) Terrestrial Ecosystem Management. For more information and details of the programme you can visit this weblink
https://www.ouc.ac.cy/index.php/el/studies/programmes/master/master-dpp

| **Indicator 2.1** | **SD key themes are addressed in formal education** |
|---|---|
| Sub-indicator 2.1.1 | Are key themes of SD[8] addressed explicitly in the curriculum/programme of study at various levels[9] of formal education? |

[8] For details, see paragraph 15 of the UNECE Strategy for ESD.
[9] For the State or federal level, where relevant.

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| Yes X No ☐ | *Please specify what SD issues are important in the country (i.e., biodiversity, gender, consumption/production, etc.) and how they are addressed in the curricula.*<br><br>*Please update the table in appendix I (a) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.*<br><br>A ☐ B ☐ C ☐ D ☐ E ☐ F X |
| Sub-indicator 2.1.2 | Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum[10]/programme of study at various levels of formal education? |
| Yes X No ☐ | *Please specify what competences as learning outcomes are important in your country.*<br><br>The ESD Curriculum in pre-primary education is developed in twelve thematic units of an international, regional and national interest (forest, water, litter, poverty, urban development, desertification, production and consumption, energy, tourism, means of transport, culture and environment, biodiversity). Each thematic unit includes: a) the basic notions and vocabulary related to the particular issue, b) Indicators b) the learning outcomes, in each level, which are differentiated according to the age of the students:<br>a) Zero Level (pre-primary education) "My family, my neighbourhood, me school"<br>a) 1st level: local (A'- B' class), "My neighbourhood / My community"<br>b) 2nd level: national (C'- D' class), "My Community / My Country"<br>c) 3rd level: international (E'- F' class), "My country /Our world"<br>At the same time, the interconnections of the pursued learning outcomes are shown in each thematic unit, as these arise by the other thematic areas in the program of study of EE/ESD. The pursued learning outcomes of the interlinked thematic units are used, at the same time, to examine and strengthen the learning results of the particular unit under study, in a cross-curricular way.<br>The above thematic units are a tool for each school to examine and study its own Sustainable Environmental Educational Policy (SEEP), which is based on the study and examination of an issue of sustainable development selected from all the participants in the learning process (students, teachers, principals, local populations etc.) related to: a) the needs and the interests of students and teachers, b) the environmental problems faced by the school, c) the particular characteristics, problems and needs of the community in which the school is situated, d) the environmental issues which influence, in the short-term or in the long-term, the quality of life of people in a local and international level. For that purpose has been developed a specific guide for teachers in primary education, including all the learning outcomes for each thematic unit, for all the classes in primary education in order to help teachers implement effectively the curriculum of ESD, on the basis of the learning outcomes that must be attaint by each grade. The guide with the learning outcomes is available on-line to all the teachers (http://www.schools.ac.cy/klimakio/Themata/perivallontiki_ekpaidefsi/epidiokomena_apotelesmata/odigos_efarmogis_program |

[10] Idem.

matos_spoudon_perivallontikis_ekpaidefsis.pdf).

It is noted that all the learning outcomes in each grade and for each thematic unit are developed gradually on the axes of knowledge, awareness, skills, attitudes, values and participation/action.

For example, please find below some indicative learning outcomes for the thematic unit Forest in level 1 (3rd and 2th grade): My community/My Country:

Students:

- Know the basic operations of a forest ecosystem,
- Know the main characteristics of Cyprus forest
- Inform about the flora and fauna of Cyprus
- Understand the interrelation that exist between the climate changes and a forest ecosystem
- Be aware about the role of sub-urban forest in improving the quality of life in cities
- Appreciate the natural heritage of our country
- Develop skills of observation, comparison and recognition of various types of indigenous forest trees
- Acquire skills of field studies and familiarization with the use of various resources and means
- Develop a positive attitudes for protecting and preserving various species from the flora and fauna of our country
- Participating in actions that related with the protection of forests
- Cooperate with all the relevant services and adapt a forest or park or botanical garden in their community.

In teachers' professional development all the ESD Courses organized on ESD based competences. All the courses are based on UNECE ESD competences and the RSP Competences model which is the revised and renewed version of UNCE ESD competences.

Indicatively is the example of the ESD teachers' professional development course for the SDGs "Wellbeing-good health". The Course organized on the ESD competences below adapted to Cyprus educational context and teacher's needs.

Examples of competences that pursued for teachers for the SDG "Wellbeing-good health"

- Consider in a systemic view the socio-political-economic dimensions of health and well-being. Recognize the root causes that impacted negative health and well-being and understand that health and well-being issues are complex and need a holistic interpretation, including values, beliefs and attitudes. (systems thinking)
- Envision different scenarios regarding people's health and well-being. Understand how the world might change if strategies that promote health and well-being implemented and replicated, share ideas and discuss policies and actions that can change life to better, including health and emotional well-being behaviours in daily routine that prevent discriminations, xenophobia, bullying, tobacco, drugs etc. (futures)
- Understand the importance of agency when others are in need or need help and participate in actions that promote health and well-being for all (participation)
- Discuss facts and figures about severe communicable and non-communicable diseases and vulnerable groups and be critically aware about the policies and strategies that taken for their resilience and alleviation. (attentiveness)
- Be in "others shoes" and understand the needs of others. Recognise vulnerable people and groups and propose ways for their resilience. (empathy)
- Recognise how our values impacted health and wellbeing our own life, families and others and analyse the beliefs and different perspectives behind the decisions and actions taken and impacted positive and negative people's life and wellbeing. (engagement)

- Collaborate with stakeholders related with quality life, linking them with learners in order to understand how the cultural, social, economic, political and environmental aspects and different interests determine people quality of life and well-being ( transdisciplinarity).
- Investigate possible conflicts between public and private interests that impacted on people's quality of life and well-being and take action for promoting plans and mechanism that change people's quality of life. (Action)
- Reflect critically on framing the problems that put people's life in risk and be aware about the processes and mechanisms that improve people's health and enhance well-being. (criticality)

Higher Education:

**Frederick University:**

All the modules and programs of study above, include learning outcomes (skills, attitudes and values) that support ESD.
A brief description of the modules and the learning outcomes is included for each module in the university's web site, for each program of study under the "courses" (www.frederick.ac.cy).
We include as an example the learning outcomes for a content module on SD issues (ENV300) offered as a compulsory module of the School of Education for primary and pre-primary education:

1. Analyse and explain contemporary environmental and sustainability issues
2. Analyse and reflect upon how the human activity affects the natural environment and critically assess the impact by using time (past and present) and place (local, peripheral and global) as examination parameters.
3. Critically assess the impact of environmental degradation upon people's quality of life, by co-examining social, financial and cultural aspects of environmental issues.
4. Examine contemporary environmental – sustainability issues with respect to theories, ideologies and philosophical approaches.
5. Understand the term Sustainable development, its principles, characteristics, aims and objectives.
6. Explain why and how SD can address environmental, social and economic problems and become aware of their personal role in achieving a sustainable society.

**University of Cyprus:**

The School of Education has developed materials for university students as well as elementary and high school students that explicitly address critical thinking skills, values consideration etc, e.g. on decisions concerning energy use habits, on understanding the differences of consumption locally produced food rather than imported, etc. www.ucy.ac.cy/teamEE

**Open University of Cyprus:** The learning outcomes of the programme in 'Environmental Conservation and Management' refer to a widely accepted techniques and tools which help to solve environmental problems (critical thinking skills). The programme carries out assessments on the environmental impact or design of photovoltaic parks and wind farms (technical skills). Students gain the skills required for conducting environmental research and actively participate in major environmental projects (research skills and active engagement). The programme also employs a multidisciplinary approach in addressing complex environmental problems yet also combines work experience with current trends in environmental management and protection. For more information on the learning outcomes of the programme you can visit this weblink

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| | https://www.ouc.ac.cy/index.php/el/studies/programmes/master/master-ses<br><br>*Please update the table in appendix I (b) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.*<br><br>A ☐ B ☐ C ☐ D ☐ E ☐ F X |

| Sub-indicator 2.1.3 | Are teaching/learning methods that support ESD addressed explicitly in the curriculum[11]/programme of study at various levels of formal education? |
|---|---|
| Yes X No ☐ | *Please specify what methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.*<br><br>*Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).*<br><br>  <br>In formal Education and through the Curriculum of ESD/EE teaching and learning methods are indicated clearly. The main teaching and learning methods that are mentioned in appendix I (c), are included in the curriculum of ESD/EE and are explained in details and with examples through various educational tools that were published in National Level regarding the implementation of the Curriculum. For example the Cyprus Pedagogical Institute and the team that is responsible for implementing the Curriculum of ESD/EE in schools, in order to facilitate teachers to choose their school SD issue of investigation and examine it effectively developed two specific guides: a) "Ideas and Proposals on how to choose the investigating issue of SD in your School" and b) "Ideas and Examples for changes and interventions in your school and community on the basis of ESD". Those tools are based explicitly to the teaching and learning methods of ESD, as well as all the other educational tools that have been written for each Unit e.g. waste, forest, wetlands, poverty, desertification, sustainable consumption and production models, which are available on-line to the two official; websites of Cyprus Ministry of Education for ESD/EE (**http://www.schools.ac.cy/klimakio/Themata/perivallontiki_ekpaidefsi/index.html, http://www.moec.gov.cy/dkpe/index.html**)<br><br>Also, a series of educational tools has been authored referring to various SDGs. All these tools developed based on ESD teaching and methods, covered pre-primary, primary education and secondary education and supporting teachers and students for integrating esd in their school context. All the tools are open-access and can be downloaded by the official website of the Unit of EESD (http://www.moec.gov.cy/dkpe/chrisimo_yliko.html)<br><br>  <br><br>  <br><br>For non-formal education the teaching and learning methods that used are described clearly in the content of Environmental Education Programs that are implemented in Governmental Networking of Environmental Education Programs. Field studies, games in the field, discussions, simulation games, experimentation, investigation, observation, and brainstorming are some of the methods that used in environmental education programs which consist the main structure for non-formal education in Cyprus Educational system. All the programs are available on line **http://www.moec.gov.cy/dkpe/index.html** and are presented in details through two guides one for primary and one from secondary education. Their covers are presented. |

[11] Idem.

**Higher Education:**

**Frederick University:**

The teaching techniques and pedagogy for ESD, is provided for both primary and pre-primary education student – teachers, through compulsory modules (ENV402 & ENV401 respectively). These modules are designed so as to prepare the teachers use suitable teaching techniques for the implementation of ESD in their corresponding levels of education. These approaches include discussion, debate, simulations, role play, values analysis and clarification, brain-storming and concept mapping and various outdoors techniques.

A special compulsory module on ESD teaching techniques, is included in the master's degree the Frederick University offers (MSc in ESD), (ESD503 CONTEMPORARY APPROACHES TO EDUCATION FOR THE ENVIRONMENT AND SUSTAINABLE DEVELOPMENT). Additionally another compulsory module within the same program, focuses on ESD505 – Designing Education programs for the environment and sustainable development. (http://www.frederick.ac.cy/msc-in-education-for-the-environment-and-sustainable-development-program-structure/msc-in-education-for-the-environment-and-sustainable-development-courses) The description of the masters' modules is not yet available on line.

**University of Cyprus:**

Teaching methods that support ESD in School of Education are based on inquiry and cooperation learning approaches in a variety of learning environments (outdoors, laboratory, virtual environments).

*www.ucy.ac.cy/teamEE*

**Open University of Cyprus:**

Teaching methods of OUC in the specific programme emphasize on the biological and landscape diversity, environmental protection, ecological principles and ecosystem approach, natural resource management, climate change and possible solutions, and environmental health issues The OUC helps its students to develop the ability to identify environmental risks through the scientific method, applied statistics, geographic information systems, remote sensing and environmental modelling. View Programme Structure section at this weblink https://www.ouc.ac.cy/index.php/el/studies

*Please also update the table in appendix I (c) that was used to report on implementation phase II, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.*

| A | B | C | D | E | F |
|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | X |
| | | | | | |

<table>
<tr><th>Indicator 2.2</th><th>Strategies to implement ESD are clearly identified</th></tr>
<tr><td>Sub-indicator 2.2.1</td><td>Is ESD addressed through: (a) existing subjects[12] only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project?[13]; (e) other approaches?</td></tr>
<tr><td>(a) Yes X No ☐<br>(b) Yes X No ☐<br>(c) Yes X No ☐<br>(d) Yes X No ☐<br>(e) Yes ☐ No X</td><td>Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.
<table>
<tr><th rowspan="2">ISCED levels 2011</th><th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th><th>(e)</th></tr>
<tr><td>Yes</td><td>Yes</td><td>Yes</td><td>Yes</td><td>Yes</td></tr>
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<tr><td>0</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>1</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>2</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>3</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>4</td><td>✓</td><td></td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>5</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>6</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>Teacher education</td><td>✓</td><td></td><td>✓</td><td>✓</td><td></td></tr>
</table>
Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).<br>
<u>Frederick University:</u><br>
Frederick University, offers Programs and specific modules on SD and ESD at bachelors and master’s degree levels. Within the School of Education alone, there is a PhD program on Environmental Education/ ESD, two Masters degrees, one conventional (MSc in Education for the environment and Sustainable Development) and one on-line (ICT for ESD). There is also a masters degree that although not focusing on SD and ESD, it includes 2 modules related to it: (MA in Educational Sciences: Dynamic Learning Environments: ESPLE705 Sciences, Society, Technologies and environment & ESPLE803 School and Sustainable Development)<br>
Information for the programs mentioned above and the activities of the Nature Conservation Unit can be found in:<br>
<u>www.frederick.ac.cy</u><br>
<u>www.ncu.org.cy</u></td></tr>
</table>

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

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

***University of Cyprus:***

The courses "Environment and Living Organisms" and "Environmental Issues" at the bachelor level of the School of Education are interactive, are largely devoted to the teaching of SD issues. Their main aim is to develop teachers-students professional capacity for teaching sustainability issues in elementary school (ucy.ac.cy/teamEE).

***University of Nicosia:***

**A. Courses and disciplines of the programme "Environmental Conservation and Management" at the Open University of Cyprus**

at the Master level are student-led and cross-disciplinary and the main modules (thematic units) offered are the following:

a) Natural Resources Management-(examines in detail the concepts, which are necessary for the evaluation of the existing conditions of the environment)

b) Methods and Techniques of Environmental Research-(provides students with the knowledge required to apply the necessary tools and techniques in environmental research. Topics include scientific methods, applied statistics, geographic information systems, remote sensing and environmental modeling)

c) Environmental Protection (Energy and Pollution)-(providing students with the required knowledge of understanding environmental problems and how they can be dealt with the use of environmental technologies and demonstrate how the sustainable use of resources can be achieved in the existing legal framework and the environmental impact assessments, which should precede any human related impact on the environment).

d) Terrestrial Ecosystem's Management-(examines the principal components of terrestrial ecosystems, the threats they face and the ways for their conservation and protection focusing on the application of widely employed techniques in terrestrial ecosystem management using real world examples).

The main aim of the programme is to offer students a high level of expertise in environmental management while, at the same time, promote dialogue on critical social and political levels.

**D. Stand-alone projects**

The Open University of Cyprus conducts research on ESD and actively participates in external funded projects on sustainable development either through its academic staff or postgraduate student initiatives. Moreover, the Terrestrial Ecosystems Management Lab (temlab.ouc.ac.cy) undertakes research which revolves around three pillars that intertwine:

1. Mediterranean Ecosystems with emphasis on islands and mountains 2. Landscape based approach to nature conservation 3. Spatial Analysis and modelling for species habitats and ecosystem services.

(a) Research projects currently under implementation funded by the European Union include the following:

- Improving the Conservation Status of the priority Habitat 9560 (Endemic Forests with Juniperus SPP) in Cyprus-PROGRAMME Environment Life+
- ACTION FP1204: GREEN INFRASTRUCTURE APPROACH: LINKING ENVIRONMENTAL WITH SOCIAL ASPECTS IN STUDYING AND MANAGING URBAN FORESTS-Cost Programme
- IMPROVING THE CONSERVATION STATUS OF THE PRIORITY HABITAT TYPES 1520 AND 5220 AT THE RIZOELIA NATIONAL FORESTPARK-Environment Life+

| | |
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| | (b) The doctoral programme in Environmental Conservation and Management aims to promote research in subjects relating to Biodiversity Conservation and the Ecology of Terrestrial Ecosystems. Qualified applicants with a research interest in the following topics may apply:<br>• Research Assessment on the adaptive capacity of priority habitats to climate change<br>• Identifying means to strengthen the coherence of protected areas<br>• Evaluating the influence of landscape structure on biodiversity<br>• Ecosystem Services Management in multifunctional Mediterranean landscapes<br>• Island-scapes: The concept of insularity in Human and Environmental Sciences |
| **Indicator 2.3** | **A whole-institution approach[14] to SD/ESD is promoted** |
| Sub-indicator 2.3.1 | Do educational institutions[15] adopt a "whole-institution approach" to SD/ESD? |
| Yes X No ☐ | The Ministry of Education, Culture, Youth and Sports has set as a priority, within the framework of the educational reform, that all the schools become sustainable. The whole philosophy and the development of the ESD curriculum is based on the central idea of a sustainable school. Each school, from September 2011 supported in its efforts to organize their environmental-sustainable educational policy, based on a "Whole Institution Approach" and taking in consideration the school, the curriculum and the community. Non-formal and informal education is in the core of the policy of each school, since the intergenerational communication and the informal education are included as priorities for the schools. The whole institution approach is based on the planning and design by each school in an obligatory base of its own Sustainable Environmental Educational Policy (SEEP). SEEP is based on the study and examination of an issue of sustainable development selected from all the participants in the learning process (students, teachers, principals, local populations etc.) related to: a) the needs and the interests of students and teachers, b) the environmental problems faced by the school, c) the particular characteristics, problems and needs of the community in which the school is situated, d) the environmental issues which influence, in the short-term or in the long-term, the quality of life of people in a local and international level. At the end of the school year it is expected by the school unit to locate - according to the objectives achieved during the implementation of the SEEP - possible issues for study related to Environmental Education/Education for the Sustainable Development for the next school year. The aim is not the control, the comparison and the comparative evaluation of schools, but the self-improvement of each school unit in the basis of sustainable development, respect, protection and conservation of the environment. The program of study is supported by the teacher's handbook for the application of the program of study for EE/ESD. For all the thematic units of the Curriculum of EE/ESD a supporting educational material was produced for the support of the educational process. Moreover, the criteria for self-evaluation have been determined for each school unit for the identification of the degree of achievement of the SEEP of each school, and the criteria of self-evaluation of each class |

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

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

aiming at the identification of the degree of achievement of the aims of each class in relation to the SEEP of each school.
*(http://www.moec.gov.cy/analytika_programmata/analytika-programmata/10_perivallontiki_ekpaidevsi.pdf).*
*(http://www.schools.ac.cy/klimakio/Themata/perivallontiki_ekpaidefsi/epidiokomena_apotelesmata/odigos_efarmogis_programmatos_spoudon_perivallontikis_ekpaidefsis.pdf)*

**Frederick University:**

Green Dot Cyprus in cooperation with IMH and IN Business organize the Green Dot Awards which strive to reward and promote forward-thinking businesses that create environmentally friendly products or services, and recognize revolutionary business plans and proposals that foster practices that promote the protection of the environment.
Frederick University won the award in the category of "Green Educational Institution".
http://www.imhbusiness.com/Awards/green-dot

**University of Cyprus:**

The University of Cyprus has developed a Declaration of Environmental Policy, which highlight, among others, the commitment of the university in improving students' environmental awareness, as well as sustainability good practices in the university campus (https://www.ucy.ac.cy/environment/environmental-policy-statement-zip )
More specifically, through the Declaration of Environmental Policy, the University is committed to develop new curricula which will embody SD approach in all subjects, it will support seminars, events and conferences on SD issues, and it will adopt specific practices for reducing energy and water consumption, waste production, and it will establish solid and liquid waste management treatment procedures and it will improve the efficiency of recycling procedure

*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.*

| **ISCED levels 2011** | *Yes* |
|---|---|
| 0. Early childhood education | X |
| 1. Primary education | X |
| 2. Lower secondary education | X |
| 3. Upper secondary education | |
| 4. Post-secondary non-tertiary education | |
| 5. Short-cycle tertiary education | |
| 6. Bachelor's or equivalent level | X |
| 7. Master's or equivalent level | X |
| 8. Doctoral or equivalent level | |

| 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 X No ☐ | *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 | ✓ |
| 3. Upper secondary education | ✓ |
| 4. Post-secondary non-tertiary education | |
| 5. Short-cycle tertiary education | |
| 6. Bachelor's or equivalent level | |
| 7. Master's or equivalent level | |
| 8. Doctoral or equivalent level | |

In supporting schools to adapt to "a whole institution approach to SD/ESD" the Cyprus Pedagogical Institute (CPI) has established an environmental pedagogical team which is working explicitly to create a supporting guidelines tool for schools in order to help them organize their School Unit on the base of "a whole institution approach". That tool is a comprehensive package which includes: a) the framework for schools to organize the school environmental and develop a sustainable policy, b) the key-themes of SD and the anticipated learning outcomes, the c) the way that non-formal and informal education can be used in conjunction with the learning process that are implanted in school., d) the didactic techniques and pedagogical approaches, with indicative examples, that can be used in the school setting and outdoors, e) the indicators for students, teachers and class evaluation and f) the indicators for school progress report (including campus, curriculum and community work). This educational package which is available on line for all the schools (http://www.schools.ac.cy/klimakio/Themata/perivallontiki_ekpaidefsi/epidiokomena_apotelesmata/odigos_efarmogis_programmatos_spoudon_perivallontikis_ekpaidefsis.pdf), is supported also for the two guides for schools in order to facilitate them to choose the proper Sustainable Development issue for their Community and also to make the most proper interventions and changes for bringing change in school and community in the framework of SD. The implementation of whole school approaches, apart from the tools, is supported by obligatory training courses for school principals, teachers and other stakeholders. Local authorities, NGOs, Public Services, in order to get familiar with the whole institution approaches and mainly to learn about their role and how they can contribute for establishing a whole institution approach, towards the idea of a sustainable school. Those courses are conducted on a school basis, at the Cyprus Pedagogical Institute, in Local Communities and in Environmental Education Centers.

| | |
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| | In order to support schools to apply effectively the whole institution approach, the CPI has created a platform and schools are uploading good examples and good practices from their work in the school and in the community. Through this platform the schools are exchanging ideas regarding the implementation of Sustainable School though Whole School Approaches (http://www.schools.ac.cy/klimakio/Themata/perivallontiki_ekpaidefsi/endeiktika_paradeigmata.html)<br><br>A particularly important innovation for the promotion of holistic school approaches is the program "Tiganokinisi", which has been implemented in all schools in Cyprus since 2014 with the aim of making schools recycling areas for frying oils in the community. Depending on the amount of frying oils collected by for each school, there is the corresponding financial performance, which the schools are obliged to use only for interventions and actions in their school that are determined by their ESD school policy. The ESD school policies are designed on the basis of a holistic approach to make their school, systematically and with appropriate interventions, sustainable. Since 2014, 400 tons of Used Cooked Oil have been collected from all participating schools and more than 600,000 euros have been returned to schools to be invested in green infrastructure and sustainable practices.<br><br>During the course of the project, more than 780 sustainable practices have been adopted by schools revolving around (1) Greening of school environment including the creation of botanical gardens and shaded areas (2) Purchase of sustainable infrastructure and Technologies e.g. for waste management, resource efficiency, water saving, renewable energy sources etc. This is a very strong incentive for schools to implement their Sustainable Environmental Education Policy (SEEP) which is based on the whole institution approach because schools have an important source of funding to integrate their SEEP. The project is implemented by the UNIT of EESD and Non Governmental Organization AKTI with the collaboration of many other stakeholders (scientists, professional, industries, Ministries, local authorities. All the details about the project and how is contributing to whole institution approach integration can be seen in the website http://www.tiganokinisi.eu/<br><br>Also, the CYMEPA Organization, in cooperation with all the Departments of Ministry of Education and Culture, awards a Green Flag for «Eco-Schools». |

| Sub-indicator 2.3.3 | Do institutions/learners develop their own SD/ESD indicators for their institution/organization? |
|---|---|
| Yes X No ☐ | For School Units in all educational levels the Cyprus Pedagogical Institute which is the responsible body for implementing ESD in the National Education System has developed three types of indicators based on pedagogical, organizational/technical and social level in order to facilitate schools to make their self-assessment for their SEEP. The indicators are qualitative and every school in an obligatory base must complete them according to each particularities and specific circumstances. The indicators are applied at the end of the year, in order to estimate the degree in which as a whole school organization succeed its tasks. The indicators are accompanied by a guiding tool for completing each indicator. All the indicators are available on-line http://www.schools.ac.cy/klimakio/Themata/perivallontiki_ekpaidefsi/epidiokomena_apotelesmata/odigos_efarmogis_programmatos_spoudon_perivallontikis_ekpaidefsis.pdf<br>*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** | *Yes* |
|---|---|
| 0. Early childhood education | ✓ |
| 1. Primary education | ✓ |
| 2. Lower secondary education | |
| 3. Upper secondary education | |
| 4. Post-secondary non-tertiary education | |
| 5. Short-cycle tertiary education | |
| 6. Bachelor's or equivalent level | |
| 7. Master's or equivalent level | |
| 8. Doctoral or equivalent level | |

*(b) For non-formal institutions:*

| **ISCED levels** | *Yes* |
|---|---|
| 0. Early childhood education | |
| 1. Primary education | |
| 2. Lower secondary education | |
| 3. Upper secondary education | |
| 4. Post-secondary non-tertiary education | |
| 5. Short-cycle tertiary education | |
| 6. Bachelor's or equivalent level | |
| 7. Master's or equivalent level | |
| 8. Doctoral or equivalent level | |

<table>
<tr><th>Indicator 2.4</th><th>ESD is addressed by quality assessment/enhancement systems</th></tr>
<tr><td>Sub-indicator 2.4.1</td><td>(a) Are there any education quality assessment/enhancement systems?:[16] (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?</td></tr>
<tr><td>(a) Yes X No ☐<br>(b) Yes X No ☐<br>(c) Yes ☐ No X</td><td>Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.
<table>
<tr><th>ISCED levels</th><th>(a)<br>Yes</th><th>(b)<br>Yes</th><th>(c)<br>Yes</th></tr>
<tr><td>0. Early childhood education</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>1. Primary education</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>2. Lower secondary education</td><td></td><td></td><td></td></tr>
<tr><td>3. Upper secondary education</td><td></td><td></td><td></td></tr>
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<tr><td>5. Short-cycle tertiary education</td><td></td><td></td><td></td></tr>
<tr><td>6. Bachelor’s or equivalent level</td><td></td><td></td><td></td></tr>
<tr><td>7. Master’s or equivalent level</td><td></td><td></td><td></td></tr>
<tr><td>8. Doctoral or equivalent level</td><td></td><td></td><td></td></tr>
</table>
The Ministry of Education, Culture, Sports and Youth through the Unit of Education for Environment and Sustainable Development in cooperation with the departments of education and the Universities design a quality assessment system for ESD implementation in schools and SEEP integration. It is a school self assessment report and based on qualitative criteria. It is completed by schools at the end of each year aiming to help schools to identify the degree of achievement of their SEEP, the gaps and weakness and take remedial measures next year to make progress on ESD. The education assessment tool on ESD is for school self improvement on integrating ESD and not for ranking schools. The quality assesmnet tool covers the administrative, technical, pedagogical, organizational, social level and examines the achievement of: The learning objectives as these were formulated in the educational policy. The school subjects used. The activities organized. The pedagogic approaches and teaching techniques applied. The type of collaboration with the local community, the local populations, the governmental services and the non-governmental organisations. The utilization of the external environments and the ways in which they are utilized, The participation of students and the way in which they participate.</td></tr>
</table>

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

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|---|---|
| | Also, through this tool identified issues such as:<br>• The characteristics of the school and the degree of orientation to the directions of the sustainable school,<br>• The positions and ideas of all the participants in the school,<br>• The elements which have been achieved concerning the pursued outcomes,<br>• The personal development of all the participants in the school unit,<br>• The quality of work that took place,<br>• The role of leadership and administration of the school.<br><br>Also the Cyprus schools are inter-alia, invited to become Eco- (an FEE initiative, which is implemented by the Departments of Education and Cyprus Pedagogical Institute in cooperation with the CYMEPA, which is the National Coordinator of the project in Cyprus). This invitation includes an offer of self-assessment based on an integrative view of ESD. Self-assessment covers planning, school management, training, lessons, skills, competences, resources and cooperation with external partners. An action plan is organized and responsibilities are assigned. At the end of the year the action plan is evaluated. The National Coordinator (CYMEPA) prepares annually the national criteria in accordance with international criteria. All eco-schools have the responsibility to prepare their annual reports, on the basis of the national criteria. If they meet the requirements of the national criteria, they are awarded a green flag. (http://www.schools.ac.cy/klimakio/Themata/epistimi/oikologika/oikol_anakoinoseis/episkopisi_perivallontos_2010.pdf). A diagram below shows the steps that each school should follow for applying the ESD qualitative assessment |
| **Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice** | |
| Sub-indicator 2.5.1 | Are SD issues addressed in informal and public awareness-raising activities? |

| | |
|---|---|
| Yes X No ☐ | *Please specify and provide information on new developments and good practice examples.*<br>A number of NGO's, with governmental support and that of private sector, develop jointly various informal and public awareness raising activities. Indicative examples are mentioned below:<br><br>**1) <u>Cyprus Energy Agency</u>**<br><br>*Educational presentations at schools:* One of the main objectives of the Energy Agency is the systematic education / information / training and special attention is given to educational presentations at schools in Cyprus. Since April 2009, when the Energy Agency has begun its activities of education, the Cyprus Energy Agency staff has visited more than 258 schools of all educational levels, which informed more than 31,933 students and 2,430 teachers on the topics of renewable energy, energy saving, sustainable transport and environmental protection.<br>All presentations are available electronically on the website of the Cyprus Energy Agency <u>www.cea.org.cy</u> on the educational corner.<br><br>   <br><br>***<u>Printing of posters with energy saving tips</u>***<br>Piraeus Bank Cyprus was the exclusive sponsor for the printing of 70.000 posters addressed to children with 4 simple saving tips and slogan protect the environment. The aim is the posters to be distributed to all pupils during the educational visits to the elementary schools in Cyprus. Until 2014 more than 50,000 poster have been distributed. The objective of the Energy Agency is to create the same poster for high school students when the necessary additional financial resources will be available. |


***<u>Monthly Educational Quiz</u>***

The Monthly Quiz is available online since October 2009. The creation and operation of the monthly quiz was sponsored by the Electricity Authority of Cyprus. The quiz is available in the Kids Educational Corner on the website of CEA <u>www.cea.org.cy</u> .

In the competition can participate children aged between 6 and 12. They can register and respond correctly to 10 questions on renewable energy, energy saving and energy production. At the end of each month a winner emerges who responded correctly to 10 questions and CEA sends an educational award.

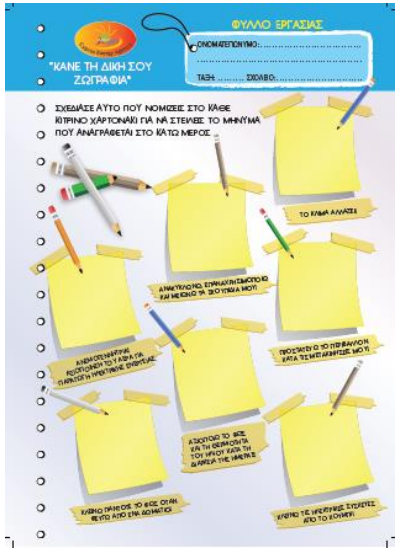

***<u>Training teachers</u>***

CEA has created two reports: “Notes for the elementary education teacher on RES and Energy Saving Techniques” and “Notes for the high school teachers on RES and Energy Saving Techniques”. Due to lack of financial resources, both publications are available electronically only on the website of the Energy Agency <u>www.cea.org.cy</u> at the educational corner.



**Working sheets** (that distributed during the educational presentations and working together with kids for better understanding of the educational presentations). The Cyprus Energy Agency created the working sheets with drowns, crosswords, word search puzzles, drowning the slogan, text completion exercises. The working booklets distributed to teachers to use it as a supplementary educational material or distributed to students as a supplementary educational material. The working sheets are available on the kids' corner on the website of the CEA www.cea.org.cy

**Work sheets for homework:**



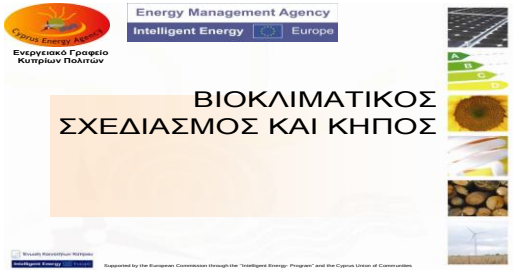
***RES and RUE training of targeted groups***

Moreover CEA conduct presentations to Communities to inform citizens on energy efficiency and RES applications on the domestic sector. The presentations have specific target to inform people on these matters These presentations are also available on-line. When requested a CD containing the presentations is distributed or printed handouts. The Cyprus Energy Agency continues conducting presentations to the citizens either to rural or urban areas in order to informed about energy efficiency and RES applications in the domestic sector, energy saving at home, bioclimatic design and garden and Smart meters. The presentations have specific target to inform people on these matters and these presentations are also available on-line. These presentations have been updated regularly. During the presentations conducted during this reporting period more than 45 Communities/Municipalities were visited by CEA staff in organised events and more than 2.000 people attended CEA presentations.


**RES – Applications in the domestic sector and investments on large RES systems**



**Energy Saving at Home – Applications in the domestic sector**




**Bioclimatic design and garden**


**Smart meters – Future installation**

Moreover, the Cyprus Energy Agency has developed presentation about the "Green House – A house of almost zero energy", that was presented with great success to Local Authorities districts in collaboration with the Environment Commissioner and the Youth Boards.

**Sensitization of specific groups**

CEA in order to increase public awareness with RES technologies organised an excursion for students and members of Community Councils to the first wind park in Cyprus that is located at Paphos.

CEA also organises visits to the PV technology park (University of Cyprus) for the presidents and members of Community Councils to get acquainting with PV technology. CEA also organises visits to places where there are use of technologies of renewable sources of energy and energy saving equipment and more energy efficient public buildings.

CEA was also participated as instructor in training for unemployed engineers organised by Cyprus Productivity Centre and Scientific and Technical Chamber (ETEK). More than 25 unemployed engineers were trained on the topics of RES and RUE.

The Cyprus Consumers Association has invited CEA staff to give lectures during the annual educational programmes for adults. Up to now CEA staff participated in training programmes as invited speaker, in Lefkosia, Pafos and Larnaka (330 participants)

***Technical Publications of CEA***

CEA prepared 5 new technical publications that are available on CEA website www.cea.org.cy .

1) **Cyprus Environmental Studies Centre (CESC**) is offering **t**he student project of assessing the 'Environmental sustainability of Tourists and Hotels. This looks at the impact of tourisms on the local and national environment. This obviously has ESD at its learning core

2) The FEO (NGOs): The SD issues are raised in all public awareness activities of the FEO (NGOs). Some of these activities are: a) the proclamation of the FEO (NGOs) given to the public on the annual events about the World Environmental Day is always focused on the possible positive impact of sustainable consumption and lifestyle on the protection of the environment and quality of humans' and other living organisms life – there was a leaflet published entitled "Sustainable Consumption and Other Measures of Sustainable Development as response to the financial crisis, b) a signature on the letter sent to European Parliament by many environmental NGOs regarding the urgency for Common Agricultural Policy Reform, c) the annual events about European Mobility Week in which the FEO (NGOs) informs the public on ways to achieve sustainable mobility and sustainable ways of living in order to maintain good air quality and d) the message given to the public on the annual events about the celebration of Earth Hour is the importance of sustainable living in saving the planet and reduce the consequence of climate change.

For all those examples and many more events, there are press releases available on the website of the FEO (NGOs): www.oikologiafeeo.org . In the framework of the public awareness events, the FEO (NGOs) publish relevant informative leaflets which can be retrieved from the offices of the FEO (NGOs) by mail, internet or fax. Here are our contact details: P.O BOX 28539, 2080 Nicosia, tel.: 0035722313750/22879240, fax: 0035722879241,info@oikologiafeeo.org/info-3@oikologiafeeo.org, www.oikologiafeeo.org

3) The Energy Service (Ministry of Commerce Industry and Trade) (MCIT): The Energy Service of MCIT is organising campaigns and seminars to inform the public about different issues regarding RES and ES. These campaigns address issues related to government support schemes for RES and ways for Energy Saving. Moreover, the Energy Service, in cooperation with the Ministry of Education, has initiated an "Educational Program for Energy". The program includes presentations to schools from primary to high school level that concern energy matters, RES and ES. In addition to the presentations, the Energy Service published 2 books that include all the issues that are addressed in these presentations as well as other informative

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|---|---|
| | brochures. Finally, in the website of the Cyprus Institute of Energy one can retrieve an online educational programme. This web-based programme was created for the students of all levels in order to enhance the general effort, which is to promote environmental consciousness amongst the students.<br>The website is: www.cie.org.cy<br>Also, information can be retrieved from the website of MCIT: www.mcit.gov.cy<br><br>Another initiative of the Energy Service of MCIT that derives from the National Energy Efficiency Action Plan (an obligation under Directive 2006/32) is the action to appoint and afterwards train an Energy Officer in each Public Authority responsible for the monitoring and listing of all activities related to Energy Saving within their work environment. These Energy Officer are responsible to promote ES awareness between their colleagues in order to minimize the consumption of energy of their Service. Moreover the Energy Service is organizing an annual Pupil Competition, where all public and approved private secondary and technical education schools may participate. The competition includes research projects by pupils and/or experimental/laboratory applications, which are directly related to RES or energy saving. Projects must focus on smart and functional ways to save energy, as well as on ways or technologies which may be used to improve energy efficiency. The best three projects from Secondary Schools and the best three projects from High Schools/Technical Schools are awarded pecuniary prizes in an official ceremony held at the end of each school year.<br>(ref. page 36 of the 3rd national energy efficiency action plan of Cyprus<br>http://ec.europa.eu/energy/efficiency/eed/doc/neep/2014_neeap_en_cyprus.pdf )<br><br>5) The Cyprus Geological Survey occasionally publishes informative leaflets that are available in both hard copy and electronic form. The purpose of these leaflets is to raise public awareness for geologically oriented issues concerning the environment and sustainable development. These leaflets can be downloaded from the Cyprus Geological Survey website (http//www.moa.gov.cy/gsd). |

| 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? |
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| Yes X No ☐ | *Please specify and provide information on new developments and good practice examples.*<br>***1) Department of Environment (Ministry of Agriculture, Natural Resources and Environment) (MANRE):*** Training courses on water and soil pollution issues and the use of the best available techniques for farmers are regularly organised. A number of trainings for small companies and various industrial sectors have also been organized to promote tools such as EMAS and ECOLABEL, which is one of the objectives of the sustainable development strategy. Additionally, seminars and training programs are organized on waste management and recycling.<br>Seminars have been carried out for small companies and trade unions on environmental noise from outdoors equipment and the ozone depleting substances. Seminars and presentations are regularly organised for farmers and locals on issues relating to nature conservation and the Natural 2000 Network. Subsidies are given to companies for the establishment and verification of environmental management systems under the EMAS Regulation.<br>2) The EESD Unit in collaboration with the Ministry of Education and Culture designed the program **"I am greening the schools-I am greening my neighborhood".** The program will be implemented at all levels of education, in the year 2019-2020 with the cooperation of all parties involved and aims to start from the school and expand in the Community, to strengthen the Green at the local level, contributing to the improvement of the microclimate, increasing urban green and not only, in the development of volunteerism, in the further strengthening of the environmental consciousness, but mainly of the environmental action of all of us, through participatory interactive press procedures, where students , parents, teachers and the entire civil society will add their own little stone to the struggle of humanity for the greening of the planet and the protection of our forests, as a key factor in the fight against climate change.<br>3) Another innovative program, **"Environment as a space for creative employment and raising awareness of parents with their children"**, was first introduced by the Ministry of Education, Culture, Sports and Youth and designed by the Environmental and Sustainable Development Education Unit in collaboration with the Pancyprian School of Parents and is offered in collaboration with the Directorate of Primary Education and the Department of Forests. The purpose of the program is the interaction of parents with their children, in pedagogical and learning activities of recreational and creative type in the field, aiming to raise their awareness on issues of Sustainable Development, but also to strengthen the responsibility and highlight the role we all have to protect the environment and consequently to improve our quality of life. The program is implemented in all Environmental Education Centers of the State Network both on weekends and during the summer holidays, providing alternative opportunities for creative engagement of parents with their children, as well as unique learning experiences in the field for acquaintance, creation and most importantly love and respect for the environment of our country. |

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| | 4) For the implementation of Measure 1.1, The Department of Agriculture of M.A.N.R.E and the Government contributes 50% of the budget (3.5 million Euro). Meanwhile, the E. U. Contributes for the remaining 50%. For the implementation of the Extension services programme the Government contributes 100% of the budget (€40 000). Training on organic farming, on plant and animal production, on environmental issues etc. have been organised in Cyprus since 2005 through the Department of Agriculture for Long-term Vocational Training of Farmers ( Measure 1.1)<br>250 hours of lessons for young farmers and 100 hours for farmers over 40 years old who have no experience<br>To support and encourage farmers to follow the educational programmes there is a daily allowance of € 68.<br>Through the Cyprus Rural Network Programme, educational programs are implemented in rural areas by all members of the network (Producers groups, farmers' trade unions, LEADER Groups etc.)<br>www.moa.gov.cy/da, www.ead.com.cy<br>Throughout the years the CESC has run many activities aimed at raising awareness for not only the public but also targeted audiences.<br>e.g. 'Young Farmers educational seminars' this was several seminars specifically for farmers to raise awareness of good farming practice<br><br>There is always support for work-based learning which addresses Sustainable Development issues, mainly through the participation of the FEO (NGOs) with a representative at about thirty state Committees and Boards which relates with the environment and gives permits to suggested applicants. Furthermore, the Agricultural Exhibitions (AGRO-EXPO) which are organised by the state every two years and the FEO (NGOs) participates to inform the farmers and other stakeholders about sustainable agriculture and bad agricultural practises such as Genetically Modified Organizations and overuse of pesticides**.**<br><br>4. **Cyprus Energy Office:** The work-based learning is provided through the enterprises that are members of SEAPEK http://www.seapek.com/ Cyprus Association for the promotion of Renewable Energy Sources. Also the Cyprus Energy Agency through its participation in the GERONIMO II project has provided training to farmers for free and arranged study visits in Cyprus and abroad. Please visit the web site http://energy4farms.eu/Moreover, the Cyprus Energy Agency participates in the EUREM plus project which aims the training of energy managers. The first course of 127 hours has been finalised. The educational programme was organised with OEB (Federation of Employers and Industrialists). Please visit the web site http://de.eurem.net/plugins/viewsource/viewpagesrc.action?pageId=293502979Also, the Cyprus Energy Agency participates in a Life Long Learning project the EXEM project which aims to develop training materials for energy managers. Please visit the web site http://www.exemproject.eu/Finally the Cyprus Energy Agency in collaboration with several stakeholders in Cyprus e.g. Scientific and Technical Chamber, Human Resources Development Authority and Cyprus productivity centre participates in the Build Up Skills project we-qualify which aims the training of workers in the placement of thermopanels, shadings, windows, external insulation and biomass boilers. Please visit the web site http://www.cea.org.cy/we_qualify/ |

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| 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 X No ☐ | *Please specify in particular what instruments were the most effective in assessing the outcomes of ESD as a result of non-formal/ informal learning.*<br>a) **AKTI NGO** runs surveys to assess the perception of public and stakeholders as outcomes of ESD activities. Some of the results are published in www.akti.org.cy<br><br>b) **Cyprus Energy Office**: For the evaluation of educational presentations in schools Energy Agency proceeded to create 2 assessment questionnaires: for teachers and students. The questionnaires were created so that the Energy Agency to be able to assess the educational presentations and to improve them. Regarding the students' questionnaires, distributed before the educational presentations. Students answer the first part, on whether or not to know some general information on renewable energy, fossil fuels, for energy-saving technologies and use of renewable energy. After the tutorials, students answer the second part of knowing whether or not the same information asked in the first place, they can distinguish some technologies and ways of using renewable energies and energy saving.<br>The results of the survey are available in Greek on the web site of the Cyprus Energy Agency www.cea.org.cy<br><br>c) **CARDET:** At the end of each activity of the projects "Global Campus" and "Intercultural Awareness Raising" evaluation forms are distributed to the participants. Around 70% state that they would like to know more about ESD issues, while they find informal education activities interesting and engaging. |
| **Indicator 2.6** | **ESD implementation is a multi-stakeholder process**[17] |
| Sub-indicator 2.6.1 | Is ESD implementation a multi-stakeholder process? |

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

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| Yes X No ☐ | *Please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please update the information provided in the previous table for appendix II as appropriate.*<br><br>It should be noted that in Cyprus, the main issue in any action or program that is implemented is the involvement of all stakeholders in an effort to highlight the collective and individual responsibility in relation to improving their quality of life on the basis of principles of sustainable development, but also the importance of participation and action by all of us. The agencies involved in the various programs, initiatives and organizations concern various categories such as Ministries, professional groups, NGOs, researchers, local population, local authorities, handicrafts, rural and other cooperatives, the private sector, Parents' Associations, the school community ( students, teachers, school management, support staff), other education executives, Volunteers, Environmental Commissioners, Youth Organizations, etc. The impact of the involvement of all involved is multifaceted and is reflected in: a) the achievement of the school's goals in relation to the implementation of the school's Sustainable Environmental Education Policy and the achievement of the actions envisaged through it to make the school sustainable, b) in developing a sense of ownership and achieving common goals to improve the quality of life in school and community, c) in maximizing efficiency and effectiveness in relation to common e actions to be taken, d) in ensuring their viability through the development of their sense of belonging and to highlight the collective responsibility for improving their quality of life, e) in realizing the participation and involvement of all and the role that everyone has to play perform common goals as part of a chain where no one is excluded, f) in strengthening learning as interactive and intergenerational communication, g) in forming learning communities where one learns from the others, stands out acknowledging the basic principle that a holistic and systematic view of an issue can only be seen through the involvement of different people groups. |
| *Concluding remarks on issue 2* | *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* |

*Please address in particular the following questions:*

– ***Which actions/initiatives have been particularly successful and why?***

**Good example in formal education** is the whole philosophy and the development of the ESD curriculum which based on the central idea of a sustainable school. Creation of sustainable School in Cyprus school context is following the whole institution approach and based on the planning and design by each school in an obligatory base of its own Sustainable Environmental Educational Policy (SEEP). (see indicator 2.3.1)

This example of formal education is considered as good because it is a comprehensive and systematic policy for the establishment of ESD in the school and the community, based on the application of holistic approach, the interconnection of formal with non-formal and informal education, involvement and participation of all parties involved through community school collaboration.

***- In non-formal Education as an indicative example of good practice*** *that links formal with non-formal ESD is the program THGANOKINISI (see indicator 2.3.2).* The novelty of the program is the link of an environmental related issue i.e the management of harmful waste (UCO), the provision of funds to schools to invest in sustainable practices and its strong social character. The program itself is a social initiative that encourages and supports the involvement of local society. Local authorities and businesses are engaged as they donate all or part of their UCO as part of their corporate social responsibility programmes to schools. The program contributes to meeting SDG 17 by encouraging effective public, public-private and civil society partnerships. Tiganokinisi also provides continues formal, non formal and informal education that enables the enhancement of SDG awareness raising and education in schools and helps meet the SDG number 4 'Quality Education'. Participating schools are also visited by a team of young educators, (unemployed graduates, scientists, engineers etc.) that deliver age-appropriate, interactive presentations to raise awareness on the impacts of the program and to educate students on the principles of sustainable development. Students are also encouraged to experiment, develop their own digital or physical applications/products/processes, and test their ideas within the school environment. The school becomes the point of reference for the local society, where citizens can be educated about environmental and sustainable practices that can adopt in their everyday lives. Informational- educational workshops are organized by schools, inviting several local actors, to raise awareness on the benefits of UCO collection through Tiganokinisi, and present and demonstrate the green 'Infrastructure and Technologies' and sustainable practices the school has invested using the recourses gained by the program.

***What challenges did your country encounter when implementing this objective?***

The challenges that Cyprus has to face in relation to the promotion of ESD in formal-non-formal and informal education, but also in the interconnection between them are multiple and concern a) the familiarization of the teachers themselves, but also of the school community more broadly to understand the concept of the holistic school approach and the formation of the sustainable school. This is a radical innovation in the educational system of Cyprus which until recently was very centralized and material-centered, b) the overcoming of the resistance of the involved bodies to realize their own role and participation in such integrated plans, c) the discrepancy between the planning and decision-making process for the promotion of the ESD in all forms of education and its transfer in practice by the leadership of the Ministry (mainly the inspection), d) in the dimension between the declared pedagogical autonomy of the school units which is a basic condition for the implementation of the ESD and the focus on the acquisition of skills and the continuing focus on the coverage of the subject mainly in the secondary education e) in the dimension that exists in terms of organization, structure, the operation and content of the various levels, especially between primary and secondary education, which makes it difficult to ensure the continuity of policies such as those applicable to the EA. a uniform and systematic.

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

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| | Regarding the national framework of Cyprus for the effective promotion of ESD in the future at the level of formal, non-formal and informal education, we consider it important to promote and strengthen the following indicative measures: a) Education and training programs for all involved bodies in order to understand the interdisciplinary nature of the EAA, but also their own role in achieving it. b) Promotion of mechanisms and procedures for involvement of all parties involved in all stages of EAA promotion, c) Education and training of the educational community in the process and in the stages of involvement of all interested parties and their familiarity with the procedures of management and dealing with the difficulties of their involvement. d) Establishment of a monitoring mechanism, at the level of implementation of the ESD at the level of formal and non-formal education, mainly with regard to the education executives and their training in guidance techniques for taking corrective measures. e) Transfer of the single policy that applies to the ESD in pre-primary and primary education, respectively between primary and secondary education. |
| **Issue 3.** | **Equip educators with the competence to include SD in their teaching** |
| According to educators' initial training it is noted that all universities offer compulsory or optional modules on Education for Sustainable Development. For Example, Frederick University offers on a compulsory basis, one module on sustainable development issues (ENV300), one on ESD methods (ENV402), one science module integrating environmental issues within science education (SCI100) and on an optional basis 2 more modules specialising on science and ESD. Students interested on these issues, also, have the option of choosing ESD topics for their dissertation.<br>Similarly, the Department of Pre-Primary Education offers 2 modules on sustainable development issues and education (ENV301: Environmental and Social Studies at pre-primary Education and ENV401 Approaches of Environmental Studies at Pre-Primary Education).<br>It is important for Cyprus that a cross-departmental postgraduate program on Education for the Environment and Sustainable Development, addressing a variety of professionals (including educators who wish to integrate SD in their professional practice) has been offered by the Frederick University since 2009. The Postgraduate Programme "MSc in Education for the Environment and Sustainable Development includes 6 compulsory (Environment and sustainable development: Concepts and Issues; From EE to ESD, a theoretical framework; Designing educational programmes for ESD; research in ESD; Contemporary approaches to ESD; Non formal Education and ESD) and 6 optional modules (from a choice of 10 modules: Biodiversity and Education; Research Methods; Evaluation in ESD; Environmental Ethics; New technologies in ESD; Organizing sustainable schools; Environmental Policy; Environmental Communication and the Media; Descriptive and inductive statistics; Education and training on the environment and sustainable development for organisations and associations.<br>(http://www.frederick.ac.cy/fu_documents/fu_announcements/Prospectus_10_11/SAFAA.pdf), **School of Education (**http://www.frederick.ac.cy/), MSc in EESD program **(**http://www.frederick.ac.cy/index.php?option=com_content&task=view&id=227&Itemid=91_<br><br>It is noted that a Frederick University recently launched an international distance master course on ICT and ESD and is addressed in a variety of professionals abroad. The master course curriculum is driven by a learning paradigm that merges three theories of learning, namely: experiential learning, constructivist learning and transformative learning. Students have access to and a complete understanding of a vast array of virtual collaboration tools and related resources geared towards student-generated questions that drive the content, processes and methods embedded in the learning experience. The program reflects the realities of the global/local environments and provides foundational courses together with highly specialized modules in the area of ICT-enabling education for sustainable development.<br>Activities are designed to meet students' various learning styles and encourage them to experience personal change towards learning to live together sustainably. ( http://dl.frederick.ac.cy/en/ict-in-esd-program-profile) | |

Also, University of Cyprus in initial teachers training courses offers the subject EPA187: Environmental Issues. Students have the opportunity to inform about various environmental issues and also introduce to the main principals of Environmental Education and how EE can be implemented in school procedure (http://www.ucy.ac.cy/data/scienceed/Undergrad10-11GR.pdf) (p.166). University of Cyprus in 2018-2019 under the master Learning in Sciences and in Environment, introduced the strand "Environmental Education-Education for Sustainable Development". The students that attend this strand receive the qualifications to work in educational process with ESD.

University of Nicosia in student teachers initial training (primary and pre-primary) offers a series of subjects in sciences include principals and didactic methods of ESD (http://www.unic.ac.cy/nqcontent.cfm?a_id=5624), (http://fysikesepistimes-unic.blogspot.com).

Regarding the Teachers' in-service training it is noted that is under the responsibility of the Cyprus Pedagogical Institute which is the national agency in Cyprus for providing professional development to teachers. More specifically, teachers' in-service training on ESD is under the responsibility of the Unit of Education for Environment and Sustainable Development (EESD). The Unit of EESD, since 2016, has revised and redesigned all its compulsory and optional courses on ESD Competences for teachers, principals and other educational stakeholders. All the courses that are offered by the Unit are ESD Competence based, following the teachers' ESD competence of UNECE and the RSP ESD competence model which is a developed form of UNECE competencies.

The programs that are offered are focused on: a) the theory and methodology of ESD, b) the planning of educational programmes directed in ESD, c) the basic principles of organisation and planning of a sustainable school, d) Teaching and learning of SDGs in school, e) STEEM Competences and SDGs f) Leading a sustainable school. Particularly are organized courses for each SDG in order teachers to understand the content and the importance of each SDG and be competent to elaborate it in school process. The innovation regarding all the courses is that are developed on ESD competences aiming to help teachers to understand the theory and how competences applied in school and in non-formal setting, to facilitate them to define the ESD competences according to the specific school context and issue that intend to work on, to familiarize them with activities on each ESD competence and to exercise them how to use ESD competences to organize a lesson, or a project on SDGs.

| **Indicator 3.1** | **ESD is included in the training[18] of educators** |
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| Sub-indicator 3.1.1 | Is ESD a part of educators' initial training?[19] |
| Yes X No ☐ | *In particular specify what ESD competences[20] are explicitly included in the study programmes.*<br><br>For Frederick University see the indicators:2.1.1 and 2.1.2<br>For University of Nicosia see the indicator: 2.3.1.<br>For Cyprus University see the indicators: 2.1.1. and 2.1.2. |

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

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

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

| Sub-indicator 3.1.2 | Is ESD a part of the educators' in-service training?[21] |
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| Yes X No ☐ | *In particular specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.*<br><br>In relation to ESD, the Unit for EESD has offered various types of training courses for teachers, principals and other stakeholders in schools, both obligatory and optional, The introduction and upgrading of the quality of education and teacher training towards ESD emerged as a necessity, on the one hand, by raising the issues of the environment and sustainable development, both through the introduction of the Curriculum of EE/ESD and through the enhancement of environmental education programs and environmental interventions in the school and the community. Also special emphasis is given on SDGs integration on school practice and on Teachers ESD competences.<br><br>**Teacher in service education courses for ESD**<br>A) As for the training of teachers in ESD, various series of compulsory and optional seminars and courses are promoted in school-based training, central training, education and training courses through action research, fieldwork training and training in outdoor environments. More specifically, in the level of compulsory education in ESD issues, three series of programs of education and training of teachers in primary education are carried out throughout the year. The mandatory training involves all teachers of pre-primary and primary schools. Specifically, each school is required to choose a teacher, as the coordinator of the school for EE/ESD, who is trained in the implementation of the curriculum for EE/ ESD, and then acts as the trainer of EE/ESD of his/her colleagues of his/her school unit.<br><br>During the period 2106-2019 the compulsory courses below were offered for pre-primary and primary teachers:<br><br>B) Compulsory Education and Training courses of pre-primary teachers for the implementation of the NC (National Curriculum) of EE/ESD. It is implemented on an annual basis at three time periods. It is developed in three phases: a) the first phase informs teachers about the philosophy, principles, pedagogical framework of the NC, as well as the way of its effective implementation, b) the second phase concerns the explanation of the methodological framework for the implementation of the NC and the teaching techniques used, as well as the basic steps for planning the ESD School plan [Sustainable Environmental Education Policy (SEEP)] of the school, c) the third phase of the training of teachers involves the implementation of quality standards relating to the assessment of the school unit in relation to the effective promotion of SEEP in their school. |

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

Compulsory Education and Training of Teachers for ESD and implementation of the National Curriculum, on a school basis, in the form of school networks. This program is annual, also, and it is addressed to teachers of pre-primary and primary education. The schools in each city are divided into networks. Each network consists of 10 schools which have common geographical, cultural and social characteristics. On the frames of this program, teacher education is carried out on a school basis and it is entirely of a practical nature. The program is developed in three phases: a) In the first phase, teachers, one from each school, and plan their school's ESD School plan (SEEP). They discuss and exchange opinions about difficulties which may arise, as well as examples of good practices in the organization, the issues of investigation, the objectives, interventions and changes promoted to each school, b) in the second phase, lessons are taught in the classes on ESD. The lessons are based on the ESD School plan, which each school has. Discussion follows, to give feedback on the lessons taught (content, teaching techniques, student participation, organization of the learning process, etc.), c) in the third phase, the teachers make a self-assessment of the implementation of ESD School plan (SEEP) under the guidance of the advisors of ESD.

B)**Compulsory training courses for primary teachers on ESD Competences-SDGs and their integration in the school context.**

Those courses are offered at the beginning of the school year for familiarizing teachers with ESD Competences and how to use them for organizing their teaching process based on them. Also, they aim to facilitate teachers understand the content and the importance of each SDG and be competent to elaborate on them in the school process. The innovation regarding all the courses is that they are developed on ESD competences aiming to help teachers to understand the theory of ESD competences, the meaning and the inner content of each competence and how competences can be applied in school and in non-formal setting, to facilitate them to define the ESD competences according to the specific school context and issue that intend to work on, to familiarize them with activities on each ESD competence and to exercise them how to use ESD competences to organize a lesson, or a project on SDGs. The courses are divided in two parts- theoretical and practical. The theoretical focus on ESD, teachers' competences and SDGs, on ESD competences and how they can be used on ESD curriculum, on the ways that ESD teachers competences can used for infusing SDGs in the learning process (such as climate change, sustainable cities and communities, urban development, well-being-good health etc.). The practical part is focused on workshops based on elaborating on various SDGs by using ESD competences. Teachers have the opportunity to apply various activities on SDGs organized on ESD based competences, reflect on them and suggest other ESD competence- based ideas and activities that can be applied in their school context and through ESD curriculum.

During the years 2016-2019 more than 700 teachers from Pre-primary and Primary Education participated in the compulsory education and training courses for ESD.

**Example for training courses on ESD competences:**

Examples of competences pursued in teachers' professional development course on the SDG "well-being-good health"

- Consider in a systemic view the socio-political-economic dimensions of health and well-being. Recognize the root causes that impacted negative health and well-being and understand that health and well-being issues are complex and need a holistic interpretation, including values, beliefs and attitudes. (systems thinking)
- Envision different scenarios regarding people's health and well-being. Understand how the world might change if strategies that promote health and well-being implemented and replicated, share ideas and discuss policies and actions that can change life to better, including health and emotional well-being behaviours in daily routine that prevent discriminations, xenophobia, bullying, tobacco, drugs etc. (futures)
- Understand the importance of agency when others are in need or need help and participate in actions that promote health and well-being for all (participation)

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| | • Discuss facts and figures about severe communicable and non-communicable diseases and vulnerable groups and be critically aware about the policies and strategies that taken for their resilience and alleviation. (attentiveness)<br>• Be in "others shoes" and understand the needs of others. Recognise vulnerable people and groups and propose ways for their resilience. (empathy)<br>• Recognise how our values impacted health and wellbeing our own life, families and others and analyse the beliefs and different perspectives behind the decisions and actions taken and impacted positive and negative people's life and wellbeing. (engagement)<br>• Collaborate with stakeholders related with quality life, linking them with learners in order to understand how the cultural, social, economic, political and environmental aspects and different interests determine people quality of life and well-being (transdisciplinarity).<br>• Investigate possible conflicts between public and private interests that impacted on people's quality of life and well-being and take action for promoting plans and mechanism that change people's quality of life. (Action).<br>• Reflect critically on framing the problems that put people's life in risk and be aware about the processes and mechanisms that improve people's health and enhance well-being. (criticality).<br><br>Apart from the compulsory educational and training programs offered by the Cyprus Pedagogical Institute, optional teacher education and training courses for ESD are offered, which last 15-20 hours each and are in the following aspects:<br>• The sustainable school<br>• The teaching strategies of ESD<br>• The use of external environments as key tools and means for ESD<br>• Training in the use of new technologies in ESD<br>• Training in the use and application of educational materials produced by groups of teachers, to support the areas of the curriculum.<br>• Using ESD competences to integrate SDGs in schools context.<br>The above training courses for ESD, concern educators at all levels of education (Pre-primary, Primary and Secondary Education). These courses can be attended independently or, a teacher can follow all the series of programs, on an annual basis to a training course of 80-100 hours.<br>These seminars are empirical, interactive and experiential. They are organized in school basis and in various areas such as Environmental Education Centers, museums, local trades, botanic gardens etc. All education and training programs offered are posted on the website of the Pedagogical Institute (http://www.pi.ac.cy/pi/index.php?lang=el) and in the website of the Unit of EESD<br>http://www.moec.gov.cy/dkpe/index.html<br><br>Overall, more than 1000 teachers from all educational levels participated in the optional training programs for education for Sustainable Development, for the years 2016-2019.<br><br>Finally it is noted that mandatory and optional courses are offered to ESD teachers educators on the issues above in order to be competent to train teachers especially on ESD Competences and the SDGs |

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| Sub-indicator 3.1.3 | Is ESD a part of training of leaders and administrators of educational institutions? |
| Yes X No ☐ | *Please specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional.*<br><br>**Education and Training Programs in ESD for leaders and Principals**<br>Regarding school principals, it is noted that the field of ESD has been introduced in the mandatory education and training courses of newly appointed principals of Primary and Secondary education. In the context of the specific field, the principals are introduced to the basic principles and aspects of ESD, to the concept of the sustainable school and the way of planning and implementation of ESD School plans. However, particular importance is attached to the area of leadership and sustainable schools, since the role of principals is crucial for creating sustainable schools.<br><br>Accordingly, the obligatory courses for assistant directors in secondary education include a module on ESD. Assistant principals are introduced to the key principals of ESD, as well as to the concept and content of sustainable schools. In addition, their role in promoting ESD in school is discussed, as well as the innovations, which can be promoted in a school through the newly established curriculum for EE / ESD.<br>Since 2017 a new strand was introduced on directors and assistant directors' mandatory courses on ESD which is related to ESD competences. The aim is to train principals and assistant principals as the leading team of their school to take ownership of the Competences and be able to guide their educators on what they should know, on what they should be able to do, on how they should live and work with others, and on how they should be if they are to contribute for making their school sustainable. The competences are clustered around three essential characteristics of ESD UNECE Competences — a holistic approach; envisioning change; and achieving transformation.<br><br>During the years 2016-2019 around 250 Principals from Primary and Secondary Education, and 350 assistant principals from Secondary Education participated in the compulsory education and training courses for ESD. |
| **Indicator 3.2** | **Opportunities exist for educators to cooperate on ESD** |
| Sub-indicator 3.2.1 | Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country? |

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| Yes X No ☐ | At the moment 3 networks/ platforms for ESD in Cyprus are operating:<br><br>The first network is the network created by teachers and their participation to the network of the governmental environmental education centres. These teachers, through their participation in the work done at the environmental education centre, connected with the personnel of the centres and with colleagues from various districts and hold meetings of three day duration each time, four times a year to exchange good practices, their thoughts and ideas about the way that they introduce the non-formal education to their school practice.<br><br>The second network is related to the reformed national curriculum and how ESD will be introduced to school practice. Teachers from all levels of education that attend the training courses for ESD/EE and national curriculum and operate as coordinators and facilitators for their schools, as well as the liaison persons amongst the supporters/counsellors from the Unit of EESD and the Ministry of Education and Culture and their schools.<br><br>The third platform is the platform that developed for the project THGANOKINISI. All the schools that participate to the program (350 school from all educational levels), at the end of each school year, upload to this platform useful tools and sustainable practices based on their Sustainable Environmental Education Policy. This platform proving great opportunities to schools to share ideas and learn from each other on how to make their school sustainable.(http://www.tiganokinisi.eu/) |
| Sub-indicator 3.2.2 | Are ESD networks/platforms supported by the government in any way?[22] |
| Yes X No ☐ | *Please specify how, listing the major ones, and describing them as appropriate.*<br><br>The Ministry of Education and Culture supports the networks mostly by allowing teaching time relief from duties so as teachers will be facilitated in conducting their meetings.<br><br>Also, counsellors and trainers from the Ministry of Education and Culture, as well as from the Cyprus Pedagogical Institute aid their efforts by supporting and guiding them and discuss their ideas, practices, as well as obstacles that they meet. Support is also provided in the form of materials and educational tools.<br>Regarding platforms the Cyprus Ministry of Education, Culture, Sports and Youth create and maintain three platforms on ESD:<br><br>The first platform is the platform of the Unit of Education for Environment and Sustainable Development where is open access and uploaded anything that relates with the actions that integrated in Cyprus Education System in formal non-formal and informal education, such as seminars, conferences, the programs of the Governmental Environmental Education Center, educational tools, books, programs, useful links etc. (http://www.moec.gov.cy/dkpe/). |

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

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| | The second platform is the platform for the ESD curriculum in pre-primary and primary education. In this platform which is free access teachers and the rest of the interested parties can find everything that relates with the ESD curriculum integration in school such as guide of esd curricula implementation, the ESD learning outcomes and indicators, good examples of sustainable environmental education policy, supporting tools for each thematic unit of the ESD curriculum for teachers and students etc. (http://peeaad.schools.ac.cy/index.php/el/).<br><br>The third platform is the platform that created for schools to apply for attending one-day, two day, and three day and five day courses on the Environmental Education Centres of the Governmental Network. (https://www.pi-eggrafes.ac.cy/). |
| *)Concluding remarks issue 3* | *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*<br><br>*Please address in particular the following questions:*<br>– *Which actions/initiatives have been particularly successful and why?*<br><br>The mandatory and optional courses on ESD for teachers, principals and other stakeholders as well as the platforms and networks are the most successful because they are organized on a coherent and concrete way, they are closely connected and ensure continuation and viability of ESD in education system, they keep inform and aware the educational community on ESD and provide on a systemic base all the necessary support, guidance and tools for integrating ESD in school context long-term. Also, the various types of courses that offered and the variety of the issues that examined through them enhance teachers, educators, principals and other stakeholders to integrate ESD and SDGs in in various ways so in formal as in non-formal education. |
| | – *What challenges did your country encounter when implementing this objective?*<br><br>The main challenges relate with the teachers' limited time to apply the developments of ESD in school because of the overcrowded curricula and with the directors' resistances to apply what they learn in courses as a result of other priorities in their schools. Another challenge for this objective is the need for providing courses for ESD integration in school, providing through the courses specific guidance for monitoring ESD integration for the schools that they supervise. This challenge is important because the inspectorate has a critical role to ESD implementation in schools.<br><br>– *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*<br>To submit specific proposals for training inspectorate to monitor ESD implementation in schools. It is important that these seminars are organized on a more systematic base, since they can operate as an inspectorate network which provide opportunities for them to exchange ideas, discuss and find solutions on obstacles which are similar and limits the effective integration in the school system. |
| **Issue 4.** | **Ensure that adequate tools and materials for ESD are accessible** |

Special emphasis is given to the production of adequate tools and materials from the Governmental Sector and the NGO's. Various informative and educational tools (ICT, books, and leaflets) have been produced referring to various issues in SD and environment. Also, a bank of tools and materials have been created on the web-sites of various organisations so as to provide access to the public, students and special groups to various issues. However, there is a need to produce a series of educational tools and materials according to the pedagogy and didactic methods of ESD.
Special emphasis is given by the Ministry of Education and Culture to create an adequate bank of educational tools and materials for various SD issues in order to support effectively the curriculum for EE/ESD. At the moment has been published a series of educational kits closely related with the thematic units of the ESD Curriculum. Specifically are mentioned the educational tools for:

- Sustainable School
- Sustainable issues in Education
- Marine Education
- Waste Management
- Consumption and production models
- Sustainable Tourism
- Transportation means
- Wetlands
- Grey-water
- Gardening, etc.

All those tools are available at http://www.moec.gov.cy/dkpe/chrisimo_yliko.html

Various NGOs such as CARDET, AKTI, the Cyprus Energy Agency, Terra Cypria Foundation, produced various ESD materials which also are uploaded in the MoCCSY (Unit EESD website http://www.moec.gov.cy/dkpe/chrisimo_yliko.html).

| **Indicator 4.1** | **Teaching tools and materials for ESD are produced** |
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| Sub-indicator 4.1.1 | Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist? |
| Yes X No ☐ | Development and production of ESD materials is a high priority in the Cyprus Educational system and is one of the central actions of the National Strategy of ESD. For this purpose the Unit of EESD has established groups consisting of experienced teachers, inspectors, counsellors, scientists on ESD and they are employed on an annual base to produce educational material on SD issues that are priority for Cyprus and the Mediterranean Region and taking in consideration the particularities of Cyprus Educational System. |
| Sub-indicator 4.1.2 | Is public (national, subnational, local) authority money invested in this activity? |

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| Yes X☐ No ☐ | *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.*<br><br>Each Governmental Department has its own budget for this activity. For Example: For the 3 years budget of the Unit of EESD which is responsible for developing ESD materials and tools estimated that invested around 150.000 euros public money for ESD educational tools and materials.<br>The Department of Environment (MANRE) has invested for the period 2015-2018 €around 150.000 under the subsidies and funding programmes for awareness and educational activities, and the development of such material<br>All the materials are distributed free to all the schools and there are also available on the official website of ESD/EE in Cyprus Ministry of Education and Culture. http://www.moec.gov.cy/dkpe/chrisimo_yliko.html |
| **Indicator 4.2** | **Quality control mechanisms for teaching tools and materials for ESD exist** |
| Sub-indicator 4.2.1 | Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities?; (b) approved by public authorities?; (c) tested and recommended for selection by educational institutions? |
| a) Yes X No ☐<br>(b) Yes X No ☐<br>(c) Yes X No ☐ | The Ministry of Education and Culture has a quality mechanism for approving the teaching tools that are produced for ESD. This mechanism is consisted by the special pedagogical team that was established in the Cyprus Pedagogical Institute for producing the teaching tools for the ESD Curriculum. This team is supported by experts in ESD from various Universities in Cyprus, and teachers in schools that applied all the material that was prepared on a pilot basis. The tools must comply with the following:<br>• Be in accordance with the thematic Units of ESD Curriculum<br>• Correspond to the learning outcomes of the ESD Curriculum in each thematic unit<br>• Developed in an interdisciplinary way<br>• Respond to the educational level of the students that are written for<br>• Combine formal and non-formal education<br>• Based on the teaching and learning methods of ESD<br>• Combine local, regional and national context<br>• Using a variety of resources and means.<br><br>For that reason, a special qualitative tool has been prepared, which is used as an evaluation tool from all the parties that involved to the preparation of the teaching tools and kits, in order the tools to complete and improved before their finalization. Also, all the tools are piloted tested, with experimental groups of students and teachers, who participated in a voluntarily basis and they are giving their feedback through completion of specific evaluation tools or with focus group discussions, regarding the improvement of the educational tools. |
| Sub-indicator 4.2.2 | Are ESD teaching tools/materials available: (a) in national languages?; (b) for all levels of education according to ISCED? |

(a) Yes X No ☐

(b) Yes X No ☐

Yes all the teaching tools and materials in the Greek language has been produced for all levels of education. Those materials are of various forms and types and cover a variety of issues related to ESD and Sustainable Development Issues. These tools are: teaching books, interactive and simulation games, books with pedagogical activities.

All those tools are available to the website http://www.moec.gov.cy/dkpe/chrisimo_yliko.html

*Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.*

| **ISCED levels 2011**[23] | *Yes* |
|---|---|
| 0. Early childhood education | ✓ |
| 1. Primary education | ✓ |
| 2. Lower secondary education | ✓ |
| 3. Upper secondary education | ✓ |
| 4. Post-secondary non-tertiary education | ✓ |
| 5. Short-cycle tertiary education | ✓ |
| 6. Bachelor's or equivalent level | ✓ |
| 7. Master's or equivalent level | ✓ |
| 8 Doctoral or equivalent level | ✓ |

[23] Education level in accordance with ISCED.

| **Indicator 4.3** | **Teaching tools and materials for ESD are accessible** |
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| Sub-indicator 4.3.1 | Does a national strategy/mechanism for dissemination of ESD tools and materials exist? |
| Yes X No ☐ | *Please describe and in particular highlight what measures are the most efficient for dissemination*.<br><br>Each Ministry has its own mechanism for dissemination of ESD tools and materials. For Example:<br><br>a) Dissemination of ESD tools and material is done through the Publicity Service of the Ministry of Agriculture Natural Resources and Environment (M.A.N.R.E) and through the District Agricultural Offices.<br>www. agrokypros.gov.cy or from www.moa.gov.cy/da<br>b) The Cyprus Ministry Education, Culture, Sports and Youth disseminates the ESD tools and materials through the two official website a) ESD Curriculum (http://peeaad.schools.ac.cy/index.php/el/)and b) Unit of Education for Environment and Sustainable Development http://www.moec.gov.cy/dkpe/chrisimo_yliko.html<br><br>Additionally, the Unit of EESD for every educational tool that developed organized training seminars for teachers in order to get familiarized with the tools and trained on their use. The seminars are operate as a dissemination channel, because the teachers at the end of the seminar are receiving the tools for free. Accordingly, are organized join seminars and courses for disseminating the tools with NGOs, the Commissioner of the Environment and other governmental bodies such as the Department of the Environment.<br><br>Also, dissemination of tools take place through the social media with press release informing the educational community and the civil society about the new ESD tools that produced as well as informing how they can receive it. Additionally, through Mass Medias and informational broadcasts the ESD materials and tools presented.<br><br>The most efficient way of dissemination are the dissemination of tools through training seminar because the participants they have the opportunity to train on how to use the tools in their school context. Those participants are operating next as disseminators and trainers for the material in their school unit. |

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| Sub-indicator 4.3.2 | Is public authority money invested in this activity? |
| Yes X No ☐ | *Please specify to what extent by providing an indication of the amount in USD, and please also mention any other significant sources of funding.*<br><br>*Please see indicator 4.1.2.* |
| Sub-indicator 4.3.3 | Are approved ESD teaching materials available through the Internet? |
| Yes X No ☐ | *Please describe and name in particular official Internet sites.*<br>The two official website where the ESD tools are available are:<br>a) The ESD Curriculum website (http://peeaad.schools.ac.cy/index.php/el/)<br>b) The website of the Unit of Education for Environment and Sustainable Development (http://www.moec.gov.cy/dkpe/chrisimo_yliko.html |
| 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 X No ☐<br>(b) Yes X No ☐ | *For (a) and (b) please specify and mention by whom it was established and by whom it is managed.*<br>(a) Please see indicator 4.3.3.<br>(b) Please see indicator 4.3.1.<br>*(c)* The two official websites of the MoECSY, are operated by the Unit of EESD in cooperation with the ICT Unit. |
| *Concluding remarks issue 4* | *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* |
| | *Please address in particular the following questions:*<br>– ***Which actions/initiatives have been particularly successful and why?***<br>The most successful initiatives were the dissemination of tools through training seminars because the participants have the opportunity to be trained on how to use the tools in their school context. Those participants are operating next as disseminators and trainers for the material in their school unit.<br><br>– ***What challenges did your country encounter when implementing this objective?***<br>The main challenge is not just to disseminate the educational tools but to provide the needed education and training to teachers to be familiarize with that so as to understand their value for using them in teaching and learning.<br><br>– ***Which other considerations have to be taken into account in future ESD implementation concerning this objective?***<br>Organizing more focus training seminars on how to use the ESD materials and tools in school practice with emphasis on school base seminars and seminars on schools networks, This will facilitate better the use of the material and also increase the number of the disseminators of the material in the educational community. |

| **Issue 5.** | **Promote research on and development of ESD** |
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| *If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).* | |
| **Indicator 5.1** | **Research[24] on ESD is promoted** |
| Sub-indicator 5.1.1 | Is research that addresses content and methods for ESD[25]supported? |
| Yes X No ☐ | The Foundation for the Management of European (EU) Lifelong Learning Programs (LLP) was founded on March 2007 and is being directed by a Board of Directors with nine members, which is appointed by the Council of Ministers. The main occupation of the LLP is the management of the funds that are granted in Cyprus from the European Commission for the attendance of the Cypriot Beneficiaries in European Education and Training Programs as well as for the implementation of projects in all fields of Education (School Education, Higher Education, Vocational Education and Training, Adult Education) and the field of youth and Sport. The Foundation through the European Funding programs that it manages has granted many projects based on ESD.<br>*Also, ESD content and methods supported by the Institution of Research and Innovation through various funding programs. Additionally, the Directorate General European Programs, Coordination and Development through its' financial mechanisms supports ESD programs and initiatives.* |
| Sub-indicator 5.1.2 | Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD? |
| Yes ☐ No X | *Please specify what subjects were investigated and list major reports.*<br><br>A unified official assessment of UNECE Strategy of ESD hasn't been established yet, however, informal inside evaluation is implemented for many initiatives undertaken within the Cyprus Educational System. In the near future a whole evaluation for ESD in Cyprus Educational System will take place. |

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

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

| Sub-indicator 5.1.3 | Are post-graduate programmes available:<br>(1) on ESD:[26] (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? |
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| (1)<br>(a) Yes X No ☐<br>(b) Yes X No ☐<br>(2)<br>(a) Yes X No ☐<br>(b) Yes X No ☐ | *Please specify what programmes are available and list the most important academic dissertations that address ESD.*<br>1) The Frederick University: (a) On ESD at the master's level: MSc in ESD, and ICT for ESD<br>(b) On ESD at the doctorate level: Doctoral Program in Environmental Education<br>http://www.frederick.ac.cy/programs-of-study/postgraduate<br>(1) (a) Addressing ESD: MA in Educational Sciences: Dynamic Learning Environments<br><br>*http://www.frederick.ac.cy/ma-in-educational-studies-program-structure/ma-in-educational-studies-courses#426*<br><br>2) The University of Cyprus: Courses addressing ESD are available through the "Learning in `Science" Master and Ph.D. programme of the School of Education, through which students have the possibility to undertake a Master or a Ph.D. thesis on the ESD research area.<br><br>3)The Open University of Cyprus: *(1) (a)* On ESD at the master's level<br>The Open University of Cyprus is offering postgraduate programme in 'Environmental Conservation and Management' since the 2011-2012 academic year. The Programme is offered at both Masters and PhD levels. The enrollment at the Master level for the 2014-2015 academic year is 217 students.<br>*(1)* b) On ESD at the PhD level<br><br>OUC offers a limited number of PhD positions every year on the programme 'Environmental Conservation and Management' on research related to Biodiversity Conservation and the Ecology of Terrestrial Ecosystems. Qualified applicants with a research interest in the following topics may apply:<br><br>1. Assessing the adaptive capacity of priority habitats to climate change<br>2. Identifying means to strengthen the coherence of protected areas<br>3. Evaluating the influence of landscape structure on biodiversity<br>4. Ecosystem Services Management in multifunctional Mediterranean landscapes<br>5. Island-scales: The concept of insularity in Human and Environmental Sciences<br><br>4) The University of Nicosia: MBA with consideration on Energy Oil and Gas management, and PHD on Energy Oil and Gas management. |

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

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| 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 ☐ No X<br>(b) Yes X No ☐ | *Please provide information on (a) and (b).*<br>At the moment the only scholarships supported for post-graduate research in ESD for the master is offered by the Private Frederick University. Master's students (MSc in Education for the Environment and Sustainable Development), that obtain high grades during their studies (GDP>8), are allowed up to 25 % (depending on their achievement) discount on their tuition fees.<br>In doctorate level the Youth Boars of Cyprus provide funding to Young people that they are PhD students. The call is every year and eligible are PhD Students in Universities in Cyprus, from various fields including ESD. PhD students submit their proposal and funded the proposals that ranked highest. The amount of funding is 5.000 euros for every PhD thesis. |
| **Indicator 5.2** | **Development of ESD is promoted** |
| Sub-indicator 5.2.1 | Is there any support for innovation and capacity-building in ESD practice?[27] |
| Yes X No ☐ | *Please specify what main projects were/are being implemented to that end.*<br>The Network of Governmental Environmental Education Centres' that established in 2004 by the MoECSY and is under the auspices of the Unit of EESD funded by the national financial resources. The governmental network of EECs includes 7 EECs and to its; program and activities participated since 2012 more than 700.000, 6.000 teachers, 4.000 professionals. . An innovative aspect of this initiative is that various partners from governmental and the private sector, NGO's, local authorities and the local population have come together and, in cooperation with the Unit of EESD, organise and provide specific environmental and Sustainable education programmes (informal and non-formal), taking in consideration the particularities of the local communities and the environmental fields in the surrounding areas of each centre.<br><br>Frederick University: Frederick University hosts the Nature Conservation Unit which offers multiple opportunities for research and students' engagement in it.<br>www.ncu.org.cy |

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

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| | The **Nature Conservation Unit (NCU)** was established under the **Frederick University** and it specializes on biodiversity conservation, environmental education, Education for Sustainable Development and natural resources management in Cyprus. More specifically, the Unit focuses on the study, monitoring, management and conservation of the flora, fauna and habitats of Cyprus and the conservation and management of ecologically important areas of the island. Moreover, it aims at the promotion of awareness among the people of Cyprus about major Sustainable Development issues.<br>NCU was the first department in the Cypriot academic system that started dealing with issues relating to nature conservation. The members and collaborating scientists of the NCU have extensive experience on conservation biology and natural resources management. They were actively involved in several biodiversity conservation projects and ESD projects funded by various EU mechanisms such as Life, Erasmus+, Horizon2020, Interreg, Norwegian financial grants, .the Research Promotion Foundation of Cyprus, the United Nations and the Government of Cyprus. Through these projects, the Unit has acquired modern research infrastructure, both for laboratory work and fieldwork. |
| **Indicator 5.3** | **Dissemination of research results on ESD is promoted** |
| Sub-indicator 5.3.1 | Is there any public authority support for mechanisms[28] to share the results of research and examples of good practices in ESD[29] among authorities and stakeholders? |
| Yes ☐ No X | *Please specify and provide information about where published research and dissertations are accessible.*<br><br>At the moment such a mechanism is missing in Cyprus context. The way to inform about the research results is to visit the websites of research institutions and informed about the research results of projects that integrated. |

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

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

| Sub-indicator 5.3.2 | Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD? |
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| (a) Yes X No ☐<br>(b) Yes X No ☐ | *Please name the major publications for (a) and (b).*<br>***Indicative publications for ESD for the years 2016-2019:***<br>Paul, V., Grete, A., Andre, H., Giovanna, D., Gerben de V, Francesca F, Chrysanthi K, Mihkel K, Michela M, Rick M, Carlien N, Monika, R. & Zachariou, A. (2019). Devising a Competence-Based Training Program for Educators of Sustainable Development: Lessons Learned. *Sustainability*, 11 (7): 1890. Doi 10.3390/su11071890.<br><br>Zachariou, A., Kadji-Beltran C., Vare P. and Millican R. (2019). Professional Development and Sustainability in W. Leal Filho (ed.), *Encyclopedia of Sustainability in Higher Education*. Springer. DOI: 10.1007/978-3-319-63951-2_180-1.<br><br>Kadji-Beltran, C., Christodoulou, N., Zachariou, A., Matthies-Lindemann, P., Barker, S. & Kadis, C. (2016). An ESD pathway to quality education in the Cyprus primary education context. *Environmetal Education Research*, Doi: 10.1080/13504622.2016.1249459<br><br>Petrou, S., & Korfiatis, K. (2018). Multi-dimensional Learning Environments: School Kitchen-Gardens, Environmental Literacy and Empowerment for Action. *Honorary: Prof. emeritus Mairy Koutselini* (p. 387-410). Nicosia: Dept. of Education, University of Cyprus.<br><br>Petrou S. & K. Korfiatis (2016). School Kitchen-Gardens as Innovative Learning Environments for Supporting Environmental Education Pedagogies: Opportunities and Challenges for Teachers, Students and the Community. In Wallace K (ed.) *Learning Environments: emerging theories. Applications and Future Directions*. New York: NOVA Science Publishers, 51-72.<br><br>Kadji-Beltran C. Theocharides S., Lambrou E. (2016). Mass Communication Media and Environmental Information: The connection to a social-critical education for sustainable development. In Manolas E. and Tsantopoulos G (Ed.) Issues of forestry, environment and natural resources management. Volume 8: Environmental Education and Communication (Special Issue – in greek). |
| *Concluding remarks on issue 5* | *Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.* |

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| | – ***Which actions/initiatives have been particularly successful and why?***<br>The increasing funding from various EU mechanisms and other funding tools as well the increasing motivation from various research centres to conduct research on ESD field. This motivation can support the efforts to create a culture of ESD at all the level of education and the civil society, improve the policy documents for ESD and SD, filling the gaps that exist on ESD and create a culture of research on ESD at national level.<br><br>– ***What challenges did your country encounter when implementing this objective?***<br>The main challenge at the moment is the gap that exists between policy and research. There is a weakness in the use of research results to improve policies while there is no national bank of data to present the results on ESD, which will be open access and can be used by any student, university researcher, teacher, policy and decision maker.<br><br>– ***Which other considerations have to be taken into account in future ESD implementation concerning this objective?***<br>A mapping of the ESD research in Cyprus and the creation of a national mechanism that will support the sharing of the results of research and examples of good practices in ESD among authorities, stakeholders, researcher, student etc. |
| **Issue 6.** | **Strengthen cooperation on ESD at all levels within the ECE region** |
| *If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).* | |
| **Indicator 6.1** | **International cooperation on ESD is strengthened within the ECE region and beyond** |
| Sub-indicator 6.1.1 | Do your public authorities cooperate in/support international[30] networks on ESD? |
| Yes X No ☐ | *Please specify concrete networks and explain who supports these networks.*<br>Cyprus Government is giving great emphasis on participating in international and regional networks. Ministry of Education, Culture, Sports and Youth which is the responsible Ministry of ESD Nationally is participating actively in many international networks and has a leading role. The most<br><br>Some of the concrete international networks that MoECSY participating is:<br><br>UNECE ESD Steering Committee where Cyprus is chairing since 2017 (Unit of EESD)<br><br>Mediterranean ESD Steering Committee which Cyprus with the Minister of ECSY is chairing since 2017 and participating to the board with the Unit of EESD (http://www.esdmedcyprus.pi.ac.cy/) |

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

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| | Union of the Mediterranean where Cyprus is participating with the Unit of EESD and with the Office for International and European affairs (https://ufmsecretariat.org/)<br><br>Medies(Mediterranean Education Initiative on Environment and Sustainability) where Cyprus is participating with the Unit of EESD (https://medies.net/about/)<br><br>MIO (Mediterranean Information Office) where Cyprus is participating with the Unit of EESD (http://mio-ecsde.org/)<br><br>GENE (Global Education Network for Europe) where Cyprus is participating with the Office for International and European affairs<br>Office for International and European affairs<br><br>*UNESCO* |
| Sub-indicator 6.1.2 | Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD? |
| Yes X No ☐ | *Please specify. List major networks.*<br><br>*Most of the organizations and institutions are participating in international networks that related with ESD. It is not possible to name all of them. Below are mentioned some indicative examples:*<br><br>*Cyprus Energy Agency*<br>EnergyCities the European Association of Local Authorities in Energy Transition<br>FEDARENE the European Federation of Agencies and Regions for Energy and the Environment<br>EIT Climate- KIC, the European knowledge and innovation community, working to accelerate the transition to a zero-carbon economy<br>EREK, The European Resource Efficiency Knowledge Centre aiming to support companies as they strive to become more energy efficient<br><br>CYMEPA:<br>is a member of the FEE organisation and participates in the network of European Countries for Eco-Schools, Learning about forest, young Reporters for the Environment, Green-key, blue-flag (www.cymepa.org.cy and www.fee-international.org).<br><br>AKTI organization:<br>Network of a Sustainable Future,<br>Green Cluster Network |

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|---|---|
| Sub-indicator 6.1.3 | Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component? |
| Yes X No ☐ | There is a specific Action for "Bilateral Cooperation" promoting cooperation with organisations in specific countries (e.g. Greece, Romania, Slovenia) for which Bilateral Agreements or Protocols for Cooperation on Research and Development between the two governments have been made. The RPF will cover part of the costs for implementing the proposed project and the networking carried out by the Cyprus organisation, while the partner organizations from abroad are funded by the competent organization of their country. Furthermore, there is another Programme for "International Cooperation" which is addressed to research teams from Cyprus and the country of cooperation already conducting research in the same or similar scientific field and wish to develop cooperation and networking between them. The project proposal will be submitted to RPF only by the Cyprus organization.<br><br>Apart from the Programmes mentioned above, consortia in all other research projects may include organisations (Research Organisations / Public Benefit Organisations - Governmental Organisations or enterprises) from any country.<br><br>Cyprus MioECSY has signed bilateral agreements amongst Greece, Austria, Egypt, Italy, Georgia, Jordan for ESD cooperation: Specifically the agreement includes:<br><br>• Exchange of information regarding ESD amongst the two countries<br>• Exchange of experts<br>• Conducting joint seminars for ESD in the two countries<br>• Transition of ESD educational tools for ESD in the two countries<br>• Exchange good practices and examples for ESD<br><br>In the case of NGOs there are multilateral agreements with the EU funding agencies on related projects |
| Sub-indicator 6.1.4 | Does your Government take any steps to promote ESD in international forums outside the ECE region? |
| Yes X No ☐ | The Cyprus government is promoting ESD through the international and regional network that is participating (see indicator 6.1.2 and 6.1.3.). Also it is mentioned that Cyprus is participating to the main regional and international conferences and events with the aim to promote ESD in international forums UNESCO, UNECE COP etc and is organizing regional and international conferences such as the Ministerial Meeting for ESD Action Plan in the Med Region (2016) and the Cyprus Climate Change Initiative in Eastern Mediterranean and Middle East (2018) coordinated by the Cyprus Institute. |
| *Concluding remarks on issue 6* | *Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region*<br><br>*Please address in particular the following questions:*<br>- **Which actions/ initiatives have been particularly successful and for which reason?**<br>Bilateral and trilateral agreements amongst Cyprus and the cooperative countries was an important initiative for promoting ESD and also creating synergies amongst countries in this field. Also, active engagement in regional and international networks is very critical for promoting ESD at the national level, transfer of expertise, share ideas and work cooperatively in join challenges for ESD, |

| | |
|---|---|
| | - **What challenges did your country encounter when implementing this objective?**<br>An issue sometimes is to find a common ground of communication, as well as to reach consensus on the definition of common goals between countries given the different challenges they face and the priorities they set in their national context. Another challenge is the economic support of these initiatives, which differs from country to country.<br>- **Which other considerations have to be taken into account in future ESD implementation concerning this objective?**<br>Enhancing the financing of such networks through European or other regional tools, depending on the actions that each of these networks promotes and their impact on the promotion of EAA at regional and international level, but also at the state level. |

| **Issue 7.** | **Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD** |
|---|---|

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

*What the role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.*

The use of and promotion of the knowledge concerned with the culture of locally found populations in the Education for Sustainable Development (ESD), is of vital importance to Cyprus. To this end all government and non-governmental agencies as well as universities and various research centres have turned their attention. The Cyprus Government, recognising the importance for identifying and utilising/involving these communities in issues concerned with the ESD as well as the importance to raise awareness amongst these populations for the protection and rationalised use of their indigenous skills, has indicated various actions to be taken so as to make these populations an intrinsic part of the EDS, acting within the framework of the policy for sustainability.

An indicative example is the establishment of the Network of Environmental Education Centres, created by the Cyprus Ministry of ECEY in close cooperation with the local communities. Apart from the fact that local communities had a basic role to the renovation of the buildings and the infrastructure, the most important fact is that the local population is the core for implementing the Environmental Education Programmes at each centre. All the programmes are designed and implemented in local communities. Also, the participants in the programmes interact with the local population in many ways: they discuss with them, collect data on the specific SD issues that are investigating, work in local trades with locals in order to experience their traditions, culture and way of life. http://www.moec.gov.cy/dkpe/index.html

| **Issue 8.** | **Describe any challenges and obstacles encountered in the implementation of the Strategy** |
|---|---|

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

All the challenges and obstacles discusses in depth in the concluding remarks of each issues above (1-6)

*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).*

| **Issue 9.** | **Future implementation of Education for Sustainable Development** |
|---|---|

*Is there a political commitment/an indication that ESD implementation will continue to be supported after the end of phase III of the UNECE Strategy for ESD and after the United Nations Decade of ESD in your country? If yes, is there already an indication of implementation priorities?*

The Republic of Cyprus has made the ESD a key policy priority until 2030, and the Ministry of Education, Culture, Sports and Youth through the Permanent Unit for the EESD, is preparing a proposal to the Council of Ministers to approve the update of the National ESD Strategy until 2030, taking into account the SDGs. At this stage, the preparation of this proposal is in progress. The priorities at this stage have not been set, but as set out in this proposal, the recommendations set by UNECE ESD SC, the Unesco post GAP ESD position paper, the SDGs Agenda, ESD Med Action Plan and the Regional and National Challenges will be taken into account. Also, the priorities will arise from all the interested parties, who will be invited to participate, from the public and private sector, the Universities, the Youth, the local authorities, etc.

## 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*** | ***3*** | ***4*** | ***5*** | ***6*** | ***7*** | ***8*** |
| Peace studies (e.g. international relations, security and conflict resolution, partnerships) | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Ethics and philosophy | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Citizenship, democracy and governance | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Human rights (e.g. gender and racial and inter-generational equity) | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Poverty alleviation | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Cultural diversity | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Biological and landscape diversity | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Environmental protection (waste management, etc.) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Ecological principles/ecosystem approach | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Natural resource management (e.g. water, soil, mineral, fossil fuels) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Climate change | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Personal and family health (e.g. HIV/AIDS, drug abuse) | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Environmental health (e.g. food and drinking; water quality; pollution) | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Corporate social responsibility | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Production and/or consumption patterns | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Economics | | | | | | ✓ | ✓ | ✓ | |
| Rural/urban development | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **Total** | 10 | 15 | 15 | 15 | 5 | 16 | 16 | 16 | 15 |
| Other (*countries to add as many as needed*) | | | | | | | | | |
| Tourism | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Marine Environment | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Transportation | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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

The scoring key for this table (maximum 153 ticks; “other” categories not counted) is:

| No. of ticks | 0–9 | 10–16 | 17–39 | 40–75 | 76–112 | 113–153 |
|---|---|---|---|---|---|---|
| Scale | A | B | C | D | E | F |

## Appendix I (b)

### Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum[31]/programme of study at various levels of formal education, by filling in the table below. *(Please tick (✓) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)*

**Table of learning outcomes**

| Competence | Expected outcomes | ISCED Levels | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | *0* | *1* | *2* | *3* | *4* | *5* | *6* | *7* | *8* |
| **Learning to learn**<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? | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | **Total** | | | | | | | | | |
| | - other (*countries to add as many as needed*)? | 2 | 5 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| | - | | | | | | | | | |
| **Learning to do**<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? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | **Total** | 5 | 5 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| | - other (*countries to add as many as needed*)? | | | | | | | | | |

[31] At the state level, where relevant.

| Competence | Expected outcomes | ISCED Levels | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | *0* | *1* | *2* | *3* | *4* | *5* | *6* | *7* | *8* |
| **Learning to be**<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 *(for phase III)?* | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | **Total** | 2 | 2 | 3 | 3 | 3 | 3 | 4 | 4 | 4 |
| | - other (*countries to add as many as needed*)? | | | | | | | | | |
| | - | | | | | | | | | |
| **Learning to live and work together**<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)? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | **Total** | 6 | 6 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| | - other (*countries to add as many as needed*)? | 15 | 18 | 21 | 22 | 22 | 22 | 23 | 23 | 23 |
| | - | | | | | | | | | |

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

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

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

## Appendix I (c)

### Indicator 2.1, sub-indicator 2.1.3

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

**Table of teaching-learning methods**

| **Some key ESD teaching/learning methods proposed by the Strategy**[a] | **ISCED Levels** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | ***0*** | ***1*** | ***2*** | ***3*** | ***4*** | ***5*** | ***6*** | ***7*** | ***8*** |
| Discussions | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Conceptual and perceptual mapping | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| Philosophical inquiry | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| Value clarification | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| Simulations; role playing; games | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| Scenarios; modelling | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| Information and communication technology (ICT) | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Surveys | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Case studies | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Excursions and outdoor learning | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Learner-driven projects | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Good practice analyses | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Workplace experience | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Problem-solving | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **Total** | 5 | 13 | 14 | 14 | 5 | 14 | 14 | 14 | 8 |
| Other (*countries to add as many as needed*) | | | | | | | | | |
| | | | | | | | | | |

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

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

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

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

# Appendix II

## Indicator 2.6, sub-indicator 2.6.1

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

Table (a)
**According to the UNECE Strategy for ESD**

| **Stakeholders** | **Classification by UNECE Strategy for ESD** | | |
|---|---|---|---|
| | *Formal* | *Non-formal* | *Informal* |
| NGOs | ✓ | ✓ | ✓ |
| Local government | ✓ | ✓ | ✓ |
| Organized labour | | ✓ | |
| Private sector | ✓ | ✓ | ✓ |
| Community-based | ✓ | ✓ | ✓ |
| Faith-based | | | |
| Media | ✓ | ✓ | ✓ |
| **Total** | 5 | 6 | 4 |
| Other (*countries to add as many as needed*) | | | |

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

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

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

| **Stakeholders** | **Classification by United Nations Decade of ESD** | | | | |
|---|---|---|---|---|---|
| | *Public awareness* | *Quality education* | *Reorienting education* | *Training* | *Social learning* |
| NGOs | ✓ | ✓ | ✓ | ✓ | ✓ |
| Local government | ✓ | ✓ | ✓ | ✓ | ✓ |
| Organized labour | | | | | |
| Private sector | ✓ | ✓ | ✓ | | ✓ |
| Community-based | ✓ | | ✓ | ✓ | ✓ |
| Faith-based | | | | | |
| Media | ✓ | ✓ | | | ✓ |
| **Total** | **5** | **4** | **4** | **3** | **5** |
| Other (*countries to add as many as needed*) | | | | | |
| | | | | | |

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

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

# Appendix III

## Indicator 3.1, sub-indicator 3.1.3

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

| | **Percentage of education professionals who have received training[a] to integrate ESD into their practice** | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ***Educators*** | | | | | | | | | | | | ***Leaders/administrators[b]*** | | | | | |
| | *Initial[c]* | | | | | | *In service[d]* | | | | | | *In service[e]* | | | | | |
| **ISCED levels** | **A** | **B** | **C** | **D** | **E** | **F** | **A** | **B** | **C** | **D** | **E** | **F** | **A** | **B** | **C** | **D** | **E** | **F** |
| 0. | | | | | | ✓ | | | | | | ✓ | | | | | | ✓ |
| 1. | | | | | | ✓ | | | | | | ✓ | | | | | | ✓ |
| 2. | | | | | | ✓ | | | | | | ✓ | | | | | | ✓ |
| 3. | | | | | | ✓ | | | | | | ✓ | | | | | | ✓ |
| 4. | | | | | | ✓ | | | | | | ✓ | | | | | ✓ | |
| 5. | | | | | | ✓ | | | | | | ✓ | | | | | ✓ | |
| 6. | | | | | | ✓ | | | | | | ✓ | | | | | ✓ | |
| 7. | | | | | | ✓ | | | | | ✓ | | | | | | ✓ | |
| 8. | | | | | | ✓ | | | | | ✓ | | | | | | ✓ | |
| Non-formal | | | | | | ✓ | | | | | | ✓ | | | | | | ✓ |
| Informal | | | | | | ✓ | | | | | | ✓ | | | | | | ✓ |

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

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

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

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

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

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

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

## Appendix IV

### Summary and self-assessment by countries

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

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

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