



**REPORT
ON IMPLEMENTATION OF THE UNECE STRATEGY FOR
EDUCATION FOR SUSTAINABLE DEVELOPMENT in the Kyrgyz Republic**

*Within the framework of the
United Nations Decade of Education for Sustainable Development (2005–2014)*

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

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

Duishenova Jyldyz, - Chief specialist, National focal point of ESD

Signature:

A handwritten signature in blue ink, appearing to read "D. Jyldyz".

Date: 30 October, 2010

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Contact officer for national report (if different from above):

A. Provide brief information on the process by which this report has been prepared, including information on which types of public authorities were consulted on or contributed to its preparation; how the stakeholders were consulted and how the outcome of this consultation was taken into account; and the material used as a basis for the report.

This report was prepared by the State Agency on Environment Protection and Forestry of the Kyrgyz Republic (SAEPF KR) in a view of consultations with the Ministry of Education and Science of the Kyrgyz Republic (MEdS KR) with assistance and financial support of the OSCE Centre in Bishkek and the Kyrgyz Academy of Education experts. Many experts from across the republic were involved into the preparation of this report: university lecturers –from the Kyrgyz National University named after J. Balasagyn, Bishkek Humanities University named after K. Karasaev, Talas State University, Naryn State University, Kyrgyz State Technical University named after Razzakov, Institute of Mining and Mining Technologies named after U. Asanaliev, Kyrgyz National Agrarian University named after K. Skryabin, and also representatives of NGOs such as the Regional Center of Expertise on Education for Sustainable Development in Kyrgyzstan, “AKMENA” Public Association, the Regional Environmental Centre for Central Asia, Public Fund “Rural Development Fund (RDF)”, Republican Children Academy of Technical Engineering “Altyn Tuyun”, Public Fund "Center for Innovative Education “Peremena”, Ecological Movement BIOM, Public Fund “MSDSP KG” (an initiative of Aga Khan Foundation). This report was prepared under the financial support of the OSCE Centre in Bishkek.

In preparation of this report, materials and reports of the international organizations such as OSCE, UNESCO, UNDP, etc. have been used.

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.

The Kyrgyz Republic is a country with transition economy and recent political events in 2005-2010 show that a process of political and economic transformation in the country is not completed yet. Social explosions in 2005 and 2010 have led to acceptance of the new amendment of the Constitution of the republic, according to which, the country has chosen a parliamentary form of government.

On regular basis personnel rearrangements have been taken place in enforcement authorities. The big external debt, high rate of unemployment and low living standards have put the country before the conditions of investment outflow and new challenges in dealing with economic, social and environmental problems.

Numerous national programs of development and strategies in the field of economy and environment have been developed. However these programs and strategies often contradict one another.

These abovementioned conditions make promotion ideas and purposes of ESD in KR very difficult. Implementing the National Plan on ESD has not started due to lack of financing from the government.

In this regard, the country launched pilot initiatives in the field of ESD, with the participation of international agencies, projects and NGOs. Integration of ESD ideas into the current legislation are at the stage of lobbying.

The country has established a mechanism for the interaction of different interest groups in the field of ESD (A Coordination Council). However, its functioning is hampered because of frequent personnel rearrangement of decision makers and unstable political situation in the country. As additional mechanisms for promoting ESD ideas are the Conception of Continuous Ecological Education of Kyrgyzstan (2003) and Strategy of Public initiatives on ESD (2006).

In 2010 the OSCE Centre in Bishkek supported initiatives on ESD, which allowed starting work on integrating the key themes of ESD in national educational standards and curricula and subject curricula at the high school level.

Abbreviations

ASU	Associated Schools of UNESCO
CAREC	Regional Environmental Center for Central Asia
CC ESD	Coordinating Council on Education for Sustainable Development
CCEE	Concept of Continuous Environmental Education
CDF KR	Comprehensive Development Framework of the Kyrgyz Republic to 2010
CDS KR	Country Development Strategy of the Kyrgyz Republic to 2010
EE	Environmental education
ESD	Education for Sustainable Development
GO	Governmental Organization
HEI	Higher Education Institution
JICA	Japan International Cooperation Agency
MEdS KR	Ministry of Education and Science of the Kyrgyz Republic
IEI	International Educational Institution
MES KR	Ministry of Emergency Situations of the Kyrgyz Republic
NGO	Non-Governmental Organization
PF	Public Fund
RCE	Regional Centre for Expertise on Education for Sustainable Development
RCYCELT	Republican Children and Youth Centre for Environment, Local History and Tourism, the
RFNCFD	Republican Fund for Nature Conservation and Forestry Development
SAEPF KR	State Agency for Environmental Protection and Forestry under the Government of the Kyrgyz Republic
SD	Sustainable Development
UNU	United Nations University
UNDP	United Nations Development Programme
UNECE	Economic Commission for Europe of the United Nations
UNICEF	United Nations Children's Fund

TEMPLATE FOR REPORTING

Issue 1. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD.	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national language(s)?
Yes <input checked="" type="checkbox"/> No	<i>Please specify languages.</i> Kyrgyz/Russian
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No	Ms Duishenova Jyldyz , Main specialist, The State Agency on Environmental Protection and Forestry of the Kyrgyz Republic (SAEPF KR), National focal point on ESD in Kyrgyzstan
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No	<i>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</i> Coordination council on Education for Sustainable Development (ESD) (Government decision №74 dated from February 11, 2005) was created, which mandate includes the implementation of the UNECE Strategy for ESD. For implementation of ESD there is planned to launch an Interagency Working Group within the SAEPF KR.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes No <input checked="" type="checkbox"/>	<i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD.</i> Currently the country is involved into development of the National Action Plan on ESD in Kyrgyzstan under support of the OSCE Center in Bishkek and the Ministry of Education and Science of the Kyrgyz Republic (MEdS KR). It as also expected to include some of the aspects of ESD into the Strategy for the Development of Education of the Kyrgyz Republic.
Indicator 1.1.5	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the UN Decade of ESD, and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No	<i>Please specify.</i> Synergy between these processes could be demonstrated by creation of the Regional Centre of Expertise (RCE) on ESD in KR in 2006 with support and in a framework of the program of UNU. This center promotes implementation of the UNECE Strategy on ESD and the UN Decade on ESD in Kyrgyzstan. Close cooperation of the RCE with different partners from Central Asian countries contributes to promotion of the Decade on ESD in the region. Kyrgyzstan also contributes to implementation of the ESD Strategy for Asia and Pacific region, managed by UNESCO (Bangkok).
Indicator 1.2. Policy, regulatory and operational frameworks support the promotion of ESD	
Sub-indicator 1.2.1	Is ESD reflected in any national policy document(s)?

<p>Yes <input checked="" type="checkbox"/> No</p>	<p><i>Please specify and list major document(s)</i></p> <p>Currently, ESD issues are not reflected in national strategic documents of Kyrgyzstan sufficiently. However, there are some conceptual documents, presenting ESD issues at the national level. In particular, in 2003 MedS KR and MES KR approved the Concept of Continuous Ecological Education of the Kyrgyz Republic (CCEE KR), which includes ESD issues as well. The CCEE was developed by specialists of various levels of education. The necessity to promote the ideas of environmental Safety and sustainability is also reflected in the Doctrine of the State Education of the Kyrgyz Republic (adopted in August 2000 by Presidential Decree). The Doctrine of the State Education of the Kyrgyz Republic is the basis for developing of regulations, policy documents in the field of education and subject to approval by law. It sets strategies and tactics of education for the period up to 2025. Priority issues for sustainability are also reflected in the Concept of Development of Education of the Kyrgyz Republic until 2010 (adopted in 2002). Particularly, the need for a "... self-developing, efficient system of education which will promote economic growth in Kyrgyzstan and the country's sustainable development in a rapidly changing world¹" is mentioned in the document.</p> <p>In addition, various aspects of sustainability and the principles of ESD reflected in the National Action Plan on Education for All of the Kyrgyz Republic, developed under the Dakar Agreement, 2000 (adopted by the Government of the Kyrgyz Republic of July 30, 2002). The concept of Environmental Safety of the Kyrgyz Republic (2007) is the basis for public policy on environmental protection and environmental management for sustainable development of the republic.</p> <p>Different aspects of education for sustainable development are reflected in a number of country documents such as:</p> <ul style="list-style-type: none"> • Concept of Continuous Ecological Education in Kyrgyzstan, adopted by the Board of the MEdS KR; • Draft of the Environmental Code, which includes a separate chapter entitled "Environmental Education and ESD"; • Draft of the Strategy for the Development of Education if the Kyrgyz Republic (the document is under the discussion); • Comprehensive Development Framework of the Kyrgyz Republic to 2010 and the Country Development Strategy of the Kyrgyz Republic to 2010 • National Framework Curriculum of the Kyrgyz Republic (developed by the National Committee and approved by the order of the MEdS KR. № 139/1 dated March 19, 2007); • National Action Plan on Education for All of the Kyrgyz Republic, developed under the Dakar Agreement, 2000 (adopted by the Government of the Kyrgyz Republic, July 30, 2002); • National Program "Kyrgyzstan Jashtary" on Youth Development in Kyrgyzstan until 2010 (Presidential Decree "On the Concept of State Youth Policy of the Kyrgyz Republic until 2010"); • Agenda 21 for the Kyrgyz Republic – Program of Action to 2010 (approved by the Degree of the Government of the Kyrgyz Republic dated 02.08.2002); • Concept of Ecological Safety of the Kyrgyz Republic (approved by the Presidential Decree in November 2007) • State Program "Public Health of Kyrgyzstan in the 21st Century" • National Health Program "Manas taalimi"; • The Constitution of the Kyrgyz Republic; • National Program of State Support; • Joint strategy for donor aid to the country - 2010 (ends); <p>The following programs contributed in promoting of ESD at the earlier stage:</p> <ul style="list-style-type: none"> • National Program "Kyrgyzstan Jashtary" for 2006-2008 dated April 14, 2006 Presidential Decree № 173); • National Programs "Manas -1,2", aimed at health sector reform in Kyrgyzstan; • National strategic documents of Kyrgyzstan on gender equality; • National programs for the prevention of drug use and HIV/AIDS; • Action Plan and Strategy on Biodiversity Conservation, the component "Strategy E: Environmental Education and Public Participation"; • National Action Plan on Environment and Health of the Kyrgyz Republic (1999); etc.
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¹ The Concept of Education Development of the Kyrgyz Republic, 2002

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?																																																	
<p>a) Yes <input checked="" type="checkbox"/> No</p> <p>b) Yes <input checked="" type="checkbox"/> No</p>	<p><i>Please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.</i></p> <p>a) There is no a special law on ESD in Kyrgyzstan, but in the Law on Environmental Conservation from May 13, 1999 there is an article devoted to one of the ESD components – the article #48 “Ecological Education and Education ». The Concept of Continuous Ecological Education was developed by a group of experts of various educational levels, and the nongovernmental organizations and it was accepted on September 17, 2003 by the order of the MEdS KR, the decision of Board of the MEdS KR and the order of MES KR. MEdS KR developed and approved the Program of prime measures on realization of the Concept of Continuous Ecological Education in Kyrgyz Republic (order #961/1 from 29.09.2003). Currently the work on mainstreaming of ESD topics into national curricula and national standards (biology, chemistry, physics, geography and math) are being continued.</p> <p>b) Yes, now ESD topics are included into the national educational standards of school education – into natural science disciplines such as geography, physics, chemistry, biology and math. These standards were developed by the Kyrgyz Academy of Education. About ten higher education institutions of the republic have been preparing environmental specialists, where the subject “Ecology” is introduced into the in the bachelor and master programs as a compulsory course. This course includes some aspects of SD and ESD.</p> <table border="1" data-bbox="856 716 1583 1042"> <thead> <tr> <th rowspan="2">ISCED</th> <th colspan="2">(a)</th> <th colspan="2">(b)</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td>*</td> <td></td> <td>*</td> </tr> <tr> <td>1</td> <td>*</td> <td></td> <td>*</td> <td></td> </tr> <tr> <td>2</td> <td>*</td> <td></td> <td>*</td> <td></td> </tr> <tr> <td>3</td> <td>*</td> <td></td> <td>*</td> <td></td> </tr> <tr> <td>4</td> <td></td> <td>*</td> <td>*</td> <td></td> </tr> <tr> <td>5</td> <td>*</td> <td></td> <td>*</td> <td></td> </tr> <tr> <td>6</td> <td></td> <td>*</td> <td></td> <td>*</td> </tr> <tr> <td>Teacher education</td> <td>*</td> <td></td> <td>*</td> <td></td> </tr> </tbody> </table>	ISCED	(a)		(b)		Yes	No	Yes	No	0		*		*	1	*		*		2	*		*		3	*		*		4		*	*		5	*		*		6		*		*	Teacher education	*		*	
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Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?		
Yes <input checked="" type="checkbox"/> No	<i>Please specify.</i> The concept of continuous ecological education of the Kyrgyz Republic determines the structural principles and outlines the main directions of development of environmental education and it serves as a basis for determining the content of regulatory documents, i.e. core lines of national standards, curriculum and the compulsory minimum content of education in ecology, creating on its base of educational and methodical complex, training of teachers and experts. Some international projects have been practicing the launching of “pasture kindergartens”. A number of organizations participate in the mainstreaming of ESD into informal education (the following table).		
	Names of organization	Organization types	Activity directions on ESD
	Republican Children's and Youth Centre of Environment, Local History and Tourism MEdS KR	Governmental organization	Promoting ESD through such courses as eco-tourism, traditional knowledge, intercultural diversity, local history.
	“AKMENA” Public Association	NGO	Promoting ESD through science education, educational materials and programs on chemical security, climate change, biodiversity conservation, “green” economy, sustainable consumption and production, waste management, water issues, renewable energy and energy-efficiency. Support wide network of Sustainable Schools and Eco-campuses. Modules on integration of ESD into school policy and curricula.
	“EKOIS”	NGO	Internet portal, the dissemination of information on environment and SD.
	CARNET	NGO	Internet portal, the dissemination of information on environment and SD.
	“BIOM” Ecological Movement	NGO	Programs for schools and communities on biodiversity conservation, renewable energy, environmental protection and sanitation, public participation, energy efficiency and climate change. Network of eco-schools.
	PO Taalim-Forum	NGO	Programs for schools and communities on traditional knowledge, rural development. Network of school on traditional knowledge.
	RCE Kyrgyzstan	Platform for promotion of ESD in Kyrgyzstan	Promotion of ESD and environmental education through programs on social responsibility, protection of ozone layer, mountain ecosystems, biodiversity conservation and revitalizing national environmental traditions and customs.
	Ecological Movement of Kyrgyzstan “ALEINE”	NGO	Programs for various groups on biodiversity conservation, the dissemination of knowledge and culture in the field of environmental protection.
	Rural Denvelopment Fund	NGO	Programs for communities - traditional knowledge on Kyrgyz nomadic husbandry, on conflict resolution in a field of natural resources, on promotion of the rights of indigenous communities over their natural resources.
	CAMP Ala-Too	NGO	Programs for communities - sustainable pasture management, watershed management, solving conflicts over water resources and trainings on natural disasters hazards.
NABU-Kyrgyzstan	NGO	Projects for schools and communities on protection of species diversity.	

	UNISON	NGO	Energy efficiency, energy security and renewable energy sources
	Kaiberen	NGO	and university students – protection of ozone layer, citizenship and democracy.
	Tabiat-Life	NGO	Programs for communities and university students - water resources management.
	Ecological Expertise	NGO	Chemical security, environmental impact assessment, environmental protection, public participation.
	ACTED	NGO	Programs for communities - labor migration and disaster management.
	ALGA	NGO	Programs for communities - gender issues and sustainable agriculture.
	Association of Centers of Civil Society	NGO	Programs for various groups - citizenship and democracy.
	Educational Initiatives Support Fund	NGO	Critical thinking, healthy lifestyle.
	“MSDSP KG” (initiative of Aga Khan Foundation)	NGO	Reducing the natural disaster hazards
	“Peremena”	NGO	Civic Education, Human rights, environmental and economic debates, interactive teaching techniques for teachers
	Republican Children’s Academy of Technical Engineering “Altyn-Tuyun”	Governmental organization	Interactive teaching techniques, scientific projects, development of creative engineering skills
	Center for Children's Rights	NGO	Programs on protection of the labor rights of children (in the “Dordoi” and “Osh” city markets), internal migration impacts.
	Kyrgyz Academy of Education	Governmental organization	Refresher trainings for teachers on improvement their competence on ESD. Organize micro scientific experiments on chemistry to encourage schools reduce volume of their toxic wastes - supported by UNESCO. Network of 10 schools in Bishkek.
	Helvetas-Kyrgyzstan	NGO	Project on Agricultural Education (2012).
	Ozone Center	International	Programs on protection of ozone layer and climate change.
	“SEBAT”	International Educational Institute	Organization of the annual republican Olympiad
	others		
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?		

Yes	No <input checked="" type="checkbox"/>	<i>Please specify.</i> The Law of the Kyrgyz Republic “On access to information of governmental organizations and local self-governments of the Kyrgyz Republic”
Sub-indicator 1.2.5		Does a formal structure for interdepartmental cooperation relevant to ESD exist in your government?
Yes <input checked="" type="checkbox"/>	No	<i>Please specify.</i> Yes, such a structure exists. On February 11, 2005, by Governmental Order №74 there was created a Coordination Council for Education for Sustainable Development - consultative and advisory body with purpose of sustainable development principles integration into an education system of the Kyrgyz Republic within the frameworks of realization of the Concept of Transition of Kyrgyzstan to Sustainable Development till 2010, and creation of National ESD Platform in a frame of UN initiatives on ESD. Now the structure of the Council has not designated yet, however it is decided to include heads and experts of the MEoS KR, SAEPF KR, representatives of a science and education and NGOs. The Chairman of the Coordination Council is a Minister of Education and Science of the Kyrgyz Republic. The structure of the Coordination Council shall be approved by the Government of the Kyrgyz Republic. The Coordination Council will coordinate actions of ministries, state committees and administrative departments, local state administrations and institutions of local government on interaction with international and public organizations in a frame of the UN initiatives on ESD. The Coordination Council’s activity is governed by the legislation of the Kyrgyz Republic and its Regulation. The Council carries out its activity on public principles. Also an Interdepartmental Working Group on mainstreaming of ESD into educational system of the Kyrgyz Republic has been launched within the SAEPF.
Sub-indicator 1.2.6		Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your government?
Yes <input checked="" type="checkbox"/>	No	<i>Please specify.</i> Now in the frame of the Coordination council on ESD the ways and approaches to create mechanism of multilateral cooperation are designed. The Coordination council includes the experts, representing the state bodies, nongovernmental sector, scientists, and also the experts working in various educational levels between whom strong partner relations was established, that may promote ESD issues. The Regional Center of Expertise on ESD is a platform of consolidation of efforts and cooperation for ESD promotion. RCE is supported by the Institute of Advanced Studies of the United Nations University (UNU-IAS). The Interdepartmental Working Groups of SAEPF KR and MEoS KR have become a good mechanism for different interest group collaboration on ESD with participation of representatives of various ministers, agencies and educational institutions.
Sub-indicator 1.2.7		Are public budgets and/or economic incentives available specifically to support ESD?
Yes	No <input checked="" type="checkbox"/>	<i>Please specify.</i> No, there are not considered any allocations from the state budget or economic incentives for ESD. However, the Republican Fund for Nature Conservation and Forestry Development annually funds ESD activities. Also in 2009, the first in the Central Asia, Kyrgyzstan made voluntary contribution for implementation of the UNECE Strategy on ESD.
Indicator 1.3 National policies support synergies between processes related to SD and ESD		
Sub-indicator 1.3.1		Is ESD part of SD policy(s) if such exist in your country?

<p>Yes No <input checked="" type="checkbox"/></p>	<p>Until present ESD is not a part of the SD policy in Kyrgyzstan. In the meanwhile, the ESD component “Environmental Education” is presented in the « Agenda 21 for the Kyrgyz Republic». The National Strategy on Sustainable Human Development in the Kyrgyz Republic (May 28, 1997) states that “... it is needed a holistic approach, which includes improvement of legislature and optimization of environmental protection system, enhancement of informing, environmental education and public participation”</p> <p>In a frame of the Agenda according to target parameters the followings are necessary to conducts:</p> <ul style="list-style-type: none"> • To achieve reorientation of 30 % of school curriculums to sustainable development - up to 2007; • To increase volume of announcements in mass-media up to 30 % concerning sustainable development by encouragement through grants - up to 2006. <p>In the National Strategy on Sustainable Human Development in the Kyrgyz Republic (May 28, 1997) specified, that "... it is necessary to have complex approach, which would cover improvement and optimization of environment protection system, improvement of informing, ecological education and raising public activities".</p> <p>ESD is a part of the policy on Sustainable Development. Also it is presented in various governmental documents such as Ecological Safety Code, draft of the Environmental Code (there is a special chapter), the Constitution (human rights), Millennium Development Goals, programs on poverty alleviation and gender etc.</p> <p>So far Environmental Education has transformed into ESD; until recently initiatives in the field of ESD in the Kyrgyz Republic had been implementing within environmental education. This is reflected in the following national political documents: the Law of the Kyrgyz Republic “On Education” # 92 dated on April 30, 2003, the Law of the Kyrgyz Republic “On Environmental Protection” (1999) and the Law of the Kyrgyz Republic “On Ecological Expertise” (1999), the Presidential educational program “The Cadres of 21st Century” (Presidential Decree # PD-218 dated September 11, 1995), the National Program "Kyrgyzstan Jashtary" on Youth Development in Kyrgyzstan until 2010 (Presidential Decree "On the Concept of State Youth Policy of the Kyrgyz Republic until 2010"), and the National Program "Kyrgyzstan Jashtary" for the period of 206-2008 dated April 14, 2006 № PD-173).</p>
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	<p>In addition in the National overview for Rio+10 “Progress Evaluation on Transforming of the Kyrgyz Republic towards to Sustainable Development” (Governmental Degree № 74-p from 02.08.2002) there is the Concept of the Kyrgyz Republic on Transforming towards to Sustainable Development to 2010 (August 2, 2002), which indicates that “<i>education priority’s recognized and education reforms had been taking place in order to obtain adequate knowledge in terms of achieving harmony with nature</i>”.</p> <p>Currently, ESD issues are not reflected in national strategic documents of Kyrgyzstan sufficiently. However, there are a number of conceptual documents where ESD issues were presented. In particular, in 2003, MedS KR and MES KR approved the Concept of Continuous Ecological Education of the Kyrgyz Republic, which includes ESD issues as well. The CCEE was developed by specialists of various levels of education. Availability of highly skilled specialists in various environmental areas and the lack of a holistic approach at the same time caused the creation of many individual educational programs and techniques.</p> <p>In 1997 the Regulation on general environmental education (ESD component) was included in the Concept of Ecological Security of the Kyrgyz Republic. About ten higher education institutions of the republic have been preparing environmental specialists, where the subject “Ecology” is introduced into the in the bachelor and master programs as a compulsory course. This compulsory course includes some aspects of SD and ESD. The necessity to promote the ideas of environmental security and sustainability is also reflected in the Doctrine of the State Education of the Kyrgyz Republic (adopted in August 2000 by Presidential Decree). The Doctrine of the State Education of the Kyrgyz Republic is the basis for developing of regulations, policy documents in the field of education and subject to approval by law. It sets strategies and tactics of education for the period up to 2025. Priority issues for sustainability are also reflected in the Concept of Development of Education of the Kyrgyz Republic until 2010 (adopted in 2002). Particularly, the need for a “... self-developing, efficient system of education which will promote economic growth in Kyrgyzstan and the country’s sustainable development in a rapidly changing world²” is mentioned in the document.</p> <p>In addition, various aspects of sustainability and the principles of ESD reflected in the National Action Plan on Education for All of the Kyrgyz Republic, developed under the Dakar Agreement, 2000 (adopted by the Government of the Kyrgyz Republic of July 30, 2002). The concept of Environmental Safety of the Kyrgyz Republic (2007) is the basis for public policy on environmental protection and environmental management for sustainable development of the republic. ESD as a part of SD policy is presented in a number of country documents such as the Draft of the Environmental Code, which includes a separate chapter entitled “Environmental education and ESD”, national programs on gender policy development, poverty alleviation and many others.</p>												
Issue 2. PROMOTE SD THROUGH FORMAL, NON-FORMAL AND INFORMAL LEARNING													
<i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)</i>													
Indicator 2.1 SD key themes are addressed in formal education													
Sub-indicator 2.1.1	Are key themes of SD ³ addressed explicitly in the curriculum/programme of study at various levels of formal education?												
Yes No <input checked="" type="checkbox"/>	<p><i>Phase II: please specify in the table in Annex 1 (a) and use the scale. Indicate the results in the box below.</i></p> <table border="1" data-bbox="940 1105 1503 1162" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px;">A</td> <td style="width: 20px; height: 20px;">B</td> <td style="width: 20px; height: 20px;">C</td> <td style="width: 20px; height: 20px;">D</td> <td style="width: 20px; height: 20px;">E</td> <td style="width: 20px; height: 20px;">F</td> </tr> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>	A	B	C	D	E	F						
A	B	C	D	E	F								
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum/programme of study at various levels of formal education?												

² The Concept of Education Development of the Kyrgyz Republic, 2002

³ For explanation see paragraph 15 of the Strategy.

Yes	No <input checked="" type="checkbox"/>	<i>Phase II: Please specify in the table in Annex 1 (b) and use the scale. Indicate the results in the box below.</i>					
		A	B	C	D	E	F

Indicator 2.2 Strategies to implement ESD are clearly identified

Sub-indicator 2.2.1 Is ESD addressed through: (a) existing subjects only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project?

Phase II: For (a)–(d) please specify for different levels of education system in accordance with ISCED in the table by ticking (V) as appropriate.

a) Yes	No <input checked="" type="checkbox"/>	ISCED	(a)		(b)		(c)		(d)	
b) Yes	No <input checked="" type="checkbox"/>		<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
c) Yes <input checked="" type="checkbox"/>	No	0		V	V		V		V	
d) Yes <input checked="" type="checkbox"/>	No	1		V	V		V		V	
		2		V	V		V		V	
		3		V	V		V		V	
		4		V	V		V		V	
		5		V	V		V		V	
		6		V	V		V		V	
		Teacher education		V	V		V		V	

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

Sub-indicator 2.3.1 Do educational institutions adopt a “whole-institution approach” to SD/ESD?

Phase II: please specify for all levels of your education system in accordance with ISCED in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify

ISCED	Yes	No
0		V
1		V
2		V
3		V
4		V
5		V
6		V
Teacher education		V

Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support “a whole institution approach to SD/ESD”?																											
Yes No <input checked="" type="checkbox"/>	<p><i>Phase II: Please specify what schemes are available for all levels of your education system in accordance with ISCED in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</i></p> <table border="1" data-bbox="947 321 1493 602"> <thead> <tr> <th>ISCED</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr><td>0</td><td></td><td>V</td></tr> <tr><td>1</td><td></td><td>V</td></tr> <tr><td>2</td><td></td><td>V</td></tr> <tr><td>3</td><td></td><td>V</td></tr> <tr><td>4</td><td></td><td>V</td></tr> <tr><td>5</td><td></td><td>V</td></tr> <tr><td>6</td><td></td><td>V</td></tr> <tr><td>Teacher education</td><td></td><td>V</td></tr> </tbody> </table> <p>A badge “The Best Employee of the Environmental Protection System” can be presented to teachers, NGO representatives, SAEPF KR employees and also international consultants/experts.</p>	ISCED	Yes	No	0		V	1		V	2		V	3		V	4		V	5		V	6		V	Teacher education		V
ISCED	Yes	No																										
0		V																										
1		V																										
2		V																										
3		V																										
4		V																										
5		V																										
6		V																										
Teacher education		V																										
Sub-indicator 2.3.3	<p>Do institutions/learners develop their own SD indicators for their institution/organization?</p> <p><i>Phase II: Please specify for all levels of your education system in accordance with ISCED, in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</i></p> <table border="1" data-bbox="947 743 1493 1024"> <thead> <tr> <th>ISCED</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr><td>0</td><td></td><td>V</td></tr> <tr><td>1</td><td></td><td>V</td></tr> <tr><td>2</td><td></td><td>V</td></tr> <tr><td>3</td><td></td><td>V</td></tr> <tr><td>4</td><td></td><td>V</td></tr> <tr><td>5</td><td></td><td>V</td></tr> <tr><td>6</td><td></td><td>V</td></tr> <tr><td>Teacher education</td><td></td><td>V</td></tr> </tbody> </table> <p>It is planned to develop a manual of high school curriculum in 2011.</p>	ISCED	Yes	No	0		V	1		V	2		V	3		V	4		V	5		V	6		V	Teacher education		V
ISCED	Yes	No																										
0		V																										
1		V																										
2		V																										
3		V																										
4		V																										
5		V																										
6		V																										
Teacher education		V																										
Indicator 2.4 ESD is addressed by quality assessment/enhancement systems																												
Sub-indicator 2.4.1	Are there any education quality assessment/enhancement systems that include criteria on ESD ⁴ in: (a) national systems? (b) other?																											

⁴ 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).

<p>a) Yes No <input checked="" type="checkbox"/></p> <p>b) Yes <input checked="" type="checkbox"/> No</p>	<p><i>Phase II: Please specify for various levels of your education system in accordance with ISCED, in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify</i></p> <p>There is a division of licensing and accreditation in the MEdS KR.</p> <table border="1" data-bbox="892 272 1549 574"> <thead> <tr> <th rowspan="2">ISCED</th> <th colspan="2">(a)</th> <th colspan="2">(b)</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>No</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td>V</td> <td>V</td> <td></td> </tr> <tr> <td>1</td> <td></td> <td>V</td> <td>V</td> <td></td> </tr> <tr> <td>2</td> <td></td> <td>V</td> <td></td> <td>V</td> </tr> <tr> <td>3</td> <td></td> <td>V</td> <td></td> <td>V</td> </tr> <tr> <td>4</td> <td></td> <td>V</td> <td></td> <td>V</td> </tr> <tr> <td>5</td> <td></td> <td>V</td> <td></td> <td>V</td> </tr> <tr> <td>6</td> <td></td> <td>V</td> <td></td> <td>V</td> </tr> <tr> <td>Teacher education</td> <td></td> <td>V</td> <td></td> <td>V</td> </tr> </tbody> </table>	ISCED	(a)		(b)		Yes	No	No	Yes	0		V	V		1		V	V		2		V		V	3		V		V	4		V		V	5		V		V	6		V		V	Teacher education		V		V
ISCED	(a)		(b)																																															
	Yes	No	No	Yes																																														
0		V	V																																															
1		V	V																																															
2		V		V																																														
3		V		V																																														
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5		V		V																																														
6		V		V																																														
Teacher education		V		V																																														
<p>Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice.</p>																																																		
<p>Sub-indicator 2.5.1</p>	<p>Are SD issues addressed in informal and public awareness-raising activities?</p>																																																	

<p>Yes <input checked="" type="checkbox"/> No</p>	<p><i>Phase II: Please specify.</i></p> <p>In a frame of certain projects this work has been carried out. But currently a special program on public awareness on ESD has not developed yet. However, partly, the tasks of public awareness on various aspects of ESD are being undertaken by international projects in Kyrgyzstan.</p> <ul style="list-style-type: none"> • The project “Mainstreaming of ecological safety and sustainable development issues into education system of the Kyrgyz Republic” (2010) – integration of the key ESD aspects into national curricula and secondary school educational standards on nature science disciplines – public hearings and information campaign on ESD - Regional Ecological Centre of Central Asia in cooperation with State Agency on Nature Protection and Forestry of KR, Ministry of Education and Science of the Kyrgyz Republic and “AKMENA” Public Association under support of the OSCE Centre in Bishkek. • Information campaign on protection of Ozone layer (2010) – State Agency on Nature Protection and Forestry of KR and Ozone Center of KR. Ozone Center also regularly conducts training workshops for refrigeration equipment operators, granary workers, custom servants, etc. • Development of Eco-campus network of Kyrgyzstan (2010-2011 years) – “AKMENA” Public Association in cooperation with Atkisson Group. Currently the network includes about 30 schools and universities all over Kyrgyzstan. • Information campaign on Green growth and Green Economy concepts - “AKMENA” Public Association and “Sense and Sustainability Group” (2009-2010 years). • Development of the “Green pack” educational Resource for schools on environmental safety (2010) – State Agency of Nature Protection and Forestry of KR, AKMENA Public Association, Regional Ecological Centre of Central Asia under support of UNESCP Cluster Office in Almaty and Chevron Company. • GEF/WB “Biodiveristy Conservation in the Western Tian-Shan” – information campaign on biodiversity conservation for local communities. • NGO “NABU” carries out activities on rising public awareness on loss of endangered redlisted species. They also conduct annual environmental activity “A bird of a year”. • In a frame of ESD component “Cultural diversity and World Heritage” a network of UNESCO schools have been operating. • In a frame of ESD components such as gender equality, human rights, AID/HIV, conflict solving etc. the UNDP and the Fund “Soros-Kyrgyzstan” projects work on public awareness. <p>Kyrgyz branch of Regional Environmental Center of the Central Asia, SAEPF KR, Ozone Center in Kyrgyzstan, RCE-Kyrgyzstan, Universities, “AKMENA” Public Association, Republican Children’s and Youth Center of Ecology, Local History and Tourism regularly organize courses of advanced trainings on Sustainable Development for teachers.</p> <p>The level of broadcasting in the field of SD in Kyrgyzstan has increased significantly in comparison with 2005-2007 period, however it is not sufficient yet</p> <p>With participation of public organizations of Kyrgyzstan the broad information campaign concerning ESD for schools and high schools was lead. Since 2006 Kyrgyzstan started work on informing regional high schools about ESD.</p> <p>Now within environmental public awareness raising and environmental education various activities are being conducted international environmental actions such as “March of Parks and Zapovedniks”, and also workshops, trainings, informational campaigns, press-conferences, debates for schools and universities on climate change, green economy etc. issues.</p>
<p>Sub-indicator 2.5.2</p>	<p>Is there any support for work-based learning (e.g. for small companies, farmers, trade unions, associations), which addresses SD issues?</p>

Yes <input checked="" type="checkbox"/> No	<p><i>Phase II: Please specify and provide examples.</i></p> <ul style="list-style-type: none"> • Association of Land and Forest Users of Kyrgyzstan; • Rural Advisory Service; • Network KOJO (Helvetas) – expanding local agricultural knowledge; • Network «Pastoralist to pastoralist» - practical training on ecological tourism, experience and traditional knowledge sharing (sustainability, self-organization) – by Rural Development Fund; • ARYSH – support of local community through groups of mutual assistance; • “Peremena” network on sharing of experience and techniques on human rights, civil education and development of child thinking through debates.
Sub-indicator 2.5.3	Are there any instruments (e.g. research, survey, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?
Yes <input checked="" type="checkbox"/> No	<p>Total situation on ESD is reflected in the following documents:</p> <ul style="list-style-type: none"> • Overview of Central Asian progress in a field of Education for Sustainable Development (2006) on ESD in a frame sub-regional cooperation (RECCA), • Обзор законодательных и программных основ экологического образования (ЭО) и образования для устойчивого развития (ОУР) в Кыргызской Республике. Алматы, 2009. Дуйшенова Ж., Постнова Е., Сыдыкназарова К. • Overviews prepared for UNESCO -2008-2009, CAREC, UNESCO Office in Bangkok, • Analyze of the Poverty Monitoring System in Kyrgyzstan (2004 DFID), • Survey on Poverty (MEdS KR), • Research on multicultural education (MEdS KR), • Research on Gender Equity (MEdS KR), • Access for Man and Woman to natural resources (2007-2008 UNDP), • Gender analysis (2007-2008 UNICEF), • Global Survey on Child Poverty and Inequity (2007-2008 UNICEF), • Analytical report on Labor-market in the Kyrgyz Republic (2007 International Labor Organization), • National report on medium-term evaluation of achievements of Education for All, • Results of National Survey to reveal knowledge and skills among teenagers (AID/HIV, alcoholism, drug addiction, smoking) • Report on implementation of the UNECE Strategy for education for sustainable development in Kyrgyz Republic. Within the framework of the UN Decade of ESD (2005-2014). 2007 http://www.unece.org/env/esd/Implementation/reportsGov/pilot/Kyrgyzstan_eng.pdf • Shakirova T., Iskhakova F. (Kazakhstan), Duishenova Zh.(Kyrgyzstan), Dyatlov G.(Tajikistan), Orazov M.(Turkmenistan), Sultanov R.(Uzbekistan). Situation Analysis in the field of Education for Sustainable Development in Central. Almaty, Kazakhstan. 2005. • Duishenova Zh., Postnova E. Progress Overview on ESD in the Kyrgyz Republic. – BGU Bulletin, Bishkek, 2007. • Postnova E. Mainstreaming ESD into curricula of national science disciplines in secondary schools of Kyrgyzstan: practitioners’ vision - Bishkek, 2010. • Postnova E. School grounds as a tool to promote ESD in Kyrgyzstan - Bishkek, 2010. • Postnova E. Promoting Green Economy concepts in school. - Bishkek, 2009. • Duishenova Zh. Ecological safety and the modern condition of environmental education in Kyrgyzstan in a context of sustainable development. Proceedings of international conference “Academic contribution to sustainable environmental development of Kyrgyzstan: Geopolitical and social issues. October 10-12 , 2003”. Yssik-Kol, Kyrgyzstan, 2003. • Ryskulueva F.I., Kazarinova E.V. National Report “Current state and developing path of the Kyrgyz Republic”. Proceedings of International forum “ESD: on the way to knowledge”. Minsk, 2005.
Indicator 2.6 ESD implementation is a multi-stakeholder process.	
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?

Yes <input checked="" type="checkbox"/>	No	<i>Phase II: Please specify in the table in Annex 2 (a) and (b) and use the scale. Indicate the results in the boxes below</i>											
		a) according to the UNECE Strategy on ESD						(b) according to the UN DESD					
		A	B	C	D	E	F	A	B	C	D	E	F
				<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>			
Issue 3. EQUIP EDUCATORS WITH THE COMPETENCE TO INCLUDE SD IN THEIR TEACHING													
<i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)</i>													
In Indicator 3.1 ESD is included in the training of educators.													
Sub-indicator 3.1.1		Is ESD a part of the initial educators' training?											
Yes <input checked="" type="checkbox"/>	No	All the higher educational institutions have a subject "Concepts of Natural Sciences" for first-year-students, also specialized departments and professional development courses for geographers, chemists, biologists and mathematicians. In addition there are seminars and trainings being conducted regularly, which include also some of ESD aspects.											
Sub-indicator 3.1.2		Is ESD a part of the educators' in-service training? ⁵											
Yes <input checked="" type="checkbox"/>	No	The Kyrgyz Academy of Education organizes seminars as well as in-service trainings for teachers and lecturers.											
Sub-indicator 3.1.3		Is ESD a part of training of leaders and administrators of educational institutions?											
Yes <input checked="" type="checkbox"/>	No	Since 2005 within the governmental system of retraining and human resource development, and also within projects and initiatives of NGOs and international organizations, some of the ESD aspects have been a part of trainings of managers of educational institutions. Several governmental and non-governmental organizations such as SAEPF KR, RCE-Kyrgyzstan, Republican Fund of Nature Protection and Forestry Development, "AKMENA" Public Association within a support of international organizations and projects have been carrying out trainings on mainstreaming of ESD into subjects and disciplines.											
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?											

⁵ For higher education institutions: The focus is here on existing **in-service training programmes** regarding SD and ESD for university/college teachers in their own universities/colleges.

Yes <input checked="" type="checkbox"/> No	<p><i>Phase II: Please specify.</i></p> <ul style="list-style-type: none"> • “AKMENA” schools network – more than 30 schools and universities all over the country assists schools in mainstreaming sustainable development issues into educational programs such as physics, chemistry, biology and math, also in developing environmental projects, carrying out researches on promoting sustainable lifestyle of students and their parents. Creation of eco-friendly school buildings (eco-campuses) and grounds is also a priority. • Network “Healthy Schools” promotes healthy lifestyles through abstinence from smoking and alcohol in schools. • Schools network “SPARE” was launched in Kyrgyzstan in 2003 as a branch of an international network of SPARE project operating worldwide with a support of the Norwegian Society for Nature and the Norwegian Government. Currently it includes more than 60 schools and works on ESD aspects such as energy conservation, renewable energy, climate change. In Kyrgyzstan, this network is coordinated by the Ecological Movement "BIOM". • Schools network of NGO “Taalim-Forum” - promotes conservation of traditional knowledge and its distribution through educational programs and application for environmental protection. • Schools network of the Republican Children and Youth Centre of Environment, Local History and Tourism. The center includes over 2000 schools all over the country, which actively work on ESD, environmental education, local history and geography and tourism. Every year within the Republican Ecological Actions "Live Earth" and "March of Parks", the Center organizes seminars for secondary school teachers on improving the competence of teachers on ESD, as well as the integration of ESD in programs and courses with subjects. • Schools network of UNESCO. • International educational institution "SEBAT" includes 14 Kyrgyz-Turkish lyceums "Sebat" located over the republic. It holds an annual competition of children's environmental projects. <p>In 2007 in Kyrgyzstan with a support of UNU-IAS the Regional Center of Expertise on ESD was launched. The RCE-Kyrgyzstan promotes consolidation of efforts of various organizations on education development for conservation of mountainous ecosystems, ESD, SD, biodiversity conservation and rebirth of national environmental</p>
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ⁶
Yes <input checked="" type="checkbox"/> No	<p><i>Please specify how. Please list major ones and describe as appropriate.</i></p> <p>Annually the Republican Fund of Nature Protection and Development of Forestry Sector of the SAEPF KR allocates financial support to the Republican Children's and Youth Centre of Environment, Local History and Tourism, RCE-Kyrgyzstan, “AKMENA” Public Association for conducting environmental activities such as “March of Parks”, workshops and trainings on environmental education and ESD etc.</p>
Issue 4. ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE	
<i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)</i>	
Indicator 4.1 Teaching tools and materials for ESD are produced.	
Sub-indicator 4.1.1	Does a national strategy/ mechanism for encouragement of development and production of ESD tools and materials exist?
Yes No <input checked="" type="checkbox"/>	<p><i>Please describe.</i></p> <p>No, but NGOs and governmental organizations initiate development and publication of curriculum materials</p>
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?

⁶ Including assistance through direct funding, in-kind help, political and institutional support.

Yes	No <input checked="" type="checkbox"/>	<p><i>Phase II: Please specify to what extent public authority money is invested in this activity, by providing an indication of the amount (in USD) referring to the amount of ESD-related research and development expenditures, annually.</i></p> <p>From 2007 to 2010 the Republican Fund of Nature Protection and Development of Forestry Sector allocated 8 565 800 Kyrgyz soms for ESD in Kyrgyzstan.</p>
Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist.		
Sub-indicator 4.2.1		<p>Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities? (b) approved by public authorities? (c) tested and recommended for selection by educational institutions?</p>
a) Yes <input checked="" type="checkbox"/>	No	<p><i>Phase I: for (a) and (b) please describe.</i></p> <p>There is a mechanism of quality inspecting of curricular materials and methodical manuals within the Kyrgyz Academy of Education – the Ministry of Education and Science of the Kyrgyz Republic. The Kyrgyz Academy of Education inspects quality of, evaluates, recommends, approves and adopts developing curricular materials and methodical manuals and it may be used in the further realization of ESD in Kyrgyzstan. The content and structure of the Regulation and New Generation’s teaching aid Assessment Guidelines (MES KR) 2006 Criteria and indicators correspond to and consider ESD principles.</p>
b) Yes <input checked="" type="checkbox"/>	No	<p><i>Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c) please also describe.</i></p> <p>Governmental financial allocations are not sufficient for maintaining educational institutions of the republic with necessary amount of textbooks, training aids and manuals on various aspects of ESD. However there is the Republican Fund of Nature Protection and Development of Forestry Sector within the State Agency on Environment Protection and Forestry of KR, which has special funds for ecological education activities and ESD. However these funds are not sufficient for fully implementing of ESD. .</p> <p>For the period of 2007-2010 the Republican Fund of Nature Protection and Development of Forestry Sector - 8 565 800 Kyrgyz soms; OSCE – in 2010 allocated about 2 million Kyrgyz Soms for ESD promotion in the Educational systems of the republic in all levels.</p>
c) Yes	No <input checked="" type="checkbox"/>	
Sub-indicator 4.2.2		<p>Are ESD teaching tools / materials available: (a) in national languages? (b) for all levels of education according to ISCED?</p>
a) Yes <input checked="" type="checkbox"/>	No	<p><i>Phase I: For (a) please specify</i></p> <p>There pilot authoring on ESD has developed with a limited edition; however the impression cannot cover whole country’s demand.</p>

b) Yes No <input checked="" type="checkbox"/>	<p><i>Phase II: For (b) please specify in the table by ticking (V) as appropriate.</i></p> <table border="1"> <thead> <tr> <th rowspan="2">ISCED</th> <th colspan="2">b)</th> </tr> <tr> <th>No</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>V</td> <td></td> </tr> <tr> <td>1</td> <td>V</td> <td></td> </tr> <tr> <td>2</td> <td>V</td> <td></td> </tr> <tr> <td>3</td> <td>V</td> <td></td> </tr> <tr> <td>4</td> <td>V</td> <td></td> </tr> <tr> <td>5</td> <td>V</td> <td></td> </tr> <tr> <td>6</td> <td>V</td> <td></td> </tr> <tr> <td>Teachers education</td> <td>V</td> <td></td> </tr> </tbody> </table>	ISCED	b)		No	Yes	0	V		1	V		2	V		3	V		4	V		5	V		6	V		Teachers education	V	
ISCED	b)																													
	No	Yes																												
0	V																													
1	V																													
2	V																													
3	V																													
4	V																													
5	V																													
6	V																													
Teachers education	V																													

Indicator 4.3 Teaching tools and materials for ESD are accessible.

Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?
Yes No <input checked="" type="checkbox"/>	<p><i>Phase II: Please describe.</i></p> <p>There is not a special national strategy/mechanism on distribution of training aids and educational manuals on ESD. However the existing Kyrgyz Academy of Education under the Ministry of Education and Science which inspects quality of, evaluates, recommends, approves and adopts developing curricular materials and methodical manuals may be used in the further realization of ESD in Kyrgyzstan.</p>
Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes No <input checked="" type="checkbox"/>	<p><i>Please specify to what extent by providing an indication of the amount in USD referring to the amount of ESD related R&D expenditures, annually.</i></p> <p>Governmental organizations do not invest into this activity. But the Republican Fund of Nature Protection and Development of Forestry Sector and Ozone Center allocate funds for distribution and delivery services.</p>
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes No <input checked="" type="checkbox"/>	<p><i>Please describe.</i></p> <p>Materials on ESD are available in Internet; however in the most cases they are in English, therefore teachers cannot use them due to language barriers. The information on ESD is uploaded in web-sites of governmental organizations, and also in the web-sites of CAREC, "AKMENA" Public Association, RCE-Kyrgyzstan.</p>
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in national language(s): (a) accessible through the Internet? (b) provided through other channels?
a) Yes No <input checked="" type="checkbox"/> b) Yes No <input checked="" type="checkbox"/>	<p><i>For (a) and (b) please specify.</i></p> <p>www.nature.kg, "Jer Ene" journal – SAEPF KR; WWW.CARNET.NET, WWW.OZONECENTER.KG- Ozone center of the KR, www.carec.kz, www.carecnet.org – CAREC; www.ekois.kg – ECOIS.</p>

Issue 5. PROMOTE RESEARCH ON AND DEVELOPMENT OF ESD

<i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)</i>	
Indicator 5.1 Research on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD supported?
Yes No <input checked="" type="checkbox"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period, and if feasible, as % of the total research budget.</i>
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No	<i>Please specify.</i> With a support of CAREC in 2006-2009 within the sub-regional cooperation the “Central Asian Review of progress on ESD” was prepared. The review was developed on a base of ESD indicators developed by the expert group of UNECE.

Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: ⁷ (a) for the master's level? (b) for the doctorate level? (2) addressing ESD: (a) for the master's level? (b) for the doctorate level?
1) a) Yes No <input checked="" type="checkbox"/> b) Yes No <input checked="" type="checkbox"/> 2) a) Yes No <input checked="" type="checkbox"/> b) Yes No <input checked="" type="checkbox"/>	∃ Phase II: Please specify for (1) (a) and (b); (2) (a) and (b).
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 <input checked="" type="checkbox"/> b) Yes No <input checked="" type="checkbox"/>	Phase II: Please specify for (a) and (b).
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? ⁸
Yes <input checked="" type="checkbox"/> No	Phase II: Please specify and provide the total amount annually over the reporting period. OSCE Center in Bishkek, SAEPF KR and the Republican Fund for Nature Conservation and Forestry Development supports developing of curriculums and educational standards of new generation for the higher and vocational educational institutions. For the period of 2007-2010 the Republican Fund of Nature Protection and Development of Forestry Sector - 8 565 800 Kyrgyz soms; OSCE – in 2010 allocated about 2 million Kyrgyz Soms for ESD promotion in the Educational systems of the republic in all levels.
Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ⁹ to share the results of research and examples of good practices in ESD ¹⁰ among authorities and stakeholders?
Yes <input checked="" type="checkbox"/> No	Phase II: please specify and provide the total amount annually over the reporting period. There is such a mechanism created in the Central Asia – Central Asian working group on ecological education and education for sustainable development, which activity concerns only the Central Asian region. Assistance to work of this group is ensured by CAREC, SAEPF KR, MES KR, RCE-Kyrgyzstan, OSCE Center in Bishkek and the Republican Fund for Nature Conservation and Forestry Development.
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?

⁷ ESD is addressed by substance and/or by approach.

⁸ Activities may include pilot projects, action research, social learning, multi-stakeholder teams.

⁹ E.g. conferences, summer schools, journals, periodicals, networks.

¹⁰ E.g. 'participatory approach'; links to local, regional and global problems; integrative approach to environmental, economic and social issues; orientation to understanding, preventing and solving problems.

Phase I: For (a) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.

Now the total number of publication in this field exceeds over 100.

1. Ecological Education in the Central Asian countries. CAREC. Almaty, Kazakhstan – 2002.
2. National overview for Rio+10 “Progress Evaluation moving of Kyrgyz Republic towards to Sustainable Development”. MES KR, UNDP. Bishkek – 2002
3. Agenda for 21st Century for the Kyrgyz Republic. MES KR, UNDP. Bishkek, 2002
4. Concept of Continuous Ecological Education of the Kyrgyz Republic. Bishkek, 2003
5. Current State, Perspectives and Developing Path of Environmental Education in Central Asian countries. CAREC. Almaty, Kazakhstan – 2003
6. Proceedings of the Second Sub-regional Bishkek Meeting of Environment and Education Ministers of Central Asian countries. Bishkek, 2003.
7. Duishenova Zh. Ecological safety and the modern condition of environmental education in Kyrgyzstan in a context of sustainable development. In the Proceedings of international conference “Academic contribution to sustainable environmental development of Kyrgyzstan: Geopolitical and social issues. October 10-12 , 2003”. Yssik-Kol, Kyrgyzstan, 2003.
8. Ryskulueva F.I., Kazarinova E.V. National Report “Current state and developing path of the Kyrgyz Republic”. In the Proceedings of International forum “ESD: on the way to knowledge”. Minsk, 2005.
9. UNECE Strategy for education for sustainable development. <http://www.unece.org/env/documents/2005/cep/ac.13/cep.ac.13.2005.3.rev.1.e.pdf>
10. Duishenova Zh. Realization of the UNECE Strategy for Education for Sustainable Development in the Kyrgyz Republic. Statement in the First Meeting of the Steering Committee UNECE ESD, Geneva, Switzerland – 2005. <http://www.unece.org/env/esd/1stMeetSCIntervent/Kyrgyzstan.doc>
11. Shakirova T., Iskhakova F. (Kazakhstan), Duishenova Zh.(Kyrgyzstan), Davlatov G.(Tajikistan), Orazov M. (Turkmenistan), Sultanov R.(Uzbekistan). Situation Analysis in the field of Education for Sustainable Development in Central Asia. Almaty, Kazakhstan. 2005.
12. Duishenova Zh. Central Asian Initiatives on Education for Sustainable Development. Statement in the First Meeting of the Steering Committee UNECE ESD, Geneva, Switzerland – 2005. <http://www.unece.org/env/esd/1stMeetSCIntervent/CA%20finaicial%20issues.doc>
13. Implementation Progress of UNECE Strategy on ESD in Kyrgyzstan. Duishenova Zh. Statement in the First Meeting of the Steering Committee UNECE ESD, Geneva, Switzerland – 2005.
14. Progress review on education for sustainable development in Central Asia. 2006
15. Progress review on education for sustainable development in Kyrgyz Republic. 2006

<p>a) Yes <input checked="" type="checkbox"/> No</p> <p>b) Yes <input checked="" type="checkbox"/> No</p> <p>6. УКРЕПЛЕНИЕ СОТРУДНИЧЕСТВА В ОБЛАСТИ ОУР НА ВСЕХ УРОВНЯХ В ПРЕДЕЛАХ РЕГИОНА ЕЭК ООН</p>	<p><i>Phase II: For (b) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i></p> <ol style="list-style-type: none"> 16. Report on implementation of the UNECE Strategy for education for sustainable development in Kyrgyz Republic. Within the framework of the UN Decade of EfSD (2005-2014). 2007 http://www.unece.org/env/esd/Implementation/reportsGov/pilot/Kyrgyzstan_eng.pdf 17. Duishenova Zh., Amanaliyev M. Rising Public Awareness on Environmental Protection Issues by carrying out annual ecological activities “Tenirim koldosun” by interdepartmental and intersectoral cooperation., Switzerland, Geneva, 2007 http://www.unece.org/env/esd/GoodPractices/Submissions/Countries/Kyrgyzstan/National%20Agency%20for%20Environmental%20Protection%20and%20Forestry/National%20Agency%20for%20Environmental%20Protection%20and%20Forestry_e.pdf 18. Duishenova Zh., Postnova E. Progress Overview on ESD in the Kyrgyz Republic. – BGU Bulletin, Bishkek, 2007. 19. Regional network of partners of the CAREC Environmental Education Programme is widening. New contacts with heads of Career Enhancement Institutes (CEI) of Uzbekistan, Kazakhstan, Tajikistan and Kyrgyzstan have been set up as with a new target group. http://www.carec.kz/english/news/06.07.2007/06.07.2007.htm 20. Concept of Environmental Safety of the Kyrgyz Republic. The State Agency on Environment Protection and Forestry of the Kyrgyz Republic. Edited by A.Davletkeldiev. Bishkek, 2007 21. Civil initiative strategy. Milliocontact-East-Europe. Bishkek, 2007 22. Duishenova Zh. Sadykova Ch. Education for Sustainable Development in Kyrgyzstan. RCE-Kyrgyzstan. Materials of the Second Republican Congress of Teachers. Bishkek, 2007 . 23. Duishenova Zh. Sadykova Ch.M. "Kyrgyzstan Regional Centers of Expertise on Education for Sustainable Development implementation with priority to Mountain ecosystems conservation" Eco-Peace UNEP Leadership programm (Korea, Seoul) February 2008 24. Sadykova Ch, Duishenova Zh. RCE Kyrgyzstan implementation. In <i>RCE in Practice: Case Studies of the Regional Centres of Expertise on Education for Sustainable Development</i>. 25. Domashov I., Kirilenko A., Postnova E. A School of Sustainable Development – Bishkek, 2008 26. RCE Kyrgyzstan Factsheet website: http://www.ias.unu.edu/resource_centre/RCE%20Kyrgyzstan%20-%20Russian.pdf 27. Postnova E. Mainstreaming ESD into curricula of national science disciplines in secondary schools of Kyrgyzstan: practitioners’ vision - Bishkek, 2010. 28. Postnova E. School grounds as a tool to promote ESD in Kyrgyzstan - Bishkek, 2010. 29. Postnova E. Promoting Green Economy concepts in school. - Bishkek, 2009. 30. Postnova E. “Nature as a teacher: integration of ESD aspects into biology”, - Bishkek, 2010. 31. Postnova E., Konovalova T., Nepomnyusheva A. “Biomimicry and sustainability” Education pack for teachers., Bishkek 2010. 32. Postnova E. «Greenhouse gases» chemical show: educating climate change, Resource for teachers. – Bishkek, 2009. 33. Postnova E., Konovalova T., Nepomnyusheva A., Shilonosova E., Duishenova Zh. Methodical newspaper on ESD for teachers.- Bishkek, 2010. 34. RCE Kyrgyzstan Factsheet website - http://www.ias.unu.edu/resource_centre/RCE%20Kyrgyzstan.pdf. 35. RCE bulletin. A Quarterly Newsletter. Issue # 3 – December 2007, RCE Kyrgyzstan notes 36. Karasaev A.Kh., Shukurov E.Dj., Rodina E.M., Sadykova Ch.M., Duishenova Zh.K. Sustainable Development. Manual for university teachers of KR on mainstreaming principles and goals of ESD. Original in Russian. 37. Manual “Steps Towards to Sustainable Schools”. “AKMENA” Public Association, 2010. 38. Webster K., Postnova E. “Sense and Sustainability” Manual for teachers, 2010. 39. Bekbolotova A.K. Manual for universities. “Kaiberen” Public organization. 40. Manual on environmental sanitation. EM BIOM, 2010. 41. “Energy and Environment”. Manual for teachers. EM BIOM, 2010/
<p>Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION</p>	

<i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)</i>	
Indicator 6.1 International cooperation on ESD is strengthened within the UNECE region and beyond.	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international networks on ESD?
Yes <input checked="" type="checkbox"/> No	<i>Phase II: Please specify for national, subnational and local levels and list major networks.</i> Such cooperation is carried out within CAREC, EECCE ICSD, Central Asian Initiatives, Central Asian Working Group on ESD, Centers of multicultural and multilingual education in Osh and Zhalal-Abad cities, Regional Centers of expertise on ESD of IAS-UNU (Japan), etc
Sub-indicator 6.1.2	Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No	<i>Please specify. List major networks.</i> These networks are – network of CAREC, EECCA, a network of Regional Centers of expertise on ESD of IAS-UNU (Japan), Associated Schools of UNESCO, GLOBE, network “Healthy Schools”, SHPARE network (BIOM), Compass Schools (AKMENA), “Community of Practice” (Capacity Building for Curriculum Development) of International Bureau of Education (IBE - UNESCO) international network (AKMENA), etc
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes No <input checked="" type="checkbox"/>	<i>Phase II: Please specify and list the major ones.</i> Central Asian Working Group on ESD, CAREC, Central Asian Initiative, Intergovernmental Committee on Sustainable Development.
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?
Yes No <input checked="" type="checkbox"/>	<i>Please list and describe.</i>
Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLE IN ESD	
<i>Provide relevant information on your country situation regarding this specific issue. (up to 2,000 characters with spaces). Please be as specific as possible.</i>	
<i>Phase II: Please provide the updated information to indicate changes over time.</i>	
Up to date it was not conducted. There were some initiatives on collecting and use of traditional knowledge, especially in sphere of biodiversity conservation, ecological education, and careful attitude for water. Now UNESCO conducts the work on use and expansion of traditional knowledge of local people. One of the important ways to transfer traditional knowledge on ESD is Kyrgyz epos “Manas“, which is a masterpiece of oral national creativity. In 1995 there were celebrations, devoted to millennium of the epos “Manas“. For the period of 2008-2010 the USA Embassy in the Kyrgyz Republic supported several projects of RCE-Kyrgyzstan on traditional knowledge in a field of sustainable development of local communities. The projects implemented in Naryn and Issyk-Kul oblasts (regions) of the Kyrgyz Republic.	
<i>Phase III: please provide the updated information to indicate changes over time.</i>	
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 1,500 characters with spaces). Please be as specific as possible.

The Coordination Council on Education for Sustainable Development has been launched. Currently the work on mainstreaming of ESD ideas into the Law on Education of the Kyrgyz Republic and the Strategy of Country Development is being carried out.

In October, 2006 Kyrgyzstan acted as a host country for carrying out the Fifth Anniversary Sub-Regional Conference of CAREC on Education for Sustainable Development (October 24-25, 2006, Bishkek).

A text of the UNECE Strategy on ESD was translated the state language and uploaded in www.unece.org.

The National Plan on ESD is under discussion by all the stakeholders.

The Regional Center on ESD Expertise on ESD was launched within the SAEPF KR in Kyrgyzstan. It is a platform for cooperation on ESD promotion in the region. Pilot initiatives on integration of ESD principles into national educational programs have been started;

The Ozone Center in Kyrgyzstan implements annual project “Conducting of series of actions on forming public opinion and public awareness about conservation of the ozone layer in Kyrgyzstan through environmental education and ESD”. For now this event carried out in the all regions and districts of the republic.

The country started the initiative on development “Eco-campuses” network, including eco-friendly school buildings and school grounds to support practicing ESD (co-ordinaetd by AKMENA Public Association).

In 2010 the OSCE Center in Bishkek supported the project “Promotion of Environmental Safety and ESD issues into Educational System of the Kyrgyz Republic”. Within this project the National Action Plan on ESD is being developed, also main topics of ESD are being integrated into state educational standards of new generations.

Phase II: please provide the updated information to indicate changes over time.

Frequent change of the administration, political instability, poverty, low status of SAEPF KR, a lack of /limited funding

Phase III: please provide the updated information to indicate changes over time.

Issue 9. DESCRIBE ANY ASSISTANCE NEEDED TO IMPROVE IMPLEMENTATION

Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible.

Phase II: please provide the updated information to indicate changes over time.

Kyrgyzstan needs support on promoting ESD process; it is necessary technical and financial support on development of a system of evaluation/improvement of quality of education, which includes criteria concerning ESD, support of governmental and public organizations projects, support of scientific researches on ESD, financial support for issuing methodical manuals on ESD.

Also programs on experience sharing and strengthening of interaction with other regions and the countries are needed. Consultations of foreign experts on research of successful experience and techniques of ESD teaching are highly necessary.

The republic needs assistance in integration of ESD into high schools, elementary schools and preschool programs and practical aid on schools campuses.

Support for creating of EcoSchools and ecocenters is needed.

Phase III: please provide the updated information to indicate changes over time.

Annex 1 (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 (V) relevant themes for each level. Use the blank rows to insert additional themes that are considered to be key themes in addressing learning for sustainable development.)

Some key themes covered by sustainable development	ISCED					
	0	1	2	3	4	5
Peace studies (international relations, security and conflict resolution, partnerships, etc.)						
Ethics and philosophy						
Citizenship, democracy and governance						
Human rights, (including gender, racial and inter-generational equity;)						
Poverty alleviation						
Cultural diversity						
Biological and landscape diversity						
Environmental Protection						
Ecological principles/ecosystem approach						
Natural resources management (including water, soil, mineral, fossil fuel, etc.)						
Climate change						
Personal and family health (e.g. HIV/AIDS, drug abuse, etc)						
Environmental Health (e.g. food and drinking, water quality, pollution)						
Corporate social responsibility						
Production and/or consumption patterns						
Economics						
Rural/urban development						
Total	7	9	12	17	17	17
<i>Others (countries may add as many as needed)</i>						
	A	B	C	C	C	C

NB The indicator will be reflected by (a) a scale based on the sum of ticks and (b) changes in the pattern of response between subsequent reports.

The assessment key for this table (max. 102 ticks; "other" not counted) is:

No. of ticks	0-5	6-10	11-25	26-50	51-75	76-100
Scale	A	B	C	D	E	F

Annex 1 (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 curriculum¹¹/programme of study at various levels of formal education, by filling in the table below. (Please tick (V) 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 sustainable development.)

Table of learning outcomes

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

¹¹ At state level, where relevant.

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

NB The indicator will be reflected by (a) a scale based on the sum of ticks and (b) changes in the pattern of response between subsequent reports.

The assessment key for this table (max. 138 ticks; "other" not counted) is:

No. of ticks	0-7	8-14	15-35	36-70	71-104	105-138
Scale	A	B	C	D	E	F

Annex 2

Indicator 2.6, sub-indicator 2.6.1

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

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	2	4	4
Other (countries to add as many as needed)	B	C	C

The assessment key for this table (max. 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 UN DESD

Stakeholders	Classification by UN DESD				
	Public awareness	Quality education	Reorienting education	Training	Social learning
NGOs	1	1	1	1	1
Local government			1		1
Organized labour					1
Private sector					
Community-based					1
Faith-based					1
Media	1	1	1	1	1
Total	2	2	3	2	6
Other (countries to add as many as needed)	A	A	A	A	B

The assessment key for this table (max. 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

Annex 3

Indicator 3.1, sub-indicator 3.1.3

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

ISCED levels	% of education professionals who have received training ¹² to integrate ESD into their practice: (see key below)																	
	EDUCATORS												Leaders/administrators ¹³					
	<i>Initial*</i>						<i>In service**</i>						<i>In service***</i>					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0									1	1	1	1						
1									1	1	1	1	1					
2									1	1	1	1						
3									1	1	1	1	1					
4									1	1	1	1						
5									1	1	1	1						
6									1	1	1	1						
Non-formal									1	1	1	1						
Informal									1	1	1	1						
									B	B	B	B	A					

The assessment key for this table (max. 100%) is:

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

* Please indicate the % of educators who have received initial training on ESD to total number of educators by the reporting date.

** Please indicate the % of educators who have received training on ESD to total number of educators who received in-service teacher training by the reporting date.

*** Please indicate the % of leaders/administrators who have received training on ESD to total number of leaders/administrators who received in-service teacher training by the reporting date.

¹² Training is understood to include at least one day (a minimum of 5 contact hours).

¹³ Paragraphs 54 and 55 of the UNECE Strategy on ESD.

Annex 4

Summary and self-assessment by countries:

#	Indicator	Indicator wording	Non-started	In-progress	Developing	Completed
1	Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD.		☑	☑	
2	Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD.		☑	☑	
3	Indicator 1.3	National policies support synergies between processes related to SD and ESD.		☑	☑	
4	Indicator 2.1	SD key themes are addressed in formal education.		☑	☑	
5	Indicator 2.2	Strategies to implement ESD are clearly identified.		☑	☑	
6	Indicator 2.3	A whole-institution approach to ESD/SD is promoted.				
7	Indicator 2.4	ESD is addressed by quality assessment / enhancement systems.		☑		
8	Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice.		☑	☑	
9	Indicator 2.6	ESD implementation is a multi-stakeholder process.		☑	☑	
10	Indicator 3.1	ESD is included in the training of educators.		☑	☑	
11	Indicator 3.2	Opportunities exist for educators to cooperate on ESD.		☑	☑	
12	Indicator 4.1	Teaching tools and materials for ESD are produced.		☑	☑	
13	Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist.		☑	☑	
14	Indicator 4.3	Teaching tools and materials for ESD are accessible.		☑	☑	
15	Indicator 5.1	Research on ESD is promoted.	☑			
16	Indicator 5.2	Development of ESD is promoted.		☑	☑	
17	Indicator 5.3	Dissemination of research results on ESD is promoted.		☑	☑	
18	Indicator 6.1	International cooperation on ESD is strengthened within the UNECE region and beyond.		☑		