

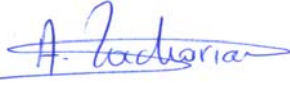


**FORMAT FOR REPORTING
ON IMPLEMENTATION OF THE UNECE STRATEGY FOR
EDUCATION FOR SUSTAINABLE DEVELOPMENT**

*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 Cyprus 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: **Dr Aravella Zachariou**

Signature: 

Date: 27.10.2010

Full name of the institution: **Cyprus Pedagogical Institute, Ministry of Education and Culture**

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

- 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; on 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 Steering Group on Education, Environment and Sustainable Development of the Pedagogical Institute (Ministry of Education and Culture). 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, NGO's and other stakeholders 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/ steering group at the PI was in contact with all designated parties to provide clarification. Finally, all data was submitted electronically. It is noted that in some cases 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 therein 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, 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.

Stakeholders:

✓ NGOs: AKTI, CARTED, CYMEPA, TERRA CYPRIA (the Cyprus Conservation Foundation), Cyprus Energy Agency.

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

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. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>In the field of education, the Republic of Cyprus has established a coordinating body with the aim of implementing the National Action Plan for Education for Environment and Sustainable Development, which is based on UNECE Strategy for ESD and has already received the approval of the Council of Ministers in October, 2007. The aforementioned coordinating body for ESD national plan is the Cyprus Pedagogical Institute.</p> <p>A Unit for Education for Environment and Sustainable Development has been created in order to implement and coordinate actions and activities for all levels of education (pre-primary, primary, secondary and technical-vocational education) across the border.</p> <p>The decisions about various central actions for ESD are taken by an intersectional committee, chaired by the Director of the Cyprus Pedagogical Institutes, in which all the Directorates of Education participate with individual representatives. Moreover, representatives from other Ministries, Governmental Services, Public Authorities and Non Governmental Organizations usually participate during the discussion of issues that are of special interest or of specific concern to them.</p>
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>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.</p> <p>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_keimono_stratigikou_sxediasmos_perivallontiki_ekpaideusi.pdf).</p> <p>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 implantation under the axes "Education and Training". The official document can be</p>

¹ Issues 1 to 6 are in accordance with the objectives of the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1).

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.

	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).
Sub-indicator 1.1.5	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the United Nations Decade of ESD, ³ and other policy processes relevant to ESD?
Yes X No <input type="checkbox"/>	The Cyprus Ministry Education and Culture 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, informal and non-formal education on national, regional and international level.
Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD	
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?
Yes X No <input type="checkbox"/>	<p>Education has a central role in the Cyprus Government Policy and for that reason various Governmental Services include as a priority in their policy and national documents the aspect of ESD. Indicative examples are mentioned below:</p> <p>The Department of Environment (The Cyprus Ministry of Agriculture, Environment and Natural Resources) in Cooperation with the Ministry of Education and Culture view the ESD 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).</p> <p>Also, the Cyprus Ministry of Education and Culture in its 2009 annual report indicates the issues of Environment and Sustainable Development as priority issues for the Cyprus Educational System. (http://www.moec.gov.cy/etisia-ekthesi/pdf/annual_report_en_2009.pdf).</p> <p>Furthermore, ESD, its philosophy, principles and pedagogy are reflected in the background paper of Educational Reform (http://www.moec.gov.cy/analytika_programmata/pdf/keimeno_epitropis_analytiko_programma.pdf).</p> <p>Other Governmental Services that include ESD in their national policies are:</p> <p>Department of Agriculture: “Cyprus Rural Development Program 2007-2013 (www.moa.gov.cy/da).</p> <p>Ministry of Health (State General Laboratory) includes the ESD in various reports as Multiannual National Control Plan (2007-2009), Annual Report 2009 programmes (www.moh.gov.moh/sgl).</p> <p>Ministry of Industry and Trade, through the Energy Service includes the ESD in a) National Energy Efficiency Action Plan, b) National Action Plan for Renewable Energy (www.mcit.gov.cy).</p>

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.

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

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																														
<p>(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>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 EDS. 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 programme 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).</i></p> <p><i>The Pedagogical Institute, in collaboration with the Departments of Education, has included mandatory training programmes for teachers intended to implement the ESD at national scale under the thematic fields of: 'I Know my World' and 'Action for Life'. (see also: http://www.pi.ac.cy/pi/files/anakoynoseis/20101008_epimorfosi_maximon_gnostika_antikeimena.pdf)</i></p> <table border="1" data-bbox="940 613 1314 993"> <thead> <tr> <th data-bbox="940 613 1171 673">ISCED levels⁶</th> <th data-bbox="1171 613 1241 673">(a)</th> <th data-bbox="1241 613 1314 673">(b)⁷</th> </tr> </thead> <tbody> <tr> <td data-bbox="940 673 1171 699"></td> <td data-bbox="1171 673 1241 699">Yes</td> <td data-bbox="1241 673 1314 699">Yes</td> </tr> <tr> <td data-bbox="940 699 1171 725">0</td> <td data-bbox="1171 699 1241 725">Yes</td> <td data-bbox="1241 699 1314 725">yes</td> </tr> <tr> <td data-bbox="940 725 1171 751">1</td> <td data-bbox="1171 725 1241 751">Yes</td> <td data-bbox="1241 725 1314 751">yes</td> </tr> <tr> <td data-bbox="940 751 1171 777">2</td> <td data-bbox="1171 751 1241 777">Yes</td> <td data-bbox="1241 751 1314 777">yes</td> </tr> <tr> <td data-bbox="940 777 1171 803">3</td> <td data-bbox="1171 777 1241 803">yes</td> <td data-bbox="1241 777 1314 803">yes</td> </tr> <tr> <td data-bbox="940 803 1171 829">4</td> <td data-bbox="1171 803 1241 829">No</td> <td data-bbox="1241 803 1314 829">No</td> </tr> <tr> <td data-bbox="940 829 1171 855">5⁸</td> <td data-bbox="1171 829 1241 855">No</td> <td data-bbox="1241 829 1314 855">Yes</td> </tr> <tr> <td data-bbox="940 855 1171 881">6</td> <td data-bbox="1171 855 1241 881">No</td> <td data-bbox="1241 855 1314 881">Yes</td> </tr> <tr> <td data-bbox="940 881 1171 938">Teacher education</td> <td data-bbox="1171 881 1241 938">yes</td> <td data-bbox="1241 881 1314 938">Yes</td> </tr> </tbody> </table>	ISCED levels ⁶	(a)	(b) ⁷		Yes	Yes	0	Yes	yes	1	Yes	yes	2	Yes	yes	3	yes	yes	4	No	No	5 ⁸	No	Yes	6	No	Yes	Teacher education	yes	Yes
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6	No	Yes																													
Teacher education	yes	Yes																													
Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?																														
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>The non-formal and informal ESD consist the basic branch of the policy for education. It is for this reason that the Pedagogical Institute serving as the promoter of the Strategy for Environmental Education and Sustainable Development has informed all concerned parties with a circular that the Network of the Centres for Environmental Education has been incorporated in the formal educational policy and is to be used as a complimentary structure to schools with the aim of connecting non-formal with informal education (see also: 10.04.7./14.9.2010:” Call for participation to the network of Environmental Education Centers).</i></p>																														

⁵ International Standard Classification of Education (ISCED), UNESCO, 1997 (http://www.unesco.org/education/information/nfsunesco/doc/iscsed_1997.htm).

⁶ Education level in accordance with ISCED.

⁷ National curricula and/or national standards/ordinances/requirements.

⁸ For higher education institutions when answering: (1) regarding national legislation: this objective is focusing equally at the first stage of tertiary education (Bachelor), the second stage (MSc) and the third stage (PhD) while covering various aspects such as **service agreements/contracts, national strategies of Research and Development, university organization and studies acts, or general laws of higher educations**; (2) regarding national

and/or subnational standards/ordinances/requirements: special attention shall be devoted to indications of linking systems of **quality assurance and accreditation** (with regard to the Bologna process; see http://www.coe.int/t/dg4/highereducation/EHEA2010/BolognaPedestrians_en.asp for information) for higher education institutions with ESD, as well as to **regulations of study programmes and study fields** which reflect the principles of ESD.

	<p>Furthermore, in terms of 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).</p>
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes X No <input type="checkbox"/>	<p>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.</p> <p>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.</p> <p>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:</p> <ol style="list-style-type: none"> 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. 2. A funding programme for awareness campaigns and activities organised by non-governmental organisations, local authorities and schools. 3. The provision of an annual subsidy to non-governmental organisations active in raising public environmental awareness (http://www.moa.gov.cy). <p>Awareness campaigns are also carried out in relation to all the recycling schemes currently in operation (http://www.moa.gov.cy).</p> <p>Also, the Ministry of Education and Culture through the National Action Plan for “Environmental Education focused on 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).</p> <p>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.</p> <p>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. .</p>

Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁹ cooperation relevant to ESD exist in your Government?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>A formal structure for interdepartmental cooperation in ESD hasn't been promoted yet, but there is a mechanism set up by the Ministry of Education and Culture for involving interdepartmentally all the departments of the Governmental Sector that are related with specific issues of ESD (See indicator 1.1.3.)</i>
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ¹⁰
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	In the Republic of Cyprus there are two groups working on Governmental level to promote ESD. At the Ministry of Education and Culture the decisions about various central actions for ESD are taken by an intersectional committee, chaired by the Director of the Cyprus Pedagogical Institutes, in which all the Directorates of Education with representatives from other Ministers, Governmental Services, Public Authorities and Non Governmental Organizations participate. At the Ministry of Agriculture, Environment and Natural Resources a mechanism for monitoring the National Sustainable Development Strategy is established. In that body all the governmental departments, NGO's, Business, Scientific and Private Sector parties are participating.
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Various Ministries include in their budgets financial resources for supporting ESD. Indicative examples are mentioned below: The environmental awareness and education programme has a budget of €130,000 for 2010. 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. Furthermore, a total of €139,000 for 2010 will be given to NGO's as annual funding. The Ministry of Education and Culture through the Directorate of Education and the Cyprus Pedagogical Institute has a budget of almost 1 million Euros for 2010 for implementing Environmental and Sustainable Development programmes in schools, for the network of Environmental Education Centres, for producing educational tools for ESD and for teachers' education and training in ESD. The Department of Agriculture, through the Measure 1.1 of the Rural Development Programme 2007-2013, will use € 3, 5 millions for the implementation of the educational programmes, € 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) 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.
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?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	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

⁹ Between State bodies.

¹⁰ For explanation see paragraph 46 of the UNECE Strategy for ESD.

parties such as the Ministry of Labour and the Social Insurance.

(as seen also at: <http://www.moa.gov.cy/moa/Agriculture.nsf/All/04D327E3AEAEA22DC22573B100627691?OpenDocument>)

Issue 2. PROMOTE SD THROUGH FORMAL, NON-FORMAL AND INFORMAL LEARNING

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 the above issues for ESD, which are considered as key themes at national, regional and international level. 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 from 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, 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. 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) 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 Frederick University has also reoriented some of its undergraduate programmes so as to integrate aspects of ESD within their curricula.

For example, both Departments of the **School of Education** (Department of Primary and Department of Pre-primary Education), being sensitive to environmental and sustainable development issues, offer on a compulsory basis one module on sustainable development issues (ENV300 and ENV301, respectively), one on ESD methods (ENV402 and ENV401, respectively), one science module integrating environmental issues within science education (SCI100 and SCI202, respectively) 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.

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** focuses on the approaches adopted to ensure successful management of environmental problems by profit and non-profit organisations. It examines the diversity of the interaction of different types of managers with the range of technological administrative and socio-political interventions. A range of management methods and techniques are introduced, as well as risk analysis and participatory planning. The subject examines the principles of environmental management in a wide range of situations. 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. Aspects in the role that the mass media industry plays in relation to the human rights, focusing on the freedom of expression are presented. The development of human rights over the years is also presented (beginning from the great declarations of the 18th century and ending with current legal decisions of the United

Nations, the Council of Europe, the OSCE and the European Union) up to the current situation locally and 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

Special emphasis is given to the 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 the 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: (.....)

Indicator 2.1 SD key themes are addressed in formal education													
Sub-indicator 2.1.1	Are key themes of SD ¹¹ addressed explicitly in the curriculum ¹² /programme of study at various levels of formal education?												
Yes X No <input type="checkbox"/>	<p style="text-align: center;"><i>Phase II: Please specify in the table in appendix I (a) and use the scale. Indicate the results in the box below.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> <td style="text-align: center;">C</td> <td style="text-align: center;">D</td> <td style="text-align: center;">E</td> <td style="text-align: center;">F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">X</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>								
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹³ /programme of study at various levels of formal education?												
Yes X No <input type="checkbox"/>	<p style="text-align: center;"><i>Phase II: Please specify in the table in appendix I (b) and use the scale. Indicate the results in the box below.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> <td style="text-align: center;">C</td> <td style="text-align: center;">D</td> <td style="text-align: center;">E</td> <td style="text-align: center;">F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">X</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>								
Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum ¹⁴ /programme of study at various levels of formal education?												

¹¹ For explanation see paragraph 15 of the UNECE Strategy for ESD.

¹² At the State level, where relevant.

¹³ See footnote 12.

¹⁴ See footnote 12.

Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify in the table in appendix I (c) what methods are of particular significance in your country and use the scale. Indicate the results in the box below.</i></p> <table border="1" data-bbox="846 245 1411 310"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>X</td> <td><input type="checkbox"/></td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).</i></p>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>								

Indicator 2.2 Strategies to implement ESD are clearly identified																																																													
Sub-indicator 2.2.1	Is ESD addressed through: ¹⁵ (a) existing subjects ¹⁶ only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project? ¹⁷ (e) other approaches?																																																												
(a) Yes X No <input type="checkbox"/> (b) Yes X No <input type="checkbox"/> (c) Yes X No <input type="checkbox"/> (d) Yes X No <input type="checkbox"/> (e) Yes No X	<p><i>Phase II: If yes, please specify for different levels of education system in accordance with ISCED by ticking (V) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th style="text-align: left;">ISCED levels</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> <th>(d)</th> <th>(e)</th> </tr> <tr style="background-color: #cccccc;"> <th></th> <th><i>Yes</i></th> <th><i>Yes</i></th> <th><i>Yes</i></th> <th><i>Yes</i></th> <th><i>Yes</i></th> </tr> </thead> <tbody> <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> </tbody> </table> <p><i>If you ticked (e), please specify the approaches.</i></p>	ISCED levels	(a)	(b)	(c)	(d)	(e)		<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	0	✓	✓	✓	✓		1	✓	✓	✓	✓		2	✓	✓	✓	✓		3	✓	✓	✓	✓		4						5	✓	✓	✓			6		✓	✓			Teacher education			✓		
ISCED levels	(a)	(b)	(c)	(d)	(e)																																																								
	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>																																																								
0	✓	✓	✓	✓																																																									
1	✓	✓	✓	✓																																																									
2	✓	✓	✓	✓																																																									
3	✓	✓	✓	✓																																																									
4																																																													
5	✓	✓	✓																																																										
6		✓	✓																																																										
Teacher education			✓																																																										

¹⁵ For higher education institutions: These distinctions would be equal to: (a) **courses and disciplines**; (b) **interdisciplinary courses**; (c) **separate, specified SD courses or seminars**; and (d) **stand-alone projects** implemented by the department, faculty or inter-faculty structures.

¹⁶ E.g. geography or biology. For higher education, “subject” means “course”.

¹⁷ A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

Indicator 2.3 A whole-institution approach ¹⁸ to SD/ESD is promoted																			
Sub-indicator 2.3.1	Do educational institutions ¹⁹ adopt a “whole-institution approach” to SD/ESD?																		
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Phase II: If yes, please specify for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.</i></p> <table border="1"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>✓</td> </tr> <tr> <td>1</td> <td>✓</td> </tr> <tr> <td>2</td> <td>✓</td> </tr> <tr> <td>3</td> <td>✓</td> </tr> <tr> <td>4</td> <td></td> </tr> <tr> <td>5</td> <td></td> </tr> <tr> <td>6</td> <td></td> </tr> <tr> <td>Teacher education</td> <td></td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify (provide examples on how it is done).</i></p> <p><i>The Ministry of Education and Culture 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 curriculum is based on the central idea of a sustainable school. Each school, from September 2011 will be 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.</i> http://www.moec.gov.cv/analytika_programmata/analytika-programmata/10_perivallontiki_ekpaidevsi.pdf.</p>	ISCED levels	Yes	0	✓	1	✓	2	✓	3	✓	4		5		6		Teacher education	
	ISCED levels	Yes																	
0	✓																		
1	✓																		
2	✓																		
3	✓																		
4																			
5																			
6																			
Teacher education																			
Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support “a whole institution approach to SD/ESD”?																		

¹⁸ A “whole institution approach” means that all aspects of an institution's internal operations and external relationships are reviewed and revised in 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).

¹⁹ For higher education institutions: **whole university, whole college or whole faculty approach** (including inter-faculty approaches).

Phase II: If yes, please specify what schemes are available for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.

ISCED levels	Yes
0	✓
1	✓
2	✓
3	✓
4	
5	
6	
Teacher education	

Yes X No

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).

In supporting schools to adapt to “a whole institution approach to SD/ESD” the Cyprus Pedagogical Institute 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 is under preparation and will finalize in 2010.

Also, the CYMEPA Organization, in cooperation with all the Departments of Ministry of Education and Culture, awards a Green Flag “for Eco-Schools”. In Cyprus 184 Schools were awarded with the Green Flag in 2010.

Sub-indicator 2.3.3

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

Phase II: If yes, please specify for all levels of your education system in accordance with ISCED, by ticking (V) in the table as appropriate:

(a) For formal institutions.

ISCED levels	Yes
0	
1	
2	
3	
4	
5	
6	
Teacher education	

Yes No

(b) For non-formal institutions for non-formal and informal education.

ISCED levels	Yes
0	
1	
2	
3	
4	
5	
6	
Teacher education	

If relevant data are available, please also specify (i.e. provide examples on how it is done).

Indicator 2.4 ESD is addressed by quality assessment/enhancement systems

Sub-indicator 2.4.1 (a) Are there any education quality assessment/enhancement systems? (b) Do they address ESD²⁰? (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?

Phase II: If yes, please specify for various levels of your education system in accordance with ISCED, by ticking (V) in the table as appropriate.

(a) Yes X No
 (b) Yes X No
 (c) Yes No X

ISCED levels	(a)	(b)	(c)
	Yes	Yes	Yes
0	✓	✓	
1	✓	✓	
2	✓	✓	
3	✓	✓	
4			
5			
6			
Teacher education			

The Cyprus schools are inter-alia, invited to become Eco-Schools (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).

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

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:
Cyprus Energy Agency
 1) Monthly Educational Quiz: The Monthly Quiz is available online since October 2009. The creation and operation of the monthly quiz is sponsored by the Electricity Authority of Cyprus. The quiz is available in the Kids Educational Corner on the website of Cyprus Energy Agency www.cea.org.cy. In the competition children aged between 6 to 12 years can participate. 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 (a child who has responded correctly to 10/10 questions) and CEA sends an educational award.
 2) CEA conducts presentations to Communities to inform citizens on energy efficiency and RES applications on the domestic sector. The presentations have the specific target of informing people on these issues. These presentations are also available on-line (www.cea.org.cy). The presentations are available on CD's or in printable form on request.
 Those presentations are used for our training/information campaigns to the citizens. CEA, in cooperation with local authorities, has created a visiting

²⁰ 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>schedule. The first organised visit took place on 18/12/2009 and more than 25 people from rural communities were informed on those topics. For 2010 CEA intends to visit 2 Communities per month, and the visits for the 1st semester of 2010 have already been arranged in cooperation with the local authorities.</p> <p><u>Electronic Newsletter</u> The contacts of the database was created and developed by the Cyprus Energy Agency and are used as recipients of the monthly newsletter that is produced by CEA. The distribution of the monthly newsletter started in April 2009 and refers to an electronic informative bulletin on renewable, energy efficiency, news, conferences etc. The electronic newsletter is distributed to more than 2000 recipients every month and it is also available on-line in the web site of the Cyprus Energy Agency.</p> <p><u>Leaflet on climate change</u> The Cyprus Energy Agency developed and has printed a leaflet “The climate change depends on you - Learn what you can do to help”, which includes simple tips for individual effort to reduce greenhouse gas emissions by saving energy and utilizing renewable energy. The brochure was prepared in collaboration with the Regional Energy Agency of Crete. The leaflet will also be distributed to the citizens of the Municipalities of Strovolos, Latsia, Agios Athanasios and Paralimni (those Municipalities that signed the Covenant of Mayors). The leaflet will, also, be available electronically on the websites of those Municipalities and the Cyprus Energy Agency web site.</p> <p>2) <u>AKTH (COAST)</u>: An NGO which organises Summer Camps, visits, lectures-activities in schools throughout the year, public awareness campaigns and training programmes intended for special teams eg on home composting (all over Cyprus), on water saving, coordination/participation in capacity building projects (eg LitusGo www.litusgo.eu). For more info. go to www.akti.org.cy . AKTI owns a Mobile Environmental Information and Training Centre, which is a caravan that travels around Cyprus and provides dedicated trainings, awareness raising and capacity building.</p> <p>3) The Energy Service (Ministry of Industry and Trade): 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 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. The website is: www.cie.org.cy Also, information can be retrieved from the website of MCIT: www.mcit.gov.cy</p> <p>4) The Ministry of Agriculture, Natural Resources and Environment(M.A.N.R.E), through the magazine “Agrotis” (farmer), the weekly tv programme “Countryside” and the radio programme “ The hour of the countryside” informs and educates people on different subjects like the agricultural and animal production , the environment, the RDP 2007- 2013 etc. (see also: www. agrokypros.gov.cy)</p> <p>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).</p>
Sub-indicator 2.5.2	Is there any support for work-based learning (e.g. for small companies, farmers, trade unions, associations) which addresses SD issues?
Yes X No <input type="checkbox"/>	1) <i>Department of Environment (Ministry of Agriculture, Natural Resources and Environment)</i> : 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

	<p>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. 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.</p> <p>2) The Cyprus Pedagogical Institute (the Cyprus Ministry of Education and Culture): CPI, in cooperation with the National Commission of Environment and Health of Child, organise two courses for the teachers and parents in order to inform them about environmental risks on various issues. Also the CPI organises in school based seminars on parents in order to become aware and sensitise them about their role in SD (www.pi.ac.cy).</p> <p>3) For the implementation of Measure 1.1, The Department of Agriculture is a Governmental Department of M.A.N.R.E and the Government contributes 50% of the budget (3.5 millions of Euro). Meanwhile, the E. U. Contributes for the rest of 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) 250 hours of lessons for young farmers and 100 hours for farmers over 40 years old who have no experience To support and encourage farmers to follow the educational programmes there is a daily allowance of € 68. 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) www.moa.gov.cy/da, www.ead.com.cy</p> <p>4) CYMEPA runs SD educational seminars for hotel personnel and the Blue Flag runs similar programmes for Beach managers and local Authorities personnel.</p> <p>5) For the implementation of the Directives 2002/91 and 2010/31 that concern energy saving in buildings the energy service is organising training programmes for the engineers that want to be enrolled as accredited engineers in order to be eligible for issuing energy efficiency certificate for new buildings. The training programme is an initiative that the Energy Service took in order to help the engineers pass the relevant exams required for their accreditation.</p>
Sub-indicator 2.5.3	Are there any instruments (e.g. research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?
Yes X No <input type="checkbox"/>	<p><i>Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.</i></p> <p>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</p> <p>b) Regarding the appointed Energy Officers mentioned in indicator 2.5.2 the outcomes of their reporting of monitoring and listing is processed by the Energy Service on an annual basis and announced on an annual info day to all Services involved in order to monitor the progress that has been done.</p>

Indicator 2.6 ESD implementation is a multi-stakeholder process ²¹																																				
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?																																			
Yes X No <input type="checkbox"/>	<i>Phase II: Please specify in the table in appendix II (a) and (b) and use the scale. Indicate the results in the boxes below.</i>																																			
	2 examples of good practice are referred in appendix II																																			
	<table border="1"> <thead> <tr> <th colspan="6">(a) According to the UNECE Strategy on ESD</th> <th colspan="6">(b) According to the UN DESD</th> </tr> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>F</th> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>F</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>X</td><td><input type="checkbox"/></td> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>X</td><td><input type="checkbox"/></td> </tr> </tbody> </table>	(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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
(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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input 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>																																				
<p>According to educators' initial training it is noted that all universities offer compulsory or optional modules on Environmental Education and 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.</p> <p>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).</p> <p>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.</p> <p>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</p> <p>Regarding Educators' in-service training it is noted that this is the responsibility of the Cyprus Pedagogical Institute which offers compulsory and optional in-service training courses for educators at all educational levels, as well as for the leaders and administrators. Concerning the optional in-service training of teachers since 2004, programmes are organised for their training in three axes: Education Environment and Sustainable Growth on issues with regard to: 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) the use of the local community and the Centres of Environmental Education as points of connection with the school for the promotion of issues of sustainable development, in the frames of connection of formal with informal education. d) Sustainable School: Organisation and Implementation. This year compulsory courses for ESD and national curriculum have been introduced for teachers at all educational levels, since ESD is officially part of the reformed Cyprus National Curriculum. For that reason, one or two teachers from all the schools will be trained on how ESD will be implemented in schools, as disseminators to their school unit.</p>																																				

²¹ 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).

Leaders and administrators is one other task group that is training in ESD and for that reason compulsory courses are offered concerning the leaders and administrators' role in implementing ESD in their school (http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=379%3A2010-2011&catid=51%3A2010-07-16-06-33-38&Itemid=85&lang=el). Also, seminars based on non-formal and informal education are offered through the net work of Environmental Education Centres of Ministry of Education and Culture (http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=200&Itemid=159&lang=el).

Indicator 3.1 ESD is included in the training²² of educators

Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ²³
Yes X No <input type="checkbox"/>	<i>Phase II: Please specify by filling in the table in appendix III.</i>
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²⁴
Yes X No <input type="checkbox"/>	<i>Phase II: Please specify by filling in the table in appendix III.</i>
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes X No <input type="checkbox"/>	<i>Phase II: Please specify by filling in the table in appendix III.</i>

Indicator 3.2 Opportunities exist for educators to cooperate on ESD

Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?
Yes X No <input type="checkbox"/>	<p>There are three extended networks operating at the moment in Cyprus. One such network is the network of Eco-schools. Teachers are divided according to the 5 districts (excluding the occupied part of the island) and meetings are arranged (one day every two weeks) for the necessary coordination, exchange of ideas and experience and practices. Additionally, all the schools in each district organise jointly various events for the environment and sustainable development.</p> <p>The second network is the network created through by teachers and their participation to the network of 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 they 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.</p> <p>The third network has been established this year and is related to the reformed national curriculum and how ESD will be introduced to the school practice. Teachers from all levels of education that will attend the training courses for ESD/EE and national curriculum will operate as coordinators and facilitators for their schools and will be the liaison persons amongst the supporters/counsellors from the Ministry of Education and Culture and their schools.</p>
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²⁵
Yes X No <input type="checkbox"/>	<p><i>Please specify how, listing the major ones, and describing them as appropriate.</i></p> <p>The Ministry of Education and Culture supports the networks mostly by allowing a two-school-periods time relief from</p>

²² ESD is addressed by content and/or by methodology.

²³ For higher education institutions: The focus is here on existing **teacher training at universities/colleges** regarding SD and ESD for university/college teachers.

²⁴ 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.

²⁵ Including assistance through direct funding, in-kind help, political and institutional support.

duties so as teachers will be facilitated in conducting their meetings.
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.
The Energy Service as mentioned in instrument 2.5.1 provides a web –based Educational Program for Energy that can be accessed in the following websites www.cie.org.cy, www.mcit.gov.cy

The Government of Cyprus contributes 50% of the Budget of the Cyprus Rural Network and the E.U. contributes the other 50%. www.moa.gov.cy/da, www.ead.com.cy

Issue 4. ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE

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

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.

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 X No <input type="checkbox"/>	<p>There are different schemes for the encouragement of the production of ESD tools and materials in Cyprus from MANRE through the Department of Agriculture, the Forest Department, the Department of Environment etc . MANRE has developed and printed a great variety of leaflets and other material which interest not only farmers but also other groups of people. www. moa.gov.cy</p> <p>Cyprus Pedagogical Institute 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.</p>
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes X No <input type="checkbox"/>	<p><i>Phase II: Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in USD) for annual expenditures on ESD-related research and development</i></p> <p>Each Governmental Department has its own budget for this activity. For Example: The Department of Environment (MANRE) has invested €269,000 for 2010 under the subsidies and funding programmes for awareness and educational activities, and the development of such material The Ministry of Education and Culture (Departments of Education and the Cyprus Pedagogical Institute) has invested almost 500.000 euros for ED tools and materials.</p>
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 <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No X <input type="checkbox"/> (c) Yes X No X	<p><i>Phase I: For (a) and (b), please describe.</i></p> <p>Provision is made in the reformed curriculum for ESD and quality guidelines, which describe what ESD could be in an open curriculum, are set. Those quality guidelines concern the teaching tools and materials that will be used to support the curriculum at all education levels. At the moment this procedure is at an evolutionary stage, since the year 2010 is a pilot phase for educational reform, where all the materials that will be proposed for the key themes of SD will be tested and recommended according to the quality guidelines of ESD curriculum, by the committee of ESD that was established for that purpose.</p> <p><i>Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c), please also describe. Please also provide your own examples, as appropriate.</i></p> <p>AKTI NGO participates and implements projects funded by international organisations: EU funded projects (eg Leonardo Da Vinci) have their own demand for detailed quality control. Projects funded by international organisations (eg UNDP, or WWF) have built in the proposal quality control methods and indicators.</p> <p>CARDET NGO under the RADC project develops material for formal and informal education on the MDGS. Two of the modules focus on Climate Change and Sustainable Development. (www.developmenteducation.org).</p>

Sub-indicator 4.2.2

Are ESD teaching tools/materials available: (a) in national languages? (b) for all levels of education according to ISCED?

Phase I: For (a) please specify.

Yes, a number of teaching tools and materials in the Greek language has been produced for all levels of education by various organisations. Those materials are of various forms and types and cover a variety of issues related to SD and the environment. These tools are: teaching books, DVDs, interactive and simulation games, books with pedagogical activities.

Examples:

One of the activities prepared by the Cyprus Energy Agency is an attractive, large, educational board game (following the rules of the known ‘snakes and ladders’ game), designed on a metal table, called "the energy snake". The game, which was designed for elementary school students and integrates educational questions based on Renewable Energy and Energy saving techniques, is used with great success in primary schools.

www.cea.org.cy



(a) Yes X No
(b) Yes X No

The Cyprus Pedagogical Institute has created the education kit for forest and biodiversity. The kit includes a book with outdoor activities, a simulation game and spots about the particular theme. Specifically, the book has been uploaded to the Cyprus Pedagogical Institute’s web-site and can be downloaded by the schools. (http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=211&Itemid=189&lang=el).

Additionally, this year an educational tool under the title “ Sustainable Development Issues in Education” has just been completed. The book is divided into five thematic areas covering the following sustainable development issues: “Poverty”, “Sustainable Consumption and Production Patterns”, “Sustainable Tourism”, “Climate Changes-Desertification”, and “Alternative Means of Transportation”. For each thematic area educational activities based on cooperative learning, simulation games, problem-solving approaches, moral dilemmas posed, issues of contradiction and role games are developed in order to help students investigate these issues from different angles. All the issues reflect various subjects contained in the curriculum. This educational material has been developed for the lower and upper classes of secondary education.

Furthermore, the Department of Primary Education is in the process of uploading on the internet, examples of good teaching practices and additional instructional material developed by school units (teachers and pupils involved in ESD programs) which can be used as pilot models by educators.

Phase II: If yes for (b), please specify by ticking (V) in the table as appropriate.

ISCED levels	(b) Yes
0	✓
1	✓
2	✓
3	✓
4	
5	✓
6	✓
Teacher education	✓

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 X No <input type="checkbox"/>	<p><i>Each Ministry has its own mechanism for dissemination of ESD tools and materials. For Example:</i></p> <p>a) Dissemination of ESD tools and material is done through the Publicity Service of Ministry of Agriculture Natural Resources and Environment (M.A.N.R.E) and through the District Agricultural Offices. www. agrokypros.gov.cy or from www.moa.gov.cy/da</p> <p>b) The Cyprus Ministry Education and Culture, through the Departments of Education and in cooperation with the Cyprus Pedagogical Institute, disseminates the ESD tools and materials.</p>
Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes X No <input type="checkbox"/>	This activity is included in the total budget for promoting ESD in formal, non formal and informal education.
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes X No <input type="checkbox"/>	See indicator 4.2.2.
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 <input type="checkbox"/> (b) Yes X No <input type="checkbox"/>	<p>a) The Cyprus Pedagogical Institute creates, through its official web-site, a link for ESD where various teaching and educational materials are uploaded. (http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=211&Itemid=189&lang=el).</p> <p>Also, the Departments of Education in their web-sites have a corner for EE/ESD (http://www.schools.ac.cy/klimakio/Themata/epistimi/perivallontiki-agogi.html).</p> <p>b) The Department of Agriculture: All teaching tools and material of ESD can be found at www. agrokypros.gov.cy, www.moa.gov.cy/da</p> <p>c) The Ministry of Education and Culture disseminates also the teaching tools and materials through the three extended networks of teachers that have been set up for EE/ESD (See indicator 3.2.1.)</p>

	d) The Cyprus Energy Agency has available on line all teaching materials in the national language. Information about the availability is given through electronic newsletters and regular mail. www.cea.org.cy
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 Research²⁶ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁷ supported?
Yes X No <input type="checkbox"/>	<i>Phase II: Please specify what kind of research (content and methods). Please provide the total amount annually over the reporting period, and if feasible, as a percentage of the total research budget.</i> The Research Promotion Foundation (RPF) finances research related to education for sustainability mainly through the funding of research projects under DESMI 2009-2010. Firstly, RPF finances research projects under the “Education” Action of the “Socio-Economic Sciences and Humanities” Programme. The total budget for projects under DESMI for 2008 was €662.000 (December 2008 – November 2011). Furthermore, it is expected that the budget for projects that will be financed under DESMI, 2009-2010, will be around €572.000 (projects are expected to start towards the end of 2010). Secondly, the Programme “Development of Research and Innovative Culture” places particular emphasis on the younger generations of pupils and students of all education levels, starting from the first stages of the educational system up to the postgraduate (Masters) level of the tertiary education. It aims at enhancing the ability of the younger generation to undertake initiatives, to develop innovative ideas to create and cooperate efficiently. The Programme includes three Competitions for students, with a total budget of €91.400 for the school years 2009-2010 and 2010 - 2011: “Students in Research-FOITO” Competition (€18.800), “Pupils in Research-MERA” Competition (€30.100), “Technology and Innovation in Education-TEKE” Competition (€42.500). It is noted that most other programmes / actions may cover research projects related to education for sustainability.
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No X\	A unified official assessment of UNECE Strategy of ESD hasn’t been established yet, however, informal inside evaluation is implemented for all initiatives undertaken within the Cyprus Educational System. A set of officially approved qualitative indicators for ESD that will asses the whole educational system according to ESD implementation will be developed in the near future.
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: ²⁸ (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 X No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No X	<i>Phase II: Please specify what kind of programmes are available for (1) (a) and (b); (2) (a) and (b).</i> 1a) The Frederick University offers a Cross-Departmental Postgraduate program on Education for the Environment and Sustainable Development,

²⁶ These include support from various sources, such as State, local authorities, business and non-governmental sources.

²⁷ E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology; means of evaluation including socio-economic impacts.

²⁸ ESD is addressed by substance and/or by approach.

<p>(2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>addressing a variety of professionals (including educators), who wish to integrate SD in their professional practice. The Postgraduate Programme “MSc in Education for the Environment and Sustainable Development” was developed in order to meet the emerging needs of Cyprus for education in the field of environment and sustainable development by providing quality and effective EESD to key professionals. The program 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 organizations and associations.</p> <p>2a) The University of Cyprus (the Department of Education) offers a Master Course “Learning in Natural Sciences”. The course “Environmental Education” (EDU 665) is included in the optional courses. (http://www.ucy.ac.cy/goto/civilenv/en-US/Undergraduate.aspx).</p>
<p>Sub-indicator 5.1.4 (a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>	<p>Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master’s level; (b) for the doctorate level?</p> <p>No. 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.</p>
Indicator 5.2 Development of ESD is promoted	
<p>Sub-indicator 5.2.1 Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>Is there any support for innovation and capacity-building in ESD practice?²⁹</p> <p>The Net work of Environmental Education Centres’ of the Cyprus Pedagogical Institute (Ministry of Education and Culture) established in 2004 and is funded by the national financial resources. At the moment 4 Centres are operating and till now more than 40.000 of students, 3.000 teachers, 2.000 professionals participate in the work done at their environmental education centres. 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 Cyprus Pedagogical Institute, organise and provide specific environmental education programmes (informal and non-formal), taking in consideration the particularities of the local communities and the environmental fields found in the surrounding areas of each centre.</p>
Indicator 5.3 Dissemination of research results on ESD is promoted	
<p>Sub-indicator 5.3.1 Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>Is there any public authority support for mechanisms³⁰ to share the results of research and examples of good practices in ESD³¹ among authorities and stakeholders?</p> <p>Research outcomes and findings of ESD related projects conducted by Institutions and Research Centers that focus on Environment and ESD. The Frederick University has established the Nature Conservation Unit and Research. The outcomes and findings are disseminated through the webpage of the Research Centre, as well as through conferences organised by the University. (e.g. 3E conference) (http://www.ncu.org.cy/3E_web/undp-act.html).</p> <p>Moreover, almost all research projects in which the University participates include dissemination activities that are funded by the projects budget allocated for the project.</p>
<p>Sub-indicator 5.3.2</p>	<p>Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?</p>

²⁹ Activities may include pilot projects, action research, social learning and multi-stakeholder teams.

³⁰ E.g. conferences, summer schools, journals, periodicals, networks.

³¹ 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.

(a) Yes No X (b) Yes X No <input type="checkbox"/>	a) The MSc in EESD offered by the Frederick University is now on its 2 nd year of life, therefore no Master's thesis has been submitted yet. The subjects of the thesis are expected to cover a wide range of ESD topics. The first dissertations are expected to be submitted by February 2011.
	<i>Phase II: For (b), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i> b) The bulletin of Cyprus Pedagogical Institute, which is published every year, includes papers on various aspects of ESD. http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=65&Itemid=114&lang=el
Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 6.1 International cooperation on ESD is strengthened within the UNECE region and beyond	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international ³² networks on ESD?
Yes X No <input type="checkbox"/>	The Frederick University is partner for the establishment of an e-learning platform on ESD, offering a Master's programme: "ICT-enabled in Education for Sustainable Development" along with other universities in Europe (Programme Coordinator is the University of Crete, Greece). The project receives European funding (Lifelong Learning Programme).
Sub-indicator 6.1.2	Do educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD?
Yes X No <input type="checkbox"/>	CYMEPA 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). The Ministry of Education and Culture (Cyprus Pedagogical Institute) participates in the Medies net.
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 <input type="checkbox"/>	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. 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.
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?
Yes X No <input type="checkbox"/>	ESD is promoted in international forums outside the UNECE region through conferences and platforms of communications mostly in the Mediterranean Region. For that reason the University of Cyprus, in cooperation with the Cyprus Pedagogical Institute, MIO-ECSDE and the National Commission of Unesco, organised two conferences for ESD in order to promote dialogue amongst the scientist in the Mediterranean region.

³² In this context, international associations, working groups, programmes, partnerships, etc. means those at the global, regional and subregional levels.

A) Education for Sustainable Development Across Disciplines and Cultures (2007)
 B) **Human Geography:** Reflections on science and technology as part of a humanitarian and educational action plan to provide for a sustainable world (2009) – Organized by the University of Cyprus, the Cyprus Pedagogical Institute and the National Commission of UNESCO

**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.

The use of and promotion of the knowledge concerned with the culture of locally found populations in the Education for Sustainable Development (ESD), which was of vital importance to Cyprus, has become the core objective in the context of education with the foundation of the NSA and the preparation of the National Strategic Plan for ESD. 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 ESD, 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 Education and Culture (the Cyprus Pedagogical Institute) 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.pi.ac.cy/pi/index.php?option=com_content&view=article&id=200&Itemid=159&lang=el)

Another example is the Norwegian Financial Mechanism 2004-2009 which financed the Community of Salamiou with the budget of 624,784 EURO or 85% of its cost. For Cyprus, and particularly for Salamiou village, this is a considerable amount of money which has contributed to the most part to the restoration of the old School Building and its conversion to an Environmental Education Centre. In this way, the project promotes not only three priority areas: a) the Conservation of the European Cultural Heritage through the restoration of the building, b) the Promotion of Sustainable Development and Human Resource Development through its operation as Environmental Education Centre and c) the offer of training in the fields of Environment and Sustainable Development.

(see also: <http://www.planning.gov.cy/planning/planning.nsf/All/5CBA228974BD922BC225755F002AD169?OpenDocument>).

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

Phase II was the initial stage of involving the local populations to various actions for ESD. It operates as a preparatory stage for setting the axes of how local populations can be involved and how, in ESD promotion.

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

Phase III considered as the phase of implementation where various actions through Governmental sector, Universities and NGOs are promoted (see 2 examples above).

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.

Taking in consideration that ESD in Cyprus is at the stage of implementation, the challenges that arise are closely related with the implantation of the central actions that were included in the national action plan for ESD. Even though a lot of progress has been achieved, with structures that were created, infusion of ESD to formal, in-formal ad non-formal education etc, it is noted that it is essential to secure long-term sustainability of the Strategy in national context after the end of the III phase. Also, the financial constraints constitute an important obstacle as there is absence of a National Commission body for ESD. The coordination amongst the various bodies, the complexity of ESD are also some other challenges that Cyprus has to confront.

The role of HE, key competences for various stakeholders, a mechanism to secure the viability of ESD are some challenging issues.

It is, also, imperative that all concerned stakeholders be made aware of the importance of their involvement in the implementation of ESD although it is noted that significant progress has been made in the so far work done at a national level.

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

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.

ESD implantation is an issue that needs the synergy in national, regional and international level. It is important to strengthen the networks, sustain the meetings, update and inform through the conferences on specific axes of ESD, as well as strengthen the mechanism for exchanging ideas and practices on how ESD is implemented in other countries in its various aspects.

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

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

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 (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 SD.)

Some key themes covered by sustainable development	ISCED Levels					
	0	1	2	3	4	5
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	12	15	15	15		10
Other (countries to add as many as needed)						
Tourism		✓	✓	✓		
Transportation		✓	✓	✓		

NB: 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 (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

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 curriculum³³/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 SD.)

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?	✓	✓	✓	✓		✓	
	A) understanding complexity/systemic thinking?		✓	✓	✓		✓	
	B) overcoming obstacles/problem-solving?		✓	✓	✓		✓	
	- managing change/problem-setting?		✓	✓	✓			
	- creative thinking/future-oriented thinking?	✓	✓	✓	✓		✓	
	- understanding interrelationships across disciplines/holistic approach?			✓	✓		✓	
	Total		2	5	6	6		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?	3	3	4	4		3	
	Total							
	- other (countries to add as many as needed)?							
-								
Learning to be Does education at each level enhance learners' capacity for:	- self-confidence?	✓	✓	✓	✓		✓	
	- self-expression and communication?	✓	✓	✓	✓		✓	
	- coping under stress?							
	- ability to identify and clarify values (for phase III)?						✓	
	Total		2	2	2	2		3
	- other (countries to add as many as needed)?							
	-							
	-							

³³ At the State level, where relevant.

		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)?	✓	✓	✓	✓	✓
	-	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
-	other (<i>countries to add as many as needed</i>)?		13	16	17	19	18

NB: Your response will reflect the variety of ESD learning outcomes 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 (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

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 (V) 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 ³⁴	ISCED Levels					
	0	1	2	3	4	5
Discussions	✓	✓	✓	✓		✓
Conceptual and perceptual mapping		✓	✓	✓		✓
Philosophical inquiry			✓	✓		✓
Value clarification			✓	✓		✓
Simulations; role playing; games	✓	✓	✓	✓		✓
Scenarios; modeling	✓	✓	✓	✓		✓
Information and communication technology (ICT)		✓	✓	✓		✓
Surveys		✓	✓	✓		✓
Case studies				✓		✓
Excursions and outdoor learning	✓	✓	✓	✓		✓
Learner-driven projects		✓	✓	✓		✓
Good practice analyses				✓		✓
Workplace experience	✓	✓	✓	✓		✓
Problem-solving		✓	✓	✓		✓
Total	5	10	12	14		14
Other (countries to add as many as needed)						

NB: Your response will reflect the variety of ESD teaching/learning methods 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 (max. 84 ticks; "other" not counted) is:

No. of ticks	0–5	6–28	29–35	36–50	51–65	66–84
Scale	A	B	C	D	E	F

³⁴ Please refer to paragraph 33 (e) of the UNECE Strategy for ESD.

Appendix II

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent is ESD implementation a multi-stakeholder process by filling in the table below. Please provide examples of good practice. (Please tick (V) 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			
Other (countries to add as many as needed)			

The scoring 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

Good Practices:

a) “Designing Action Community Programmes through creating networks amongst school, parents and local community”. The project was implemented for three years by the Pedagogical Institute: 37 Schools from pre-primary and primary education worked with various stakeholders from the Governmental and private sector as well as with NGOs, parents and local populations in order to intervene and solve environmental problematic issues in their school or in their community. The project has been included in the ESD good practices

(http://www.unece.org/env/esd/GoodPractices/Submissions/Countries/Cyprus/Pedagogical%20Institute%20of%20Cyprus%20Ministry%20of%20Education%20and%20Culture%20Priority%201/Pedagogical%20Institute%20of%20Cyprus_e.pdf).

b) Another example from Cyprus, indicating that ESD implementation in a multi-stakeholder process is the work done at the network of the Environmental Education Centres of the Ministry of Education and Culture (the Cyprus Pedagogical Institute) where their philosophy, their programmes and the way they are operating, based on the cooperation of all the interested parties (Ministry of Education and Culture, other Governmental Departments as Department of Forestry, NGOs, local authorities, local populations, Universities etc) , are exemplified. (http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=200&Itemid=159&lang=el).

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					
Other (<i>countries to add as many as needed</i>)					

The scoring 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

Appendix III

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	Percentage of education professionals who have received training ³⁵ to integrate ESD into their practice: (see key below)																	
	Educators						Leaders/administrators ³⁶											
	Initial*			In service**			In service***											
	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																		
Non-formal						✓						✓						
Informal												✓						

The scoring key for this table (max. 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

- * 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.
- ** 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.
- *** 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.

³⁵ Training is understood to include at least one day (a minimum of five contact hours).

³⁶ See paragraphs 54 and 55 of the UNECE Strategy for ESD.

Appendix IV

Summary and self-assessment³⁷ by countries:

1	Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
2	Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
3	Indicator 1.3	National policies support synergies between processes related to SD and ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
4	Indicator 2.1	SD key themes are addressed in formal education	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
5	Indicator 2.2	Strategies to implement ESD are clearly identified	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
6	Indicator 2.3	A whole-institution approach to ESD/SD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
7	Indicator 2.4	ESD is addressed by quality assessment / enhancement systems	<input checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
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	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
9	Indicator 2.6	ESD implementation is a multi-stakeholder process	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
10	Indicator 3.1	ESD is included in the training of educators	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
11	Indicator 3.2	Opportunities exist for educators to cooperate on ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
12	Indicator 4.1	Teaching tools and materials for ESD are produced	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
13	Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
14	Indicator 4.3	Teaching tools and materials for ESD are accessible	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
15	Indicator 5.1	Research on ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
16	Indicator 5.2	Development of ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
17	Indicator 5.3	Dissemination of research results on ESD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
18	Indicator 6.1	International cooperation on ESD is strengthened within the UNECE region and beyond	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed

³⁷ 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.