



**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 **Georgia** 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: Manana Ratiani;
Signature:
Date: 30/09/10
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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.

Governmental institutions (*please specify*) **Ministry of Environment Protection and Natural Resources (MoE)**, national focal point from **MoE Nino Gokhelashvili**

Stakeholders:

NGOs (*please specify*) _____

Academia (*please specify*) State Universities: Georgian Technical University, Sukhumi State University, Tbilisi State Medical University, Georgian Subtropical Agricultural State University
Scientific Institutes, Iliia State University, Gori University, Shota Rustaveli State University, Tbilisi State University of Economic Relations

Business (*please specify*) *N/A*

Other (*please specify*) National Curriculum and Assessment Centre; Shota Rustaveli National Science Foundation; Aarhus Centre Georgia; Agency of Protected Areas

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.)

TEMPLATE FOR REPORTING

ISSUE' 1. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify languages.</i> Georgian
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	Two FPs are appointed to the Education for Sustainable Development: one from the Ministry of Education and Science and second - from the Ministry of Environment Protection and Natural Resources. This FPs are responsible for the coordination of the process for the development of the Strategy for ESD and other activities related to the ESD.
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</i>
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD.</i> Despite the fact that Georgia has under the preparation process national implementation plan for ESD, the following steps have been made in the frame of the ESD for different levels of formal education. In particular: In 2007, the National Curriculum and Assessment Centre elaborated preschool educational standards in Georgia covering environmental aspects. In pursuance to this resolution, in 2005 the National Curriculum and Assessment Centre elaborated General National Curricula for elementary (grades I to VI), basic (grades VII to IX) and high (grades X to XII) schools Education for sustainable development is one of priorities in the given curricula. Teacher professional and subject standards broadly integrated ESD in science and social sciences standards since 2008. For vocational training institutions, a recommended manual on Sustainable Development of Georgia was published in 2008. Ivane Javakhishvili Tbilisi State University (TSU) established Institute of Ecology, where different researches and projects are undertaken. It helps to promote ESD in higher education system. Since 2006, the Live Nature Faculty of the Ilia University has been teaching students key elements of sustainable development. Ilia

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.

	University also created Centre for Environmental Education that provides a promising perspective to advance Ilia State University as a strong environmental education and research centre in Georgia, which will support teaching and learning process at schools, universities and outside academia and will prepare specialists for environmental education and research.
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> There is a synergy between the above mentioned processes as long as the activities, which are related to the given topic, are carried out at the national 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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and list major document(s).</i> “National Goals for General Education” government resolution # 84; ⁵ National Curriculum for formal school education; This document has cross curricula ESD approach; Teachers professional and subject standards; ESD is broadly integrated in science and social sciences standards; Second Environmental Performance Review; The National Environmental Action Plan for 2011-2015 is under the preparation process, where the relevant topics of ESD will be incorporated. Concept of Eco-educational Activities of Protected Areas; Guidelines of Eco-educational Activities of Protected Areas.

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.

⁵ In accordance to the Decree the adolescent shall: a) be conscious of his/her personal responsibilities towards the interests, traditions and values of the country; b) be able to maintain and protect natural environment) be able to effectively use the technological and other intellectual achievements) be able to live independently and make independent decisions; e) be creative, create values at his own and not live at the expense of the existin; f) be ready for lifelong development of personal abilities and interests and be able to realize them to its full extent as within the country as abroad; g) be able to communicate with individuals and groups; h) be law obedient and tolerant citizen

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? ⁶																													
	<p><i>If yes, please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">ISCED levels⁷</th> <th>(a)</th> <th>(b)⁸</th> </tr> <tr> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">1</td> <td></td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">4</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">5⁹</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">6</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Teacher education</td> <td></td> <td style="text-align: center;">V</td> </tr> </tbody> </table> <p>Since 2007, the National Curriculum and Assessment Centre together with UNICEF Georgia have been elaborating preschool educational standards in Georgia covering environmental aspects.</p> <p>In 2004, the Government, by its Resolution No. 84 of 18 October 2004, approved the “National Goals for General Education”. In pursuance to this resolution, the National Curriculum and Assessment Centre elaborated in 2005 General National Curricula for all levels of school, in which the education for sustainable development is one of priorities.</p> <p>Levels of Education: General education at public schools encompass three levels of education – primary, basic and secondary. The primary level of education encompasses grades 1-6; the basic and secondary education levels encompass grades 7-9 and 10-12 respectively. Georgian legislature requires that basic education should be recognized as the minimal level of education that should be provided to all students.</p> <p>Purpose of education at each level: Teaching and learning at all levels of education are built upon the principles and values of human rights and education for sustainable development and envisage the achievement of goals set forth by the Recommendations. Namely, the purpose of education at primary, basic and secondary education is as following:</p> <p>Primary education:</p> <ul style="list-style-type: none"> - preparation of students to further pursue their studies and achieve on the basic education level; - provision of conditions and support conducive to maximal development of students’ mental, physical and emotional potentials; - development of students’ knowledge and skills that will allow them to participate in lifelong learning; - equipment of students with values and attitudes that will help them become integrated into their communities and societies and support them in becoming community-oriented members of the society; 	ISCED levels ⁷	(a)	(b) ⁸	Yes	Yes	0			1		V	2	V	V	3	V	V	4			5⁹			6			Teacher education		V
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<p>(a) Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input type="checkbox"/> No <input type="checkbox"/></p>																														

⁶ International Standard Classification of Education (ISCED), UNESCO, 1997 (http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm).

⁷ Education level in accordance with ISCED.

⁸ National curricula and/or national standards/ordinances/requirements.

⁹ 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>Basic education:</p> <ul style="list-style-type: none"> - achievement of the targets established by the National Goals of General Education; - preparation of students for participation in lifelong learning; - development of applicable knowledge and transferrable skills among students; - development of their values and attitudes oriented on the welfare of their communities and the society; respect for diversity and cultural heritage of the human kind; <p>Secondary Education:</p> <ul style="list-style-type: none"> - provision of conditions and support conducive to the development of students in alignment with the requirements of the National Goals of General Education; - preparation of students for further education and their participation in lifelong learning; - assistance to students to develop into full-fledged members of the community and society that share humanitarian values, advocate and protect environment, human rights and fundamental freedoms. <p>The old standards did not consider the physical and psychological factors of students. The standards were mainly focused on acquisition of information and less on development of skills and vision in students. However, acquiring mere information or skills cannot make a person successful; we strongly believe that besides the information and skills, schools should enable students to develop their own vision and approaches.</p> <p>The new National Curriculum comprises teaching and learning principles, subject educational standards and the contents of the program. It describes the teaching and learning process. The new standards besides the detail, modern scientific and methodological, outcome based content reviews different aspects of Sustainable Development. The issues are of social, economical and environmental characters. On different stages of school studying (primary, basic and secondary) this areas of knowledge are widely submitted and also are represented by different subjects (geography, economy, science, civic education).</p> <p>Here are main issues: poverty alleviation (north-south division), peace, ethics, democracy and governance, justice, security, human rights, health, gender equity, cultural diversity, demographic problem, problem of migration, problem of terrorism, resource problem, energy safety problem, biodiversity, ecological issues (of atmosphere, hydrosphere, pedosphere), climate change, problem of world ocean, natural disasters, technology disasters.</p> <p>Teacher professional and subject standards broadly integrated ESD in science and social sciences standards.</p> <p>For vocational training institutions, a recommended manual on Sustainable Development of Georgia was published in 2008.</p> <p>Since 2007, the Ivane Javakhishvili Tbilisi State University (TSU) has launched a series of Bachelors, Master's and Doctorate programmes on environment and sustainable development. TSU also established Institute of Ecology, where different researches and projects are undertaken. It helps to promote ESD in higher education system.</p> <p>Since 2006, the Live Nature Faculty of the Ilia University has been teaching students in key elements of sustainable development. Ilia University also found Centre for Environmental Education provides a promising perspective to advance Ilia State University as a strong environmental education and research centre in Georgia, which will support teaching and learning process at schools, universities and outside academia and will prepare specialists for environmental education and research.</p>
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>Please specify.</i></p> <p>The following operational frameworks are developed, which addresses particular environmental and SD issues: Concept of Eco-educational Activities of Protected Areas and Guidelines of Eco-educational Activities of protected Areas.</p>

	<p>In general, the Ministry of Environment Protection and Natural Resources of Georgia in their operational frameworks is considering non-formal and informal educational and awareness raising campaigns (trainings, workshops and other activities) on environmental as well as on sustainable development issues and conducting these activities for different categories of audience regularly. It should be mentioned as well that the Aarhus Centre Georgia provides a meeting room for trainings, workshops and meetings on particular environmental and SD issues. The space for these meetings is open for all interested stakeholders and it is free of charge. The Aarhus Centre is also conducting other awareness-raising activities in the country.</p>
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>Please, see Sub-indicator 1.2.1.</p>
Sub-indicator 1.2.5	Does a formal structure for interdepartmental ¹⁰ cooperation relevant to ESD exist in your Government?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please specify.</i></p> <p>The formal structure for interdepartmental cooperation does not exist. But the Ministry of Education and Science and the Ministry of Environment Protection and Natural Resources are cooperating on the issue. It is also planned to establish an official coordinating body, represented by the high level representatives from the relevant governmental institutions, for the review and adoption of the National Strategy for ESD.</p>
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ¹¹
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify.</i>
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify.</i>
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 type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please specify.</i></p> <p>The National strategy for SD has not been elaborated yet. But three major policy documents, such as: Environmental Performance Review II (EPR II), the Second National Environmental Action plan for 2011-2015 (NEAP) and the State of Environment (SoE) for 2007-2009 are at the stage of finalisation, which are the base for development of the National Strategy for SD, where the ESD will be reflected.</p>
Issue 2. PROMOTE SD THROUGH FORMAL, NON-FORMAL AND INFORMAL LEARNING	

¹⁰ Between State bodies.

¹¹ For explanation see paragraph 46 of the UNECE Strategy for ESD.

<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>													
Indicator 2.1 SD key themes are addressed in formal education													
Sub-indicator 2.1.1	Are key themes of SD ¹² addressed explicitly in the curriculum ¹³ /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><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>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>								
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹⁴ /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><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>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum ¹⁵ /programme of study at various levels of formal education?												
Yes <input checked="" 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" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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¹² For explanation see paragraph 15 of the UNECE Strategy for ESD.

¹³ At the State level, where relevant.

¹⁴ See footnote 12.

¹⁵ See footnote 12.

Indicator 2.2 Strategies to implement ESD are clearly identified																																																													
Sub-indicator 2.2.1	Is ESD addressed through: ¹⁶ (a) existing subjects ¹⁷ only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project? ¹⁸ (e) other approaches?																																																												
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (d) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (e) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><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="width: 100%; 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="font-size: small;"> <th></th> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td style="background-color: #cccccc;">0</td> <td></td> <td>V</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">1</td> <td></td> <td>V</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">2</td> <td></td> <td>V</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">3</td> <td></td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">4</td> <td>V</td> <td></td> <td></td> <td>V</td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">5</td> <td>V</td> <td>V</td> <td>V</td> <td>V</td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">6</td> <td>V</td> <td>V</td> <td>V</td> <td></td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">Teacher education</td> <td>V</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)		Yes	Yes	Yes	Yes	Yes	0		V				1		V				2		V				3		V		V		4	V			V		5	V	V	V	V		6	V	V	V			Teacher education	V				
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¹⁶ 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.

¹⁷ E.g. geography or biology. For higher education, "subject" means "course".

¹⁸ 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 approach¹⁹ to SD/ESD is promoted																			
Sub-indicator 2.3.1	Do educational institutions ²⁰ adopt a “whole-institution approach” to SD/ESD?																		
<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<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" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">ISCED levels</th> <th style="text-align: center;">Yes</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">0</td><td></td></tr> <tr><td style="text-align: center;">1</td><td></td></tr> <tr><td style="text-align: center;">2</td><td></td></tr> <tr><td style="text-align: center;">3</td><td></td></tr> <tr><td style="text-align: center;">4</td><td></td></tr> <tr><td style="text-align: center;">5</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">6</td><td style="text-align: center;">V</td></tr> <tr> <td style="text-align: center;">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>	ISCED levels	Yes	0		1		2		3		4		5	V	6	V	Teacher education	
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Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support “a whole institution approach to SD/ESD”?																		
<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>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.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">ISCED levels</th> <th style="text-align: center;">Yes</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">0</td><td></td></tr> <tr><td style="text-align: center;">1</td><td></td></tr> <tr><td style="text-align: center;">2</td><td></td></tr> <tr><td style="text-align: center;">3</td><td></td></tr> <tr><td style="text-align: center;">4</td><td></td></tr> <tr><td style="text-align: center;">5</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">6</td><td style="text-align: center;">V</td></tr> <tr> <td style="text-align: center;">Teacher education</td> <td></td> </tr> </tbody> </table> <p>Ilia State University’s institutional strategy incorporates the principles of education for sustainable development to the level it is embraced by the national strategy on ESD, which is in the process of finalisation. To promote sustainable development through education and research, the university relies on external funding through international projects, grants, awards and facilitates the actions of the individual departments to advance the strategy. In addition, individual departments and faculties promote sustainable development through area-specific projects. For instance, a newly established Centre for Environmental Education provides a promising perspective to advance Ilia State University as a strong environmental education and research centre in Georgia, which will support teaching and</p>	ISCED levels	Yes	0		1		2		3		4		5	V	6	V	Teacher education	
ISCED levels	Yes																		
0																			
1																			
2																			
3																			
4																			
5	V																		
6	V																		
Teacher education																			

¹⁹ 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).

²⁰ For higher education institutions: **whole university, whole college or whole faculty approach** (including inter-faculty approaches).

learning process at schools, universities and outside academia and will prepare specialists for environmental education and research. Among the goals of the Centre is to promote educational training on environmental protection, conservation biology and the issues of sustainable use at schools and universities. It also targets trainings for managers and specialists of environmental protection and natural resources, integration of environmental protection and sustainable use in educational programmes and translation and adaptation of the manuals for academic and non-formal purposes. The Centre intends to offer professional programmes in Protected Area and Forest Management, and certificate programmes in Impact Assessment, Strategic Assessment, Environmental Protection, Foreign Trade, etc. The Centre also plans to host an event on Environmental Education as a follow up to the first intergovernmental conference held in Tbilisi in 1977 and the Tbilisi Declaration on Environmental Education as a foundation for world environmental education.

In addition to this, Ilia State University pursues the principles of sustainable development through adopting and implementing innovative methods for producing alternative renewable eco-friendly fuel – biodiesel. A new lab for producing bio diesel was successfully tested and now it is operational. The university plans to use the lab for academic research and student training thus embracing levels 4-5-6 of and promoting public involvement in using alternative, renewable, clean power. This is promoted within the framework of a holistic, “whole institutional approach to SD/ESD”. The sustainable development is also propagated by the project “Georgian Biodiesel”, which is expanding and creating agro-economical basis for producing biodiesel in large scale in Georgia. Several dozen hectares of lands in Kakheti region, eastern Georgia, has been cultivated for growing rapes (Latine: Brassicanapus), the oil of which will serve as the raw material for producing biodiesel. Introduction of the new plant in Kakheti region will help to diversify the agriculture of this region and create new jobs in agricultural sector and the steady demand in Rapes oil will create basis for long term, sustainable development of this sector of agriculture in Georgia. New plant in Kakheti can ultimately serve as a centre for non-formal and informal education for sustainable development.

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).

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	V
6	V
Teacher education	V

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	<p>(a) Are there any education quality assessment/enhancement systems? (b) Do they address ESD²¹? (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?</p> <p><i>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.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">ISCED levels</th> <th style="text-align: center;">(a) Yes</th> <th style="text-align: center;">(b) Yes</th> <th style="text-align: center;">(c) Yes</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td></td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td></td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td></td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">V</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td></td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td></td> </tr> <tr> <td style="text-align: center;">Teacher education</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td></td> </tr> </tbody> </table> <p>(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this data (i.e. provide examples on how the data was compiled).</i></p> <p>Teacher qualifications play a key role in ensuring high quality of education. Ongoing teacher examination and certification process that will last until 2013 serves as an incentive for acting teachers to improve their qualifications in accordance with contemporary standards. These standards are in preparation phase and they include the principles of ESD.</p>	ISCED levels	(a) Yes	(b) Yes	(c) Yes	0				1	V	V		2	V	V		3	V	V		4	V			5	V	V		6	V	V		Teacher education	V	V	
ISCED levels	(a) Yes	(b) Yes	(c) Yes																																		
0																																					
1	V	V																																			
2	V	V																																			
3	V	V																																			
4	V																																				
5	V	V																																			
6	V	V																																			
Teacher education	V	V																																			
Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice																																					
Sub-indicator 2.5.1	<p>Are SD issues addressed in informal and public awareness-raising activities?</p> <p><i>Phase II: Please specify.</i>²²</p> <p>As it is mentioned in the Sub-indicator 1.2.3. the Ministry of Environment Protection and Natural Resources is conducting several informal and awareness-raising activities for the different categories of audiences regularly, which includes: press articles and newsletters, TV and radio clips and advertisements, TV and radio broadcasts on particular environmental issues, leaflets, billboards, brochures, trainings, seminars, open-air informational lectures, eco-camps, etc.</p> <p>Additionally to this, per request of the Ministry of Environment Protection and Natural Resources two Peace Corps volunteers will be invited to Georgia by period of 3 months, who will work with the Ministry on the following issues:</p> <p>Conduct a cross sector study on current state of environmental education in the country; Identification of constrains and opportunities in the country regarding the issue; Share good practices and guidance for different educational levels (pre-school, secondary school, high school and university) as well as for general public, governmental officials, etc.; Identification of stakeholders and their roles related to the issue; Develop and assist in design of environmental education projects; Develop a working plan of a long term environmental education action plan and other related documents; Develop and organize different public awareness campaigns on related issues with assistance of local resources; Prepare outlines of manuals for</p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>																																				

²¹ 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).

²² Please describe how this is done, e.g. in press articles, TV and radio programmes or public lectures promoting environmentally friendly goods and services, sustainable lifestyles.

	<p>establishment of eco-clubs in secondary schools and universities; Assist in the establishment of eco-awarding system for the youth; Related capacity building of relevant staff of MoE.</p> <p>Since 2008, in order to popularize science Ministry of Education and Science and Shota Rustaveli Georgian National Science Foundation have been providing public lectures in environmental education for high school students in all 12 regions of Georgia Press articles are promoting to raise environmentally friendly attitudes and underline problems in this case.</p> <p>The University supports sustainable development through public discussions, public awareness raising activities, active propaganda of healthy life style, as well as fundraising campaigns, individual and groups projects and the projects funded within the EC framework.</p>
Sub-indicator 2.5.2	Is there any support for work-based learning (e.g. for small companies, farmers, trade unions, associations) which addresses SD issues?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify and provide examples.</i></p> <p>The Ministry of Environment Protection and Natural Resources and the number of environmental NGOs are conducting the educational and informational seminars, workshops, trainings and awareness-raising campaigns on environmental and SD issues for several companies, farmers, business sector and other relevant audience.</p> <p>Iliia State University participates in work-based learning. This is mostly done through local firms, companies and banking organizations, who, on the basis of mutual benefit, recruit ISU students for internships.</p>
Sub-indicator 2.5.3	Are there any instruments (e.g. research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.</i></p> <p>Assessment of the outcome of activities related to the ESD does not exist. However, the information from the Ministry of Environment Protection and Natural Resources shows that the number of participants in the eco-educational activities was significantly increased during the period of 2008 – 2010 from 15.200 to 34.121 participants.</p>

Indicator 2.6 ESD implementation is a multi-stakeholder process²³																													
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?																												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><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></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">(a) According to the UNECE Strategy on ESD</td> <td style="width: 50%; text-align: center;">(b) According to the UN DESD</td> </tr> <tr> <td style="text-align: center;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%;">A</td> <td style="width: 16.6%;">B</td> <td style="width: 16.6%;">C</td> <td style="width: 16.6%;">D</td> <td style="width: 16.6%;">E</td> <td style="width: 16.6%;">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;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> </td> <td style="text-align: center;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%;">A</td> <td style="width: 16.6%;">B</td> <td style="width: 16.6%;">C</td> <td style="width: 16.6%;">D</td> <td style="width: 16.6%;">E</td> <td style="width: 16.6%;">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 checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> </td> </tr> </table>	(a) According to the UNECE Strategy on ESD	(b) According to the UN DESD	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%;">A</td> <td style="width: 16.6%;">B</td> <td style="width: 16.6%;">C</td> <td style="width: 16.6%;">D</td> <td style="width: 16.6%;">E</td> <td style="width: 16.6%;">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;"><input checked="" 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"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%;">A</td> <td style="width: 16.6%;">B</td> <td style="width: 16.6%;">C</td> <td style="width: 16.6%;">D</td> <td style="width: 16.6%;">E</td> <td style="width: 16.6%;">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 checked="" type="checkbox"/></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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>																													
Indicator 3.1 ESD is included in the training²⁴ of educators																													
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ²⁵																												
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Phase II: Please specify by filling in the table in appendix III.</i></p> <p>IT is planned to advance the approach in the nearest future and involve academic as a well as administrative units through a variety of seminars, workshops and trainings. From the academic standpoint, Ilia State University supports school-level teacher training through its Centre for teachers nationwide and plans to continue advancing trainings and seminars in the years to come.</p>																												
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²⁶																												
Yes <input type="checkbox"/> No <input checked="" 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 <input type="checkbox"/> No <input checked="" 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 <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify (provide examples on how this is done).</i>																												
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²⁷																												
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify how, listing the major ones, and describing them as appropriate.</i>																												
Issue 4. ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE																													
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>																													

²³ 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).

²⁴ ESD is addressed by content and/or by methodology.

²⁵ For higher education institutions: The focus is here on existing **teacher training at universities/colleges** regarding SD and ESD for university/college teachers.

²⁶ 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.

²⁷ Including assistance through direct funding, in-kind help, political and institutional support.

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 <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please describe.</i>
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<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>
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?
	<i>Phase I: For (a) and (b), please describe.</i>
	<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>National Curriculum and Assessment Centre is approving text books and teacher guides for formal education on each school level. NCAC is identifying the compliance of the textbooks with National Curricula and approving recommended textbooks.</p> <p>Pertinent to the processes of textbook review and approval, the Decree of the Minister of Education and Science on the Rules of Textbook Review and Approval establishes rules and criteria of school textbook assessment and evaluation procedures. The textbook quality evaluation criteria include:</p> <ul style="list-style-type: none"> • alignment of a textbook with teaching and learning purposes and its relevance to national education standards in a targeted content/subject area; • alignment of teaching and learning methodology promoted in a textbook with those advocated and recommended by the national curriculum; promotion of diverse teaching and learning methodologies; • promotion of knowledge acquisition through exploration (experimental and experiential learning methodologies); • support for both knowledge and skill development; • promotion of student’s self-assessment and their development as independent learners efficient at both individual assignments and cooperative group-work; • orientation on students’ capacities, abilities, interest, experience and knowledge; • delivery of accurate up-to-date information and facts and promotion of modern achievements in science; • objectiveness of presented facts and information; • support for integrated knowledge application; • promotion and advocacy of students’ social and cultural awareness, knowledge and skills; <p>Publishers take part in the textbooks' competition according to the rule of the textbooks approval. NCAC is working together with authors to improve quality of text books (contains both students and teachers books) according to new curricula. Subject experts give them recommendations. NCAC also organize trainings for authors, to receive more successful text books; Training content is different, e.g. how new textbooks could develop problem solving skills.</p>
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
(c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

Sub-indicator 4.2.2	Are ESD teaching tools/materials available: (a) in national languages? (b) for all levels of education according to ISCED?																			
	<p><i>Phase I: For (a) please specify.</i></p> <p>SD issues are broadly represented in the national educational program, in school materials.</p> <p>There are some text books, guidelines, manuals and methodological materials in national language (Georgian, mainly, in publications special topics are addressed to ESD/SD and there are scientific and analytical articles published in different sources.</p>																			
	<p><i>Phase II: If yes for (b), please specify by ticking (V) in the table as appropriate.</i></p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="border: 1px dashed black; padding: 2px;">ISCED levels</td> <td style="border: 1px dashed black; padding: 2px;">(b)</td> </tr> <tr> <td style="border: 1px dashed black; padding: 2px;"></td> <td style="border: 1px dashed black; padding: 2px;"><i>Yes</i></td> </tr> <tr> <td style="border: 1px dashed black; padding: 2px; text-align: center;">0</td> <td style="border: 1px dashed black; padding: 2px;"></td> </tr> <tr> <td style="border: 1px dashed black; padding: 2px; text-align: center;">1</td> <td style="border: 1px dashed black; padding: 2px;"></td> </tr> <tr> <td style="border: 1px dashed black; padding: 2px; text-align: center;">2</td> <td style="border: 1px dashed black; padding: 2px; text-align: center;">V</td> </tr> <tr> <td style="border: 1px dashed black; padding: 2px; text-align: center;">3</td> <td style="border: 1px dashed black; padding: 2px; text-align: center;">V</td> </tr> <tr> <td style="border: 1px dashed black; padding: 2px; text-align: center;">4</td> <td style="border: 1px dashed black; padding: 2px; text-align: center;">V</td> </tr> <tr> <td style="border: 1px dashed black; padding: 2px; text-align: center;">5</td> <td style="border: 1px dashed black; padding: 2px; text-align: center;">V</td> </tr> <tr> <td style="border: 1px dashed black; padding: 2px; text-align: center;">6</td> <td style="border: 1px dashed black; padding: 2px;"></td> </tr> <tr> <td style="border: 1px dashed black; padding: 2px; text-align: center;">Teacher education</td> <td style="border: 1px dashed black; padding: 2px;"></td> </tr> </table>	ISCED levels	(b)		<i>Yes</i>	0		1		2	V	3	V	4	V	5	V	6		Teacher education
ISCED levels	(b)																			
	<i>Yes</i>																			
0																				
1																				
2	V																			
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5	V																			
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 <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please describe.</i>																			
Sub-indicator 4.3.2	Is public authority money invested in this activity?																			
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify to what extent by providing an indication of the amount in USD, giving the annual expenditures for ESD-related research and development.</i>																			
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?																			
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please describe.</i>																			
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet? (b) provided through other channels?																			
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>For (a) and (b) please specify.</i>																			
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 Research²⁸ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁹ supported?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><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></p> <p>Shota Rustaveli National Science Foundation financed scientific projects, among them are: Ecological problems of the basins of the rivers Mashavera and Poladauri; Evaluation of ecological problems of the Black sea against the background of global warming and forecasting of erose and mudflow processes as well as solid sediments of river basins for protecting Georgian costal strip from abrasive processes; Mitigation of negative action of photochemical smog on the living environment – important factor of the sanitation of ecological state of Tbilisi city; Development of waste-free, eco-pure combined technology for fruit processing; Working out of rational utilization directions of barite and coal-content technogenic deposits in consideration of ecological problems; Georgian zeolites and protection of atmospheric air; Assessment of risk factors of emergency cases at oil and gas pipelines and possible pollution of environment by means of mathematical modelling; The economic, ecological and social aspects of use of deep thermal energy of the earth; Creating actual metodological strategy for national ecological-educational centre and etc.</p> <p>ESD content and methods at Ilia State University is particularly exemplified by the Institute of Ecology, whose research programmes cover several important issues related to the sustainable development, including the analysis of the impact of global climate change on the natural landscapes and biodiversity complexes, the interdisciplinary studies of human-wildlife conflict, conservation genetics and suitable habitat analysis of rare, endangered and endemic animals and plants, distribution of viral infections by migratory water birds, and monitoring forest ecosystems of the Caucasus. Majority of postgraduate students are involved in two projects, one of which is devoted to modelling and predicting forest distribution in the Caucasus Eco-region, and another on the Bird Flue epidemiology and the role of migrating birds in the distribution of viral infections. The latter is carried out jointly with the researchers from Cambridge. As a long term project, the Institute aims to identify and explore the refugee areas of the Caucasus eco-region (included in the shortlist of Global Biodiversity Hotspots), maintaining high biodiversity level under changing global climate in past and near future. This is a complex research, combining field studies, molecular genetic analysis of narrow-ranged species particularly sensitive to climate change, and GIS modelling. The ensemble of the target species includes forest plants, invertebrates, and terrestrial vertebrates - from amphibians to mammals. The outcome of the study is identification of the exact position of the areas least sensitive to the climate change, specification of the source population of rare and endangered species, and concentration of conservation efforts on the high priority areas. The results of the research are regularly published in the high-rank international journals. MSc and PhD students in Ecology and involved in the research activities at all steps, including field and lab work and processing of the results for publication.</p> <p>The research finds practical application in as much as all methods applied in the study are taught as individual subjects (such as practical courses - molecular genetics and GIS applications in Ecology) or as parts of broader courses (methods of field ecology, statistics for ecologists). The University is targeted as a focal point in pan-European research schemes PESI (Pan-European Species Inventories) and Life Watch (a Pan-European electronic infrastructure for biodiversity research).</p> <p>Finally, a Botanical Group of the Institute of Ecology is involved in a long-term international research on the climate change impact on Alpine vegetation, led by the scientists from the European Research Area. MSc and PhD students in Ecology are also involved in the</p>

²⁸ These include support from various sources, such as State, local authorities, business and non-governmental sources.

²⁹ 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.

	<p>field studies within the framework of this research.</p> <p>Tbilisi State University of Economic Relations <i>research activities are financed through internal grants in total 50,000 GEL. According to the granting procedures researches oriented on the different issues of the SD are among the highest priorities.</i></p>
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify what kind of research (content and methods).</i>
Sub-indicator 5.1.3	<p>Are post-graduate programmes available: (1) on ESD:³⁰ (a) for the master's level? (b) for the doctorate level? (2) addressing ESD: (a) for the master's level? (b) for the doctorate level?</p> <p><i>Phase II: Please specify what kind of programmes are available for (1) (a) and (b); (2) (a) and (b).</i></p> <p>Sukhumi State University a) <i>Applied Geography and Environmental protection; Applied Biology (modules); Applied Biology (modules); Biotechnology and Applied Microbiology; Biodiversity and Ecosafety; Garden Design;</i> b) <i>Ecology;</i></p> <p>Tbilisi State Medical University: level 5: <i>Preventive medicine; Medical ecology; medical biology and parasitology; molecular and medical genetic; Hygiene; Psycho hygiene; Nutritional hygiene; Environmental hygiene; Childs and adults hygiene; Professional health; Occupational health</i> level 6: <i>Job and health; Health behavior and education; Multidisciplinary aspects of TBC and HIV infection; Bioethics and social responsibility; Epidemiology of non communicable diseases; International lows of health; Epidemiology and environmental medicine; Prevention of communicable and non communicable diseases.</i></p> <p>(1) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Ilia State University: <i>There are no specific programs available on ESD either by substance or all-encompassing approach, yet all the programs, particularly those offered at Masters and Doctoral level to a certain extent incorporate the principles of sustainable development. For instance, the university offers minor and major BSc programs in Biology, MSc and PhD programs in Ecology and Conservation, and MSc program in management of biological resources and these programs incorporate ESD as a framework for environmental sustainability. Individual professors take interdisciplinary approach to enable students understands the links between educational, environmental, social and economic concerns.</i></p> <p>Shota Rustaveli State University: 1. <i>Educational programs for the Master's level: Physical Geography, Sustainable Development of Environment and Land Resources. Agriculture and Forest.</i> 2. <i>Educational programs at Master's degree: Management of Education and Administration, Oil and Gas Technology, Civil and Industrial Construction, Electric Energy, Tourism Management.</i> <i>Educational programs for Doctoral level: Agro Technology, Food Technology. Agro Ecology, Protection of Flora.</i></p> <p>In Tbilisi State University of Economic Relations Master and Doctorate level programmes SD issues are addressed through different courses, mainly focused on the economic and financial SD. Also different aspects are addressed in Law programmes.</p>
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?

³⁰ ESD is addressed by substance and/or by approach.

(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify for (a) and (b).</i></p> <p>(a) State educational grants are available (2010, May 5 №129 <i>resolution</i> of Georgian Government), Natural, Agricultural and Engineering programs are considered as priorities.</p> <p>(b) Financing of PhD researches from government is made by delivering scientific grants.</p>
Indicator 5.2 Development of ESD is promoted	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? ³¹
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period.</i>
Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ³² to share the results of research and examples of good practices in ESD ³³ among authorities and stakeholders?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify and provide the total amount annually over the reporting period.</i></p> <p>With the support of the Government of Adjara Autonomous Republic, Shota Rustaveli State University, International Fund of Sustainable Development, EMAAS – Euro Mediterranean Academy of and Sciences and Intercultural Euro Mediterranean Center for UNESCO, International Conference “Batumi – Spring 2010” was held in Shota Rustaveli State University which was dedicated to the modern approaches of implementing world sustainable development.</p>
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase I: For (a), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i></p> <p>Scientific articles published in the frame of Scientific conference , other local scientific and methodological journals, other annual publications.</p> <p>Tbilisi State University of Economic Relations published Anniversary Proceedings, where the first chapter was fully dedicated to the problems of the sustainable development of Georgia, in total 21 articles.</p> <p><i>Phase II: For (b), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i></p> <p><i>Great number of articles are addressing ESD</i></p> <p>To increase effectiveness of ESD principles interventions in general education schools, the Aarhus Center Georgia participates in the publication of the “Dialogue ”, a periodical newspaper issued by the NCAC for students, teachers, school administrators, parents and the wider community. These monthly newspaper is covering all the topics of ESD.</p>
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>	

³¹ Activities may include pilot projects, action research, social learning and multi-stakeholder teams.

³² E.g. conferences, summer schools, journals, periodicals, networks.

³³ 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.

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 ³⁴ networks on ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify for national, subnational and local levels and list major networks. Within the UNECE Steering Committee on ESD FPs are sharing information.</i>
Sub-indicator 6.1.2	Do educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify. List major networks.</i> CENN – EcoForum Foundation Caucasus Environment –EcoForum Foundation Caucasus Environment – Global Education Network of North-South Centre of Council of Europe Foundation Caucasus Environment – WECF Movement of Georgian Greens – WECF REC Caucasus-EcoForum GEBMA - EcoForum
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify and list the major ones.</i>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please list and describe.</i>
Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLES, AS WELL AS LOCAL AND TRADITIONAL KNOWLEDGE, IN ESD	
<i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i>	
<p>The education system of Georgia acknowledges that primary objective of education needs to be directed towards the achievement of the following:</p> <ul style="list-style-type: none"> • The strengthening of respect for human rights and fundamental freedoms; • The full development of the human personality and the sense of its dignity; • The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups; • The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law; • The building and maintenance of peace; • The promotion of people-centred sustainable development and social justice. <p>All abovementioned is broadly covered in the different subject groups of National Curriculum:</p> <p>Georgian/Native Language & Literature: The purpose of the curriculum area is to facilitate the development of students as free personalities capable of developing, expressing and communicating their opinions, viewpoints and attitudes. Its focus is drawn upon a language as a means of creativity and critical thinking. Importantly, the curriculum area aims at developing students’ understanding and appreciation of their domestic and world cultures, values and</p>	

³⁴ In this context, international associations, working groups, programmes, partnerships, etc. means those at the global, regional and subregional levels.

traditions.

The priority objectives of Georgian/native language teaching and learning is to develop students' language skills (speaking, reading, writing and listening); applicable knowledge for real-world application (communication and self-expression); rhetoric skills for debate, discussion, discourse construction and proposition and argumentation construction; acquisition of information, its analysis and synthesis; creativity and critical thinking skills; awareness of domestic and world cultures;

The content of the curriculum area encompasses such issues as humanism; human relations; domestic and world cultural values and traditions; national and world history; diversity of religion; morality and ethics.

Georgian as a second language: Education system of Georgia observes and protects the rights of minority students to receive education in their native language and be provided with opportunities for the acquisition of the state language. To this end, the purpose of the content area is to protect the right of minority students to learn Georgian as their second language. Importantly, the content area intends to facilitate a fully-fledged integration of national minorities into Georgian society through the improvement of their state language competencies. Also, it aims at promoting tolerance and appreciation of diversity by preserving cultural identity of the students and sharing cultural values and traditions of the wider society with them.

Social Sciences: The purpose of the curriculum area is to encourage students to exercise holistic approach to and understanding of world culture, processes and problems; develop a sense of cultural identity and respect for diversity; increase awareness of international relations and determinants of economic, political, economic and environmental global processes and problems; increase their civic literacy and develop their understanding of civic rights and responsibilities; improve law-literacy and recognize supremacy of the rule of law; increase awareness of conflict resolution, global problem solving and international cooperation for peace. The curriculum area promotes understanding and internationalization of such values as human dignity, human rights and freedoms; national and international cooperation and solidarity; equality; tolerance; justice; honesty and industry.

Teaching and learning of social sciences at each level of education aims at the achievement of the above-mentioned purpose of education. Here, it is worthwhile specifying that curriculum area content can be classified into the fields of environment and economy; government and politics; culture and religion; individual and society; environment and social system; historic interpretation and research; geographic research; personality development; a citizen and the state; governance and social structure.

Arts/ Work Habits and Music: The purpose of the content areas is to facilitate the harmonious development of students' personality; encourage and develop their creativity, self-expression; enhance their critical thinking skills and imagination. Importantly, its purpose is the develop students' versatile individuality and support their appreciation of diversity and pluralism.

One of the pivotal objectives of the content areas is to bring students up to the understanding of arts and music, their universality and power of expression. Also, they aims at making students understand national and world cultures through arts and music and develop their perception of the world as a wholesome unity in diversity.

The content areas of arts/work habits and music aim at promoting important values and attitudes such as understanding of and respect for national and world cultures; tolerance, respect and appreciation of the pluralism of self-expression; understanding and appreciation of cultural diversity; development of cultural identity and respect for the identities of others.

At all the three levels of education (primary, basic and secondary), the curriculum areas purports to enhance students' emotional and creative development; foster their ability to express themselves and communicate their perceptions, ideas and worldviews; encourage their self-exploration and self-determination.

The content of the curriculum areas cover the issues of local, national, regional and world arts and music; the influence of cultural, social and historic events on arts and music; the importance of arts and music for a society and for the development of cultures; individuality of cultures perceived through their arts and music and the wholesome unity of world art; arts and music in synchrony and dynamics; social, economic and political environment and arts and music; arts and music against the context of social life and development; local, national, regional and world arts and music, folklore, classic and modern arts.

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 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.

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.

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)		V		V		V
Ethics and philosophy				V		V
Citizenship, democracy and governance				V		V
Human rights (e.g. gender and racial and inter-generational equity)				V		V
Poverty alleviation			V	V		
Cultural diversity		V	V		V	V
Biological and landscape diversity			V	V	V	V
Environmental protection (waste management, etc.)	V	V	V	V	V	V
Ecological principles/ecosystem approach		V	V	V		V
Natural resource management (e.g. water, soil, mineral, fossil fuels)		V	V	V	V	V
Climate change				V		V
Personal and family health (e.g. HIV/AIDS, drug abuse)		V	V	V		V
Environmental health (e.g. food and drinking; water quality; pollution)		V	V	V		V
Corporate social responsibility	V	V	V	V		
Production and/or consumption patterns			V	V		V
Economics				V	V	V
Rural/urban development			V	V		V
Total	2	8	11	16	5	15
Other (countries to add as many as needed)						

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

Could you specify which specific themes are of critical important in your countries and why? Please specify for different ISCED levels, as appropriate.

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 curriculum³⁵/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?	V	V	V	V		V
	- understanding complexity/systemic thinking?				V		V
	- overcoming obstacles/problem-solving?	V	V	V	V	V	V
	- managing change/problem-setting?			V	V	V	V
	- creative thinking/future-oriented thinking?	V	V	V	V		V
	- understanding interrelationships across disciplines/holistic approach?				V		V
	Total						
	- 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?	V	V	V	V		V
	- decision-making, including in situations of uncertainty?				V		V
	- dealing with crises and risks?			V	V		V
	- acting responsibly?	V	V	V	V	V	V
	- acting with self-respect ?					V	V
	- acting with determination?						V
	Total						
	- other (countries to add as many as needed)?						
-							
Learning to be Does education at each level enhance learners' capacity for:	- self-confidence?				V	V	V
	- self-expression and communication?	V	V	V	V	V	V
	- coping under stress?					V	V
	- ability to identify and clarify values (for phase III)?	V	V	V	V	V	
	Total						
	- other (countries to add as many as needed)?						
-							

³⁵ At the State level, where relevant.

	Expected outcomes					
	0	1	2	3	4	5
Learning to live and work together Does education at each level enhance learners' capacity for:	- acting with responsibility (locally and globally)?		V	V	V	V
	- acting with respect for others?			V	V	V
	- identifying stakeholders and their interests?		V	V	V	V
	- collaboration/team working?		V	V	V	V
	- participation in democratic decision-making?				V	V
	- negotiation and consensus-building?		V	V	V	V
	- distributing responsibilities (subsidiarity)?			V	V	V
Total	7	1 1	1 5	2 0	1 2	22
- other (countries to add as many as needed)?						
-						

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 ³⁶	ISCED Levels					
	0	1	2	3	4	5
Discussions		V	V	V	V	V
Conceptual and perceptual mapping			V	V	V	V
Philosophical inquiry				V		V
Value clarification		V	V	V	V	V
Simulations; role playing; games	V	V	V	V		
Scenarios; modeling			V	V	V	V
Information and communication technology (ICT)		V	V	V	V	V
Surveys		V	V	V		V
Case studies		V	V	V		V
Excursions and outdoor learning	V	V	V	V		
Learner-driven projects		V	V	V		V
Good practice analyses					V	V
Workplace experience					V	V
Problem-solving		V	V	V	V	V
Total	2	9	11	12	7	11
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

³⁶ 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	V	V	V
Local government		V	V
Organized labour		V	V
Private sector		V	V
Community-based	V	V	
Faith-based	V	V	
Media			V
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

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	V	V	V	V	V
Local government	V		V	V	V
Organized labour			V	V	V
Private sector			V	V	
Community-based	V		V	V	
Faith-based	V				V
Media	V				
Total					
Other (countries to add as many as needed)					

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 ³⁷ to integrate ESD into their practice: (see key below)																	
	Educators												Leaders/administrators ³⁸					
	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.

³⁷ Training is understood to include at least one day (a minimum of five contact hours).

³⁸ See paragraphs 54 and 55 of the UNECE Strategy for ESD.

Appendix IV

Summary and self-assessment³⁹ 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 checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
2	Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
3	Indicator 1.3	National policies support synergies between processes related to SD and ESD	<input checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input 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 checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
5	Indicator 2.2	Strategies to implement ESD are clearly identified	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input 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 type="checkbox"/> Not started	<input checked="" 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 checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
9	Indicator 2.6	ESD implementation is a multi-stakeholder process	<input checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input 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 checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
11	Indicator 3.2	Opportunities exist for educators to cooperate on ESD	<input checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input 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 checked="" type="checkbox"/> In progress	<input 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 checked="" type="checkbox"/> In progress	<input 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

³⁹ 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.