National Implementation Report
(As submitted by: Georgia)

Format for reporting on implementation of the
UNECE Strategy for Education for Sustainable Development
Phase III: 2011–2015

The following report is submitted on behalf of the Government of Georgia in accordance with the decision of the ECE Steering Committee on Education for Sustainable Development.

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Signature:

Date: 05.11.2014

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

☒ Governmental institutions (please specify): the Ministry of Environment and Natural Resources Protection of Georgia (MENRP), and the Ministry of Education and Science of Georgia (MES).

☐ Stakeholders: _____

☐ NGOs (please specify) _____

☒ Academia (please specify): Ilia State University, Tbilisi Ivane Javakhishvili State University, Georgian Technical University, Georgian Agrarian University, Georgian Aviation University, Shota Rustaveli Batumi State University, Akaki Tsereteli State University, Iakob Gogebashvili Telavi State University, Georgian University of the Patriarchy of Georgia

☐ Business (please specify) _____

☐ Other (please specify): LEPL Environmental Information and Education Centre of MENRP, and the National Curriculum Department (MES).

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.)

- The Ministry of Environment and Natural Resources Protection of Georgia is a responsible institution for informal and non-formal environmental education;

The Ministry of Education and Science is a responsible institution for formal environmental education;

Financial constrains have some influence on proper implementation of particular activities under the ESD.

Issue[1] 1.	Ensure that policy, regulatory and operational frameworks support the promotion of ESD
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 1.1	**Prerequisite measures are taken to support the promotion of ESD**
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national[2] language(s)?
Yes ☒ No ☐	*Please specify languages.* *Georgian*
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes ☒ No ☐	*If yes, please specify in which ministrie(s)/department(s) the focal point(s) are located.* *There are two focal points from Georgia appointed to deal with the issues regarding ESD Strategy: 1) Ministry of Environment and Natural Resources Protection of Georgia and 2) Ministry of Education and Science, National Center for Teacher Professional Development*
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes ☒ No ☐	*Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.* *LEPL Environmental Information and Education Centre is appointed as a coordinating body from the Ministry of Environment and Natural Resources Protection of Georgia. Its mandate covers the issues within the competences of the Ministry, specifically, promotion of environmental education for sustainable development including non-formal and informal education and support integration of sustainable environmental issues in the formal education.* *The responsibilities of the centre are the following: to provide access to information related to the environmental issues, promote public participation in the decision-making process, promote environmental education, and provide trainings for relevant personnel and target groups. The centre works to support non-formal and in-formal as well as formal environmental education. In*

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

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

Issue[1] 1.	Ensure that policy, regulatory and operational frameworks support the promotion of ESD
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	order to ensure the environmental components in the formal education (national curriculum), the center elaborates the recommendations in cooperation with the Ministry of Education and Science. Regarding the non-formal and informal environmental education, the centre coordinates the Environmental Education Coordination Group (the group consists of the representatives of the government and NGO sector working in the field of environmental education) to identify the future needs and plan the proper activities, and supports implementation of the projects aiming to raise public environmental awareness and education through engaging different target groups in the programs.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes ☒ No ☐	*Please specify whether this plan includes implementation of the UNECE Strategy for ESD and please indicate the Internet address where it is accessible.* *- "Environmental Education for Sustainable Development – Georgian National Strategy and Action Plan 2012-2014" (EESD – GNSAP) was elaborated by the Ministry of Environment Protection of Georgia and the Ministry of Education and Science of Georgia, approved by the Decree No: 980 of 24 May 2012 of the Government of Georgia in 2012. Implementation process of the strategy and action plan is coordinated by LEPL Environmental Information and Education Centre. The goal of this strategy and action plan is to ensure that environmental education in Georgia provides all citizens of Georgia with the knowledge, skills, values, and attitudes necessary to live sustainably and foster environmentally responsible changes in society.* *The e-version of the document is accessible at the official web-page of the Ministry of Environment and Natural Resource s Protection of Georgia: www.moe.gov.ge*
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the UNESCO global process on the United Nations Decade of ESD,[3] and other policy processes relevant to ESD?
Yes ☒ No ☐	*Please specify and list major documents.* *There is a synergy between the above mentioned processes as the EESD- GNSAP envisages the principles of the ECE ESD, DESD and goals and objectives related to ESD processes. Besides the Georgian context, "Environmental Education for Sustainable Development – Georgian National Strategy and Action Plan 2012-2014" is also aligned with the vision and goals of the DESD and the UNECE ESD strategy and action plan. The document highlights the importance of four major themes (improving the*

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[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.

Issue[1] 1.	**Ensure that policy, regulatory and operational frameworks support the promotion of ESD**
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	quality of basic education, reorienting all levels of formal education toward sustainable development, increasing public awareness, and providing practical training across all professional sectors) of the ESD underlined in UN DESD 2005-2014 guidelines and they are included as major components of the action plan in the Georgian context. In addition, the plan addresses other needs relevant to Georgia, including improving stakeholder coordination, increasing research, and strengthening government leadership. As mentioned above, LEPL Environmental information and Education Center is coordinating the Georgian National Strategy and Action Plan for 2012-2014.

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 ☒ No ☐	*Please specify and list any major document(s).*
	1. "Environmental Education for Sustainable Development: Georgian National Strategy and Action Plan for 2012-2014[5] was developed on the basis of public discussions, special work meetings with international donor organizations and consultations with the parties interested in the environmental education[6].
	The mentioned document would contribute greatly to improvement of environmental awareness and hence, sustainable development of the country. Document is intended to ensure organizing of environmental education so that each citizen had responsible attitude towards the environment and each action was based on the knowledge, skills, values and attitudes necessary for reasonable changes in the society, to develop systemic approach to the introduction, efforts were coordinated between the stakeholders for better communication, their capacity building, for sustainable development, adjusting of the education and environmental goals to suit to the international standards.
	2. Basis for education normative documents is provided by "National Goals of General Education" (NGGE)[7] approved by the governmental decree in October 2004. NGGE describes the goals set to the graduates of general education institutions, the conditions, required for their formation into the free persons with national and universal human values.
	NGGE states what abilities should have the adolescents on the basis of knowledge gained at school. Second of the nine main goals is "Maintaining and protection of the natural environment: an adolescent should know, what is his/her natural environment, what damages could be caused to the environment by one or another action and how the natural environment could be maintained and protected." At the same time, the general education institutions should support formation of the patriot, independent, creative, informed persons, able to permanently develop their skills and able to adequately use their knowledge, protecting natural environment.
	3. "Learning and Development Standard in Early Age" was developed by the Ministry of Education and Science of Georgia and

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

5 Environmental Education for Sustainable Development: National Strategy and Action Plan 2012-2014, Tbilisi, 2012

6 See strategy at: http://moe.gov.ge/files/PDF%20%20qartuli/Garemos%20Dacviti%20Strategia/EESD_GE_A5_PRINT.pdf

7 2004 Governmental Decree #84 On Approval of the National Education Goals

Center of National Curriculum and Assessment of Georgia, with UNICEF support.

National goals provided the precondition for development of education and development in early age. Standard includes information about the level of child's development from the date of birth to the date of going to school and what skills should he/she have. Standard provides the parameters of child's development depending on specific age and presents the desired expectations and outcomes, which could be achieved by joint efforts of child's parents, guardian and teachers. Standard is provided for various age groups and presents the expectations for his/her development level at all stages. The document conditionally divides five spheres of child's development: health and physical development, cognitive development and general knowledge; approach to learning; speech development and social-emotional development. Each direction determines the outcomes. The outcome is the specific goal set for child's development. With growth of age, the child's development goals remain unchanged: A child shows knowledge about the nature; A child reveals knowledge about interrelation between the nature and humans. the outcomes are conveyed by age specific indicators

4. The National Curriculum (NC) – the document has changed the main paradigm of education and offered student-oriented approach. NC allows formation of the student as an active learner, rather than the passive one. In teaching, the attention is focused on development of attitudes, skills, ability of research, use of knowledge, decision-making and sense of responsibility. The main milestone is the quality of knowledge, rather than its quality. Thus, the state has recognized the place and role of general education in formation of the environmental awareness.

Cross-curricular Competences:
NC is the document based on NGGE, comprising the main instrument for its achievement. There are nine interdisciplinary competences. Environmental literacy, together with the learning of learning, literacy, media literacy, digital literacy, quantitative literacy, Multilanguage, semiotic, social and civil competences, was named as the cross-curricular competence. NC provides the following definition of the environmental literacy: "Environmental literacy implies formation of healthy attitude towards the natural environment and this means that the student should understand his/her personal responsibility towards the processes in the natural environment, be able to participate in their protection and restoration."

Development of the mentioned competences is not the responsibility of only one specific subject or group of subjects, each subject should take care of this, applying the relevant mechanisms and approaches. For this, in the education process the interdisciplinary links should be introduced to enable transfer of knowledge acquired in one subject to the other context. All above would assist the young people in adjusting of these competences to real life.

Various subject programs:

The Ministry of Education and Science of Georgia (MoES) introduced the changes pertaining to environment protection and sustainable development to the Order N36/n dated 11 March 2011 of the Minister of Education and Science of Georgia. Pursuant to

the changes, two-modular elective subject: "Environment and Sustainable Development" were defined in the School Curriculum. The purpose of the given subject is to provide schoolchildren with opportunity to receive basic environmental education; whereas the tasks of the teachings are to help schoolchildren to (1) understand the importance of three fundamental aspects of sustainable development (economic, social and ecological aspects); (2) perceive the necessity of sustainable development concept and integrated management; (3) develop the decision-making skills in environment management and enhance the knowledge of geography and develop the ability to use the knowledge as an effective instrument; (4) define basic threats to biodiversity; (5) determine the importance of benefits obtained from biodiversity; and (5) develop the skills of critical thinking and free and independent expression.

Moreover, issues related to environment protection are provided in the respective education standards for the subject foreseen in the National Curriculum, in the blocks of both natural sciences and social sciences. Intertwining of the subjects dealing with the issues related to environment protection serves the purpose to raise awareness and fosters environmentally friendly approach, which is a precursor for sustainable development.

5. Vocational Education and Training:
In compliance with the UNECE's Strategy of Education for Sustainable Development, introduction and development of environmental education is foreseen. In this direction, the Ministry of Education and Science has a novelty in the field of vocational education: Professional qualification of - "Environmental Technician" was introduced into the National Qualifications Framework Teachers Professional Standard is a normative document setting state requirements to the teachers, including necessary knowledge and skills, as well as the necessary characteristics. Teachers' standard consists of two parts: the first, general one is common for the teachers of all subjects and subject groups and includes the necessary pedagogical skills and knowledge requirements to the teachers to be able to plan, conduct and evaluate the student and result-oriented education process. The second, subject-related part of the teachers' standard includes the subjects and subject groups regarded as the obligatory ones by the National Education Plan.
The standard provides guidance to the teachers on what theoretical knowledge and practical skills are required to meet the standard requirements and the state can evaluate the teachers on the basis of the standard. Standard is a dynamic document subject to changes with time, according to the changes at international level, or the purpose of synchronization or to reflect changes planned at the national level.

The most recent changes to teachers' professional standard were made in the end of March. The changes were important though, for our research, it is significant that the first provision dealing with the teachers' characteristics is as follows: "understands significance of his/her profession and responsibility for the sustainable development of the civil society and the state", emphasizing once more the significance of this issue.

In addition to this general, obligatory standard the professional standard of the teacher of natural sciences and teacher of social sciences regulates the subject competences of the teachers.

Structures of the subject standards for the teachers of the both subject groups are identical and include professional skills,

professional knowledge (in respective subjects) and teaching methods. It should be noted that the professional skills and methods of teaching are intended for the subject groups while knowledge is divided by subjects.

Knowledge of the subjects shall be directly linked with the National Curriculum and shall include the issues provided there, so that the teacher was able to ensure achievement of the outcomes by the students by the end of year.

6. "National Environmental Action Programme of Georgia (NEAP) 2012-2016" – The document covers the environmental activities to be implemented within 5 years period in all directions of the environmental management including the issues of environmental education and awareness for sustainable development.

7. Environmental Performance Review – the second review evaluates the progress made in the field of environment protection and incorporates the issues on ESD as well. Third Environmental Performance Review that will asses the environmental governance in Georgia for 2010-2014 years is under preparation.

8. National Report on the State of Environment of Georgia (2007-2009) – the document was approved by the Government of Georgia in 2011and assesses the environmental protection management including environmental policy and planning, environmental regulation and monitoring. Chapter 21 of the document addresses environmental research, education, and awareness raise.

9. National Forestry Concept for Georgia prepared by the Ministry of Environment and Natural Resources Protection of Georgia and National Forestry Agency of Georgia, approved by the Georgian Parliament in 2013 and National Forestry Program establishes sustainable forest management system in Georgia. Among the eight Chapters of the document, 2 chapters are on "education and science", and "awareness and involvement of the society" to ensure sustainable forestry management. "Given national-level importance of forest management and conservation, schools and colleges need to be involved in providing forestry related to basic education and understanding of importance of the forest resources to the youth. For the development of up-to-date and highly qualified national expertise in forestry and forest management, tight cooperation among educational institutions (schools, colleges, and universities) and governmental institutions in charge of forest management is necessary".

10. Concept of Eco-educational Activities of Protected Areas and Strategy of Eco-educational Activities of Protected Areas - the documents are the action plans for the Agency of Protected Areas to implement environmental educational activities and raise environmental awareness about the protected areas.

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?[8]
(a) Yes ☒ No ☐ (b) Yes ☒ No ☐	*If yes, please specify details for (a) and (b).* *Please also fill in the table by ticking (✓) as appropriate.*

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

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 ☒ No ☐	*Please specify.* *The policy documents mentioned above in the sub-indicator 1.2.1 ("Environmental Education for Sustainable Development – Georgian National Strategy and Action Plan 2012-2014", "National Environmental Action Programme of Georgia (NEAP) 2012-2016", National Report on the State of Environment of Georgia, National Forestry Concept for Georgia, Concept of Eco-educational Activities of Protected Areas and Strategy of Eco-educational Activities of Protected Areas, etc) addresses the issues related to non-formal and informal ESD, underlines their significance and makes recommendations for improvement and provides the action plans for implementation.* *In order to promote non-formal and informal environmental education the Ministry of Environment and Natural Resources Protection of Georgia, LEPL Environmental Information and Education Centre, Ministry of Education and Science of Georgia in*

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

	cooperation with NGOs and international organizations (such as ECOVISION, USAID, UNDP) established eco-clubs in schools. Ministry of Environment and Natural Resources Protection of Georgia together with LEPL Environmental Education and Information Centre and Agency of Protected Areas conducts different kind of activities to support raising environmental awareness involving school pupils, university students, and other target groups.
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes ☒ No ☐	*Please specify.* *The policy documents mentioned the sub-indicator 1.2.1 ("Environmental Education for Sustainable Development – Georgian National Strategy and Action Plan 2012-2014", "National Environmental Action Programme of Georgia (NEAP) 2012-2016", National Report on the State of Environment of Georgia, National Forestry Concept for Georgia, Concept of Eco-educational Activities of Protected Areas and Strategy of Eco-educational Activities of Protected Areas, etc) addresses the issues related to environmental public awareness, highlights its importance and states the planned/recommended activities to ensure public awareness raising. It should be noted also that the creation of youth movement called "Green Club" was initiated and supported by the Ministry of Environment and Natural Resources Protection of Georgia in 2009. Since then the club engaged hundreds of students from different universities on volunteer basis and all interested youth representatives. The goal of the Green Club was support raising environmental education and public awareness among the school children, students, and general public. Therefore, the club has implemented a lot of activities involving youth campaigns on different environmental and sustainable issues in cooperation with the Ministry of Environment and Natural Resources Protection of Georgia, other government organizations, NGOs, international and business organizations. Furthermore, media takes a great role in public environmental awareness. Different issues are aired on daily basis in printing and electronic media. Also, regular TV shows for different target groups are launched time after time with specific goals. E.g. TV shows on protected areas, biodiversity and natural resources; radio programme on environmental issues; TV show "Ecovision" for children. The programs are supported by the government, non-government and international organizations. In addition, the Ministry implements activities to celebrate national and international environmental days to support raising environmental awareness.*

Sub-indicator 1.2.5	Does a formal structure for interdepartmental[9] cooperation relevant to ESD exist in your Government?
Yes ☒ No ☐	*Please specify.* *Ministry of Environment and Natural Resources Protection of Georgia and Ministry of Education and Science o Georgia are working in cooperation regarding the ESD issues. In addition to it, Environmental Education Group was established by the LEPL Environmental Education and Information Centre. The Group consists of the members of the government and non-government organizations working in the environmental education field including the representatives of the Ministry of Education and Science, Ministry of Youth and Sports Affairs, Agency of Protected Areas, USAID, UNDP, NGOs - ECOVISION and CENN, etc. The Group was created in 2014. And the first meeting was held on April 1. The group meets once in six months.*
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government?[10]
Yes ☒ No ☐	*Please specify.* *As it was mentioned above, the document on "Environmental Education for Sustainable Development – Georgian National Strategy and Action Plan 2012-2014" was elaborated as a result of the process of involving all stakeholders in the preparation of the document. The process was based of public hearing and discussions. Furthermore, the document advocates the issues of coordination between the stakeholders for better communication, capacity building and sustainable development of environmental education and awareness raising process. It aims to "facilitate national and international networking, cooperation and coordination among stakeholders (Networking platform for EE educators, NGOs; cross-sector working group; digital platform for EE, increase stakeholder competence and capacity, promote research in the environmental sciences).* *The government supports and ensures the engagement of all stakeholders through involving them in the activities/campaigns advocating environmental education for sustainable development and public awareness. The government works in cooperation with NGOs and international organizations to establish eco-clubs in schools and universities as a main tool to raise sustainable environmental education and awareness. Nowadays main projects addressing ESD issues are implemented and supported by USAID, UNDP, CARE, Ph-International, CENN, ECOVISION, Green Movement and others in cooperation with the government of Georgia.* *Programs on environmental issues are aired on TV and radio. There are TV shows on Protected Areas, biodiversity and natural resource; a radio regular programme on environmental issues. Since 2012 TV show for children called "Ecovision" is aired particularly dedicated to increase the level of environmental education among children on all fields of environment and sustainable development.*
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?

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[9] Between State bodies.

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

Yes ☒ No ☐	*Please specify.*
	LEPL Environment Education and Information Centre under the Ministry of Environment and Natural Resources Protection of Georgia is financed by the state budget and the major goal of the centre is to support and ensure environmental education for sustainable development and raise public environmental awareness through implementing different kind of activities, programs, trainings on environmental issues. In addition, employees of LEPL Agency of Protected Areas under the Ministry of Environment and Natural Resources Protection of Georgia that conducts number of eco-educational campaigns and provides lessons on protected areas and biodiversity at in public schools in the regions of Georgia is financed by the state budget as well. The Service of Public Relations which is a structural unit of the Ministry supports also different kind of regular environmental awareness raising campaigns, including among others, ESD issues.

Indicator 1.3	**National policies support synergies between processes related to sustainable development (SD) and ESD**
Sub-indicator 1.3.1	Is ESD part of SD policy(ies) if these exist in your country?

Yes ☐ No ☒	*Please specify.*
	The official SD policy document has not been elaborated in the country yet. Thus, it should be noted that ESD issues are addressed in many national policy documents even besides the ones mentioned above. National policy documents envision the main principles of the SD and promote education for sustainable development. The strategic documents underline the significance of education for future development.
Concluding remarks on issue 1	*Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD*
	Please address in particular the following questions: – *Which actions/initiatives have been particularly successful and why? Development of eco-clubs is very effective.* – *What challenges did your country encounter when implementing this objective? Lack of funds and lack of experience of best practices.* – *Which other considerations have to be taken into account in future ESD implementation concerning this objective?* *Fundraising issues and incorporating more about ESD in curricula.*

Issue 2.	Promote SD through formal, non-formal and informal learning

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

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/programme of study at various levels[12] of formal education?

Yes ⊠ No ☐	*Please specify what SD issues are important in the country (i.e., biodiversity, gender, consumption/production, etc.) and how they are addressed in the curricula.*

Please update the table in appendix I (a) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.

A	B	C	D	E	F
☐	☐	☐	⊠	☐	☐

Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum[13]/programme of study at various levels of formal education?

Yes ⊠ No ☐	*Please specify what competences as learning outcomes are important in your country.*

Please update the table in appendix I (b) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.

A	B	C	D	E	F
☐	☐	☐	⊠	☐	☐

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[11] For details, see paragraph 15 of the UNECE Strategy for ESD.
[12] For the State or federal level, where relevant.
[13] Idem.

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?
Yes ☒ No ☐	*Please specify what methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.* *Please also update the table in appendix I (c) that was used to report on implementation phase II, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.*

A	B	C	D	E	F
☐	☐	☐	☒	☐	☐

Indicator 2.2	**Strategies to implement ESD are clearly identified**
Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects[15] only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project?[16]; (e) other approaches?

(a) Yes ☐ No ☒

(b) Yes ☒ No ☐

(c) Yes ☒ No ☐

(d) Yes ☒ No ☐

(e) Yes ☐ No ☒

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

ISCED levels 2011	(a) *Yes*	(b) *Yes*	(c) *Yes*	(d) *Yes*	(e) *Yes*
0. Early childhood education		✓			
1. Primary education		✓	✓	✓	
2. Lower secondary education		✓	✓	✓	
3. Upper secondary education		✓	✓	✓	
4. Post-secondary non-tertiary education					
5. Short-cycle tertiary education					
6. Bachelor's or equivalent level		✓		✓	

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[14] Idem.

[15] E.g., geography or biology. For higher education, "subject" means "course".

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

	7. Master's or equivalent level						

Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).

ESD is implemented on different level of formal education. Details are discussed in indicator 1.2, all the documents are compulsory for institutions, as they are setting minimum standards for them.

Indicator 2.3	**A whole-institution approach[17] to SD/ESD is promoted**
Sub-indicator 2.3.1	Do educational institutions[18] adopt a "whole-institution approach" to SD/ESD?

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

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

Yes ☒ No ☐

The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2015. ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.

Also, please provide information for all levels of your education system in accordance with ISCED by ticking (✓) in the table as appropriate and specify for non-formal and informal education, as appropriate.

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

Whole institutional approach is not implemented yet at all levels, only 1 university has fully adopted it, also in national curriculum is having a cross-curricula competences, but it is covering only a program, other aspects are not addressed.

Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?
Yes ☐ No ☒	*If yes, please specify what schemes are available for all levels of your education system.* *Please also provide information on all education levels in accordance with ISCED by ticking (✔) in the table as appropriate.*

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

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

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?
Yes ☐ No ☒	*Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.*

Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✔) in the table as appropriate:

(a) For formal institutions:

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

(b) For non-formal institutions:

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

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?

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?:[19] (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?

(a) Yes ☒ No ☐ (b) Yes ☐ No ☒ (c) Yes ☐ No ☒	*Please elaborate.* *Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✔) in the table as appropriate.*

ISCED levels 2011	(a) Yes	(b) Yes	(c) Yes
0. Early childhood education			
1. Primary education	✔		
2. Lower secondary education	✔		
3. Upper secondary education	✔		
4. Post-secondary non-tertiary education	✔		
5. Short-cycle tertiary education	✔		
6. Bachelor's or equivalent level	✔		
7. Master's or equivalent level	✔		
8. Doctoral or equivalent level	✔		

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).

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?

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[19] 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).

Yes ☒ No ☐	*Please specify and provide information on new developments and good practice examples.*
	LEPL Environmental Education and Information Centre organized the following activities in order to support the environmental education and raise public environmental awareness:
	• *Lectures and seminars for different target groups to raise awareness. This included school children and students. The major topics were general environmental issues, protected areas, biodiversity, Aarhus Convention. There were 48 seminars conducted in 2014.*
	• *"Environmental Days" were celebrated to raise public awareness.*
	• *Eco-projects including planting, greening, clean up actions, other environmental activities were conducted in cooperation with schools, universities, business companies, NGOs, government and international organizations.*
	• *Conference on environmental issues were organized by the Centre and NGO ECOVISION participated by 30 students of different universities.*
	• *Annual environmental educational and awareness raising campaign "Hour of Garden Birds" is held for years.*
	• *Eco-campaign "Green Future" was launched.*
	• *In total in last nine months 1868 people participated in the environmental activities. Among them are 109 schools, 1517 pupils, 86 students, 10 universities, 103 teachers, 93 representatives of local municipalities. 48 seminars were held in total.*

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 ☒ No ☐	*Please specify and provide information on new developments and good practice examples.* *LEPL Environmental Education and Information Centre organized the trainings for the staff members of the Ministry of Environment and Natural Resources Protection of Georgia: 1) 15 environmental inspectors were trained on "Inspection procedures and practical aspects of environmental supervision" 2) training course was organized for the representatives of the National Forestry Agency on "Capacity building of Forest Rangers" 3) Study tour was organized in cooperation with GIZ for future forest specialists. In the tour 22 students of different universities were participated. 4) New training course for young forest specialists on "Forest Taxation" was started and 18 participants were trained. 5) 17 rangers of different protected areas were trained on forest issues with support of USAID. The program aims to train 80 staff members of the protected areas in total.* *In total trainings were provided for 130 staff members of the different directions of the Ministry.*
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? *LEPL Environmental Education and Information Centre of the Ministry of Environment and Natural Resources Protection Georgia launched survey on "Environmental Education in Georgia" in May-September, 2014. Within the survey 210 people, 57 kindergarten, 69 schools, 33 vocational educational institutions and 28 organizations were participated. The survey identified the needs to improve the environmental field and recommendations were elaborated based on the results to improve and incorporate the ESD issues at all levels of education.*
Yes ☒ No ☐	*Please specify in particular what instruments were the most effective in assessing the outcomes of ESD as a result of non-formal/ informal learning.* - *Focus groups, interviews, desk research, questionnaires*
Indicator 2.6	**ESD implementation is a multi-stakeholder process**[20]
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?

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[20] 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).

Yes ☒ No ☐	*Please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please update the information provided in the previous table for appendix II as appropriate.* *-There are different stakeholders in the field of ESD: Ministry of Environment and Natural Resources Protection of Georgia, LEPL Environmental Education and Information Centre, Ministry of Education and Science of Georgia, relevant government bodies including local government authorities, as well as international and donor organizations, school teachers, pupils, students, NGOs, parents, general population, business, media, etc.* *The impacts and main ways of involvement of the stakeholders are described above. Please, see the sub-indicator 1.2.6*
Concluding remarks on issue 2	*Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning*
	Please address in particular the following questions: – *Which actions/initiatives have been particularly successful and why? Survey on "Environmental Education in Georgia. Introducing ESD as a core characteristics/attributes for teachers (Teacher Professional Standard, adopted in March, 2014). Introducing Cross-Cutting competence Eco-literacy in National Curriculum.* – *What challenges did your country encounter when implementing this objective? Lack of incentives for education sector.* – *Which other considerations have to be taken into account in future ESD implementation concerning this objective? Ssystemic approach of ESD implementation at the national level should be taken into account.*
Issue 3.	**Equip educators with the competence to include SD in their teaching**
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 3.1	**ESD is included in the training[21] of educators**
Sub-indicator 3.1.1	Is ESD a part of educators' initial training?[22]
Yes ☒ No ☐	*In particular specify what ESD competences[23] are explicitly included in the study programmes.*

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

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

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

Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training?[24]
Yes ☒ No ☐	*In particular specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.* ***Professional Development of Teachers*** *According to the standard, in service training of the teachers of primary level, as well the teachers of natural sciences and social sciences of basic and secondary schools in their subjects and professional skills by modules, by the TPDC, in accordance with the accredited programs, allowing certification of teachers and improvement of their practical knowledge. It should be noted that the state provides funding of the costs of training at TPDC for the public school teachers.* *Within the scopes of teachers' professional development the following trainings are provided:* *10-hour training module "environment and sustainable development" – the course, significant not only with respect of teachers professional development but also by the fact that this contributes to teaching of the optional course, the teachers receive the materials for reading 21 hour training module "Social and global geography" teacher got familiarized with the important problems of world social geography and global geography; general picture of global problems; global environmental problems; global political, socioeconomic, demographic and ethnic-cultural problems; future prospects; proposed solutions; be able to determine the prognosis of the future and possible scenarios of development.* *Module "directions and components of civil education" - for development of the competences of civil education teachers - includes one session about sustainable development.* *"Ecology", 10 contact hours, within the scopes of the training module the teachers will get familiarized with the following issues: environmental factors; food levels; nutrition types; nutrition relationships; environmental pyramid; substances circulation and energy transformation in the biosphere; environment protection; impact of man-triggered factors on the environment; global and local environmental problems; significance of international environmental conventions; environmental problems and biotechnologies.* *In addition to the trainings, the regular seminars "sustainable development and eco-tourism, as the development strategy", "global climate changes as global problem" are arranged.* *Please also update the information provided under the phase II national implementation reporting in appendix III.*
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?

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[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.

Yes ☒ No ☐	*Please specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional.* *- Trainings available for educators are optional, they could register on web page and if the group (15-25 participants) is completed trainers are sent to conduct trainings.*
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 ☐ No ☒	*Please specify.*
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way?[25]
Yes ☐ No ☒	*Please specify how, listing the major ones, and describing them as appropriate.*
Concluding remarks issue 3	*Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching*

	Please address in particular the following questions:
	    – *Which actions/initiatives have been particularly successful and why? Trainings.*
	    – *What challenges did your country encounter when implementing this objective? There are not ESD networks/platforms.*
	    – *Which other considerations have to be taken into account in future ESD implementation concerning this objective? To provide continues trainings and elaborate incentive mechanisms for educators, and develop ESD networks.*

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).	
Indicator 4.1	**Teaching tools and materials for ESD are produced**
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?
Yes ☐ No ☒	*Please describe.*

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

Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes ☐ No ☒	*Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in United States dollars (USD)) for annual expenditures on ESD-related research and development.*
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 ☐ No ☒ (b) Yes ☐ No ☒ (c) Yes ☐ No ☒	*Please specify.*
Sub-indicator 4.2.2	Are ESD teaching tools/materials available: (a) in national languages?; (b) for all levels of education according to ISCED?
(a) Yes ☒ No ☐ (b) Yes ☒ No ☐	*Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.* *There are several articles available in online edition www.mastsavlebeli.ge in Georgian.* *Guideline for a new "teacher professional development standard" was released in 2014, where one topic is about ESD and strategy for ESD.*

ISCED levels 2011[26]	*Yes*
0. Early childhood education	
1. Primary education	✓
2. Lower secondary education	✓
3. Upper secondary education	✓
4. Post-secondary non-tertiary education	
5. Short-cycle tertiary education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8 Doctoral or equivalent level	

Indicator 4.3	**Teaching tools and materials for ESD are accessible**

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[26] Education level in accordance with ISCED.

Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?
Yes ☐ No ☒	*Please describe and in particular highlight what measures are the most efficient for dissemination.*

Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes ☐ No ☒	*Please specify to what extent by providing an indication of the amount in USD, and please also mention any other significant sources of funding.*
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes ☐ No ☒	*Please describe and name in particular official Internet sites.*
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 ☐ No ☒ (b) Yes ☐ No ☒	*For (a) and (b) please specify and mention by whom it was established and by whom it is managed.*
Concluding remarks issue 4	*Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible*
	Please address in particular the following questions: – *Which actions/initiatives have been particularly successful and why? Under the initiative of UNDP teachers elaborated good practices in ESD and selected ones were published.* – *What challenges did your country encounter when implementing this objective? There is a lack of guides, publications in supporting teaching and learning process in national language, educators mostly lack language knowledge.* – *Which other considerations have to be taken into account in future ESD implementation concerning this objective?* *Elaboration of more relevant materials in national language; development of quality control mechanisms for teaching tools and materials of ESD.*
Issue 5.	**Promote research on and development of ESD**
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 5.1	**Research[27] on ESD is promoted**
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD[28] supported?

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

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

Yes ☐ No ☒	*Please specify in particular the most important outcomes of supported research.*
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes ☐ No ☒	*Please specify what subjects were investigated and list major reports.*
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD:[29] (a) for the master's level?; (b) for the doctorate level?; (2) addressing ESD: (a) for the master's level?; (b) for the doctorate level?
(1) (a) Yes ☒ No ☐ (b) Yes ☒ No ☐ (2) (a) Yes ☒ No ☐ (b) Yes ☒ No ☐	*Please specify what programmes are available and list the most important academic dissertations that address ESD.* *At 28 universities relevant subjects (mainly with environmental focus) are taught within the scopes of bachelor's program. In addition to the environmental specialties the subjects are taught within 120 bachelor's programs.* *Greatest numbers of programs including the environmental issues are at Georgian Technical University (34), Georgian Agrarian University (13), Georgian Aviation University (8), Shota Rustaveli Batumi State University (6), Akaki Tsereteli State University (6) and Iakob Gogebashvili Telavi State University (6).* *Ten of 27 universities with the master's programs have the environmental programs. Five of them are offered by Ilia State University, three – by Shota Rustaveli Batumi State University, two – Sukhishvili Teaching University and Iakob Gogebashvili Telavi State University.* *7 universities offer the doctor's programs for the environmental specialties, these are: Iv. Javakhishvili Tbilisi State University, Shota Rustaveli Batumi State University, Georgian Technical University, Akaki Tsereteli State University, St. Andrew the First Called Georgian University of the Patriarchy of Georgia, Ilia State University, Iakob Gogebashvili Telavi State University. These universities offer 10 environmental specialties within the doctor's programs.* *In addition, in total 31 environmental subjects are offered by doctor's programs of 7 universities. One of them, Ilia State University offer 11 subjects, Shota Rustaveli Batumi State University offer 7 subjects, Akaki Tsereteli State University – 5 subjects, Georgian Technical University – 4 subjects.*
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?

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

(a) Yes ☐ No ☒	*Please provide information on (a) and (b).*
(b) Yes ☐ No ☒	***There are no special scholarships for post-graduated research on ESD thus they are always supported needs and capacities.***

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?[30]
Yes ☐ No ☒	*Please specify what main projects were/are being implemented to that end.*

Indicator 5.3	**Dissemination of research results on ESD is promoted**
Sub-indicator 5.3.1	Is there any public authority support for mechanisms[31] to share the results of research and examples of good practices in ESD[32] among authorities and stakeholders?
Yes ☐ No ☒	*Please specify and provide information about where published research and dissertations are accessible.*

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

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

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

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
(a) Yes ☐ No ☒	*Please name the major publications for (a) and (b).*
(b) Yes ☐ No ☒	*There are no scientific publications on ESD but there are some researches made by the students addressing environmental education for sustainable development.*
Concluding remarks on issue 5	*Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.*
	– *Which actions/initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *Which other considerations have to be taken into account in future ESD implementation concerning this objective? Support should be provided for promotion of research.*
Issue 6.	**Strengthen cooperation on ESD at all levels within the ECE region**
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 6.1	**International cooperation on ESD is strengthened within the ECE region and beyond**
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international[33] networks on ESD?
Yes ☐ No ☒	*Please specify concrete networks and explain who supports these networks.*
Sub-indicator 6.1.2	Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes ☐ No ☒	*Please specify. List major networks.*
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?

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

Yes ☒ No ☐	*The Ministry of Environment and Natural Resources Protection of Georgia has number of bilateral agreements on the cooperation of environmental protection including environmental education with the following countries: Czech Republic, Republic of Estonia, Republic of Latvia, Islamic Republic of Iran, etc. In addition, the Ministry cooperates with the following international organizations under the projects that include environmental education components: USAID, OSCE, UNDP, GIZ, ADA, SIDA, CzDA, and others.*
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes ☒ No ☐	*Please list and describe.* *In 2012 Intergovernmental Conference on "Environmental Education for Sustainable Development, Tbilisi+35" was initiated and organized by the Government of Georgia in Tbilisi, Georgia in cooperation with UNESCO and UNEP.*
Concluding remarks on issue 6	*Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region*
	Please address in particular the following questions: - *Which actions/ initiatives have been particularly successful and for which reason? Intergovernmental Conference on "Environmental Education for Sustainable Development, Tbilisi+35"in 2012. Tbilisi+35 brought together more than 300 delegates from 98 countries, as well as representatives of various international, intergovernmental and non-governmental organizations and the world's leading experts in the field of Environmental Education (EE) and Education for Sustainable Development (ESD). Closely following Rio+20 – the United Nations Conference on Sustainable Development, Tbilisi+35 provided a collaborative international platform for discussing education in the context of sustainable development. The conference also provided an opportunity for EE and ESD experts to put forth sound recommendations in response to the existing and emerging sustainability challenges by means of education and to embark on the post-2015 global sustainable development agenda advocating environmentally responsible changes.* - *What challenges did your country encounter when implementing this objective?* - *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*
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.	
-Knowledge of indigenous people and traditional knowledge are mostly promoted and used regarding the biodiversity conservation issues and protected areas.	
What the role does this issue play in ESD implementation in your country? Please provide 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 2,000 characters with spaces). Please be as specific as possible.
-Despite the fact that still there are number of challenges for proper implementation of ESD strategy at the national level, elaboration of "Environmental Education for Sustainable Development – Georgian National Strategy and Action Plan 2012-2014", establishment of LEPL Environmental Information and Education Centre where among the main steps forward in promoting ESD implementation in the country.

Please in particular discuss any challenges and obstacles encountered that were not yet mentioned in the concluding remarks on the implementation of the Strategy's main objectives (issues 1–6). N/A

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

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

-The goals of the Environmental Education for Sustainable Development - National Strategy and Action Plan is to promote environmental education, therefore the implementation of ESD issues will be continued as well.

Appendix I (a)

Indicator 2.1, sub-indicator 2.1.1

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

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

Some key themes covered by sustainable development	ISCED Levels 2011								
	0	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*
Peace studies (e.g., international relations, security and conflict resolution, partnerships)							✓		
Ethics and philosophy							✓		
Citizenship, democracy and governance			✓	✓			✓		
Human rights (e.g., gender and racial and intergenerational 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		3	8	11			13	5	2
Other (*countries to add as many as needed*)									

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

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

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

Appendix I (b)

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum[34]/programme of study at various levels of formal education, by filling in the table below. *(Please tick (✓) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)*

Table of learning outcomes

Competence	Expected outcomes	ISCED Levels								
		0	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*
Learning to learn Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?			✓	✓			✓	✓	
	- understanding complexity/systemic thinking?				✓			✓	✓	✓
	- overcoming obstacles/problem-solving?			✓	✓			✓	✓	✓
	- managing change/problem-setting?				✓			✓	✓	✓
	- creative thinking/future-oriented thinking?		✓	✓	✓			✓		
	- understanding interrelationships across disciplines/holistic approach?				✓			✓	✓	✓
	Total		1	3	6			6	5	4
	- other (*countries to add as many as needed*)?									
	-									
Learning to do Does education at each level enhance learners' capacity for:	- applying learning in a variety of life-wide contexts?		✓	✓	✓			✓	✓	✓
	- decision-making, including in situations of uncertainty?								✓	✓
	- dealing with crises and risks?									
	- acting responsibly?		✓	✓	✓			✓	✓	✓
	- acting with self-respect?									
	- acting with determination?									
	Total		2	2	2			2	3	3

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[34] At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels								
		0	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*
	- other (*countries to add as many as needed*)?									

Competence	Expected outcomes	ISCED Levels								
		0	1	2	3	4	5	6	7	8
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		1	1	1			1		
	- other *(countries to add as many as needed)*?									
	-									
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		3	3	3			2		
	- other *(countries to add as many as needed)*?									
	-									

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

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

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

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

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

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy[a]	ISCED Levels								
	0	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*
Discussions		✓	✓	✓			✓	✓	✓
Conceptual and perceptual mapping				✓			✓	✓	✓
Philosophical inquiry							✓	✓	
Value clarification			✓	✓					
Simulations; role playing; games		✓	✓	✓			✓		
Scenarios; modelling									
Information and communication technology (ICT)		✓		✓			✓	✓	✓
Surveys			✓	✓				✓	✓
Case studies				✓			✓	✓	
Excursions and outdoor learning		✓	✓	✓					
Learner-driven projects									
Good practice analyses									
Workplace experience					✓	✓	✓		
Problem-solving				✓			✓		
Total		4	4	9	1	1	8	6	4
Other (*countries to add as many as needed*)									

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

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

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

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

Appendix II

Indicator 2.6, sub-indicator 2.6.1

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

Table (a)

According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	Formal	*Non-formal*	*Informal*
NGOs		✔	✔
Local government		✔	✔
Organized labour			
Private sector			
Community-based			
Faith-based			
Media		✔	
Total		3	2
Other (*countries to add as many as needed*)			

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

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

Table (b)

According to United Nations Decade of ESD

Stakeholders	Classification by United Nations Decade of ESD				
	Public awareness	*Quality education*	*Reorienting education*	*Training*	*Social learning*
NGOs	✔			✔	
Local government	✔	✔		✔	
Organized labour					
Private sector					
Community-based					
Faith-based					
Media	✔				
Total	**3**	**1**		**2**	
Other (*countries to add as many as needed*)					

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

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

Indicator 3.1, sub-indicator 3.1.3

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

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

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

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

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

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

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

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

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

Appendix IV

Summary and self-assessment by countries

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

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

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

Indicator 4.3	**Teaching tools and materials for ESD are accessible**	☐ Not started ☐ In progress ☐ Developing ☒ Completed
Indicator 5.1	**Research on ESD is promoted**	☒ Not started ☐ In progress ☐ Developing ☐ Completed
Indicator 5.2	**Development of ESD is promoted**	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 5.3	**Dissemination of research results on ESD is promoted**	☒ Not started ☐ In progress ☐ Developing ☐ Completed
Indicator 6.1	**International cooperation on ESD is strengthened within the ECE region and beyond**	☐ Not started ☒ In progress ☐ Developing ☐ Completed