



United Nations  
Economic Commission for Europe



**REPORT  
ON IMPLEMENTATION OF THE UNECE STRATEGY FOR  
EDUCATION FOR SUSTAINABLE DEVELOPMENT<sup>1</sup>**

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

**SUBMITTED BY KAZAKHSTAN**

The Government of the Republic of Kazakhstan embodies the given report according to the UNECE Steering Committee on Education for Sustainable Development decision.

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Signature:

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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 on or contributed to its preparation; how the stakeholders were consulted and how the outcome of this consultation was taken into account; and the material used as a basis for the report.

The Ministry of Environmental Protection and the Ministry of Education and Science of the Republic of Kazakhstan are executive bodies on the UNECE strategy implementation for the purpose of sustainable development of the Republic of Kazakhstan.

Ecological Education Concept of the Republic of Kazakhstan was established by the Ministry of Education and Science on September 25, 2002 № 697 and the Ministry of Environmental

<sup>1</sup> This document was not formally edited

Protection on September 24, 2002 № 229 for sustainable development and systematic ecological education.

- 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 situation analysis concerning education for sustainable development of the Republic of Kazakhstan has provided data of some officials about education for sustainable development, its aims and objectives and about educational aspects for sustainable development.

There is a topical necessity to use educational propaganda for sustainable development among the educational members, mass media, to publish literature and posters, to organize seminars in regions, to train teachers.

Regional scientific and research, scientific and practical conferences are necessary to solve this problem.

Necessary resource deficiency holds in the process of inculcation into educational system for sustainable development, especially in remote regions of the Republic.

Acting branches are necessary to communicate with teaching staff, taking into account the territory of the state. These branches are needed to advance and examine educational issues for sustainable development.

Accordingly, resources are necessary to implement these measures.

## TEMPLATE FOR REPORTING

Issue <sup>2</sup> 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 <sup>3</sup> language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify languages.</i> <b>The Strategy and 2 Appendixes are translated into the national (Kazakh) language and available in the UNECE Website, and the translated strategy is published in Kazakh and Russian.</b>
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<b>Under the Government of the Republic of Kazakhstan the Council of Sustainable Development of the Republic of Kazakhstan was established in 2004.</b>
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No <input 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> <b>Under the Government of the Republic of Kazakhstan the Council of Sustainable Development of the Republic of Kazakhstan was established in 2004.</b>
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD.</i> <b>Presently, draft of Arrangement Plan (2007-2009) on implementation of the National plan for ESD of the Republic of Kazakhstan is elaborated. Some arrangements are described in the Arrangement Plan (2007-2009) on implementation of the Transition Concept of the Republic of Kazakhstan for Sustainable Development (2007-2024).</b>
Sub-indicator 1.1.5	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the UN Decade of ESD, <sup>4</sup> and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> <b>The UNECE strategy implementation process for ESD deals with the UNESCO process on the UN Decade of ESD, because the strategy implementation is over the framework of the UN Decade of ESD (2005-2014). Referred to above, the Transition Concept of the Republic of Kazakhstan for Sustainable Development (2007-2024), including educational issues for sustainable development, was endorsed by the Presidential Decree of the Republic of Kazakhstan on November 14, 2006.</b>
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 <sup>5</sup> document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and list major document(s)</i> <b>Educational issues for SD of Kazakhstan are reflected in national and political documents for SD:</b> <ul style="list-style-type: none"> <li>• <b>Memorandum on Kazakhstan Agenda 21 «Country revival and Sustainable development» was accepted in 1995.</b></li> <li>• <b>Long-term strategy for the country development (2030) was adopted in 1998. The most important developing priority for the nearest</b></li> </ul>

<sup>2</sup> Issues 1 to 6 are in accordance with the objectives of the Strategy.

<sup>3</sup> 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 substate entities.

<sup>4</sup> 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.

<sup>5</sup> Policy documents may include national strategies, plans, programmes, guidelines and the like.

	<p>thirty years is defined for improvement of living standards of population, environment protection, preservation of natural resources for future generation.</p> <ul style="list-style-type: none"> <li>• The republic of Kazakhstan is the member of the UN SD Commission in 1998.</li> <li>• The National Plan on environment protection was elaborated in 1998, including the ideology of SD by the instrumentality of the World Bank, Harvard University of international development and other donors.</li> <li>• Interdepartmental Commission on the UN World Summit for SD “Rio+10” and Kazakhstan Agenda 21 was created in 2001.</li> <li>• The Concept on ecological security on the Republic of Kazakhstan (2004-2015) was adopted in 2003.</li> <li>• The Council for SD of Republic of Kazakhstan was established in 2004.</li> <li>• The Fund for SD “Kazyna” was established in April, 2006.</li> <li>• N.A. Nazarbaev, the President of the Republic of Kazakhstan, made an annual speech to Kazakhstan nation «The Kazakhstan entering strategy into the most competitive 50 world countries. Kazakhstan undergoes new developing process» in March, 2006.</li> <li>• The Transition Concept of the Republic of Kazakhstan for SD (2007-2024) was endorsed by the Presidential decree on November 14, 2006.</li> <li>• The Ecology Code of the Republic of Kazakhstan was ratified on January 9, 2007.</li> <li>• Arrangement Plan (2007-2009) on implementation of the Transition Concept of the Republic of Kazakhstan for Sustainable Development (2007-2024) was endorsed on February 14, 2007.</li> <li>• The annual speech to Kazakhstan nation of N.A. Nazarbaev, the President of the Republic of Kazakhstan, «New Kazakhstan in the new world» on February 28, 2007.</li> </ul>
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? <sup>6</sup>
<p>a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.</i></p> <p><b>(a) We analyzed educational issues for SD, in particular, ecological education issues as the most educational aspect for SD in the Republic of Kazakhstan. These issues are reflected in the following normative legal acts:</b></p> <ol style="list-style-type: none"> <li>1. Ministry Order of Education and Science of the Republic of Kazakhstan on September 25, 2002 # 697 and Ministry Order of Environment of the Republic of Kazakhstan on September 24, 2002 № 229 «On the Concept Establishment of ecological education of the Republic of Kazakhstan».</li> <li>2. The Presidential Decree of the Republic of Kazakhstan on December 3, 2003 № 1241 “On the Ecological security Concept of the Republic of Kazakhstan (2004-2015).</li> <li>3. The Presidential Decree of the Republic of Kazakhstan on October 11, 2004 № 1459 “On State education developing Programme in the Republic of Kazakhstan (2005-2010).</li> <li>4. State educational standards of the Republic of Kazakhstan and school curricula, text-books and educational supplies, methodical working out.</li> <li>5. State educational standards of the Republic of Kazakhstan 03.001-2004 “Higher Education. Bachelor. Main Principles” and changes № 2 to this state educational standard; state educational standard – speciality 05.06.08 – Ecology; the Kazakhstan Republic SES 5.03.002 – 2004 “Higher Education. Master Studies. Main Principles”, school curricula, text-books and educational supplies, methodical working out.</li> <li>6. The Presidential Decree of the Republic of Kazakhstan on November 14, 2006 № 216 “On the Transition Concept of the Republic of Kazakhstan for SD (2007-2024).</li> <li>7. The ecology Code of the Republic of Kazakhstan, endorsed by the President of the Republic of Kazakhstan on January 9, 2007.</li> <li>8. Arrangement Plan (2007-2009) on implementation of the Transition Concept of the Republic of Kazakhstan for Sustainable Development (2007-2024) was endorsed on February 14, 2007</li> </ol> <p><b>Comment: It is necessary to use discipline “Ecology” in the 12-year school curricula as, for example, in the Russian Federation and other</b></p>

<sup>6</sup> International Standard Classification of Education (ISCED), UNESCO, 1997 ([http://www.unesco.org/education/information/nfsunesco/doc/isced\\_1997.htm](http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm)).

countries.

(b) We can mark some specialities for SD of Ministry of Education and Science of the Republic of Kazakhstan in the acting classifier:

- Ecology specialities (050608 – “Ecology”, 050731 – “Vital Security and Environment Protection”, 050732 – “Standardization, Methodology and Certification, 050805 – “Water Storage and Water Consumption”).
- Socio-economic specialities (050501 – “Sociology”, 050502 – “Political Science”, 050503 – “Psychology”, 050505 – “Region Studies”, 050506 – “Economy”, 050507 – “Management”).
- In accordance with the Kazakhstan Republic SES 03.001 – 2004 “ Higher Education. Bachelor. Main Principles” and changes № 2 to SES, the following disciplines, such as, “Ecology”, “Political Science”, “Sociology”, and “Economics”, “Law” have been studied in the first and second years since 2005. Students study society developing issues and its stability and competitiveness within frameworks of these disciplines.
- “Ecology” is discipline of general education for all specialities (1 credit, the list consists of themes on sustainable development of society and education).
- Students of speciality «Ecology» have studied the subject «Sustainable Development of Ecosystems and Society» since 2005.
- Study of disciplines and ecological issues for sustainable development is reflected in training programmes of institutes of higher education within the framework of 40% component part.

ISCED <sup>7</sup>	(a)		(b) <sup>8</sup>	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
0				
1				
2				
3				
4				
5 <sup>9</sup>	V		V	
6	V		V	
Teacher education	V		V	

<sup>7</sup> Education level in accordance with ISCED.

<sup>8</sup> National curricula and/or national standards/ordinances/requirements.

<sup>9</sup> For higher education institutions when answering: (1) regarding national legislation: this objective is focussing 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 R&D, university organisation and studies acts, or general laws of higher educations**; (2) regarding national and/or national standards/ordinances/ requirements: special attention shall be devoted to indications of linking systems of **quality assurance and accreditation** (with regard to the Bologna process) for higher educations institutions with ESD, as well as to **regulations of study programmes and study fields** which reflect the principles of ESD.

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><b>Project implementation of non-formal and non-deliberate education with interested party participation based on principles of inter-departmental, inter-sector and international coordination exists in Kazakhstan.</b></p> <p><b>Non-formal education for SD is implemented through non-governmental organizations.</b></p> <p><b>For example, Resource Centre Network of Karaganda oblast was created within the framework of EcoCentre Project «Public Agreement for Regional Development (2003-2004)». Network members are connecting-link and develop coordination between local bodies and publicity. Projects, integrating local initiative groups and NGOs for interaction with executive and local bodies, are implemented. It is used to mobilize village communities for solving problems and to educate village leaders.</b></p> <p><b>Presently, principles for SD are advanced by project “EcoSchools-Kazakhstan” at general schools of Kazakhstani regions. This project is the result of joint action for public integration of “EcoObraz” (Karaganda city, Kazakhstan) and the Council of Environmental Education (FSCEE, Great Britain) and based on European Foundation for Environmental Education. It coordinates the project “EcoSchools” in 21 European countries during several years. School-members try to reduce its negative influence on environment and to improve SD.</b></p> <p><b>This project has been realized in Kazakhstan since 2001. NGOs elaborated this project; teachers and FSCEE adapted the European Network Programme for contemporary Kazakhstani conditions.</b></p> <p><b>Objectives of “EcoSchools” project are following:</b></p> <ul style="list-style-type: none"> <li>- to improve awareness about SD;</li> <li>- to promote SD within the frameworks of schools and communities;</li> <li>- to reduce negative school influence on environment.</li> </ul> <p><b>This Programme helps pupils to solve ecological problems changing their way of life and attitude towards environment. They can be participants of “EcoSchool” Programme.</b></p> <p><b>Regional Environmental Centre for Central Asia (CAREC) implemented the project «Environment for Future Generation» in cooperation with the Ministry of Education and Science of the Republic of Kazakhstan in 2003-2004. CAREC, Kazakhstani NGOs and NGO FSCEE (UK) in cooperation and with support of European Commission and British Council elaborated educational textbook on EE and ESD for Kazakhstani secondary schools. This educational textbook on ecological education and ESD was written by Kazakhstani teachers and NGOs specialists and FSCEE. Positive final expertise of the Ministry of Education and Science of the Kazakhstan Republic was accepted to use this textbook y in courses of natural sciences at secondary schools in February, 2004. This textbook was translated into Kazakh and methodical manual is prepared. These textbooks were distributed among experimental secondary schools in Almaty and Karaganda cities of the Republic of Kazakhstan.</b></p> <p><b>CAREC with support of the British Embassy in Kazakhstan and in cooperation with FSCEE elaborated five educational posters and 20-minute video film on climate change in 2004-2005, as additional set to the textbook. These materials are distributed and used in courses of natural sciences at secondary schools of Kazakhstan and Central Asia.</b></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><b>Political, legislative and institutional foundation for ESD and NGOs activity was created during last years. Endorse ratification of the Aarhus Convention and holding Party Conference II of Aarhus Convention increases ecological responsibility of state bodies and improves ecological awareness, environmental education, and public participation of taking decisions, and jurisdiction on environmental issues.</b></p>

Sub-indicator 1.2.5	Does a formal structure for interdepartmental <sup>10</sup> cooperation relevant to ESD exist in your government?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify.</i> <b>The Ministry of Environmental Protection and the Ministry of Education and Science of the Republic of Kazakhstan are executive bodies on the UNECE strategy implementation for the purpose of sustainable development of the Republic of Kazakhstan</b>
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your government? <sup>11</sup>
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> <b>The Council for Sustainable Development of the Republic of Kazakhstan was created by government regulations in 2004. The main objective of the Council for SD is formation of state policy for SD issues on the basis of inter-sector coordination and interaction of economic, social and ecological sectors of Kazakhstan.</b> <b>ESD issue is an important activity of the Council for SD of the Republic of Kazakhstan. Two meetings are held in the Republic of Kazakhstan and the third meeting hold to educational issues for SD, energy efficiency, energy saving, and alternative energy and определения целевых показателей for SD in April of 2007.</b> <b>Presently, the Programme «SD of Balkhash and Alakol basin (2007-2009)» was approved. This Programme is elaborated including educational issues.</b>
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> <b>Presently, state budget is not an important source of ESD financing in Kazakhstan. Some projects on Environmental Education and ESD are sponsored by international, intergovernmental (CAREC), non-governmental, and public organizations with international donor agencies support (UNESCO, OSCE, UNECE, UNU/IAS, Great Britain, the Netherlands, Austria, and other donor countries).</b> <b>However, we have good examples of environmental education and ESD arrangements at regional level. We need to develop, advance, and use this experience at local level.</b> <b>We have coordination experience of holding and co-financing of international conferences, seminars and training for School education and ESD in Kazakhstan and Central Asia at subregional level. Mobilization and integration of donors', partners' and state resources is the example of «good practice in Central Asia» and successful implementation of the UN Decade of ESD and the UNECE Strategy on ESD.</b>
<b>Indicator 1.3 National policies support synergies between processes related to SD and ESD.</b>	
Sub-indicator 1.3.1	Is ESD part of SD policy(s) if such exist in your country?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> <b>According to the Transition Concept of the Republic of Kazakhstan for SD (2007-2024) the main transition principles for SD in the Republic of Kazakhstan are following:</b> <ul style="list-style-type: none"> <li>- Political foundation for SD;</li> <li>- Economic progress;</li> <li>- Health Care System improvement;</li> <li>- Environment protection activity;</li> <li>- Competitiveness of science and education.</li> </ul> <b>ESD is one of the priorities of SD transition.</b>

<sup>10</sup> Between state bodies.

<sup>11</sup> For explanation see paragraph 46 of the Strategy.

**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 <sup>12</sup> addressed explicitly in the curriculum <sup>13</sup> /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 Annex 1 (a) and use the scale. Indicate the results in the box below.</i></p> <p><b>Yes, it is reflected in state higher education standards and curricula on specialities of general education disciplines. Presently, key themes of formal education for SD are studies in 1-2 years of Bachelor in the frameworks of the following disciplines: “Ecology”, “Law”, “Philosophy”, “Economics”, “Political Science”, “Sociology”.</b></p> <p><b>Presently, in Kazakhstan integration activity of main principles for SD undergoes the process of inculcation into curricula of institutes of higher education, study of international experience, arrangement discussion and elaboration at different levels of formal education. Main principles for SD are analysed within the framework of international ecological and educational initiatives (the UN Decade for ESD, the UNECE Strategy on ESD), international organizations, and donor countries. Analysis and learning of key themes is implemented within the frameworks of different science and research projects, republic and international contests of pupils and students in Kazakhstan.</b></p> <p><b>Teachers of specialized ecological schools, associated schools of UNESCO, and institutes of higher education of Kazakhstan with international organization support, have an opportunity and experience to write programmes of key themes for SD, to elaborate modules for ESD, new contemporary educational schoolbooks for SD of Kazakhstan. However, it does not have permanent developing process and state budget support.</b></p> <table border="1" data-bbox="871 727 1434 787"> <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 checked="" type="checkbox"/></td> <td><input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>								
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum <sup>14</sup> /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 Annex 1 (b) and use the scale. Indicate the results in the box below.</i></p> <p><b>By present time in Kazakhstan the system of ecological formation as one of the major components of formation for steady development is formed, and the main accent in planetary movement for steady developments is done on preservation, restoration and the prevention of deterioration of natural and nature-anthropogenous systems, on rational use of natural resources, on aspiration to cyclicity of natural systems (minimization of waste of economic activities) as material basis of long-term well-being of a society.</b></p> <p><b>Now leading high schools (national universities) spend purposeful work on promotion of formation for steady development to educational system of Republic Kazakhstan.</b></p> <table border="1" data-bbox="871 1049 1434 1107"> <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 checked="" type="checkbox"/></td> <td><input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>								

<sup>12</sup> For explanation see paragraph 15 of the Strategy.

<sup>13</sup> At the state level, where relevant.

<sup>14</sup> See footnote 14.



**Indicator 2.2 Strategies to implement ESD are clearly identified.**

Sub-indicator 2.2.1 Is ESD addressed through:<sup>15</sup> (a) existing subjects<sup>16</sup>only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project?<sup>17</sup>

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

ISCED levels	(a)		(b)		(c)		(d)	
	Yes	No	No	Yes	Yes	No	Yes	No
<b>0</b>								
<b>1</b>								
<b>2</b>								
<b>3</b>								
<b>4</b>								
<b>5</b>				V	V		V	
<b>6</b>				V	V		V	
<b>Teacher education</b>					V		V	

(a) Yes  No   
 (b) Yes  No   
 (c) Yes  No   
 (d) Yes  No

**Indicator 2.3 A whole-institution approach<sup>18</sup> to ESD/SD is promoted.**

Sub-indicator 2.3.1 Do educational institutions<sup>19</sup> adopt a “whole-institution approach” to SD/ESD?

Yes  No

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

**In leading universities successfully takes root international system System of a quality management formed with use inter-institutional approaches to SD/ESD. So, at the Kazakh National University of a name Al-Farabi are published the methodical literature on introduction of System of a quality management, trainings and seminars for teaching staff are spent.**

ISCED levels	Yes	No
<b>0</b>		
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>	V	
<b>6</b>	V	
<b>Teacher education</b>	V	

<sup>15</sup> 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.

<sup>16</sup> E.g. geography or biology. For higher education “subject” means “course”.

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

<sup>18</sup> 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).

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

Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support “a whole institution approach to SD/ESD”?																											
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify what schemes are available for all levels of your education system in accordance with ISCED in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</i></p> <table border="1" data-bbox="961 269 1350 548"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr><td>0</td><td></td><td></td></tr> <tr><td>1</td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td></tr> <tr><td>5</td><td>V</td><td></td></tr> <tr><td>6</td><td>V</td><td></td></tr> <tr><td>Teacher education</td><td>V</td><td></td></tr> </tbody> </table>	ISCED levels	Yes	No	0			1			2			3			4			5	V		6	V		Teacher education	V	
ISCED levels	Yes	No																										
0																												
1																												
2																												
3																												
4																												
5	V																											
6	V																											
Teacher education	V																											
Sub-indicator 2.3.3	Do institutions/learners develop their own SD indicators for their institution/organization?																											
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify for all levels of your education system in accordance with ISCED, in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</i></p> <p><b>Yes, develop within the limits of research works and competitions on scientific work schoolboys, students, post-graduate students and teachers, and also under the curriculum of high school preparation of experts of ecologists.</b></p> <table border="1" data-bbox="961 732 1350 1011"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr><td>0</td><td></td><td></td></tr> <tr><td>1</td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td></tr> <tr><td>3</td><td>V</td><td></td></tr> <tr><td>4</td><td>V</td><td></td></tr> <tr><td>5</td><td>V</td><td></td></tr> <tr><td>6</td><td>V</td><td></td></tr> <tr><td>Teacher education</td><td>V</td><td></td></tr> </tbody> </table>	ISCED levels	Yes	No	0			1			2			3	V		4	V		5	V		6	V		Teacher education	V	
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5	V																											
6	V																											
Teacher education	V																											

Indicator 2.4 ESD is addressed by quality assessment/enhancement systems.																																																		
Sub-indicator 2.4.1	Are there any education quality assessment/enhancement systems that include criteria on ESD <sup>20</sup> in: (a) national systems? (b) other?																																																	
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Phase II: Please specify for various levels of your education system in accordance with ISCED, in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</i></p> <p><b>Within the limits of national system under the program of university system of a quality management of formation at national universities is spent an estimation of quality of ecological formation for steady development.</b></p> <table border="1"> <thead> <tr> <th rowspan="2">ISCED levels</th> <th colspan="2">(a)</th> <th colspan="2">(b)</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>No</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td>V</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td></td> <td>V</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td>V</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td>V</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td>V</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>V</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td>V</td> <td></td> <td></td> </tr> <tr> <td>Teacher education</td> <td>V</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	ISCED levels	(a)		(b)		Yes	No	No	Yes	0		V			1		V			2		V			3		V			4		V			5	V				6		V			Teacher education	V			
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Teacher education	V																																																	
(b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>																																																		
Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice.																																																		
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?																																																	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify.</i><sup>21</sup></p> <p><b>Normative legal documents in the field of steady development are accepted rather recently, educational activity in this direction goes, however wider propagation is necessary for the decision of this problem.</b></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><b>Within the limits of separate projects this work is spent.</b></p>																																																	
Sub-indicator 2.5.3	Are there any instruments (e.g. research, survey, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?																																																	
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.</i>																																																	
Indicator 2.6 ESD implementation is a multi-stakeholder process. <sup>22</sup>																																																		
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 Annex 2 (a) and (b) and use the scale. Indicate the results in the boxes below.</i></p> <table border="1"> <thead> <tr> <th colspan="6">(a) according to the UNECE Strategy on ESD</th> <th colspan="6">(b) according to the UN DESD</th> </tr> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>F</th> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>F</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" 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><td><input type="checkbox"/></td> </tr> </tbody> </table>	(a) according to the UNECE Strategy on ESD						(b) according to the UN DESD						A	B	C	D	E	F	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>													
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<sup>20</sup> 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).

<sup>21</sup> Please describe how this is done – for example, in press articles, TV and radio programmes or public lectures promoting environmentally friendly goods and services, sustainable lifestyles.

<sup>22</sup> 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).

*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<sup>23</sup> of educators.**

Sub-indicator 3.1.1	Is ESD a part of the initial educators' training? <sup>24</sup>
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify by filling in the table in Annex 3.</i>
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? <sup>25</sup>
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify by filling in the table in Annex 3.</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 Annex 3.</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 checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify.</i>
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? <sup>26</sup>
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify how. Please list major ones and describe as appropriate.</i> <b>Is available normative legal base for realization of questions of formation for sustainable development. Support in the organization of some actions by formation for sustainable development.</b>

*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 development and production of ESD tools and materials exist?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please describe.</i> <b>By formation for sustainable development does not exist yet.</b>
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 authority money is invested in this activity, by providing an indication of the amount (in USD) referring to the amount of ESD-related research and development expenditures, annually.</i>

<sup>23</sup> ESD is addressed by content and/or by methodology.

<sup>24</sup> For higher education institutions: The focus is here on existing **teacher training universities/colleges** regarding SD and ESD for university/college teachers.

<sup>25</sup> 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.

<sup>26</sup> Including assistance through direct funding, in-kind help, political and institutional support.

<b>Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist.</b>																														
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 <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase I: for (a) and (b) please describe.</i>																													
(b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c) please also describe.</i>																													
(c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>There are grants by formation for the sustainable development, developed within the limits of the international projects both approved by the Ministry of Education and sciences of Republic Kazakhstan, however it is not enough of them.</b> <b>There are not criterias.</b>																													
Sub-indicator 4.2.2	Are ESD teaching tools / materials available: (a) in national languages? (b) for all levels of education according to ISCED?																													
	<i>Phase I: For (a) please specify.</i>																													
	<i>Phase II: For (b) please specify in the table by ticking (V) as appropriate.</i>																													
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<table border="1"> <thead> <tr> <th rowspan="2">ISCED levels</th> <th colspan="2">(b)</th> </tr> <tr> <th>No</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>V</td> <td></td> </tr> <tr> <td>4</td> <td>V</td> <td></td> </tr> <tr> <td>5</td> <td>V</td> <td></td> </tr> <tr> <td>6</td> <td>V</td> <td></td> </tr> <tr> <td>Teacher education</td> <td>V</td> <td></td> </tr> </tbody> </table>	ISCED levels	(b)		No	Yes	0			1			2			3	V		4	V		5	V		6	V		Teacher education	V	
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(b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>																														
<b>Indicator 4.3 Teaching tools and materials for ESD are accessible.</b>																														
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?																													
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please describe.</i> <b>In an educational system of Republic Kazakhstan the mechanism of distribution of teaching materials and grants are existed.</b>																													
Sub-indicator 4.3.2	Is public authority money invested in this activity?																													
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify to what extent by providing an indication of the amount in USD referring to the amount of ESD related R&amp;D expenditures, annually.</i> <b>The state allocates means for development and duplicating of teaching materials, but not connected with formation for sustainable development.</b>																													
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?																													
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please describe.</i> <b>There are materials on cases in point on the web-site of the CAREC.</b>																													

Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in national language(s): (a) accessible through the Internet? (b) provided through other channels?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>For (a) and (b) please specify.</i> <b>There are SD textbooks, manuals on the Kazakh language, also posters, video for teachers on climate change on the web-site of the CAREC, and they were disseminated through trainings and conferences for all countries of the Central Asia.</b>
(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
<b>Issue 5. PROMOTE RESEARCH ON AND DEVELOPMENT OF ESD</b>	
<i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)</i>	
<b>Indicator 5.1 Research<sup>27</sup> on ESD is promoted.</b>	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD <sup>28</sup> supported?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period, and if feasible, as % of the total research budget.</i>
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> <b>With assistance of the CAREC «Progress Review on ESD in the Republic of Kazakhstan » is prepared on the basis of UNECE indicator. The purpose of the Review was research of specifics of the ESD process and the UNECE Strategy on ESD implementation for the period 2005 - 2006 at the national level.</b>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: <sup>29</sup> (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 <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (2) (a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify for (1) (a) and (b); (2) (a) and (b).</i> <b>Specialized programs by formation for sustainable development are not present yet, however within the limits of post-graduate trainings are available the sections considering separate elements of formation for sustainable development.</b>
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify for (a) and (b).</i>
<b>Indicator 5.2 Development of ESD is promoted.</b>	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? <sup>30</sup>
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period.</i>

<sup>27</sup> These includes support from various sources, such as state, local authorities, business and non-governmental sources.

<sup>28</sup> E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of ICT; means of evaluation including socio-economic impacts.

<sup>29</sup> ESD is addressed by substance and/or by approach.

<sup>30</sup> Activities may include pilot projects, action research, social learning, multi-stakeholder teams.

<b>Indicator 5.3 Dissemination of research results on ESD is promoted.</b>	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms <sup>31</sup> to share the results of research and examples of good practices in ESD <sup>32</sup> among authorities and stakeholders?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: please specify and provide the total amount annually over the reporting period.</i> <b>Support in the organization of some actions by formation for sustainable development.</b>
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"/>	<i>Phase I: For (a) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i> Annually about 6 articles on SD problems are published. by teachers of universities at various conferences
	<i>Phase II: For (b) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i>
<b>Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION</b>	
<i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)</i>	
<b>Indicator 6.1 International cooperation on ESD is strengthened within the UNECE region and beyond.</b>	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international <sup>33</sup> 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.</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> These are some networks on ESD, where Kazakhstan participates – network of EECCA (Eastern Europe, Caucasian and Central Asia), CAREC - CA WG on EE/ESD, network of Regional Centers of expertise on ESD of UNU/IAS (Japan), etc.
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes <input checked="" type="checkbox"/> No <input 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 checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please list and describe.</i>

<sup>31</sup> E.g. conferences, summer schools, journals, periodicals, networks.

<sup>32</sup> E.g. ‘participatory approach’; links to local, regional and global problems; integrative approach to environmental, economic and social issues; orientation to understanding, preventing and solving problems.

<sup>33</sup> In this context, “international associations, working groups, programmes, partnerships etc. covers “global”, “regional” and “subregional”.

#### **Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLE 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.*

**Please see below endurance from the chapter «Education and a science» of the Transition Concept of the Republic of Kazakhstan for SD (2007-2024), endorsed in November, 2006.**

**Perfection of formation with a view of sustainable development should be carried out on the basis of:**

- **maintenance of modernization of national system of multilevel formation in view of priorities of the Strategic plan for development of the Republic of Kazakhstan till 2010 for improvement of quality of preparation of human resources and satisfaction of needs of the person and a society;**
- **creations in the country of some elite educational institutions of the international level and campuses (campuses);**
- **modernizations of formation at a scientifically-methodical level, creations of essentially new structures providing interrelation educational, scientific and productions;**
  - **introductions of technological preparation in high school with the purpose of development in pupils of new abilities and skills, including skills to project, make decisions and to perform creative work, to support a high level of innovations;**
  - **preparations of the competitive person ready to active participation in a social, economic and political life of the country;**
  - **maintenance of equal access to high-grade formation to different categories trained, creations of conditions for training senior pupils according to their individual abilities and intentions concerning continuation of formation, self-realization and finding of the place on a labour market;**
  - **creations of ample opportunities of socialization of pupils, effective preparation of graduates of schools for development of programs of vocational training;**
  - **carrying out of monitoring of personnel potential of republic with definition prognoses needs for experts of the maximum scientific qualification, as on a national, so on regional levels.**

*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.*

**There is a certain experience on introduction of ecological formation in the Republic of Kazakhstan, now as a result of interaction of the various interested parties for in the Republic of Kazakhstan development formation takes root into an educational system of Republic Kazakhstan. But additional financial expenses are necessary for the decision of this question.**

**For informing the public, education and training of the population, preparation and retraining of teachers concerning sustainable development in mass-media, the edition of the special literature, printed editions, posters, carrying out in regions of seminars, trainings and the organization of study of teachers, maintenance of educational institutions with necessary quantity of textbooks, education-methodical grants concerning formation wide propagation of these questions is necessary for sustainable development.**

*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.*

**Consultations of foreign experts and experts are necessary for introduction of questions of formation for sustainable development in an education system of Republic Kazakhstan and additional financial assets on improvement of financial technical base of high schools and introductions. Modern technologies and maintenance of the new projects directed on achievement of concrete results.**

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

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



**Annex 1 (a)**  
**Indicator 2.1, sub-indicator 2.1.1**

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

Some key themes covered by sustainable development	ISCED Levels					
	0	1	2	3	4	5
Peace studies (international relations, security and conflict resolution, partnerships, etc.)				V	V	V
Ethics and philosophy			V	V	V	V
Citizenship, democracy and governance			V	V	V	V
Human rights, (including gender, racial and inter-generational equity; eco-security national traditions maintenance)			V	V	V	V
Poverty alleviation			V	V	V	V
Cultural diversity			V	V	V	V
Biological and landscape diversity						V
Environmental Protection (Waste management, etc.)						V
Ecological principles/ecosystem approach			V	V	V	V
Natural resource management (including water, soil, mineral, fossil fuels, etc...)						V
Climate change						V
Personal and family health (e.g. HIV/AIDS, drug abuse, ...)				V	V	V
Environmental health (e.g. food and drinking; water quality; pollution)			V	V	V	V
Corporate social responsibility						
Production and/or consumption patterns						V
Economics					V	V
Rural/urban development			V	V	V	V
<b>Total</b>						
Other ( <i>countries to add as many as needed</i> )						
Ecological education and ideology						V
Mathematical patterns of ecological processes						V
Norms of ecological assessment, expertise and audit						V
Ecological management and marketing						V

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

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

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

**Annex 1 (b)**  
**Indicator 2.1, sub-indicator 2.1.2**

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum<sup>34</sup>/programme of study at various levels of formal education, by filling in the table below.

(Please tick (V) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for sustainable development.)

**Table of learning outcomes**

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

<sup>34</sup> At state level, where relevant.

learners' capacity for:	- acting with respect for others		V	V	V	V	V
	- identifying stakeholders and their interests					V	V
	- collaboration/team working		V	V	V	V	V
	- participation in democratic decision making				V	V	V
	- negotiation and consensus building				V	V	V
	- distributing responsibilities (subsidiarity)				V	V	V
	<b>Total</b>						
	- other ( <i>countries to add as many as needed</i> )						
-							

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

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

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

**Annex 2**  
**Indicator 2.6, sub-indicator 2.6.1**

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

Table (a) According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	Formal	Non-formal	Informal
NGOs		V	V
Local government	V	V	
Organized labour			
Private sector			
Community-based			
Faith-based	V	V	
Media		V	V
<b>Total</b>			
Other (countries to add as many as needed)			
State institutes of higher education	V	V	
Private institutes of higher education	V	V	
Colleges	V	V	
Schools	V	V	
Nursery schools		V	

The assessment key for this table (max. 21 ticks; “other” not counted) is:

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

Table (b) According to UN DESD

Stakeholders	Classification by UN DESD				
	Public awareness	Quality education	Reorienting education	Training	Social learning
NGOs	V				V
Local government	V				
Organized labour					
Private sector					
Community-based					
Faith-based	V				
Media	V				
<b>Total</b>					
Other (countries to add as many as needed)					
State institutes of higher education		V		V	V
Private institutes of higher education		V		V	V
Colleges		V		V	V

Schools		V			V
Nursery schools		V			V

The assessment key for this table (max. 35 ticks; "other" not counted) is:

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

**Annex 3**  
**Indicator 3.1, sub-indicator 3.1.3**

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

ISCED levels	% of education professionals who have received training <sup>35</sup> to integrate ESD into their practice: (see key below)																	
	EDUCATORS												Leaders/administrators <sup>36</sup>					
	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 assessment key for this table (max. 100%) is:

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

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

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

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

<sup>35</sup> Training is understood to include at least one day (a minimum of 5 contact hours).

<sup>36</sup> Paragraphs 54 and 55 of the UNECE Strategy on ESD.

## Annex 4

### *Summary and self-assessment<sup>37</sup> by countries:*

1	<b>Indicator 1.1</b>	<b>Prerequisite measures are taken to support the promotion of ESD.</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
2	<b>Indicator 1.2</b>	<b>Policy, regulatory and operational frameworks support the promotion of ESD.</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
3	<b>Indicator 1.3</b>	<b>National policies support synergies between processes related to SD and ESD.</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
4	<b>Indicator 2.1</b>	<b>SD key themes are addressed in formal education.</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
5	<b>Indicator 2.2</b>	<b>Strategies to implement ESD are clearly identified.</b>	<input checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
6	<b>Indicator 2.3</b>	<b>A whole-institution approach to ESD/SD is promoted.</b>	<input checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
7	<b>Indicator 2.4</b>	<b>ESD is addressed by quality assessment / enhancement systems.</b>	<input checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
8	<b>Indicator 2.5</b>	<b>ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice.</b>	<input checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
9	<b>Indicator 2.6</b>	<b>ESD implementation is a multi-stakeholder process.</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
10	<b>Indicator 3.1</b>	<b>ESD is included in the training of educators.</b>	<input checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
11	<b>Indicator 3.2</b>	<b>Opportunities exist for educators to cooperate on ESD.</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
12	<b>Indicator 4.1</b>	<b>Teaching tools and materials for ESD are produced.</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
13	<b>Indicator 4.2</b>	<b>Quality control mechanisms for teaching tools and materials for ESD exist.</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
14	<b>Indicator 4.3</b>	<b>Teaching tools and materials for ESD are accessible.</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
15	<b>Indicator 5.1</b>	<b>Research on ESD is promoted.</b>	<input checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
16	<b>Indicator 5.2</b>	<b>Development of ESD is promoted.</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
17	<b>Indicator 5.3</b>	<b>Dissemination of research results on ESD is promoted.</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
18	<b>Indicator 6.1</b>	<b>International cooperation on ESD is strengthened within the UNECE region and beyond.</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed

<sup>37</sup> 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. For the self-assessment, the sub-indicators having the status of “proposed” should be ignored.