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#### United Nations Economic Commission for Europe Steering Committee on Education for Sustainable Development

##### Ninth meeting

Geneva, 3 and 4 April 2014

Item 2 (d) of the provisional agenda

##### **Implementing the third phase of the UNECE Strategy for Education for Sustainable Development: mandatory national implementation reporting in 2014**

### **Phase III: Format for reporting on the implementation of the UNECE Strategy for Education for Sustainable Development**

#### *Summary*

By its terms of reference, the United Nations Economic Commission for Europe (ECE) Steering Committee for Education for Sustainable Development is charged with monitoring the progress of the implementation of the UNECE Strategy for Education for Sustainable Development (CEP/AC.13/2005/4/Rev.1, annex, para. 4 (b)).

On 1 November 2014, States participating in the Strategy are due to submit their national implementation reports. Reports are expected to reflect the progress made in the implementation of the Strategy at the national/State level during implementation phase III (2011–2015). This document presents the format for reporting. The set of indicators, on which the reporting format is based, was developed by the ECE Expert Group on Indicators. The reporting format has been slightly updated by the secretariat in consolidation with the Expert Group on Indicators to meet the reporting needs of phase III.

Based on national reports submitted, the secretariat will prepare a synthesis report in 2015, highlighting progress made, identifying challenges and drawing up recommendations. The synthesis report is vital for setting future priorities for implementing ESD and is expected to be presented to a high-level meeting of education and environment ministries in 2016.

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# Introduction

1. The reporting format provided in this document was developed following the adoption by the United Nations Economic Commission for Europe (ECE) Steering Committee on Education for Sustainable Development of the workplan for the Implementation of the UNECE Strategy for Education for Sustainable Development (Strategy for ESD), 2005–2007 (CEP/AC.13/2005/8), which contains the procedure for the review of implementation of the Strategy for ESD. The reporting format also takes into account the pilot reporting exercise and feedback from countries on the workability and feasibility of the indicators and the requested information for reporting.
2. In addition, the workplan for implementation of phase III of the Strategy (2010–2015) sets out the timeline for the reporting exercise in 2014 (ECE/CEP/AC.13/2011/4, para. 47).
3. The set of indicators was developed by the ECE Expert Group on Indicators for Education for Sustainable Development set up by the High-level Meeting of Environment and Education Ministries (Vilnius, 17–18 March 2005). Three complementary progress reports provide information on the development of the indicators (see CEP/AC.13/2005/9, ECE/CEP/AC.13/2006/5 and ECE/CEP/AC.13/2008/4).
4. To reflect the requirements of phase III, in consolidation with the Expert Group on Indicators the secretariat has introduced the following changes to the reporting template developed by the Group:
  - (a) The reporting template was updated to use the revised International Standard Classification of Education (ISCED), as adopted by United Nations Educational, Scientific and Cultural Organization (UNESCO) member States in 2011;
  - (b) To gather important analytical information for the future implementation of education for sustainable development (ESD) (after the third phase of implementation comes to an end), countries are now given the possibility to add concluding remarks, i.e., on the main successes, challenges and implications for future implementation for each of the Strategy's objectives;
  - (c) Where appropriate, references to educator competences in ESD as developed by the ECE Expert Group on Competences were added (indicator 3.1);
  - (d) Where appropriate, references to the priority action areas as adopted by the Steering Committee at its seventh meeting (Geneva, 1–2 March 2012) (ECE/CEP/AC.13/2012/2, para. 48) were included (indicator 2.3);
  - (e) Descriptive remarks on indicators that referred only to phases I and II were revised to reflect the requirements of phase III, i.e., focusing on an analysis of implementation and implementation outcomes;
  - (f) Issue 9 of the 2010 reporting template (“describe any assistance needed to improve implementation”) has been revised to read “future implementation of education for sustainable development”, focusing on priorities for a future ESD implementation framework.
5. The main elements of the reporting procedure are as follows:
  - (a) ECE member States should prepare reports through a transparent consultative process involving all relevant stakeholders at the national/State level;
  - (b) Although the “yes/no” part of sub-indicators was required to be reported on in phase I (2007) and the “descriptive” part in phase II (by 2010) and phase III (by 2015), countries are encouraged to report on the full set of indicators at the end of each phase, to the extent possible, in line with a country's progress in implementing the Strategy for ESD;
  - (c) Thirty-six member States reported on a voluntary basis by preparing reports for the Environment for Europe Ministerial Conference in Belgrade in 2007. Again, 36 member States responded to the first formal call for reporting in 2010. Countries are requested to prepare an updated version of the report for 2015;

(d) Reports should be submitted to the secretariat electronically in Word format. The text should be in English. Member States are also encouraged to provide the text in the two other official languages of ECE, French and Russian. Reports will be made available in the languages in which they are received. No editing will be provided;

(e) Deadline for submission to the secretariat, taking into account United Nations document management procedures, is 1 November 2014;

(f) The ECE secretariat will post the reports on its website;

(g) The ECE secretariat will prepare a synthesis report for 2015, highlighting achievements, identifying challenges and drawing conclusions regarding future ESD implementation. It is expected that the reporting results will be presented at the 10<sup>th</sup> meeting of the Steering Committee in 2015 and at a high-level meeting of education and environment ministries in 2016;

(h) Key stakeholders are encouraged to provide the secretariat with their reports on programmes or activities that support the implementation of the Strategy.

## Annex

### 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 the Kyrgyz Republic in accordance with the decision of the ECE Steering Committee on Education for Sustainable Development.

Name of officer (national focal point) responsible for submitting the report: **Duishenova Jyldyz**, head specialist, Department of International Cooperation, ESD National Coordinator, State Agency on Environmental Protection and Forestry under the Government of the Kyrgyz Republic.

Signature:

Date: **30 October 2014**

Full name of the institution: **State Agency on Environmental Protection and Forestry under the Government of the Kyrgyz Republic**

Postal address: **Kyrgyz Republic, 720001, Bishkek, Toktogul str., 228**

Telephone: + **996 312 352727**; + **996 555 334421**

E-mail: **duishenova.j@gmail.com**

Website: **www.nature.gov.kg**

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

A. Provide brief information (not more than half a page) on the process by which this report has been prepared, including information on which types of public authorities were consulted or contributed to its preparation, 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) **State Agency on Environmental Protection and Forestry under the Government of the Kyrgyz Republic, Ministry of Education and Science of the Kyrgyz Republic**
- Stakeholders:
- NGOs (please specify) **RCE-Kyrgyzstan, BIOM, PF Taalim-Forum and others**
- Academia (please specify) **Kyrgyz Academy of Education under the Ministry of Education and Science of the Kyrgyz Republic, Republican Children's Centre for Ecology and Tourism under the Ministry of Education and Science of the Kyrgyz Republic**
- Business (please specify) **Career Ambassador Foundation**
- Other (please specify) **OSCE Centre in Bishkek, Ozone Centre of Kyrgyzstan**

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.)

Kyrgyz Republic is a country in transition and the events of 2005-2010 show that the process of political and economic transformation in the country has not yet been completed. The 2010 events led to the adoption of a new Constitution in the country - according to which the country introduced a parliamentary form of government.

Changes in the executive branch take place regularly. Large external debt, high unemployment and low living standards of people have put the country into a situation of outflows and new challenges in addressing economic, social and environmental problems. The country has developed numerous national development programs and strategies in the field of economy and ecology, the provisions of which often contradict each other.

Under these conditions, the promotion of ideas and objectives of ESD in Kyrgyzstan are extremely difficult. The lack of public funding creates certain difficulties in the implementation of ESD. Despite this, the country started pilot initiatives in the field of ESD with the participation of international people's agencies / projects and civil society NGOs. Integration of ESD ideas into the current legislation is being implemented. The country has a mechanism for interaction between different interest groups in the field of ESD (Coordination Council), adopted by the National Sustainable Development Strategy for the period of 2013-2017, which is the main mechanism for promoting ESD ideas in the Kyrgyz Republic. In 2010-2014 ESD initiatives were supported by the OSCE Centre in Bishkek, the Swiss international cooperation agency et al., which allowed to start work on the integration of the key themes of ESD in state educational standards and curricula and subject curricula at the secondary level.

## List of abbreviations

ADB	Asian Development Bank
WB	World Bank
EBRD	European Bank for Reconstruction and Development
UN EEC	UN European Economic Commission
UN	United Nations
SD	Sustainable development
ESD	Education for sustainable development
UNESCO	UN Education Science and Culture Organization
CAREC	Central Asian Regional Ecological Centre
MM	Mass media
SAEPF	State Agency on Environmental Protection and Forestry
KR	Kyrgyz Republic
MESC KR	Ministry of Education, Science and Culture of the Kyrgyz Republic
NGO	Non-governmental organization
EE	Ecological education
PKR	Parliament of the Kyrgyz Republic
HEI	Higher educational institution
IEI	International educational institution
CA	Central Asia
RCE ESD	Regional Centre for Expertise on ESD
EM BIOM	Ecological Movement BIOM
IEF	International educational fund
TV	Television
ALL	Association with limited liability
PU	Public union
RCCERST	Republican children's Centre for ecology, regional studies and tourism
IREX	International Research and Exchange Council
USAID	US Agency on International Development
UNICEF	UN Children's Fund
JICA	Japan International Cooperation Agency
RFEPDF the Kyrgyz	Republican Fund for environmental protection and development of forestry under the Government of Republic

<b>Issue<sup>1</sup> 1. Ensure that policy, regulatory and operational frameworks support the promotion 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 1.1 Prerequisite measures are taken to support the promotion of ESD</b>	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national <sup>2</sup> language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Kyrgyz</i>
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"/>	<i>State Agency on Environmental Protection and Forestry, Jyldyz Duishenova, National Coordinator on ESD</i>
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	National Council on Sustainable Development under the President of the Kyrgyz Republic (Decree #251, 24 November 2012) Chair - President of the Kyrgyz Republic A.Atambaev; Members of the Council - representatives of political parties, including state institutions, businesses, international donor organizations, interested civil society organizations; Goal - to create a political arena for national consultations and reaching consensus on issues of future sustainable development of Kyrgyzstan, <b>including issues of education for sustainable development.</b>
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	National strategy for sustainable development of the Kyrgyz Republic in the period of 2013-2017. Approved by the President's Decree #11 on 21 January 2013, section 4.1 "Reform of system of education and science". Programme and action plan of the Government of the Kyrgyz Republic on implementation of the National strategy for sustainable development section 4.2 approved by the governmental resolution #218 on 30 April 2013, approved by the resolution of the Parliament of the Kyrgyz Republic #3694-V on 19 December 2013 Links to the documents: <a href="http://www.president.kg/ru/novosti/1466_tekst_natsionalnoy_strategii_ustoychivogo_razvitiya_kyirgyzskoy_respubliki_na_period_2013-2017_godyi/">http://www.president.kg/ru/novosti/1466_tekst_natsionalnoy_strategii_ustoychivogo_razvitiya_kyirgyzskoy_respubliki_na_period_2013-2017_godyi/</a> ; <a href="http://mes.kg/ru/RNSYr/programma/po-perehodu/">http://mes.kg/ru/RNSYr/programma/po-perehodu/</a>
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, <sup>3</sup> and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and list major documents.</i>  Synergies between these processes are demonstrated by the creation in 2007 of the Regional Center of Expertise on ESD with the support and under the ESD program of the UN University, which promotes the goals of the DESD. The close cooperation of

<sup>1</sup> 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).

<sup>2</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 sub-State entities.

<sup>3</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.



	the Central Asian countries promotes DESD in the region. The Kyrgyz Republic is involved in the Decade of ESD in the ESD process in Asia and the Pacific, UNESCO Bangkok.														
<b>Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD</b>															
Sub-indicator 1.2.1	Is ESD reflected in any national policy <sup>4</sup> document(s)?														
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and list any major document(s).</i></p> <p>National Strategy on SD for the period 2013-2017 section 4.1. Approved by Presidential Decree number 11 of January 21, 2013  Program and action plan for the implementation of the NSDS RCC section 4.2 - approved by the Governmental Decree of April 30, 2013 № 218, approved by the Resolution of PKR dated December 18, 2013 №3694-V  Governmental Decree number 201 on 23.03.2012  Concept of Development of Education in KR until 2020  Education Development Strategy of the Kyrgyz Republic 2012-2020  2012-14 Action Plan for the implementation of the SRO</p>														
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>5</sup>														
(a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>If yes, please specify details for (a) and (b).</i></p> <p>The adoption of the National Sustainable Development Strategy (NSDS) will reformat the priorities and direction of existing government policies, including in the provision of services. The concept of sustainable development is based on the intersection and the provision of equal political attention to areas of society, environment and economy. These policies include measures in the sphere of social and economic development, social justice, environmental management, environmental security and sustainable use of resources.</p> <p>NSDS has the following objectives for the education system: Section 4.1. Reform of Education and Science "We need to focus on reviewing the content of school education, the implementation of substantive standards of the new generation of textbooks, as well as creating conditions for the development of information technology, especially in remote schools. It is necessary to create a safe, tolerant and multicultural learning environment in every school, to ensure inclusion of the educational system, taking into account the education of children with special needs and children from vulnerable families .... Priority in teaching activities at the present stage should be the formation of spiritual and moral foundations of personality through spiritual and cultural values, traditions of the people. Education and training must be naturally interrelated processes .... Any, even the most advanced educational content will be absolutely necessary if they are not introduced new technologies in education ... "</p> <p><i>Please also fill in the table by ticking ( ✓ ) as appropriate.</i></p> <table border="1" data-bbox="943 1157 1601 1348"> <thead> <tr> <th rowspan="2">ISCED levels</th> <th>(a)</th> <th>(b)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>X</td> <td></td> </tr> <tr> <td>1. Primary education</td> <td>X</td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td>X</td> <td></td> </tr> </tbody> </table>	ISCED levels	(a)	(b)	Yes	Yes	0. Early childhood education	X		1. Primary education	X		2. Lower secondary education	X	
ISCED levels	(a)		(b)												
	Yes	Yes													
0. Early childhood education	X														
1. Primary education	X														
2. Lower secondary education	X														

<sup>4</sup>

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

<sup>5</sup>

See <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>.

		3. Upper secondary education	X	
		4. Post secondary non-tertiary education		X
		5. Short-cycle tertiary education		X
		6. Bachelor's or equivalent level	X	
		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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i> Not directly, but indirectly:</p> <p>Ecological Security Concept of the Kyrgyz Republic.  National Strategy on SD for the period 2013-2017 section 4.1. Approved by Presidential Decree number 11 of January 21, 2013  The program and action plan for the implementation of the NSDS RCC section 4.2 - approved by the Governmental Decree of April 30, 2013 № 218, approved by the Resolution of the PKR dated December 18, 2013 №3694-V  Governmental Decree number 201 of 23.03.2012  Concept of Development of Education KR until 2020  Education Development Strategy of the Kyrgyz Republic 2012-2020  2012-14 Action Plan for the implementation of the SRO</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> The National Strategy on SD for the period 2013-2017 (Approved by Presidential Decree number 11 of January 21, 2013) indirectly provides awareness issues, including on ESD.</p>			
Sub-indicator 1.2.5 Does a formal structure for interdepartmental <sup>6</sup> cooperation relevant to ESD exist in your Government?				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>National Council on Sustainable Development under the President of the Kyrgyz Republic (RCC Decree number 251 of 24.11.2012).</p>			
Sub-indicator 1.2.6 Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? <sup>7</sup>				

<sup>6</sup>

Between State bodies.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The National Council for Sustainable Development of the Kyrgyz Republic, which was created as a political platform for national consultations and consensus on the future of sustainable development in Kyrgyzstan. The Council includes representatives of political parties, key government institutions, business, international donor institutions, interest groups, civil society.
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"/>	Fundign is allocated for training standards at the level of education, as well as an annual funding for the promotion of ESD.
<b>Indicator 1.3</b>	<b>National policies support synergies between processes related to sustainable development (SD) and ESD</b>
Sub-indicator 1.3.1	Is ESD part of SD policy(ies) if these exist in your country?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> National Strategy on SD for the period 2013-2017 Program and action plan for the implementation of the NSDS RCC section 4.2 - approved by the Governmental Decree of April 30, 2013 № 218, approved by the Resolution of PKR dated December 18, 2013 №3694-V
<i>Concluding remarks on issue 1</i>	<i>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</i>
	<p>At present, the structure of the education system in the Kyrgyz Republic consists of: pre-school education for children aged 3 to 6 years, primary school (1-4 grades), general school (5-9 grades), high school (10-11 grades) education, as well as three levels of professional education: primary, secondary and higher education.</p> <p>In addition to the formal education sector the country also has numerous institutions and non-formal education, giving additional education and carrying out training and retraining of personnel in accordance with the needs of the labor market. To ensure the functioning of the education system in 2012 6.2% of GDP was allocated from the state budget. However, the structure of expenditure on education is still not optimized due to lack of funds: about 85% of the money is spent on salaries, utilities and other services, and only 10-15% of the funds directed to the development of schools. It should be noted that if the level of literacy of the population aged 15-24 is quite high (99.7%), the quality of education is in serious discontent, studies of functional literacy students also show that more than 60% of 4-graders and 80% of 8- graders lack basic literacy skills. Outdated content of education, lack of textbooks, poor development of information technology - make it difficult to provide quality services to students. Essential to ensure the quality of education is teacher quality. Meanwhile, although more than 80% of teachers in Kyrgyzstan have higher education, teachers examinations showed that only 62% coped with the tests, and the rest - are not competent in their subject. There is a need to change the approach in the preparation of future teachers, as well as - qualification system to increase the diversity of services and more responsive to the needs of teachers / educators through the introduction of a voucher for training. For pre-school education a key issue is coverage of children - in 2012 it was, according to operational information, only 15.6%, although this is a major achievement, considering that in the early 2000s, the coverage was 11%.</p> <p>The main problem for school-level education is the availability and quality of education. Location and infrastructure of schools (with sufficient total number) does not fully meet the needs of the population. According to several studies of non-governmental and international organizations, from 3 to 6% of school-age children either do not attend school or have to miss school, for example, because of field works. In general, the current system of education is poorly suited for students / students with special needs and children from vulnerable families. As a result, there is a danger of excluding a substantial portion of young Kyrgyz citizens from the education system, which may further reduce the quality of human resources. The transition from education to</p>

work is a process hindered by the lack of a developed system of vocational guidance and underdeveloped labor market. Often it is difficult to look for work due to low competence of graduates. Having secondary and higher vocational education increases employment opportunities. Thus, according to a study by ETF (2012), in the first 5 years after graduating from secondary or higher education 63.4% of graduates were employed, while among those who have only primary education - 26.9% were employed; Accordingly, the unemployed were 12.4% and 16.7%. It is noted that the graduates of vocational schools are more employed than university graduates. However, even getting professional education does not always provide sufficient qualification for graduates to be demanded on domestic, regional and global labor markets.

Changing the content of education for sustainable development. To ensure the constitutional guarantees of quality education since the mid-1990s the process of standardization of education at all levels of the system was initiated. Implementation of state educational standards is mandatory for all educational institutions regardless of the form of education. However, they standardize "the mandatory minimum content of core educational programs," and not the competence of students. Therefore, the need for a new generation of standards as the quintessence of the order of state and society for a certain type of graduates who set necessary for life in the modern world of competencies is a priority in the global pedagogical science. Defining learning outcomes, this type of standard orients the teacher and the student to develop the "pedagogically adapted social experience of mankind", which includes the understanding of pressing issues of today, and among them - the issues of sustainable development. In March 2005, among other countries, Kyrgyzstan has officially committed itself to the implementation of the UNECE Strategy for Education for Sustainable Development (ESD) and the Global UN Decade of ESD. The priority of education for sustainable development is reflected in such legal documents as the National Framework of Standards (curriculum) of general school education; Ecological Security Concept of the Kyrgyz Republic; The concept of Education for Sustainable Development. Developed national guidelines for the integration of sustainability and "green economy" in the policies and programs of schools and universities. These materials are based on a wealth of experience in the field of SD, which have built up various organizations in Kyrgyzstan. Social networks and associations of ESD were created that now cover pre-school organizations, schools and universities, helping them to develop ideas of SD, biodiversity, environment and others. There were first projects aimed at greening of school buildings (energy efficiency, use of renewable energy, sustainable management of water resources and others.). The transition to the new competency-based standards should provide a gradual transition from the integration of SD in the content of education - the formation of ESD. Themes of SD are through to preparing for school subject standards (curricula) of all educational areas, and contribute to the reorientation of knowledge-or subject-centrist approach to competence approach in which, the basis of a change in knowledge, skills and attitudes of students, expressed through the concept of competence is a dynamic parameter and tied on one side to the age-related changes in mental status, and on the other hand - the expectations of society and of the education system. Work is underway to implement the ideas of sustainable development in the subject curricula and standards of teacher education in the Kyrgyz Republic, as well as the completion of subject curriculum and a new generation of standards of higher pedagogical education with regard to the principles of sustainable development, energy efficiency and security, implemented within the competence-oriented education, standard fixed Framework National Standard (curriculum). Certain amount of work is planned for the establishment of a supportive educational environment for children with special needs.

**Priorities for the future:**

To include SD issues (climate change, energy efficiency, renewable energy, environmental safety, prevention of emergency situations and others) into the content of education at all levels, as well as the principles of "green" economy for the formation of model ESD.

To implement the principles of social inclusion and health education.

The development of standards for a new generation of open source software to provide meets the needs of the education market, taking into account the needs of the SD and the "green economy."

Development of teaching materials (CMD) which take into account the new generation of SD issues and publication of teaching materials.

	<p>Preparation of appropriate amendments to the existing PPA to provide the legal basis of adult learning throughout life.</p> <p>Professional development of teachers in the field of ESD.</p> <p>Form and train teams of teachers to develop and test new teaching materials.</p> <p>Create a communication platform for discussion of the competence-based standard built according to the principles of SD.</p> <p>Develop courses and modules package of training materials on ESD structures for additional education of pupils and students in Kyrgyzstan (Ecoclub, Lectorium, mugs, etc.).</p> <p>Information campaigns to disseminate information on ESD at the local, regional and national levels.</p>												
<b>Issue 2. Promote SD through formal, non-formal and informal learning</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 2.1 SD key themes are addressed in formal education</b>													
Sub-indicator 2.1.1	Are key themes of SD <sup>8</sup> addressed explicitly in the curriculum/programme of study at various levels <sup>9</sup> of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>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.</i></p> <ol style="list-style-type: none"> <li>1. Relationships in society, economy and nature.</li> <li>2. Citizenship, rights and responsibilities of human rights, including gender issues.</li> <li>3. The needs and rights of future generations.</li> <li>4. Diversity - cultural, social and biological.</li> <li>5. Quality of life, equity and social justice.</li> <li>6. "Sustainable" changes and developments within the capacity of ecosystems.</li> </ol> <p>Questions 1, 2, 5 are included in operating since 2005 substantive standards for all school levels. A new generation of standards (curricula) taking into account all aspects of SD is being currently developed. New standards have begun to enter the 2011-12 school year in grades 1 in all schools in the Kyrgyz Republic and are now already in place for the elementary school; in 2015 the phased update of standards for primary school (grades 5 and later) will be initiated.</p> <p>These issues are also included in the standards for higher professional education (bachelor's) developed in 2012-2013 and will be included in the currently under development (2013-2014) standards for master's level.</p> <p><i>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.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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>10</sup> /programme of study at various levels of formal education?												

<sup>8</sup> For details, see paragraph 15 of the UNECE Strategy for ESD.

<sup>9</sup> For the State or federal level, where relevant.

<sup>10</sup> Idem.

Yes  No

*Please specify what competences as learning outcomes are important in your country.*

The decision adopted by the Governmental Decree № 403 from 21.07.2014 on the state educational standards of secondary education of the Kyrgyz Republic identified three key competencies: information, social-communicative, and competence in self-organization and problem solving. In paragraph 13 of the document it is also noted that:

The state standard provides the emergence of personal characteristics of a student oriented to the following value orientations:

- Love for the Motherland, respect for national traditions, and respect for cultural and natural resources of Kyrgyzstan;
- Understanding and acceptance of basic democratic and civil rights and freedoms, the awareness of the moral sense of freedom in close connection with the responsibility and ability to make and defend personal choice;
- Awareness and acceptance of the value of cultural diversity as a basis for tolerant behavior in the social, political and cultural life, introduction to language and culture with the simultaneous development of cultural and spiritual values of the people of his country and the world;
- Self-respect and the possibility of realizing personal potential, readiness for active work, providing personal well-being in the contemporary socio-economic conditions;
- Adherence to the principles of sustainable development, prevention of social and environmental consequences of technological development, safety and a healthy lifestyle.

On the basis of state standards (approved by the Ministry of Education and Science in 2009, the Government of the Kyrgyz Republic - in 2014) substantive standards of the new generation have been developed for primary schools (approved in 2010), which set out substantive competence, including the specified value installation, as part of the learning outcomes. Also, they are part of the learning outcomes of the new generation of standards for basic and higher levels of secondary school currently under development.

For example, the following competences are indicated among the subject competences for the course "Motherland Studies" for elementary school:

- The ability to observe and classify, ask questions and determine the causes and consequences
- Ability to explain the world around us, to work with information, analyze and evaluate various phenomena and events
- Ability to conduct research and problem solving
- Ability to use and explain how to use technology to improve the standard of living
- The ability to discuss and appreciate the events of history, proud traditions and customs of Kyrgyzstan
- The ability to create, draw and develop ideas on geography, social and environmental subjects
- Ability to work independently and to know their rights, to be responsible for their actions, health, etc. make decisions, develop self-esteem.
- The ability to interactively communicate with others (consider the opinions of others)
- The ability to collaborate and interact with other multicultural society
- Perform his/her duties as a citizen of Kyrgyzstan

Also for other subjects issues and topics of education for sustainable development are taken into account.

In the state educational standards of higher education in 8 directions Teacher Education (bachelor's) Recommend Association for Teacher Education

*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
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum <sup>11</sup> /programme of study at various levels of formal education?												
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.</i></p> <p>In the state educational standards of secondary education of the Kyrgyz Republic in Chapter 3 on "Requirements for the structure and the learning process" it is stated that:</p> <p>48. In order to achieve the objectives laid down in the standard a set requirements for the implementation of the standard, in terms of the organization of the learning process are developed.</p> <p>49. The educational process, result-oriented and aimed to develop students set individual competencies, requires the use of different forms of activity on the formation of the active position of students in relation to their own learning. Mechanism of inclusion of students in activities to develop their abilities, are learning technologies.</p> <p>50. The process approach to learning involves the student in a number of new interactions among them - the interaction between the students themselves (in pairs or groups); constructive interaction (individual or group) with the teacher; independent work with different types of information.</p> <p>51. Learning Technologies provide increased independence of pupils in learning and increase their responsibility for the results of their own learning.</p> <p>In this regard, schools in KR are more active users of interactive learning technologies, project work, including on issues of sustainable social, environmental development.</p> <p>In the vocational educational system of KR it is less active, but this process also occurs there.</p> <p><i>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.</i></p> <table border="1" data-bbox="974 981 1574 1050"> <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 checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
<b>Indicator 2.2 Strategies to implement ESD are clearly identified</b>													
Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects <sup>12</sup> only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project <sup>13</sup> ; (e) other approaches?												

<sup>11</sup> Idem.

<sup>12</sup> E.g., geography or biology. For higher education, "subject" means "course".

<sup>13</sup> A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Please specify for different levels of education system in accordance with ISCED by ticking ( ✓ ) in the table as appropriate.</p> <table border="1"> <thead> <tr> <th>ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> <th>(d)</th> <th>(e)</th> </tr> <tr> <td></td> <td>Yes</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>X</td> <td></td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>1. Primary education</td> <td>X</td> <td>X</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>X</td> <td>X</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).</p> <p>Since 2011, there have been changes in the forms of wage determination for employees of educational institutions. Along with basic and compensatory part of wages a stimulating fund was established, which is formed at the level of each school and distributed by participants in teaching schools among teachers for a demonstrated improvement in the quality of their work. One of the indicators to obtain these funds is the development / participation, together with the students in different types of projects, programs, and -training and the use of its results in the classroom on various issues, including - on environmental issues and sustainable development.</p>	ISCED levels 2011	(a)	(b)	(c)	(d)	(e)		Yes	Yes	Yes	Yes	Yes	0. Early childhood education	X			X		1. Primary education	X	X				2. Lower secondary education	X	X	X	X		3. Upper secondary education	X	X	X	X		4. Post-secondary non-tertiary education						5. Short-cycle tertiary education						6. Bachelor's or equivalent level	X	X		X		7. Master's or equivalent level					
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<b>Indicator 2.3 A whole-institution approach<sup>14</sup> to SD/ESD is promoted</b>																																																													
Sub-indicator 2.3.1	Do educational institutions <sup>15</sup> adopt a “whole-institution approach” to SD/ESD?																																																												

<sup>14</sup> 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).

<sup>15</sup> For higher education institutions: whole-university, whole-college or whole-faculty approach (including inter-faculty approaches).



Yes <input type="checkbox"/> No <input type="checkbox"/> V	<p><i>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.</i></p> <p>Currently, educational institutions of Kyrgyzstan do not have separate plans for ESD. But in 2014 the "Concept of education of pupils and students of the Kyrgyz Republic until 2020" was adopted, which aims to implement the rules laid down in the National Sustainable Development Strategy of the Kyrgyz Republic. Part of it is environmental, civil, multicultural education, which contributes to the implementation of goals, objectives and principles of ESD. Each school has its own plan for Kyrgyzstan's work to implement the concept.</p> <p><i>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.</i></p> <table border="1" data-bbox="981 539 1563 963"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0. Early childhood education</td><td></td></tr> <tr><td>1. Primary education</td><td></td></tr> <tr><td>2. Lower secondary education</td><td></td></tr> <tr><td>3. Upper secondary education</td><td></td></tr> <tr><td>4. Post-secondary non-tertiary education</td><td></td></tr> <tr><td>5. Short-cycle tertiary education</td><td></td></tr> <tr><td>6. Bachelor's or equivalent level</td><td></td></tr> <tr><td>7. Master's or equivalent level</td><td></td></tr> <tr><td>8. Doctoral or equivalent level</td><td></td></tr> </tbody> </table>	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	
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Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?																				
Yes <input type="checkbox"/> No <input type="checkbox"/> V	<p><i>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.</i></p> <table border="1" data-bbox="981 1114 1563 1457"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0. Early childhood education</td><td></td></tr> <tr><td>1. Primary education</td><td></td></tr> <tr><td>2. Lower secondary education</td><td></td></tr> <tr><td>3. Upper secondary education</td><td></td></tr> <tr><td>4. Post-secondary non-tertiary education</td><td></td></tr> <tr><td>5. Short-cycle tertiary education</td><td></td></tr> <tr><td>6. Bachelor's or equivalent level</td><td></td></tr> <tr><td>7. Master's or equivalent level</td><td></td></tr> </tbody> </table>	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			
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8. Doctoral or equivalent level	
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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	X
5. Short-cycle tertiary education	X
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	
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<b>Indicator 2.4 ESD is addressed by quality assessment/enhancement systems</b>																																												
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems?: <sup>16</sup> (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?																																											
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please elaborate.</i></p> <p><i>Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> </tr> <tr> <th><i>Yes</i></th> <th><i>Yes</i></th> <th><i>Yes</i></th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Primary education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td></td> <td></td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> <td></td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this data (i.e., provide examples on how the data was compiled).</i></p>	ISCED levels 2011	(a)	(b)	(c)	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	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			
ISCED levels 2011	(a)		(b)	(c)																																								
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<b>Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice</b>																																												
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>Please specify and provide information on new developments and good practice examples.</i></p> <ul style="list-style-type: none"> <li>● Environmental, local history and tourist clubs in schools of Kyrgyzstan</li> <li>● Activists of the "Green Patrol" in schools and centers of additional children's education</li> <li>● Annual Republican seminar for head teachers on educational work of vocational education on ESD in the framework of the UN Decade of Education for Sustainable Development in Kyrgyzstan</li> <li>● Environmental Conference for schoolchildren in Bishkek and Chui oblast</li> <li>● National Environmental competition among vocational schools on the theme "To 'green' economy through eco-educational buildings!"</li> </ul>																																											

	<ul style="list-style-type: none"> <li>• In order to inform about the importance of water conservation and energy in 2013, the RCCERST supported by SAEPF prepared 2 pyramid brochures. The brochures from the “DIY” series offer compliance with simple rules and actions for energy efficiency and water conservation in schools and homes.</li> <li>• Information campaign in children's summer camps "Protect yourself from the sun."</li> <li>• Information campaign for teachers and pupils, timed to the International Day for the Preservation of the Ozone Layer conducted by the Ozone center and carried out in partnership with SAEPF, RCE-KG and RCCERST.</li> <li>• Annual environmental action "March for Parks and Reserves" organized by SAEPF and held throughout the country;</li> <li>• Network "of schools and universities on water quality in Kyrgyzstan"</li> <li>• Distance learning course for students of Kyrgyzstan "Sustainable development of mountain areas."</li> </ul> <p>Environmental education and training in after-hour (design) work with schoolchildren, students, inform and educate local communities and the general population (Public Fund "Taalim Forum"). Activities were carried out using the following methods: organizing educational trips for schoolchildren across the country, training of pupils and students in the area through direct immersion in the natural and socio-cultural environment, conducting distance learning courses and summer schools for the development of systemic / holistic thinking; publication of educational and developing literature for students and the general population, including the conservation of biological and cultural diversity; festivals to enhance the ecological culture and awareness of the general public to issues such as a clean environment, ethical consumption.</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>Please specify and provide information on new developments and good practice examples.</i></p> <p>The “From a pastoralist to a pastoralist” school - training for animal breeders on sustainable use of pasture resources, nomadic kitchen, herbs, landscape conservation (Rural Development Fund)</p> <p>Training on organic fruit growing population Ak-Taly region of Naryn oblast (Public Fund "Taalim Forum"), as well as various organizations such as Helvetas, Organic CG Karagat fest - Helvetas, RP Bio-Muras «Slow food» working to support farmers</p>
Sub-indicator 2.5.3	Are there any instruments (e.g. research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify in particular what instruments were the most effective in assessing the outcomes of ESD as a result of non-formal/informal learning.</i>
<b>Indicator 2.6 ESD implementation is a multi-stakeholder process<sup>17</sup></b>	
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>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.</i></p> <p>Information exhibitions on Sustainable Development, Energy, climate change and environmental safety for students and teachers from all regions of the country were held annually. The exhibitions were organized by NGO "BIOM". During the exhibition visitors received advice and specially designed "BIOM" information leaflets and posters on the above topics. With financial and organizational support of the program "Education Reform" of the Soros Foundation Kyrgyzstan within the project "Promoting higher education reform", as well as the international project “SPARE” of the Norwegian Society for the Conservation of Nature, supported by the Norwegian Foreign Ministry, BIOM developed a set of teaching materials for Master's level education, as well as a series of</p>

<sup>17</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).

	<p>textbooks reflecting the principles of education for sustainable development:</p> <ul style="list-style-type: none"> <li>● State educational standard of higher education in 8 directions Teacher Education, approved by the Ministry of Education</li> <li>● The training facilities for the preparation of bachelors in "Science education" and "Pedagogy"</li> <li>● The training systems for masters on subjects: "Educational Psychology", "Modern problems of science and education" and "History of World Civilizations"</li> <li>● Methodical instructions for the passage of pedagogical practice</li> <li>● Internship diary for students of pedagogical specialties.</li> </ul> <p>Experience on incorporating ESD into the system of higher education was presented to representatives of the MESC KR by the largest universities in Bishkek, Naryn, Talas, Osh and Issyk-Kul region, as well as members of the National Council for Education Reform. To this end, meetings were held, during which the questions were presented in the education program for the transition of the Kyrgyz Republic to Sustainable Development for 2013-2017, a discussion on the prospects for implementation of sustainable development and conservation of resources in university teacher education was organized, as well as new state standards teacher education for undergraduate and educational-methodical complexes, based on the competence approach, were presented.</p> <p>As part of the practical component of the work in this direction several publications were prepared. For example the brochure "Guidelines for the construction of efficient stoves", produced together with UNDP in two languages - Kyrgyz and Russian; brochure "How to make the house warm with your own hands." Also posters "Solar Power", "solar energy", "Solar photovoltaic power plant", "micro-hydro", "Save the floodplain forests of the Issyk-Kul", "Solar energy- Kyrgyzstan", "Natural ecosystems, sustainable basis development", "Plants of the Red Book of Kyrgyzstan", "Biodiversity of Issyk-Kul: rare and endangered species", "stable climate healthy nation" were developed and released in 2 languages . Also, BIOM released an information bulletin in Kyrgyz and Russian languages: "Information Bulletin № 1 on school project for the conservation of energy and resources», "Information Bulletin № 2 on Climate Change", "Information Bulletin № 3 on Energy efficiency and conservation", "Information Bulletin № 4 on sustainable development and biodiversity". A publication on water as a resource is to be published next in the Bulletin № 5, and in Bulletin № 6 the issue of safe schools will be discussed.</p> <p>Also Manual for grades 9-11 "Energy and Environment", Toolkit for teachers in grades 9-11 on "Energy and Environment" and Toolkit for teachers in grades 8-11, as well as for electives and natural science clubs a manual on "Sustainable development, energy efficiency and environmental safety" were produced.</p>
<p><i>Concluding remarks on issue 2</i></p>	<p><i>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</i></p>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> <li>– <i>Which actions/initiatives have been particularly successful and why?</i></li> <li>– <i>What challenges did your country encounter when implementing this objective?</i></li> <li>– <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i></li> </ul> <p>Implementation of ESD as a process involving a wide range of stakeholders in the Kyrgyz Republic can be considered satisfactory, since in such activities strengths and weaknesses of the overall process are identified. Past events: conferences, seminars, round tables, public hearings and environmental actions increases the potential stakeholders and key actors of the process. However, weak government support, lack of understanding of the importance of ESD can not bring the process to a proper level and implemented in all sectors.</p> <p>In the future, it is necessary that the ESD is incorporated in the state program to provide funding for this process.</p>
<p><b>Issue 3. Equip educators with the competence to include SD in their teaching</b></p>	

<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
<b>Indicator 3.1 ESD is included in the training<sup>18</sup> of educators</b>	
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? <sup>19</sup>
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>In particular specify what ESD competences<sup>20</sup> are explicitly included in the study programmes.</i></p> <p>In the state educational standards of secondary education of the Kyrgyz Republic three key competencies are listed. In accordance with the categories of resources that are used by a person in the personal and professional spheres (information resources, other individuals and groups, personal qualities and capabilities of the person), the following are key competencies:</p> <p>1) information competence - requires the ability to work with information: a targeted search for the missing information, compare fragments, be skilled in holistic analysis and formulation of hypotheses. Allows a person to make informed decisions based on critical thinking about information;</p> <p>2) social and communicative competence - a willingness to match its aspirations with the interests of other people and social groups, defend his/her point of view on the basis of the recognition of the diversity of positions and respect for the values (religious, ethnic, professional, personal) of others. Readiness to receive the necessary information in the dialog and present it in oral and written forms to resolve personal, social and professional problems. Allows you to use other people's resources and social institutions to solve problems;</p> <p>3) competence for self-organization and problem solving - a willingness to detect inconsistencies in information, educational and life situations and solve them using a variety of methods, alone or in cooperation with others, and make decisions on how to proceed.</p> <p>In the state educational standards of higher education in eight directions of Teacher Education (bachelor) the following competencies are listed:</p> <ul style="list-style-type: none"> <li>● Ready to create a developing environment for education and training in accordance with the principles of student-centered learning and create a safe educational environment for learning and sustainable development;</li> <li>● Know and accept different views, ideology, cultural diversity.</li> </ul> <p>In the state educational standards of higher education in the areas of Teacher Education (Master) the following competencies are listed:</p> <ul style="list-style-type: none"> <li>● General pedagogical competences: a way to use the opportunities of the educational environment and create a safe educational environment for learning and sustainable development;</li> <li>● Special pedagogical competence: to understand the value of inclusion in education, is ready to consider different points of view that are important to reconcile ideas about a sustainable future; Knows the peculiarities of personality development in a multicultural environment (cultural diversity and multilingualism), may generate an environment conducive to meeting the cultural needs and cultural development of the individual groups.</li> </ul>
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? <sup>21</sup>

<sup>18</sup> ESD is addressed by content and/or by methodology.

<sup>19</sup> For higher education institutions: the focus is here on existing teacher training at universities/colleges regarding SD and ESD for university/college teachers.

<sup>20</sup> 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>.

<sup>21</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.

Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>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.</i></p> <p>Every year in all areas of Kyrgyzstan and Bishkek seminars on improving the competence of teachers and the integration of ESD in their teaching are organized by the, SAEPF KR in partnership with MESC KR, non-governmental and international organizations. Seminars and workshops on the themes: "SD issues, energy efficiency and environmental safety in the school system and learning outside the classroom", "Formation of competence, sustainable development and social security", "Education for Sustainable Development: Concept, opportunities and current challenges", "Energy Efficiency and the use of renewable energy ", " Teaching climate change, energy efficiency and renewable energy at the appointed time and after school ", " Questions of ozone layer protection and biodiversity in school "and many others are conducted. Teachers receive an information kit to work in the classroom and for extra-curricular activities. Teachers develop hourly syllabi using obtained posters, newsletters and manuals. Annually in Bishkek methodological seminars on key topics of ESD in partnership with MESC KR for methodists of regional institutes and centers of education in the subjects physics, chemistry, biology and geography Chui, Naryn and Issyk-Kul, Osh, Jalal-Abad, Talas oblasts and the city Bishkek are held. In schools banners on "Education for Sustainable Development", "Food Security", "stable climate - our safe future", "Solar energy - Kyrgyzstan" are displayed. In 2013 and 2014 in Bishkek an International School of pedagogical skills on the topic "Energy saving and climate change in schools of Central Asia" with the participation of 4 countries of Central Asia and Russia, Moldova and Ukraine with the participation of MESC KR was organized. Competition is held annually as part of the international educational project SPARE world and the UN Decade "Education for Sustainable Development" with the support of the Norwegian Society for the Conservation of Nature and INFORSE Europe (European Network of Sustainable Energy).</p> <p><i>Please also update the information provided under the phase II national implementation reporting in appendix III.</i></p>
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>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.</i></p> <p>Kyrgyz Academy of Education (Bishkek), as well as education institutions and centers of education (covering all 7 areas of the Kyrgyz Republic), postgraduate education educators, conduct training programs for teachers. Further training is conducted in accordance with the Law "On Education", at least 1 time 5 years. Principals and head teachers of educational institutions read management courses in Education, courses associated with the performance of their duties, as well as courses aimed at acquaintance with the country's key documents, including - National Sustainable Development Strategy. Training programs provide expertise in the field of organizational activities, as well as awareness of environmental issues and sustainable development in general.</p>
<b>Indicator 3.2 Opportunities exist for educators to cooperate on ESD</b>	
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>RCE-Kyrgyzstan - platforms of educators and representatives of local government bodies involved in the implementation of ESD, in 2007, Kyrgyzstan has been a Regional Centre of Expertise on Education for Sustainable Development with the support of the Institute for Advanced Studies of the University Council, which promotes joint efforts of various organizations to develop education for the conservation of mountain ecosystems, ESD, SD, biodiversity conservation and revival of national environmental traditions in local governance.</p> <p>Network of schools SPARE (School Project on the use of resources and energy). Each school will receive a set of information and</p>

	<p>educational materials on sustainable development, energy efficiency and climate change, environmental safety, sanitation and others.</p> <p>Network "of schools and universities on water quality in Kyrgyzstan" and others.</p> <p>Network of schools "Akmena" - helps schools include sustainable development into subjects such as physics, biology, chemistry, geography and mathematics, as well as to develop environmental projects, conduct research and make exciting discoveries, promoting sustainable lifestyles students teachers and parents; UNESCO network of schools; Network "Healthy Schools" - helps promote school knowledge and skills of a healthy lifestyle, smoking cessation, alcohol and improve their health; university / college teachers in their own universities / colleges.</p> <p>Network of schools of NGO "Taalim Forum" - contributes to the preservation of traditional knowledge dissemination through training programs and use them in order to protect the environment; RDYUtsEKiT - a network of schools in the country, and others; "Change" is engaged in civic education, Prva human, ecological and economic debates, interactive teaching methods for teachers, schools and universities Network for Human Rights and others.</p> <p>National Children and Youth Centre of Ecology, Local History and Tourism - operates on the territory of the republic. Includes more than 2,000 schools, which are active in these areas - education for sustainable development, environmental education, local history, tourism. Every year in the framework of the republican ecological action "Live Earth", "March of Parks", Republican seminars for secondary school teachers, in which measures are being taken to inform teachers on ESD, improving the competence of teachers on ESD, as well as the integration of ESD programs and courses with special themes.</p> <p>International educational institution "Sebat", which includes 14 Kyrgyz-Turkish lyceum "Sebat"</p>
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? <sup>22</sup>
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify how, listing the major ones, and describing them as appropriate.</i></p> <p>Annually RFOPiRLO operating at SAEPF KR, allocates funds to RCCERST, RCE-KR, PA "Akmena", Taalim Forum", as well as organization of the event on ESD and EE - "March of parks and nature reserves", seminars and workshops on EE and ESD, and so on.</p>
Concluding remarks issue 3	<p><i>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</i></p>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> <li>- <i>Which actions/initiatives have been particularly successful and why?</i></li> <li>- <i>What challenges did your country encounter when implementing this objective?</i></li> <li>- <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i></li> </ul> <p>Improving competences of teachers are carried out mainly by the civil sector and the KAO. This process involving a wide range of stakeholders in the Kyrgyz Republic can be considered satisfactory. Seminars and trainings for teachers are making a positive contribution to improving the capacity of teachers in the field of ESD. However, government support and increase funding, the organization of permanent teacher training in all regions of the country would give a powerful impetus for a successful</p>



	implementation of ESD at all levels of education. In the future, it is necessary when the ESD in the state program to provide funding for this process.
<b>Issue 4. Ensure that adequate tools and materials for ESD are accessible</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 4.1 Teaching tools and materials for ESD are produced</b>	
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please describe.</i>
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>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.</i> SEF and the RLS allocated financial resources for the production and development of training materials, conducting actions, seminars and conferences - each year about 25 thousand US dollars
<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 checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	In 2006, the Ministry of Education and Science approved the "Regulations and practical guide to evaluating the content and structure of the textbook of the new generation." The document defines the principles for the development and evaluation parameters of textbooks and teaching aids for schools: <ol style="list-style-type: none"> <li>1. Reflection of human values</li> <li>2. Development of Human Potential</li> <li>3. Compliance with government regulations in the field of education, and others.</li> </ol> Each parameter has a number of indicators, such as: <ul style="list-style-type: none"> <li>● Multiculturalism</li> <li>● Gender sensitivity</li> <li>● Human rights</li> <li>● Civicism</li> <li>● The secular nature of interpretation of</li> <li>● Political Correctness</li> <li>● Stimulating learning and cognitive activity (development of competencies)</li> <li>● Orientation to life skills, etc..</li> </ul> In March 2014 a Decree was adopted by the Ministry of Education and Science of the Kyrgyz Republic "On finalizing the concepts and practical guidelines for the assessment of new textbooks", which spelled out the need to finalize the document "subject to the requirements of the National Strategy for Sustainable Development and the Programme and Action Plan of the Government of the Kyrgyz Republic on the implementation of the National Strategy sustainable development ", as well as the educational standard and substantive standards of the new generation. This decree established a working group, which will complete the work by the end of 2014, and which will therefore strengthen the evaluation indicators related to the introduction of textbooks and educational materials on sustainable development.

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 <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify. If the answer is yes for (b), please specify by ticking ( ✓ ) in the table as appropriate.</i></p> <table border="1"> <thead> <tr> <th>ISCED levels 2011<sup>23</sup></th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>X</td> </tr> <tr> <td>1. Primary education</td> <td>X</td> </tr> <tr> <td>2. Lower secondary education</td> <td>X</td> </tr> <tr> <td>3. Upper secondary education</td> <td>X</td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>X</td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>X</td> </tr> <tr> <td>8 Doctoral or equivalent level</td> <td>X</td> </tr> </tbody> </table>	ISCED levels 2011 <sup>23</sup>	Yes	0. Early childhood education	X	1. Primary education	X	2. Lower secondary education	X	3. Upper secondary education	X	4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level	X	7. Master's or equivalent level	X	8 Doctoral or equivalent level	X
ISCED levels 2011 <sup>23</sup>	Yes																				
0. Early childhood education	X																				
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6. Bachelor's or equivalent level	X																				
7. Master's or equivalent level	X																				
8 Doctoral or equivalent level	X																				
<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 type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please describe and in particular highlight what measures are the most efficient for dissemination.</i>																				
Sub-indicator 4.3.2	Is public authority money invested in this activity?																				
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify to what extent by providing an indication of the amount in USD, and please also mention any other significant sources of funding.</i>																				
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?																				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe and name in particular official Internet sites.</i></p> <p><a href="http://www.biom.kg">http://www.biom.kg</a>, <a href="http://www.spareworld.org/">http://www.spareworld.org/</a>, <a href="http://edu-resource.net/">http://edu-resource.net/</a>, <a href="http://csip.asia">http://csip.asia</a>, <a href="http://www.akmena.org/">http://www.akmena.org/</a>, <a href="http://www.ecobilim.kg/">http://www.ecobilim.kg/</a>, <a href="http://www.taalimforum.kg/">http://www.taalimforum.kg/</a> u др.</p>																				
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet?; (b) provided through other channels?																				

(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>For (a) and (b) please specify and mention by whom it was established and by whom it is managed.</i>
(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i><a href="http://www.biom.kg/">http://www.biom.kg/</a>, <a href="http://www.spareworld.org/">http://www.spareworld.org/</a>, <a href="http://edu-resource.net/">http://edu-resource.net/</a>, <a href="http://csip.asia">http://csip.asia</a>, <a href="http://www.akmena.org/">http://www.akmena.org/</a>, <a href="http://www.ecobilim.kg/">http://www.ecobilim.kg/</a>, <a href="http://www.taalimforum.kg/">http://www.taalimforum.kg/</a></i>
	All resources were created pripodderzhke mezhdunarдного organizations and managed gosudarstvennymii public organizations - the owners of resources
<i>Concluding remarks issue 4</i>	<i>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</i>
	<i>Please address in particular the following questions:</i> <ul style="list-style-type: none"> <li>- <i>Which actions/initiatives have been particularly successful and why?</i></li> <li>- <i>What challenges did your country encounter when implementing this objective?</i></li> <li>- <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i></li> </ul>
<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>	
<p>Science. MESK KR has a policy in the sphere of science to strengthen scientific and technological capacity and the contribution of science and technology in solving social and economic problems of the Kyrgyz Republic. However, there is no unified system of management of science - it is spread out on three institutions: the Ministry of Education, National Academy of Sciences of the Kyrgyz Republic Kyrgyzpatent.</p>	
<p>In the area of regulatory support the development of science is determined by the laws of the Kyrgyz Republic "On Science and Foundations of State Science and Technology Policy," "On the system of scientific and technical information" and others. However, these laws are indicated in the main institutional problems in the functioning of science and there is no clearly defined action which would be designed to maintain innovation in science, new forms of organization of scientific activity, etc..</p>	
<p>Personnel issue in science is largely associated with economic problems, including an aging laboratory equipment and the inability to perform modern research on it; decline in the prestige of scientific activity; poorly posed system of search and selection of talented youth to attract it into scientific activities, and as a result, the aging of scientific personnel, the weakening of pre-existing scientific schools.</p>	
<p>In recent years, as problems become apparent complexity of the work of young researchers trained service or training in foreign universities or other educational (academic) institutions in the current academic structures, forcing talented young people either leave the country or change of activity.</p>	
<p>At the same time, university graduates in Kyrgyzstan do not always have the necessary competence for research work, which is associated with the weak development of science in the universities of the Kyrgyz Republic and the lack of qualifications of the teaching staff - of the total number of faculty members a doctorate have about 5%, PhD - 23% of teachers.</p>	
<p>The weakness of the knowledge base of science, as well as lack of contacts with foreign scientists, the lack of references to the works of the Kyrgyz scientists in the world renowned "Citation Index" closes the science of Kyrgyzstan on the narrow, local problems complicates introduction and implementation of new methodologies for research, reinforces the gap between the latest development trends in important sectors of the country.</p>	
<p>The need to reorient science to support innovations aimed at sustainable development, the need to reorient basic and applied research on the relevance for sustainable development of Kyrgyzstan issues.</p>	

**Program and action plan for the implementation of the NSDS RCC section 4.2 - approved by the Governmental Decree of April 30, 2013 № 218, approved by the Resolution PKR dated December 18, 2013 №3694-V**

The area of fundamental and applied research is focused on the challenges of sustainable development and the transition to a "green economy" (2015 - not less than 50% of themes)

Priority 3: "The reorientation of the sphere of science, including - high school, to work with a specific customer-oriented promotion of sustainable development of the country", it is planned to advance through the following tasks:

1. application of advances in basic and applied research into practice to ensure the sustainable development of the country;
2. functional analysis of scientific institutions;
3. training of young personnel for scientific research.

To solve the first problem is planned to implement the following measures:

- development of regulations framework to university to spend at least 10% of the amount of special funds for scientific research;
- (Ii) development of priority directions of science, including economically important for the state of sustainable development projects (on the basis of universities and university research institutes).

To solve the second problem will be implemented the following measures:

- optimization of the number of subjects and research;
- recognition of the country's foreign university PhD degrees belonging to the main world rankings;
- involvement in teaching at universities in Kyrgyzstan, to the leadership of graduate students to participate in the dissertation committees and Kyrgyz foreign experts with international experience in international projects;
- modernization of management science for sustainable development of the industry and policy coherence in the field of scientific research;
- establishment of research institutes at universities;
- normative legal support the establishment and operation of the Fund for Scientific accumulation of funds for research and providing innovative research on the basis of open competition;
- providing documentation of the results of scientific work, constant updating of databases of scientific, technical and personnel information.

For the training of young personnel for scientific research (third goal) will be implemented the following measures:

- creation of a system of search and selection of talented young people to raise it in the scientific activity;
- attract young scientists trained service or training in foreign universities or other educational (academic) institutions, researchers, to conduct research
- introduction citation index of scientists of Kyrgyzstan in the process of examination of research projects and evaluation of the activities of scientists.

**Indicator 5.1 Research<sup>24</sup> on ESD is promoted**

Sub-indicator 5.1.1 Is research that addresses content and methods for ESD<sup>25</sup> supported?

Yes  No

*Please specify in particular the most important outcomes of supported research.*

For example, in 2013 the Kyrgyz Scientific-Technical Center "Energy" implemented the project "Scientific basis for the rational and economical use of energy resources and ways to improve energy efficiency," which resulted in the development of algorithms and technical solutions to improve the reliability and efficiency of electricity distribution networks, which have already been transferred

<sup>24</sup> These include support from various sources, such as State, local authorities, business and non-governmental organizations or institutions.

<sup>25</sup> 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.

	to the introduction of the Ministry of Energy and Industry of the Kyrgyz Republic. Given the importance of the development of agriculture to the Kyrgyz Republic, the project aimed at improving the productivity of pastures, made by A.Duysheeva Veterinary Research Institute which resulted in the elimination of a new variety of smooth brome-grass, passed already at the state variety trials.
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> V	<i>Please specify what subjects were investigated and list major reports.</i>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: <sup>26</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"/> V (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> V (2) (a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> V (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> V	<i>Please specify what programmes are available and list the most important academic dissertations that address ESD.</i>
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"/> V (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> V	<i>Please provide information on (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>27</sup>
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify what main projects were/are being implemented to that end.</i>
<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>28</sup> to share the results of research and examples of good practices in ESD <sup>29</sup> among authorities and stakeholders?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> V	<i>Please specify and provide information about where published research and dissertations are accessible.</i>

<sup>26</sup> ESD is addressed by substance and/or by approach.

<sup>27</sup> Activities may include projects, action research, social learning and multi-stakeholder teams.

<sup>28</sup> E.g., conferences, summer schools, journals, periodicals, networks.

<sup>29</sup> 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 <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please name the major publications for (a) and (b).</i>
(b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>• Report on implementation of the UNECE Strategy for education for sustainable development in Kyrgyz Republic. Within the framework of the UN Decade of EfSD (2005-2014). 2007 <a href="http://www.unece.org/env/esd/Implementation/reportsGov/pilot/Kyrgyzstan_eng.pdf">http://www.unece.org/env/esd/Implementation/reportsGov/pilot/Kyrgyzstan_eng.pdf</a></li> <li>• Sharing public opinion and informing the public about environmental protection issues by carrying out annual ecological activities "Tenirim koldosun" by means of interdepartmental and intersectoral cooperation. Duishenova J., Amanaliyev M. <a href="http://www.unece.org/env/esd/GoodPractices/Submissions/Countries/Kyrgyzstan/National%20Agency%20for%20Environmental%20Protection%20and%20Forestry/National%20Agency%20for%20Environmental%20Protection%20and%20Forestry_e.pdf">www.unece.org/env/esd/GoodPractices/Submissions/Countries/Kyrgyzstan/National%20Agency%20for%20Environmental%20Protection%20and%20Forestry/National%20Agency%20for%20Environmental%20Protection%20and%20Forestry_e.pdf</a></li> <li>• Duishenova J., Postnova E. Review of progress in the field of education for sustainable development in the Kyrgyz Republic. - Journal of BSU</li> <li>• Regional network of partners of the CAREC Environmental Education Programme is widening. New contacts with heads of Career Enhancement Institutes (CEI) of Uzbekistan, Kazakhstan, Tajikistan and Kyrgyzstan have been set up as with a new target group. <a href="http://www.carec.kz/english/news/06.07.2007/06.07.2007.htm">http://www.carec.kz/english/news/06.07.2007/06.07.2007.htm</a></li> <li>• The concept of environmental safety of the Kyrgyz Republic. State Agency on Environment Protection and Forestry under the Government of the Kyrgyz Republic.</li> <li>• Duishenova F, Sadykova CH.M .. Education for Sustainable Development in Kyrgyzstan Kyrgyzstan RCE II National Congress of Teachers</li> <li>• Duishenova Jyldyz, Sadykova Chinara M. "Kyrgyzstan Regional Centers of Expertise on Education for Sustainable Development implementation with priority to Mountain ecosystems conservation" Eco-Peace UNEP Leadership programm (Korea, Seoul) February 2008</li> <li>• Sadykova Chinara, Duishenova Jyldyz "RCE Kyrgyzstan implementation" book chapter in "RCE in Practice: Case Studies of the Regional Centres of Expertise on Education for Sustainable Development" this book will be present on III RCE International Conference in Barcelona Spain July 2008.</li> <li>• Domashov IA, Kirilenko AV Korotenko VA, EA Postnova School of Sustainable Development.</li> <li>• RCE Kyrgyzstan Factsheet website: <a href="http://www.ias.unu.edu/resource_centre/RCE%20Kyrgyzstan%20-%20Russian.pdf">http://www.ias.unu.edu/resource_centre/RCE%20Kyrgyzstan%20-%20Russian.pdf</a>.</li> <li>• RCE Kyrgyzstan Factsheet website - English, Russian and kyrgyz version <a href="http://www.ias.unu.edu/resource_centre/RCE%20Kyrgyzstan.pdf">http://www.ias.unu.edu/resource_centre/RCE%20Kyrgyzstan.pdf</a>.</li> <li>• Karasaeva AH, Shukurov EJ, Rodina EM, Sadykova Ch.M., Duishenova JC Sustainable Development. Handbook for university teachers on the implementation of the KR purposes and principles of ESD. MANUAL GS Akmena "Steps towards sustainable schools"</li> <li>• BOOK KEN Webster and E. Postnova "Common sense and sustainability"</li> <li>• Manual for schools - OO KAYBEREN Aigul Kerimkulovna Bekbolotov</li> <li>• Manual for ecosanitation / benefit BIOM</li> <li>• "Energy and Environment" - and many others benefit BIOM</li> <li>• In 2013 RCE-RG and PP Akmena in partnership with SAEPF KR prepared with the support of Helvetas "Analytical review of the integration of ESD and the green economy in the VET system"</li> </ul>
Concluding remarks on issue 5	<i>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.</i>

	<ul style="list-style-type: none"> <li>- Which actions/initiatives have been particularly successful and why?</li> <li>- What challenges did your country encounter when implementing this objective?</li> <li>- Which other considerations have to be taken into account in future ESD implementation concerning this objective?</li> </ul> <p>The activities in this direction is carried out by many actors in ESD in the country with the assistance of SAEPF and international donor organizations, but lack of funding does not allow it to fully work.</p>
<b>Issue 6. Strengthen cooperation on ESD at all levels within the ECE 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 ECE region and beyond</b>	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international <sup>30</sup> networks on ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify concrete networks and explain who supports these networks.</i></p> <p>Cooperation is carried out within the framework of CAREC, EECCA ICSD, CAI, CA RG ESD PIMO Osh, RCE network at the United Nations University in Japan, and others.</p>
Sub-indicator 6.1.2	Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify. List major networks.</i></p> <p>RCE network at the United Nations University in Japan, BIOM, SPARE, etc.</p>
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"/>	<p><i>Please specify and list the major ones.</i></p> <p>CA on EE&amp;ESD, CAREC, CAI, etc.</p>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please list and describe.</i>
<i>Concluding remarks on issue 6</i>	<p><i>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</i></p>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> <li>- Which actions/ initiatives have been particularly successful and for which reason?</li> <li>- What challenges did your country encounter when implementing this objective?</li> <li>- Which other considerations have to be taken into account in future ESD implementation concerning this objective?</li> </ul> <p>Lack of financial resources does not allow the government of our country to take active steps to promote ESD in international forums</p>

outside the UNECE region

**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.*

At the level of pre-school education, according to the standard "Early childhood education and care for children":

6. Orientation content of preschool education and childcare is aimed at:

- ... To introduce children to the universal values, national customs and traditions;
- social adaptation of the child;

The standard in Chapter 4. "Principles of educational activities OED" stated that:

4.4. Pre-school educational organizations and persons engaged in educational services and care for preschool children, take into account the individual needs and fulfill the following obligations:

- variety of resources for the activities that develop activities and games that provide practical experience, functional literacy to enable children to develop fully and comprehensively;
- Accordingly, for such activities as:
- Familiarization with the world
- Design, application
- Drawing (collage)

Traditional materials (felt, chii, leather) are used. And also in the school "Cork Honor" ("Fine-art creativity" standard approved in 2005, the standard for a new generation of 1-4 grades. - In 2010) (1-7 gr.), children learn national home decoration (yurt), traditional costumes, national ornament, for a number of lessons using traditional materials in order to explore the elements of a number of national crafts (working with felt, leather, enca, embroidery), using natural dyes and traditional. There is a partner network of organizations working in the field of traditional knowledge on the conservation of biological and cultural diversity. Learn more about the partner network on the website [www.tabiyat.kg](http://www.tabiyat.kg), web page [www.facebook.com/Tabiyat.Kg/](http://www.facebook.com/Tabiyat.Kg/).

Projects supported by the network Christensen Fund (<http://www.christensenfund.org/>) and other donors. Activities include: conducting research to document traditional knowledge, educational activities through workshops, summer schools and so on., Festivals, production of relevant information and educational publications, support custodians of traditional knowledge, development and creation of courses for students on traditional knowledge. In particular, regular regional and international festivals, including "Blossoming Apricot" (PF "Bio-Muras", Batken Oblast), "kiyiz Duino" (PF "Min-Kiyal") to support the artisans of the Issyk-Kul region, "shyrdak"- support artisans," Salbuurun"- the revival of traditional hunting with hunting dogs, eagles and archery at full gallop, and other activities aimed at supporting local producers, grades and crafts. Festival "Karagat" (Issyk-Kul region), with the support of the Alliance of Central Asian Mountain Communities and others. The movement of organic agriculture "Bio-KG»: forums and support local producers. Creating a network of community-based organizations "Kyrgyz email Akyl Kazyna" and teach them skills to the collection and preservation of traditional knowledge and strengthening local communities (Rural Development Fund, Institute for Sustainable Development Strategy). Organization of schools for pastoral farmers, training of traditional knowledge to improve the socio-economic development of local communities, sustainable use of pasture resources, herbs, upgrading landscapes (Rural Development Fund). The system of vocational training on Rural Development Fund has implemented additional programs on traditional games, nomadic cuisine, traditional spiritual values.

*What the role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.*



This task promotes revival, preservation, use and promotion of indigenous knowledge, as well as local and traditional knowledge in the field of ESD in our country.

**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 satisfactory progress of ESD issues in the Kyrgyz Republic, the country as a whole in the region is still a great need for expertise, advice and financial support of ESD. In implementing the strategy of the country faced a number of challenges and obstacles related to the lack of the necessary expertise and resources (financial) capacity. So far for many international donor organizations ESD did not become a priority in their activities, which creates difficulties in a more successful implementation of the Strategy. Would be great if UNECE raised the status of the issue to a higher level, it would give a powerful impetus for new initiatives ESD both in the country and in the region as a whole.

**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?*

Yes, the National Sustainable Development Strategy of the Kyrgyz Republic for the period 2013-2017 adopted and approved by President of the Kyrgyz Republic, allows conclusions about that, that the implementation of ESD will continue to be supported in the country after the completion of Phase III of the implementation of the UNECE Strategy for ESD and after the end of the Decade of ESD the United Nations. In addition to this a Coordination Council on Education for Sustainable Development was established in KR. Text on SD was translated into the national language and is available on the website [www.unece.org](http://www.unece.org). A number of state and public organizations annually implement projects in various aspects of ESD. Created in 2007 the Regional Center of Expertise on ESD under SAEPP KR is a platform for cooperation in the promotion of ESD in the region. But for a more effective promotion of ESD, as well as to achieve sustainable development goals there must be at the global and regional levels (and UNECE), the extension of the UN Decade for a few years (5-10 years).

## 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	X	X	X	X			X		
Citizenship, democracy and governance			X	X					
Human rights (e.g., gender and racial and intergenerational equity)		X	X	X			X		
Poverty alleviation									
Cultural diversity				X					
Biological and landscape diversity				X					
Environmental protection (waste management, etc.)			X	X					
Ecological principles/ecosystem approach				X			X		
Natural resource management (e.g., water, soil, mineral, fossil fuels)									
Climate change							X		
Personal and family health (e.g., HIV/AIDS, drug abuse)			X	X					
Environmental health (e.g., food and drinking; water quality; pollution)									
Corporate social responsibility									
Production and/or consumption patterns									
Economics									
Rural/urban development			X						
<b>Total</b>									
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
			V			

## 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<sup>31</sup>/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
<b>Learning to learn</b> Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?			X	X					
	- understanding complexity/systemic thinking?				X					
	- overcoming obstacles/problem-solving?		X	X	X					
	- managing change/problem-setting?									
	- creative thinking/future-oriented thinking?									
	- understanding interrelationships across disciplines/holistic approach?									
	<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:	- applying learning in a variety of life-wide contexts?	X	X	X	X					
	- decision-making, including in situations of uncertainty?									
	- dealing with crises and risks?									
	- acting responsibly?		X	X	X					
	- acting with self-respect?									
	- acting with determination?									
	<b>Total</b>									
- other (countries to add as many as needed)?										

Competence	Expected outcomes	ISCED Levels												
		0	1	2	3	4	5	6	7	8				
<b>Learning to be</b> Does education at each level enhance learners' capacity for:	- self-confidence?													
	- self-expression and communication?	X	X	X	X									
	- coping under stress?													
	- ability to identify and clarify values ( <i>for phase III</i> )?			X	X									
	<b>Total</b>													
<b>Learning to live and work together</b> Does education at each level enhance learners' capacity for:	- other ( <i>countries to add as many as needed</i> )?													
	-													
	- acting with responsibility (locally and globally)?	X	X	X	X									
	- acting with respect for others?	X	X	X	X									
	- identifying stakeholders and their interests?													
	- collaboration/team working?	X	X	X	X									
	- participation in democratic decision-making?				X									
	- negotiation and consensus-building?													
	- distributing responsibilities (subsidiarity)?													
	<b>Total</b>													
- other ( <i>countries to add as many as needed</i> )?														
-														

*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
			V			

## 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 <sup>a</sup>	ISCED Levels								
	0	1	2	3	4	5	6	7	8
Discussions			X	X					
Conceptual and perceptual mapping									
Philosophical inquiry									
Value clarification									
Simulations; role playing; games	X	X	X	X					
Scenarios; modelling			X	X					
Information and communication technology (ICT)			X	X					
Surveys									
Case studies									
Excursions and outdoor learning	X	X	X	X					
Learner-driven projects			X	X					
Good practice analyses									
Workplace experience									
Problem-solving									
<b>Total</b>									
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.

<sup>a</sup> 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
		V				

## 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		
	<i>Formal</i>	<i>Non-formal</i>	<i>Informal</i>
NGOs	+	+	+
Local government			
Organized labour			
Private sector			
Community-based			
Faith-based			
Media		+	
<b>Total</b>			
Other ( <i>countries to add as many as needed</i> )			

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
			V			

Table (b)  
According to United Nations Decade of ESD

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

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
		V				

## Appendix III

### 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 <sup>a</sup> to integrate ESD into their practice																	
	<i>Educators</i>												<i>Leaders/administrators<sup>b</sup></i>					
	<i>Initial<sup>c</sup></i>						<i>In service<sup>d</sup></i>						<i>In service<sup>e</sup></i>					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0.	X								1	1	1	1						
1.	X								1	1	1	1	1					
2.	X								1	1	1	1						
3.	X								1	1	1	1	1					
4.									1	1	1	1						
5.									1	1	1	1						
6.	X								1	1	1	1						
7.	X								1	1	1	1						
8.	X								1	1	1	1						
Non-formal	X								1	1	1	1						
Informal	X								1	1	1	1						

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

<sup>b</sup> See paras. 54 and 55 of the UNECE Strategy for ESD.

<sup>c</sup> 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.

<sup>d</sup> 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.

<sup>e</sup> 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.

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
				V		



## 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.

<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
<b>Indicator 1.2</b>	<b>Policy, regulatory and operational frameworks support the promotion of ESD</b>	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Completed
<b>Indicator 1.3</b>	<b>National policies support synergies between processes related to SD and ESD</b>	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Completed
<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
<b>Indicator 2.2</b>	<b>Strategies to implement ESD are clearly identified</b>	<input type="checkbox"/> Not started <input checked="" type="checkbox"/> In progress <input type="checkbox"/> Developing <input type="checkbox"/> Completed
<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
<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
<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 type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Completed
<b>Indicator 2.6</b>	<b>ESD implementation is a multi-stakeholder process</b>	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Completed
<b>Indicator 3.1</b>	<b>ESD is included in the training of educators</b>	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Completed
<b>Indicator 3.2</b>	<b>Opportunities exist for educators to cooperate on ESD</b>	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Completed
<b>Indicator 4.1</b>	<b>Teaching tools and materials for ESD are produced</b>	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Completed
<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
<b>Indicator 4.3</b>	<b>Teaching tools and materials for ESD are accessible</b>	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Completed
<b>Indicator 5.1</b>	<b>Research on ESD is promoted</b>	<input type="checkbox"/> Not started <input checked="" type="checkbox"/> In progress <input type="checkbox"/> Developing <input type="checkbox"/> Completed
<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
<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
<b>Indicator 6.1</b>	<b>International cooperation on ESD is strengthened within the ECE region and beyond</b>	<input type="checkbox"/> Not started <input checked="" type="checkbox"/> In progress <input type="checkbox"/> Developing <input type="checkbox"/> Completed