Economic and Social Council

Economic Commission for Europe

Committee on Environmental Policy

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

Thirteenth meeting
Geneva, 3 and 4 May 2018
Item 6 of the provisional agenda
**Preparations for the next (2017–2019) mandatory
reporting cycle under the Strategy**

Format for reporting on the implementation of the UNECE Strategy for Education for Sustainable Development (2017–2019)

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 progress in the implementation of the UNECE Strategy for Education for Sustainable Development (ECE/CEP/BATUMI.CONF/2016/11, annex II, para. 4 (d)).

On 1 November 2018, 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 or State level during the next implementation phase (2017–2019). The present document sets out the format for reporting (annex I). The set of indicators, on which the reporting format is based, was developed by the ECE Expert Group on Indicators for Education for Sustainable Development. The reporting format has been updated by the secretariat in consultation with the Bureau to meet the reporting needs of the current phase.

Based on national reports submitted, the secretariat will prepare a synthesis report in 2019, highlighting progress made, identifying challenges and drawing up recommendations. The synthesis report is vital for monitoring the progress made since the previous implementation phases and setting future priorities for implementing the Strategy and is expected to be presented at the fourteenth

meeting of the Steering Committee in 2019.

Contents

Introduction

1.   The present document presents a format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development for the next implementation phase (2017–2019). It was developed based on the procedure for the review of implementation of the Strategy contained in the draft workplan for 2017–2019 (ECE/CEP/AC.13/2018/3). The reporting format also takes into account the two previous reporting exercises in 2010 and 2014, the related reporting templates (ECE/CEP/AC.13/2009/10 and ECE/CEP/AC.13/2014/5, respectively) and the feedback from countries following those exercises on the workability and feasibility of the indicators and the requested information for reporting.

2.   In addition, the workplan for implementation of the current phase of the Strategy sets out the timeline for the reporting exercise in 2018 (ibid., para. 46).

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.   In 2014, to reflect the requirements the third phase (2011–2015) of the Strategy's initial implementation period (2005–2015), in consultation with the Expert Group on Indicators the secretariat 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 implementation of education for sustainable development (ESD) after the third phase of implementation came to an end, countries were 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 of the first implementation period 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") was revised to read "Future implementation of education for sustainable development", focusing on priorities for the future ESD implementation framework.

5.   In 2018, to reflect the requirements and priorities of the 2017–2019 implementation phase, outlined in the framework for the future implementation of the Strategy (ECE/BATUMI.CONF/2016/11), in consultation with the Bureau, the secretariat has introduced the following changes to the 2014 reporting template developed by the Expert Group:

(a)   The tables with ISCED levels provided in the "yes/no" part of indicators 1.2.2, 2.2.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1 and 4.2.2 have been updated to reflect the growing interest in technical and vocational education and training by adding the relevant ISCED programme orientation category for vocational education, as follows: 25. Lower secondary vocational education; 35. Upper secondary vocational education; 45. Post-secondary non-tertiary vocational education; 55. Short-cycle tertiary vocational education. Similarly, the tables containing a breakdown by ISCED levels provided in appendixes I (a), (b) and (c) and appendix III have been also updated with the inclusion of these additional levels 25, 35, 45 and 55 for vocational education. Countries are invited to assess these levels if they have relevant information and data. Additional change was proposed during the thirteenth meeting of the Steering Committee (3-4 May 2018): where appropriate, the tables with ISCED levels have been updated by adding one option for the answer "9. No information available";

(b)   The title of indicator 1.3 "National policies support synergies between processes related to sustainable development (SD) and ESD" has been revised to read "National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD";

(c)   A new sub-indicator 1.3.1 "Does your country have a stand-alone 'sustainable development', 'global understanding', 'international understanding' policy, plan or law in place, in each case using 'sustainable development' language?" has been added;

(d)   Former sub-indicator 1.3.1 "Is ESD part of SD policy(ies) if these exist in your country?" has been renamed as sub-indicator 1.3.2;

(e)   A new sub-indicator 2.4.2 "Which of the following dimensions of learning is your country planning to reinforce in student assessment or examinations in the next five years, in relation to ESD?" has been added, which includes the following options for an answer: (a) Knowledge; (b) Skills and competencies; (c) Values and attitudes; (d) Behaviours; (e) None; and (f) No information available;

(f)   Issue 9 of the 2014 reporting template ("Future implementation of education for sustainable development") has been revised to read "Describe any assistance needed in implementing the Strategy in your countries", as the political mandate for the future implementation of the Strategy has since been agreed at the High-level Meeting of Education and Environment Ministries in 2016;

(g)   Appendix I (a) has been revised and several new themes have been added to the listing of proposed themes, as follows: "Sustainable lifestyles"; "Gender equality"; "Oceans and sea"; "Renewable energy"; Sustainable cities and communities"; and "Culture's contribution to sustainable development". Also, several themes have been revised as follows: "Ethics and philosophy" has been revised to read "Environmental ethics and philosophy"; "Citizenship, democracy and governance" has been revised to read "Global citizenship, democracy and

governance"; "Environmental protection (waste management, etc.) has been revised to read "Environmental protection (waste management, environmental monitoring, risk assessment, etc.)"; "Climate change" has been revised to read "Climate change and desertification"; and "Economics" has been revised to read "Economic growth and good jobs".

6.   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 or State level;

        (b)   Although the "yes/no" part of sub-indicators was required to be reported on in the initial 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-eight member States reported on a voluntary basis by preparing reports for the Environment for Europe Ministerial Conference in Batumi in 2016. Thirty-six member States submitted national implementation reports for the Environment for Europe Ministerial Conference in Belgrade in 2007, and 36 member States responded to the first formal call for reporting in 2010. Countries are requested to prepare an updated version of their most recent report for 2018;

        (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)   The deadline for submission of reports to the secretariat, taking into account United Nations document management procedures, is 1 November 2018;

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

        (g)   The ECE secretariat will prepare a synthesis report for 2019, highlighting achievements, identifying challenges and drawing conclusions regarding future ESD implementation. It is expected that the reporting results will be presented at the fourteenth meeting of the Steering Committee in 2019;

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

7.   The key documents for the preparation of the 2018 national implementation reports include the following:

        (a)   The UNECE Strategy for Education for Sustainable Development (CEP/AC.13/2005/3/Rev.1);

        (b)   The format for reporting presented in annex I to the present document;

        (c)   The guidance for reporting on the implementation of the UNECE Strategy for Education for Sustainable Development (ECE/CEP/AC.13/2009/5);

        (d)   The first progress report on the implementation of the Strategy (2005–2007), "Learning from each other: achievements, challenges and the way forward"

(ECE/BELGRADE.CONF/2007/INF/3-ECE/CEP/AC.13/2007/2 and Add.1 and Corr.1);

(e)   The second evaluation report on the implementation of the Strategy (2008–2010), "Learning from each other: achievements, challenges and ways forward" (ECE/CEP/AC.13/2012/3);

(f)   The third evaluation report on the implementation of the Strategy (2011–2015), "Learning from each other: achievements, challenges and ways forward" (ECE/CEP/AC.13/2016/3);

(g)   The publication: *Ten Years of the UNECE Strategy for Education for Development — Evaluation Report on the Implementation of the UNECE Strategy for Education for Sustainable Development from 2005 to 2015* (ECE/CEP/179).

8.   A proposed timeline for reporting is provided in annex II to the present document.

Annex I

Format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development

Implementation phase: 2017–2019

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

Name of officer (national focal point) responsible
for submitting the report: Nino Gokhelashvili

Signature:

Date: 23 October 2018

Full name of the institution: The Ministry of Environmental Protection and Agriculture of Georgia

Postal address: 0159

Telephone: +995 595 119 771

Email: nino.gokhelashvili@mepa.gov.ge

Website: http://mepa.gov.ge

Contact officer for national report (if different from above): Manana Ratiani, NFP of the UNECE Strategy for ESD, the Ministry of Education, Science, Culture and Sport of Georgia.

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

☒ Governmental institutions (please specify)

The report was prepared by the two Ministries who are responsible for the development of the ESD in the country, namely the Ministry of Environmental Protection and Agriculture of Georgia and the Ministry of Education, Science, Culture and Sport of Georgia including all relevant agencies and departments under these institutions.

☐   Stakeholders:

_____

☐   NGOs   (please   specify)

_____

☐   Academia   (please   specify)

_____

☐   Business   (please   specify)

_____

☐   Other   (please   specify)

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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.)

Financial constraints and lack of capacity of relevant government institutions could be mentioned as some of the main obstacles for the proper implementation and development of the ESD in the country. It should be also mentioned that for the proper implementation of the UNECE ESD Strategy active exchange of good practical examples, result-oriented and continuous awareness raising activities on ESD is essential.

Issue[1] 1.	Ensure that policy, regulatory and operational frameworks support the promotion of ESD
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 1.1	**Prerequisite measures are taken to support the promotion of ESD**
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national[2] language(s)?
Yes ☒ No ☐	*Please specify languages.* The UNECE Strategy for ESD is available in Georgian language.
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes ☒ No ☐	*If yes, please specify in which ministry(ies)/department(s) the focal point(s) is(are) located.* Two National Focal Points are appointed in two Ministries, namely: at the Ministry of Environmental Protection and Agriculture of Georgia (MEPA), Department of Environment and Climate Change, Division of Sustainable Development, and at the Ministry of Education, Science, Culture and Sport of Georgia, Legal Entity of Public Law (LEPL) National Center for Teacher Professional Development.
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes ☐ No ☒	*Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.*
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes ☐ No ☐	*Please specify whether this plan includes implementation of the UNECE Strategy for ESD and please indicate the Internet address where it is accessible.* Comment: a national implementation plan for ESD doesn't exist yet. However, the draft of Education for Sustainable Development National Strategy and Action Plan (ESD NSAP) for 2019-2022 years has been already

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

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

	developed. After approval of ESD NSAP by the Government of Georgia, e-version of the document will be accessible at the official web-page of MEPA: www.mepa.gov.ge and the official web-page of LEPL Environmental Information and Education Centre (EIEC): www.eiec.gov.ge
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade of Education for Sustainable Development after 2014,[3] and other policy processes relevant to ESD?
Yes ☒ No ☐	*Please specify and list major documents.* The concept of the draft ESD NSAP (2019-2022) is based on the major principles and directions of the abovementioned documents.
Indicator 1.2	**Policy, regulatory and operational frameworks support the promotion of ESD**
Sub-indicator 1.2.1	Is ESD reflected in any national policy[4] document(s)?
Yes ☒ No ☐	*Please specify and list any major document(s).* • **The draft ESD NSAP** is intended to ensure organizing of ESD so that each citizen of Georgia has responsible attitude towards the environment and sustainable development. Each action is based on the knowledge, skills, values and attitudes necessary for reasonable changes in the society to develop systemic approach to the introduction. Efforts are coordinated between the stakeholders for better communication, capacity building, adjusting education and environmental goals in compliance with international standards. The draft ESD NSAP refers to informal, non-formal and formal education and identifies the following priority directions: governance and coordination, pre-school education, general education (primary, basic and secondary steps), higher education and research, vocational education, and lifelong learning. • **Unified Strategy of Education and Science of Georgia 2017-2022** is the major policy document, ESD and principles of SD are embedded across the document, overall goal 2 is dedicated to the quality education: Overall objective 2. Enhance education quality for students' life skills development, seamless transition and better academic outcomes. Curriculum will be revised to provide for profile learning possibilities for secondary level, to increase focus on life skills' development of each student. Education resources will be diversified to include e-resources and games. Teaching and learning process will promote human rights, global and digital citizenship, media literacy and sustainable development to reflect modern progressive trends in education, enable students to acquire 21st century competences, as well as improve academic achievements of students. Quality of each level of general education will support smooth transition to upper levels of education.

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[3] See A/69/76.

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

- Benchmarks, which defines competences of educational programmes with regard to specific directions or field/specialization considering appropriate levels of education is based on the National Qualifications Framework and European Qualifications Framework. Sector **Benchmarks in Education** was approved in 2018, ESD is underlined as an essential competence for future teachers. Starting from 2018 newly accredited programs will consist courses on SD, GCED, ESD.
- **"National Objectives of General Education"** (2004) aims at creating favourable conditions for developing a person that is free in nature and has a sense of national and common to all humankind values. Besides, the education system shall provide an adolescent with the physical and mental skills, develop his/her basic knowledge, establish sound mode of living, develop civil awareness of the student based on the liberal and democratic values, help a student in realizing his/her rights and responsibilities before family, public and state. On the basis of experience gained within the general education system of Georgia, the adolescent shall:
  a) be conscious of his/her personal responsibilities towards the interests, traditions and values of the country;
  b) be able to maintain and protect natural environment;
  c) be able to effectively use the technological and other intellectual achievements; information collection, processing and analysis;
  d) be able to live independently and make independent decisions;
  e) be creative, create values at his own and not live at the expense of the existing;
  f) be ready for lifelong development of personal abilities and interests and be able to realize them to its full extent as within the country as abroad;
  g) be able to communicate with individuals and groups;
  h) be law obedient and tolerant citizen.
- **Textbook** licensing/approval is mandatory in Georgia. There are special criteria related to ESD and SDG principles for all subjects. New textbooks for primary level were approved and released in 2018, so ESD will be largely integrated in all schools. Sustainable Development principles will be reflected in the primary level textbooks from 2018, on basic level starting from 2019, and on secondary level starting from 2020.

Furthermore, number of national documents support promotion of ESD as following:
- National Environmental Action Programme of Georgia (NEAP) 2017-2021 covers the environmental activities to be implemented within 5 years period in all directions of the environmental management, including the aspects of environmental education and awareness for sustainable development.
- National Biodiversity Strategy and Action Plan of Georgia (NBSAP) 2014-2020 - the document covers the awareness raising activities including the awareness for sustainable development.
- Annual Eco-educational Programmes for Protected Areas - the documents are the action plans to implement environmental educational activities and raise awareness about the protected areas.
- National Forest Concept (adopted in 2013) aims to establish a system of sustainable forest management. Among the eight chapters of the document, 2 chapters are dedicated to "education and science", and "awareness and involvement of the society" to ensure sustainable forest management.

	- Waste Management Strategy (2016-2030) and National Action Plan (2016-2020) - the documents pay a certain attention to the needs for raising public awareness, noting that "it is necessary to raise the level of education and develop skills in society in this regard that can be achieved by promotion of formal and informal education, particularly by way of developing and implementing appropriate programs for all age groups. The waste management principles, hierarchy, and understanding the role of people in improving the waste management effectiveness must become a significant component part of school and pre-school training programs, as well as for extensive public awareness-raising campaigns, media campaigns". - Freedom, Rapid Development, Prosperity - Government Platform 2016-2020 states that environmental education and environmental awareness activities will be continued and expanded. - Small and Medium-sized Enterprises (SME) Development Strategy of Georgia 2016-2020 refers as well sustainable development, including awareness raising activities.

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 or requirements at all levels of formal education, as understood by your education system in accordance with ISCED?[5]
(a) Yes ☒ No ☐ (b) Yes ☒ No ☐	*If yes, please specify details for (a) and (b).* *Please also fill in the table by ticking (✔) as appropriate.*

ISCED levels 2011	(a) Yes	(b) Yes
0. Early childhood education		✔
1. Primary education		✔
2. Lower secondary education		✔
25. Lower secondary vocational education		
3. Upper secondary education		✔
35. Upper secondary vocational education		
4. Post secondary non-tertiary education		
45. Post-secondary non-tertiary vocational education		
5. Short-cycle tertiary education		
55. Short-cycle tertiary vocational education		
6. Bachelor's or equivalent level		✔
7. Master's or equivalent level		✔
8. Doctoral or equivalent level		✔
9. No information available		✔

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[5] See http://uis.unesco.org/en/topic/international-standard-classification-education-isced.

Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?
Yes ☒ No ☐	*Please specify.* The draft ESD NSAP (2019-2022); National Objectives of General Education (2004), NEAP (2017-2021); NBSAP (2014-2020); Annual Eco-educational Programmes for Protected Areas; National Forest Concept (2013); Waste Management Strategy (2016-2030) and National Action Plan (2016-2020); Freedom, Rapid Development, Prosperity - Government Platform 2016-2020; SME Development Strategy of Georgia (2016-2020).
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes ☒ No ☐	*Please specify.* Please, see Sub-indicators 1.2.1 and 1.2.3 above. To support public awareness raising on environmental education and ESD, MEPA along with EIEC conducts different kind of activities, such as seminars, trainings, competitions, public lectures, eco-hubs, etc. involving school pupils, teachers, students and other target groups.
Sub-indicator 1.2.5	Does a formal structure for interdepartmental[6] cooperation relevant to ESD exist in your Government?
Yes ☒ No ☐	*Please specify.* Environmental Education Group established by EIEC consists of the members of the government, NGOs and IOs, which are working in the environmental education field. The group meets once in a year.
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government?[7]
Yes ☒ No ☐	*Please specify.* There is no formal mechanism for multi-stakeholder cooperation on ESD, but in the process of elaboration of the draft ESD NSAP all stakeholders were included. This document itself advocates the issues of coordination between the stakeholders for better communication and capacity building for environmental education, ESD and awareness raising. It aims to "facilitate national and international

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[6] Between State bodies.
[7] For an explanation, see paragraph 46 of the UNECE Strategy for ESD.

	networking, cooperation and coordination among stakeholders (networking platform for EE educators, NGOs; cross-sectoral working group; digital platform for EE, etc.). Furthermore, the government, in cooperation with NGOs and IOs, works to establish eco-clubs in schools and universities.
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes ☒ No ☐	*Please specify.* EIEC of MEPA generally working on informal and non-formal environmental education, ESD and awareness-raising on this directions that, along with the donors' funded projects, is financed by the State budget as well.
Indicator 1.3 National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD	
Sub-indicator 1.3.1	Does your country have a stand-alone "sustainable development", "global understanding", "international understanding" policy, plan or law in place, in each case using "sustainable development" language?
Yes ☐ No ☐	*Please specify.* Comment: there is no stand-alone "sustainable development", "global understanding" or "international understanding" policy, plan or law at national level, but meaning and language of "sustainable development" is used in all respective national strategies, action plans (including different sectoral strategies and action plans) or regulatory framework.
Sub-indicator 1.3.2	Is ESD part of SD policy(ies) if these exist in your country?
Yes ☐ No ☐	*Please specify.* Comment: There is no specific policy document on SD at the national level, but environmental education and ESD are included in almost all policy and strategic documents related to the environment.
Concluding remarks on issue 1	*Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD*
	Please address in particular the following questions: – *Which actions and/or initiatives have been particularly successful and why?*

	Introduced changes to preschool education system made by EIEC in 2016 in order to improve access to environmental education. Within the framework of school preparedness programme EIEC developed a guidebook "Preschool Environmental Education" that introduced in more than 400 kindergartens. Particular trainings were provided for preschool educators.
	In general, number of ESD awareness raising activities were conducted by the EIEC. Most successful were with a well-developed result oriented plans and were conducted continuously.
	– *What challenges did your country encounter when implementing this objective?*
	Financial constrains could be mentioned as one of the challenges. It is essential more funding to increase the scale of the activities.
	– *What other considerations have to be taken into account in future ESD implementation concerning this objective?*
	Capacity building for relevant staff, mobilization of financial resources, experience sharing.

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

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

Indicator 2.1	**SD key themes are addressed in formal education**
Sub-indicator 2.1.1	Are key themes of SD[8] addressed explicitly in the curriculum/programme of study at various levels[9] of formal education?
Yes ☒ No ☐	*Please specify what SD issues are important in the country (i.e., biodiversity, gender, consumption/production, etc.) and how they are addressed in the curricula.*
	Please update the table in appendix I (a) that was used for implementation phases II and III under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.

A	B	C	D	E	F
☐	☐	☐	☐	☒	☐

Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum[10]/programme of study at various levels of formal education?

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[8] For details, see paragraph 15 of the UNECE Strategy for ESD.
[9] For the State or federal level, where relevant.

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

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

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

A	B	C	D	E	F
☐	☐	☐	☐	☒	☐

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[10] Idem.

Sub-indicator 2.1.3	Are teaching and learning methods that support ESD addressed explicitly in the curriculum[11] or programme of study at various levels of formal education?
Yes ☒ No ☐	*Please specify which methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.* *Please also update the table in appendix I (c) that was used to report on implementation phases II and III, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.*

	A	B	C	D	E	F
	☐	☐	☐	☒	☐	☐

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

Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects[12] only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project?[13]; (e) other approaches?
(a) Yes ☒ No ☐ (b) Yes ☒ No ☐ (c) Yes ☒ No ☐ (d) Yes ☒ No ☐ (e) Yes ☒ No ☐	*Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.*

ISCED levels 2011	(a) Yes	(b) Yes	(c) Yes	(d) Yes	(e) Yes
0. Early childhood education			✓	✓	
1. Primary education		✓			
2. Lower secondary education	✓				
25. Lower secondary vocational education					
3. Upper secondary education	✓				
35. Upper secondary vocational					

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[11] Idem.

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

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

education					
4. Post-secondary non-tertiary education				✔	
45. Post-secondary non-tertiary vocational education					
5. Short-cycle tertiary education					✔
55. Short-cycle tertiary vocational education					
6. Bachelor's or equivalent level	✔	✔	✔	✔	
7. Master's or equivalent level	✔	✔	✔	✔	
8. Doctoral or equivalent level		✔		✔	
9. No information available					

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

Indicator 2.3	**A whole-institution approach[14] to SD/ESD is promoted**
Sub-indicator 2.3.1	Do educational institutions[15] adopt a "whole-institution approach" to SD/ESD?
Yes ☐ No ☒	*The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2019.[16] ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.* *Also, please provide information for all levels of your education system in accordance with ISCED by ticking (✔) in the table as appropriate and specify for non-formal and informal*

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[14] 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).

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

[16] See paragraph 20 of the framework for the future implementation of the UNECE Strategy for Education for Sustainable Development.

education, as appropriate.

ISCED levels 2011	*Yes*
0. Early childhood education	
1. Primary education	
2. Lower secondary education	
25. Lower secondary vocational education	
3. Upper secondary education	
35. Upper secondary vocational education	
4. Post secondary non-tertiary education	
45. Post-secondary non-tertiary vocational education	
5. Short-cycle tertiary education	
55. Short-cycle tertiary vocational education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	
9. No information available	

Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?

Yes ☐ No ☐	*If yes, please specify what schemes are available for all levels of your education system.* Comment: as mentioned above in sub-indicator 1.3.2 the guidelines on "Preschool Environmental Education" for kindergarten teachers is developed. EIEC organizes the annual competitions to reveal the best educators. *Please also provide information on all education levels in accordance with ISCED by ticking (✔) in the table as appropriate.*

ISCED levels 2011	*Yes*
0. Early childhood education	
1. Primary education	
2. Lower secondary education	
25. Lower secondary vocational education	
3. Upper secondary education	
35. Upper secondary vocational education	
4. Post secondary non-tertiary education	
45. Post-secondary non-tertiary vocational education	
5. Short-cycle tertiary education	
55. Short-cycle tertiary vocational education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	
9. No information available	

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	
25. Lower secondary vocational education	
3. Upper secondary education	
35. Upper secondary vocational education	
4. Post secondary non-tertiary education	
45. Post-secondary non-tertiary vocational education	
5. Short-cycle tertiary education	
55. Short-cycle tertiary vocational education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	
9. No information available	

(b) For non-formal institutions:

ISCED levels 2011	*Yes*

		0. Early childhood education		
		1. Primary education		
		2. Lower secondary education		
		25. Lower secondary vocational education		
		3. Upper secondary education		
		35. Upper secondary vocational education		
		4. Post secondary non-tertiary education		
		45. Post-secondary non-tertiary vocational education		
		5. Short-cycle tertiary education		
		55. Short-cycle tertiary vocational education		
		6. Bachelor's or equivalent level		
		7. Master's or equivalent level		
		8. Doctoral or equivalent level		
		9. No information available		

Indicator 2.4	ESD is addressed by quality assessment/enhancement systems
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems?:[17] (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?

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[17] For higher education institutions: either national centres for quality assessment in higher education or cooperation with general quality assessment agencies, such as the European Foundation for Quality Management (EFQM).

(a) Yes ☒ No ☐
(b) Yes ☒ No ☐
(c) Yes ☒ No ☐

Please elaborate.

Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✔) in the table as appropriate.

ISCED levels 2011	(a)	(b)	(c)
	Yes	*Yes*	*Yes*
0. Early childhood education			
1. Primary education			
2. Lower secondary education			
25. Lower secondary vocational education			
3. Upper secondary education			
35. Upper secondary vocational education			
4. Post-secondary non-tertiary education			
45. Post-secondary non-tertiary vocational education			
5. Short-cycle tertiary education			
55. Short-cycle tertiary vocational education			
6. Bachelor's or equivalent level	✔	✔	✔
7. Master's or equivalent level	✔	✔	✔
8. Doctoral or equivalent level	✔	✔	✔
9. No information available			

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).

| Sub-indicator 2.4.2 | Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to ESD?: (a) Knowledge, (b) Skills and competencies; (c) Values and attitudes; (d) Behaviours; (e) None; (f) No information available. |

(a) Yes ☒ No ☐

(b) Yes ☒ No ☐

(c) Yes ☒ No ☐

(d) Yes ☐ No ☒

(e) Yes ☐ No ☒

(f) Yes ☐ No ☒

Please elaborate.

Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.

ISCED levels 2011	(a)	(b)	(c)	(d)	(e)	(f)
	Yes	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*
0. Early childhood education						
1. Primary education						
2. Lower secondary education						
25. Lower secondary vocational education	✓	✓				
3. Upper secondary education	✓	✓				
35. Upper secondary vocational education	✓	✓				
4. Post-secondary non-tertiary education						
45. Post-secondary non-tertiary vocational education						
5. Short-cycle tertiary education						
55. Short-cycle tertiary vocational education						
6. Bachelor's or equivalent level	✓	✓	✓			
7. Master's or equivalent level	✓	✓	✓			
8. Doctoral or equivalent level	✓	✓				
9. No information available						

Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this data (i.e., provide examples on how the data was compiled).

Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?
Yes ☒ No ☐	*Please specify and provide information on new developments and good practice examples.* EIEC organizes the following informal and awareness-raising activities in this direction: • Lectures and seminars for different target groups, including schoolchildren, teachers and students. The major topics are general environmental issues, sustainable development and environmental protection, climate change, biodiversity, protected areas, waste management, air pollution and the principles of the Aarhus Convention. 41 seminars were conducted in 2017 and 20 seminars in I-II quarter in 2018. • Eco-projects are conducted in cooperation with schools, universities, business and NGO sector, government and international organizations on tree planting, greening and clean up actions, and other environmental activities. • Conferences on environmental issues are organized by EIEC. 80 schoolchildren, teachers and students participated in conferences in 2017-2018. • Environmental days are celebrated to raise public awareness on environmental issues. • An environmental space "Eco-hub", that was established by EIEC, regularly holds public lectures, public discussions, environmental movie shows for the public interested in environmental topics. In total more than 3000 people participated in the environmental activities in 2017 and I-II quarter of 2018: up to 1500 pupils, 130 students, up to 300 teachers.
Sub-indicator 2.5.2	Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) which addresses SD issues?

Yes ☒ No ☐	*Please specify and provide information on new developments and good practice examples.* EIEC organizes particular trainings, which include SD issues as well, for different target groups, including the staff of MEPA, in particular: Trainings provided for different target groups (2017, I-II quarters of 2018): - Preschool environmental education - For potential authors of school textbooks and for the assessors - Radiation security issues in medical field - Environmental management - Wildlife protection and conservation - Waste management - Resource efficiency and clean production - Ecosystem services and urban development - Illegal wildlife trade and CITES Convention - Applying Landscape and Sustainable Land Management (L-SLM) for mitigating land degradation and contributing to poverty reduction in rural areas Specific trainings provided for more than 300 staff members of MEPA (2017, I-II quarters of 2018) included SD related aspects as well. In total in 2017 and 2018 (I-II Q) trainings were provided for more than 1000 participants.
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 ☒ No ☐	*Please specify in particular which instruments were the most effective in assessing the outcomes of ESD as a result of non-formal or informal learning.* EIEC conducts annual meetings with the focus groups and organizations working in the field of environmental education to represent and analyse information about implemented activities. In general, surveys are conducted through interviews, desk research, and questionnaires.
Indicator 2.6 **ESD implementation is a multi-stakeholder process**[18]	
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?

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[18] For higher education institutions: this covers the issue of university "outreach" (meaning a wide spectrum from regional integration, business cooperation and transdisciplinarity to eco-procurement and research-education-cooperation).

Yes ☒ No ☐	*Please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please update the information provided in the previous table for appendix II as appropriate.* Yes, the main stakeholders in this process are as follows: MEPA, its EIEC and Ministry of Education, Science, Culture and Sport (MESCS), along with the local NGOs and IOs who're working on environmental education or awareness-raising topics on this direction.
Concluding remarks on issue 2	*Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning.*
	Please address in particular the following questions: – *Which actions and/or initiatives have been particularly successful and why?* Awareness-raising activities, as they serve as a background for further activities and/or are strengthening already obtained knowledge on particular topics. – *What challenges did your country encounter when implementing this objective?* In general, mobilization of financial and human resources. – *What other considerations have to be taken into account in future ESD implementation concerning this objective?* Participatory approach should be strengthened.

Issue 3.	Equip educators with the competence to include SD in their teaching
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 3.1	**ESD is included in the training[19] of educators**
Sub-indicator 3.1.1	Is ESD a part of educators' initial training?[20]
Yes ☒ No ☐	*In particular specify which ESD competences[21] are explicitly included in the study programmes.* Benchmarks, which defines competences of educational programmes with regard to specific directions or field/specialization considering appropriate levels of education are based on the National Qualifications Framework and European Qualifications Framework. Sector Benchmarks in Education was approved in 2018, where ESD is underlined as an essential competence for future teachers. Starting from 2018 newly accredited programs will consist courses on SD, GCED, ESD: "Teacher knows the goals and principles of sustainable development; Recognizes the principles of sustainable development in a person's development; Teacher is socially and environmentally responsible and could apply SD, GCED, ESD related activities into everyday work, to integrate in the subject goals" HEI has a choice how to reflect the above mentioned, to have separate course or to integrate it in newly accredited programs.
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training?[22]

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

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

[21] 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.

[22] For higher education institutions: the focus is here on existing in-service training programmes regarding SD and ESD for university/college teachers in their own universities/colleges.

Yes ☒ No ☐	*In particular specify which ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.* In-service trainings develop analytical, critical, creative thinking, collaboration, they promote student-centered teaching to develop 21st century thinking skills through interactive methods. Since 2015 Georgian schools are participating in World's Largest Lesson to promote SDGs and raise awareness of the school community. National Center for Teacher Professional Development (TPDC) is conducting workshops for those motivated teachers to support them with guidance. In 2017 TPDC annual National Conference was dedicated to sharing the best practices on ESD and SDG implementation, more than 100 participants attended the Conference. *Please also update the information provided under the phase III national implementation reporting in appendix III.*
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes ☒ No ☐	*Please specify which 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.* Energy efficiency, gender sensitive issues, student-centered teaching.
Indicator 3.2 **Opportunities exist for educators to cooperate on ESD**	
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?
Yes ☐ No ☒	*Please specify.*
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the Government in any way?[23]
Yes ☐ No ☒	*Please specify how, listing the major ones, and describing them as appropriate.*
Concluding remarks issue 3	*Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching.*

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

	Please address in particular the following questions: – *Which actions and/or initiatives have been particularly successful and why?* Approximately 80% of public school principals were trained to become nstructional leaders within the leadership academy. Trainings were student- centered, promoting gender equity, efficiency etc. New accredited programs for initial teacher training of primary level reflect SD principles and ESD competences. –*What challenges did your country encounter when implementing this objective?* There are not yet accredited new programs based on new benchmarks for upper level in-service trainings that reflect ESD competences. – *What other considerations have to be taken into account in future ESD implementation concerning this objective?*

Issue 4.	**Ensure that adequate tools and materials for ESD are accessible**

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

Indicator 4.1	**Teaching tools and materials for ESD are produced**
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?
Yes ☒ No ☐	*Please describe.* The draft ESD NSAP includes the topics for the development of ESD tools and appropriate materials where necessary. Unified Strategy of Education and Science of Georgia 2017-2022 states: "Curriculum will be revised to provide for profile learning possibilities for secondary level, to increase focus on life skills' development of each student. Education resources will be diversified to include e-resources and games. Teaching and learning process will promote human rights, global and digital citizenship, media literacy and sustainable development to reflect modern progressive trends in education, enable students to acquire 21st century competences, as well as improve academic achievements of students. Quality of each level of general education will support smooth transition to upper levels of education".
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?

Yes ☐ No ☐	*Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in United States dollars (USD)) for annual expenditures on ESD-related research and development.* Comment: there is no special amount of money that is spent on ESD resources, but there are articles and publications that promote ESD and SD principles released by National Center for Teacher Professional Development.
Indicator 4.2	**Quality control mechanisms for teaching tools and materials for ESD exist**
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities?; (b) approved by public authorities?; (c) tested and recommended for selection by educational institutions?
(a) Yes ☐ No ☐ (b) Yes ☐ No ☐ (c) Yes ☒ No ☐	*Please specify.* Textbook licensing/approval is mandatory in Georgia. There is special criteria related to ESD and SDG principles for all subjects. New textbooks for primary level were approved and released in 2018, so ESD will be largely integrated in all schools.
Sub-indicator 4.2.2	Are ESD teaching tools and materials available: (a) in national languages?; (b) for all levels of education according to ISCED?

(a) Yes ☒ No ☐ (b) Yes ☐ No ☒	*Please specify. If the answer is yes for (b), please specify by ticking (✔) in the table as appropriate.*

ISCED levels 2011	*Yes*
0. Early childhood education	
1. Primary education	
2. Lower secondary education	✔
25. Lower secondary vocational education	
3. Upper secondary education	✔
35. Upper secondary vocational education	
4. Post secondary non-tertiary education	
45. Post-secondary non-tertiary vocational education	
5. Short-cycle tertiary education	
55. Short-cycle tertiary vocational education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	
9. No information available	

Indicator 4.3	**Teaching tools and materials for ESD are accessible**
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?
Yes ☐ No ☒	*Please describe and in particular highlight which measures are the most efficient for dissemination.*
Sub-indicator 4.3.2	Is public authority money invested in this activity?

Yes ☐ No ☐	*Please specify to what extent by providing an indication of the amount in USD, and please also mention any other significant sources of funding.*

Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes ☐ No ☒	*Please describe and name in particular official Internet sites.*
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet?; (b) provided through other channels?
(a) Yes ☐ No ☒ (b) Yes ☐ No ☒	*For (a) and (b) please specify and mention by whom it was established and by whom it is managed.*
Concluding remarks issue 4	*Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible.*

	Please address in particular the following questions:
	     — *Which actions and/or initiatives have been particularly successful and why?*
	Number of articles published in online newspaper "mastsavlebeli.ge" managed by National Center for Teacher Professional Development ("mastsavlebeli" means teacher) that are giving theoretical and practical information to teachers that promote ESD and SD principles; also special publication released on Eco literacy, which is available online and was distributed to all schools.
	     — *What challenges did your country encounter when implementing this objective?*
	     — *What other considerations have to be taken into account in future ESD implementation concerning this objective?*

Issue 5.	Promote research on and development of ESD

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

LEPL Shota Rustaveli National Science Foundation of Georgia (SRNSFG) which is operating under the Ministry of Education, Science, Culture and Sports is the leading research funding organization in Georgia which supports the development of Science, Technology and Innovation (STI) System of the country. The foundation administers grant calls (national and international) and multilateral projects funded by the EU framework programme for Research and Innovation "Horizon 2020".

The foundation funds scientific projects in accordance with the international standards (EUROSTAT and OECD classification). SRNSFG promotesthe high quality scientific research and supports Georgian scientists' participation in the international programmes and calls through various grant calls. Majority of the calls are open for the international participants what immensely enhances development of the ESD in the country.

Vision, goals and strategy of the foundation are in line with Georgia's socio-economic development strategy "Georgia 2020" and supports, promotes and develops the high-quality research and science popularization of the country based on international standards.

Foundation focuses on promoting Georgian scientists' competitiveness and development of young scientists' potential and supports STI system funding diversification. Several activities can be outlined including regular workshops, conferences, meetings, information days and various means of information sharing and discussions on the grant calls and opportunities for Georgian scientists in order to study the current challenges and promote development of the international standards in science. Additionally, access to international databases and cooperation with the world-leading research centres and institutions clearly boosts research and development of the ESD at the country level.

Indicator 5.1	Research[24] on ESD is promoted
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD[25]supported?
Yes ☐ No ☒	*Please specify in particular the most important outcomes of supported research.*
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes ☐ No ☐	*Please specify which subjects were investigated and list major reports.*
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) On ESD:[26] (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?

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

[25] 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.

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

(1) (a) Yes ☒ No ☐ (b) Yes ☒ No ☐ (2) (a) Yes ☐ No ☐ (b) Yes ☐ No ☐	*Please specify what programmes are available and list the most important academic dissertations that address ESD.* Integration of higher education and research at universities enables students in Georgia to participate in the research conducted at the institute of Botanic, Earth Science, Ecology, Energy and Sustainable Development, Zoology, Biophysics, Chemical Biology (Ilia State University) as well as Institute of Economics, Mineral Resources, Geology and Geophysics (Ivane Javakhishvili Tbilisi State University). Recently number of joint international educational programs with participation of Georgian universities has significantly increased. Starting with the first students in 2015, San Diego State University (SDSU) is offering internationally accredited Bachelor of Science programs in Georgia. These programs enable Georgian students to receive a high quality STEM education and earn American degrees. The degrees will be offered in partnership with three leading Georgian Universities. Since 2013 cooperation with following research and educational centers: CERN, DUBNA, JUILICH CENTER, CNR, CNRS, STCU, ISTC, CRDF-Global, ELSEVIER BV is being implemented. In 2016 association membership agreement of Georgia with EC Horizon 2020 program was signed leading to increased participation of Georgian scientists EU research consortia.
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 ☒ No ☐ (b) Yes ☒ No ☐	Please provide information on (a) and (b). Since 2013 the budget and number of projects funded by SRNSFG has increased. Under the call announced by the foundation involving the projects with participation of master's and doctoral degree students on environmental and earth sciences, agriculture and life science, etc. were funded as well. It should be mentioned as well that, despite it is not a scholarship supported by public authority, MEPA in cooperation with the Institute for Public Affairs (GIPA), with financial support of GIZ has developed the master program "Environmental Policy and Management", students received a grant scholarship from GIZ in 2016-2018 (92% for students who were employees of MEPA and 75% for other students).
Indicator 5.2 **Development of ESD is promoted**	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice?[27]

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

Yes ☐ No ☐	*Please specify what main projects were/are being implemented to that end.*
Indicator 5.3	**Dissemination of research results on ESD is promoted**
Sub-indicator 5.3.1	Is there any public authority support for mechanisms[28] to share the results of research and examples of good practices in ESD[29] among authorities and stakeholders?
	SRNSFG supports research development and science promotion in Georgia through various means of activities. One highlight might be the recent report of the "Horizon 2020 Policy Support Facility in Georgia – Specific Support to Georgia" which was implemented from December 2017 to June 2018. Based on the official request of the Ministry of Education and Science of Georgia to the European Commission and with the active participation and organization of the SRNSFG, the highly ranked international experts held research and two country-mission visits and developed the recommendations.
	During the final meeting, the expert panel presented the policy messages resulting from the study and the final report entitled "Improving the Effectiveness of the Research and Innovation System Georgia through Prioritisation, Selectivity and Links to Business". The recommendation of the international experts aims at strengthening the STI system in Georgia and hence, ESD among the stakeholders and authorities.
	Noteworthy, the research findings/outcomes of the successful projects funded by the SRNSFG in frames of different grant schemes are usually presented to the public and SRNSFG disseminates information on the research findings and outcomes on the webpage and other means of communication;
	The foundation also organizes several events, conferences and meetings with scientists to address the current challenges and issues of importance to further improvements.
Yes ☐ No ☐	*Please specify and provide information about where published research and dissertations are accessible.*

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

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

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
(a) Yes ☐ No ☒ (b) Yes ☐ No ☒	*Please name the major publications for (a) and (b).*
Concluding remarks on issue 5	*Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.*
	– *Which actions and/or initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *What other considerations have to be taken into account in future ESD implementation concerning this objective?*

Issue 6.	Strengthen cooperation on ESD at all levels within the ECE region

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

SRNSFG as one of the leading research funding organization at the country level, implements its activities in line with the strategic plans. The foundation administers bilateral calls together with the world's leading scientific centres: Joint call of the SRNSFG and Forschungszentrum Jülich – German research center, Joint call of the SRNSFG and DAAD (Scholarship for young scientists); Volkswagen Foundation-SRNSFG Joint PhD programme, Joint call of the SRNSFG-CNR(National Research Council of Italy), Joint Call of the SRNSFG and French National Center for Scientific Research (CNRS), Joint Call between SRNSFG and Ukrainian science and Technology center (STCU),Joint call of the SRNSFG and Scientific and technological research council of Turkey (TUBITAK).

Besides the bilateral calls, the foundation is involved in the multilateral projects, currently in the ongoing project "EaP PLUS-STI International Cooperation Network for Eastern Partnership Countries-Plus" together with 16 organizations from European and Eastern Partnership countries which definitely strengthens cooperation between the partners and the region in general in terms of ESD.

Noteworthy, the majority of the grant calls are open to the foreigner scientists who can participate in the programmes at various levels of education as the key personnel which enhances the science internationalization and supports cooperation between the organizations, institutions, individual scientists/groups of scientists.

Another important factor in terms of cooperation on ESD would be the expertise issue as well – the foundation as the National Contact Point of the European Research Council (ERC) performs activities and evaluations in accordance with the international standards and guidelines, and cooperates with high-ranked international experts and organizations in this particular direction as well.

Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond
Sub-indicator 6.1.1	Do your public authorities cooperate in or support international[30] networks on ESD?
Yes ☒ No ☐	*Please specify concrete networks and explain who supports these networks.* SRNSFG supports international cooperation in many aspects and is involved in various international activities supporting science popularization and development. Apart from the grant calls and expertise, the foundation cooperates with the international partners in terms of advice and recommendations to enhance Georgian science and support cooperation on the regional level. The multilateral project (EaP PLUS) is a clear example of it as well as the previous multilateral projects (Black Sea Horizon) IncoNet EaP- aiming at strengthening the scientific cooperation between the regions.
Sub-indicator 6.1.2	Do educational institutions or organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes ☐ No ☒	*Please specify. List major networks.*
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms or agreements that include an explicit ESD component?
Yes ☐ No ☒	*Please specify and list the major ones.*
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes ☒ No ☐	*Please list and describe.* In cooperation with the World Environmental Education Congress (WEEC) and with participation of the representatives of the Ministry of Environment and Natural Resources Protection of Georgia, the 40th anniversary of the Tbilisi conference of 1977 "Tbilisi + 40" was celebrated at the 9th WEEC in Vancouver, Canada on 9-15 September 2017. It should be underlined that the Tbilisi Declaration, adopted at the World's First Intergovernmental Conference on Environmental Education that was held in 1977 in Tbilisi, Georgia, defined common guidelines and concepts of environmental education in all forms and at all levels that still actual today.

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

Concluding remarks on issue 6	Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region

	Please address in particular the following questions: - *Which actions and/or initiatives have been particularly successful and why?* Celebration of "Tbilisi+40" at the 9th WEEC in Vancouver, Canada on 9-15 September 2017 (see Sub-indicator 6.1.4) was very important as the event by commemorating once again the World's First Intergovernmental Conference on Environmental Education - Tbilisi 1977, supported promotion of environmental education and ESD around the world (Intergovernmental Conference "Tbilisi+35"- "Environmental Education for Sustainable Development" was held in 2012, Tbilisi, Georgia. The conference provided a platform for world leaders to follow up on UN-led forums on ESD and served as a platform for strengthening the environmental educational agenda. Tbilisi Communique, adopted at the Conference, refers to the historic significance of the 1977 Tbilisi Declaration and recognizes that environmental education process support and champion ESD). Moreover, the 9th WEEC called to assist campaign to celebrate the World Environmental Education Day on 14 October, stated the following: "40 years after the UN Conference in Tbilisi (Georgia). From 14 to 26 October each year, schools, parks, environmental education centers, public institutions, associations, museums … aim to organise special events to highlight the importance of developing educational action to build transversal skills. To focus on the complexity of the challenges in a world where everything is ever more interconnected. To affect perception of the human relationship with the environment, to affect attitudes and therefore individual and collective behaviors. To make people awaring protagonists of a change towards more environmental friendly, more livable and more equitable societies. On October 14, 1977, the United Nations Intergovernmental Conference on Environmental Education, organized by UNESCO and UNEP, opened in Tbilisi (Georgia's capital), which ended on October 26 with a statement of great relevance, still today. The Coordination of the World EE Day is taken care by the world-wide network of environmental educators who, each two years, give life to the main congress in that field (the WEEC, World Environmental Education Congress)." - *What challenges did your country encounter when implementing this objective?* - *What other considerations have to be taken into account in future ESD implementation concerning this objective?* International conferences with practical outcomes and participation of different stakeholders should be held frequently.

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.

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

Issue 8.	Describe any challenges and obstacles encountered in the implementation of the Strategy

Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.

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

Issue 9.	Describe any assistance needed in implementing the Strategy in your countries

Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.

- Active exchange of good practical examples;
- Capacity building for the relevant government institutions;
- Active and continuous awareness raising activities on ESD;
- Mobilization of financial and human resources.

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	25	3	35	4	45	5	55	6	7	8
Peace studies (e.g., international relations, security and conflict resolution, partnerships)											✔	✔	✔
Environmental ethics and philosophy		✔	✔		✔						✔	✔	✔
Global citizenship, democracy and governance		✔	✔		✔						✔	✔	✔
Sustainable lifestyles		✔	✔		✔								
Human rights (e.g., gender and racial and intergenerational equity)											✔	✔	✔
Poverty alleviation													
Cultural diversity		✔	✔		✔						✔	✔	✔
Gender equality		✔			✔						✔	✔	✔
Biological and landscape diversity		✔	✔		✔						✔	✔	✔
Environmental protection (waste management, environmental monitoring, risk assessment, etc.)		✔	✔		✔						✔	✔	✔
Ecological principles/ecosystem approach		✔	✔		✔						✔	✔	✔
Natural resource management (e.g., water, soil, mineral, fossil fuels)		✔	✔		✔						✔	✔	✔

Some key themes covered by sustainable development	ISCED Levels 2011												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Climate change and desertification		✔	✔		✔						✔	✔	✔
Personal and family health (e.g., HIV/AIDS, drug abuse)		✔	✔		✔						✔	✔	✔
Environmental health (e.g., food and drinking; water quality; pollution)		✔	✔		✔						✔	✔	✔
Corporate social responsibility													
Production and/or consumption patterns			✔										
Economic growth and good jobs			✔								✔	✔	✔
Rural/urban development			✔								✔	✔	✔
Oceans and sea			✔								✔	✔	✔
Renewable energy		✔	✔		✔								
Sustainable cities and communities			✔										
Culture's contribution to sustainable development											✔	✔	✔
Total													
Other (countries to add as many as needed)													

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

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

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

Appendix I (b)

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum[31] or 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*	*25*	*3*	*35*	*4*	*45*	*5*	*55*	*6*	*7*	*8*
Learning to learn Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?			✓		✓						✓	✓	✓
	- understanding complexity/systemic thinking?			✓		✓						✓	✓	✓
	- overcoming obstacles/problem-solving?			✓		✓						✓	✓	✓
	- managing change/problem-setting?			✓		✓							✓	✓
	- creative thinking/future-oriented thinking?											✓	✓	✓
	- understanding interrelationships across disciplines/holistic approach?											✓	✓	✓
	Total			4		4						5	6	6
	- other? (*countries to add as many as needed*)													

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[31] At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels												
		0	1	2	25	3	35	4	45	5	55	6	7	8
Learning to do Does education at each level enhance learners' capacity for:	- applying learning in a variety of life-wide contexts?		✓	✓		✓						✓	✓	✓
	- decision-making, including in situations of uncertainty?		✓	✓		✓						✓	✓	✓
	- dealing with crises and risks?		✓	✓		✓						✓	✓	✓
	- acting responsibly?		✓	✓		✓						✓	✓	✓
	- acting with self-respect?		✓	✓		✓						✓	✓	✓
	- acting with determination?		✓	✓		✓						✓	✓	✓
	Total		6	6		6						6	6	6
	- other? (*countries to add as many as needed*)													

Competence	Expected outcomes	ISCED Levels												
		0	1	2	25	3	35	4	45	5	55	6	7	8
Learning to be Does education at each level enhance learners' capacity for:	- self-confidence?		✓	✓		✓						✓	✓	✓
	- self-expression and communication?		✓	✓		✓						✓	✓	✓
	- coping under stress?												✓	✓	✓
	- ability to identify and clarify values?		✓	✓		✓						✓	✓	✓
	Total		3	3		3						4	4	4
	- other? (*countries to add as many as needed*)													
Learning to live and work together Does education at each level enhance learners' capacity for:	- acting with responsibility (locally and globally)?		✓	✓		✓						✓	✓	✓
	- acting with respect for others?		✓	✓		✓						✓	✓	✓
	- identifying stakeholders and their interests?			✓		✓						✓	✓	✓
	- collaboration/team working?			✓		✓						✓	✓	✓
	- participation in democratic decision-making?												✓	✓	✓
	- negotiation and consensus-building?												✓	✓	✓
	- distributing responsibilities (subsidiarity)?													✓	✓

Competence	Expected outcomes	ISCED Levels												
		0	1	2	25	3	35	4	45	5	55	6	7	8
	Total		2	4		4						6	7	7
	- other? (*countries to add as many as needed*)													

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

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

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

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

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

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy[a]	ISCED Levels													
	0	1	2	25	3	35	4	45	5	55	6	7	8
Discussions		✔	✔		✔						✔	✔	✔
Conceptual and perceptual mapping		✔	✔		✔							✔	✔
Philosophical inquiry											✔	✔	✔
Value clarification		✔	✔		✔						✔	✔	✔
Simulations; role playing; games		✔	✔		✔						✔	✔	✔
Scenarios; modelling			✔		✔						✔	✔	✔
Information and communication technology (ICT)		✔	✔		✔						✔	✔	✔
Surveys		✔	✔		✔						✔	✔	✔
Case studies		✔	✔		✔						✔	✔	✔
Excursions and outdoor learning		✔	✔		✔						✔	✔	
Learner-driven projects		✔	✔		✔								
Good practice analyses		✔	✔		✔						✔	✔	✔
Workplace experience											✔	✔	
Problem-solving		✔	✔		✔						✔	✔	✔
Total		11	12		12						12	13	11
Other (*countries to add as many as needed*)													

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

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

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

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

Appendix II

Indicator 2.6, sub-indicator 2.6.1

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

Table (a)
According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	Formal	*Non-formal*	*Informal*
NGOs		✔	
Local government		✔	✔
Organized labour			
Private sector			
Community-based			
Faith-based			
Media			
Total		2	1
Other (*countries to add as many as needed*)			

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

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

Table (b)
According to United Nations Decade of ESD

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

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

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

Indicator 3.1, sub-indicator 3.1.3

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

ISCED levels	Percentage of education professionals who have received training[a] to integrate ESD into their practice																	
	Educators												Leaders/administrators[b]					
	Initial[c]						In service[d]						In service[e]					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0. Early childhood education																		
1. Primary education	✓	✓	✓										✓	✓	✓			
2. Lower secondary education								✓	✓				✓	✓	✓			
25. Lower secondary vocational education																		
3. Upper secondary education								✓	✓				✓	✓	✓			
35. Upper secondary vocational education																		
4. Post-secondary non-tertiary education																		
45. Post-secondary non-tertiary vocational education																		
5. Short-cycle tertiary education																		

ISCED levels	Percentage of education professionals who have received training[a] to integrate ESD into their practice																	
	Educators												Leaders/administrators[b]					
	Initial[c]						In service[d]						In service[e]					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
55. Short-cycle tertiary vocational education																		
6. Bachelor's or equivalent level																		
7. Master's or equivalent level																		
8. Doctoral or equivalent level																		
9. No information available																		
Non-formal																		
Informal																		

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

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

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

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

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

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

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

Appendix IV

Summary and self-assessment by countries

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

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

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

Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD	☐ Not started ☒ In progress ☐ Developing ☐ Completed
3.2		☐ Completed
Indicator 4.1	Teaching tools and materials for ESD are produced	☐ Not started ☒ In progress ☐ Developing ☐ Completed
Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	☐ Not started ☒ In progress ☐ Developing ☐ Completed
Indicator 4.3	Teaching tools and materials for ESD are accessible	☐ Not started ☐ In progress ☐ Developing ☐ Completed
Indicator 5.1	Research on ESD is promoted	☐ Not started ☒ In progress ☐ Developing ☐ Completed
Indicator 5.2	Development of ESD is promoted	☐ Not started ☐ In progress ☐ Developing ☐ Completed
Indicator 5.3	Dissemination of research results on ESD is promoted	☐ Not started ☐ In progress ☐ Developing ☐ Completed
Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond	☐ Not started ☒ In progress ☐ Developing ☐ Completed

Annex II

Proposed timeline for reporting

The proposed timeline for the preparation and submission of national implementation reports set out below aims to facilitate the reporting exercise at the national level. Member States are asked to respect the deadline of 1 November 2018 to ensure sufficient time for the preparation of the report on progress in implementation during the first post-2015 phase of implementation of the Strategy at the regional level, and the reflection of any review of implementation in the discussions on education for sustainable development within the framework of the Steering Committee.

National preparation process	Time required	Tentative timing
First draft of the report	1 month	June 2018
Multi-stakeholder consultation on the draft	1–3 months	July-September 2018
Final report preparation (including translation, where required)	1 month	October 2018
Deadline for submission of national implementation reports to ECE		1 November 2018