Progress Report
Georgia

Several educational documents reflect ESD strategy.
Among them is "National Goals for General Education" government resolution # 84; that emphasizes competences, skills and values students are expected to have after graduating school. Based on the document National Curriculum and Assessment Center has finished working on the second edition of National Curriculum for 2011-2016 years. It was firstly elaborated in 2005, because the knowledge is not stagnant and new researches are undertaken and methodology is rethinked, new edition has been prepared. It will be implemented within next two years. This document has cross curricula ESD approach; Mostly ESD topics and principles are incorporated into science group and social sciences subject standards. Climate change, biodiversity, environmental issues, resource production and consumption, alternative energetic resources, distribution of poverty and development, urban-rural development, globalization, Millennium Development Goals, human rights or equity issues among others are broadly presented into curricula.
In addition we have along standing optional courses, such as Environment and Sustainable Development; Geoecology and environmental management; Biodiversity; Monitoring of natural monuments.
We should also mention about new area that is broadly reflected in new edition of the curricula. Earlier DRR was incorporated as in different subjects (mainly in geography); nowadays mandatory course for Head of Class Programme (one hour per week, with interactive methodology, discussions, role games and etc.) was created with the specific areas

1. **Natural hazards and global disaster trends**
    - Emergency situations and causes / effects of natural disasters
    - Climate change and disasters
    - Linkage between development and disasters
    - Vulnerability
    - Prevention
    - Mitigation
    - Hazard and vulnerability mapping (of the community where schools are located)
    - School emergency preparedness and response planning
    - Family emergency planning
2. **Natural hazards and their prevalence in Georgia**
3. **Natural hazards characteristic to Georgia: definitions; cause-and-effect relationships; prevention / mitigation measures; rules of behavior before, during and after disasters**
    - Earthquakes
    - Flooding / flash flooding
    - Landslides
    - Avalanches
    - Wildfires
    - Droughts
    - Wind storms, hail, thunder storms
4. **Natural hazards on the global level:**

- High winds (cyclones, typhoons, hurricanes)
- Volcanic eruptions
- Tsunamis

5. **Dealing with distress and trauma caused by disasters**
6. **Developing the concept of volunteerism among students**
7. **Concepts of working with parents / community involvement and awareness raising in disaster risk reduction**

The University supports sustainable development through public discussions, public awareness raising activities, active propaganda of healthy life style, as well as fundraising campaigns, individual and groups projects and the projects funded within the EC framework. Teachers' professional and subject standards also incorporate ESD in science and social sciences standards; these knowledge teachers have to prove on teachers' certification, which is compulsory for all teachers.

Ministry of Environment Protection and Natural Resources conducts several informal and awareness-raising activities for the different categories of audiences regularly, which includes: press articles and newsletters, TV and radio clips and advertisements, TV and radio broadcasts on particular environmental issues, leaflets, billboards, brochures, trainings, seminars, open-air informational lectures, eco-camps, etc.

Additionally to this, the Ministry of Environment Protection and Natural Resources works on the following issues:

How to conduct a cross sector study on current state of environmental education in the country; Identification of constrains and opportunities in the country regarding the issue; Share good practices and guidance for different educational levels (pre-school, secondary school, high school and university) as well as for general public, governmental officials, etc.; Identification of stakeholders and their roles related to the issue; Develop and assist in design of environmental education.

Jointly with the Ministry of Education and Science the Ministry of Environment Protection and Natural Resources works to develop a working plan of a long term sustainable development action plan and other related documents;

Since 2008, in order to popularize science Ministry of Education and Science and Shota Rustaveli Georgian National Science Foundation have been providing public lectures in environmental education for high school students in all 12 regions of Georgia

Press articles are promoting to raise environmentally friendly attitudes and underline problems in this case.

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