

# CYPRUS

1. National reporting on the progress achieved in the implementation of the United Nations Economic Commission for Europe (ECE) Strategy for Education for Sustainable Development offers a valuable opportunity for countries to learn from each other and to share newly produced resources and materials within and beyond the ECE region.
2. In preparation for the thirteenth meeting of the ECE Steering Committee on Education for Sustainable Development, countries are requested to fill in the questionnaire below, reporting on the progress made and the challenges encountered in implementing the selected three priority action areas since the twelfth Steering Committee meeting (Geneva, 20-21 April 2017).
3. Additional sub-section in this questionnaire refers to the alignment of the national strategies for ESD with the Global Action Programme on Education for Sustainable Development, contributing to the implementation of the 2030 Development Agenda in terms of achieving the SDG 4.7 on education and as an instrument for achieving all 17 SDGs.
4. Countries are kindly requested to submit this information in writing to the secretariat via e-mail (esd@unece.org) by **15 March 2018**.
5. The secretariat will review all the information submitted and deliver a synthesis presentation at the Steering Committee's thirteenth meeting. The presentation will be followed by an interactive discussion.
6. Recognizing the importance of celebrating champions of Education for Sustainable Development, Steering Committee members are invited to indicate if there are any outstanding initiatives on the implementation of the priority action areas in their countries that they wish to share and/or present. Countries might also wish to report on how the implementation of the national strategies for ESD contributes to the achievement of Goal 4.7 and the 2030 Agenda at the national level, and also on mainstreaming gender aspects in the national ESD policies.

## **Questionnaire for 2018 informal country<sup>1</sup> reporting on the implementation of the three “vertical” priority action areas<sup>2</sup>**

### **Advances made and challenges encountered since the 12<sup>th</sup> Steering Committee meeting in April 2017**

#### ***I. Priority action area (a)***

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*Encouraging whole-institution approaches by establishing education for sustainable development school plans, or by embedding education for sustainable development in existing school plans, for every school by 2019*

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#### **1. Has the number of schools adopting a “whole-institution approach” to sustainable development or education for sustainable development (ESD)**

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<sup>1</sup> Countries with a federal structure are free to provide several inputs or questionnaires from different states or entities, if appropriate.

<sup>2</sup> See framework for the future implementation of the UNECE Strategy for Education for Sustainable Development (ECE/BATUMI.CONF/2016/11), subparas. 20 (a)-(c). Available from <http://www.unece.org/environmental-policy/environment-for-europe/efe-conferences/batumi-conference/documents-and-materials.html>.

increased?

Yes X  No

- *Cyprus has established ESD and the Whole Institution Approach is a priority in its educational system at all levels. ESD and holistic school approaches are introduced into the primary and pre-primary education levels through the creation of the Sustainable Environmental Educational Policy (SEEP) by each school. Each school, on the basis of its own needs and specificities, chooses its own issue of inquiry and the whole school community works to study and address it in order to change and improve it both within the school unit and in the community. An important element of the SEEP is that it covers besides the pedagogical, the organizational and social levels and a basic prerequisite when designing and implementing it is to include intervention objectives in the school and the community in order to bring about change. In terms of secondary education, despite the fact that ESD and holistic school approaches have not been introduced as a mandate in the school practice, an important initiative has been introduced officially this year in secondary education which relates to the unified plan for improving the school unit. Through this plan each school is setting a priority task for a problem or an issue that has and all the school is working for its improvement for a year. Through the plan, the schools in secondary education have the flexibility to infuse sustainability issues in their plan and work jointly for their improvement.*
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**2. Have any (additional) incentives and assistance measures (guidelines, award scheme, funding, training, technical support) been made available that support ESD school plans?**

Yes X No

- *Yes. Recently a Unit for Education for Environment and Sustainable Development has been established in the Cyprus Pedagogical Institute, which is the Unit assigned with the responsibility to implement and monitor the Cyprus National Action Plan for ESD in the Republic of Cyprus. This Unit consists of 13 educators with specific qualifications in ESD and has the responsibility of supporting schools to implement their Sustainable Environmental Education Policy or to integrate Sustainable Development into the unified school improvement plan. This support varies and is multi-level. In particular, school-based seminars are provided, on the basis of the specific framework of their school, are guided in designing and implementing their SEEPs. An important innovation in the implementation of the design and implementation of the SEEP is the professional development provided to school principals of all levels. Specifically, training seminars have been introduced for managers regarding their role in terms of support and guidance to their staff for designing their SEEP. At the same time, specific seminars are offered to school inspectors in order to be familiarize them with the Sustainable Environmental Educational Policy (SEEP). Additionally, a guideline book has been developed with all the needed steps for planning and*

*implanting the SEEP. This guideline book is supported by two booklets which (a) provide ideas regarding the ways in which schools can work for identifying their Sustainable Development issue and design their SEEP and (b) provide ideas and examples for interventions and actions that can be undertaken in schools regarding various sustainable development issues. Finally, another initiative connected with the SEEP of the school, is the program "Recycling Cooking Oils", in which the participation of schools is optional. The schools that participate to the program, depending on the quantities of cooking oil that are collected for recycling, have financial incentives which can reach to 3.000 euros for each school. It is mandatory that this money used by the school to implement actions described in their SEEP. The total amount that has been approved by the Republic of Cyprus Council of Ministers for supporting schools for this purpose was 52.000 euros for the school year 2017-2018, and for the year 2018-2019 it will be increased to 65.000 euros.*

- *Yes, Cyprus will make a presentation on this point*

**3. Are staff and students in schools with ESD plans more environmentally and ecologically aware than staff and students in schools without ESD plans?**

Yes  No

*We cannot yet answer this question because we do not yet have data regarding the effectiveness of the ESD plans to students' environmental awareness. However, though discussions that we have with principals, teachers and the students, we are receiving a positive feedback regarding the impact of SEEP on the whole school community attitudes. It is noted that we are at the process for evaluating the SEEP implementation. At the moment we are at the process of designing the methodology of the research.*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?**

Yes  No

*Extensive educational material has been created by the pedagogical team of the Unit of Education for Environment and Sustainable Development of the Cyprus Pedagogical Institute. Those educational tools and materials refer to various issues of sustainable development, such as sustainable consumption and production, biodiversity, water, waste, energy, climate change, poverty, sustainable tourism, forests, transportation etc., and are developed based on the pedagogy of ESD. Apart from the ecological dimension, they also cover the social, economic, political and cultural dimensions of Sustainable Development Issues. All the materials have been developed in order to respond to the needs and the learning stage of each educational level, supporting the implementation of SD issues in the curriculum and can be used both indoors and outdoors. All the material and educational tools are available (open access) for schools and all interested parties at the official*

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*Encouraging whole-institution approaches by establishing education for sustainable development school plans, or by embedding education for sustainable development in existing school plans, for every school by 2019*

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*website of the Unit of Education for the Environment and Sustainable development (<http://www.moec.gov.cy/dkpe/>).*

**5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?**

Yes  No

*We are planning to conduct a Pan-Cyprian research, for evaluating the impact of SEEP to students' and teachers' knowledge, awareness, attitudes, and participation in Sustainable Development issues during the period 2018-2019. In addition, the research will assess the effectiveness of SEEP to the implementation of whole school approaches. It will be conducted firstly in primary education, which was the first educational level in which the SEEP was applied. Gradually, the research will be applied to pre-primary education.*

*It is noted that the implementation of SEEP in each school is followed by self-evaluation for each school regarding the attainment of SEEP goals, through which it is aimed that each school is to become long-term and systematically sustainable through its SEEP. The school self-evaluation is obligatory, it is conducted at the end of each school year, and is based on qualitative and quantitative indicators that are identified, published and sent to schools. Those indicators cover the three levels of the sustainable school (pedagogical, organizational, and social). Each school applying its self-evaluation can identify the progress that has been achieved regarding its sustainable orientation, based on the implementation of its SEEP.*

- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**6. Additional comments on implementing the UNECE Strategy for ESD in your country (please specify, if any):**

The UNECE ESD Strategy in the Cyprus context has operated as a guiding tool for better organizing the national ESD policies. Additionally, the UNECE ESD strategy has been helpful in the process of aligning the ESD National Policies with the main priority axes. It used as a guide, adapted to the particularities and needs of Cyprus in ESD.

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**II. Priority action area (b)**

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*Promoting the extension of education for sustainable development in teacher education and in the training of all educators*

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**1. Has there been any significant advancement made with regard introducing or extending ESD as a part of educators' initial training?**

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Yes  No

*Progress has been made regarding ESD in educators' initial training, however, since initial training is provided from Higher Education Institutions, it is noted that it depends from the priorities that each Higher Education Institution has for introducing ESD or extending it. At the moment, during initial training only one Higher Education Institution has organized and extended courses for ESD. Specifically, Frederick University is specialized in ESD. In its graduate programs for prospective teachers, it offers specific courses on ESD as well as two Master's Programs: a) Masters on ICT and ESD and b) Masters on Education for the Environment and Sustainable Development. Also, the University of Cyprus, through its graduate courses for prospective teachers, has introduced modules in ESD. Additionally, modules on ESD have been infused in Master's courses, especially in Science.*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**2. Have there been any significant advances made with regard to introducing or extending ESD as a part of educators' in-service training?**

Yes  No

*ESD is an intrinsic part of teachers' in-service training and it can be claimed that it is part of the official policy for teachers' professional development. Regarding in-service training in ESD, Cyprus Pedagogical Institute has established since 2004, a series of obligatory and elective courses. Those courses varies on type and time. Those courses are offered to teachers in all educational levels and also to the principals at all educational levels. An innovation in teachers' in-service training is the obligatory courses that are offered to principals, aiming to support their efforts to lead a sustainable school. Also, in-service training, courses are offered at the school units, in which schools are represented by one teacher and the principal, who are trained for infusing and implementing ESD more effectively in the school context. Other seminars that are offered concern teachers' ESD competencies, methodologies and pedagogies of ESD, seminars on ESD and Curricula, ESD and non-formal education as well as seminars for familiarizing teachers with the material and educational tools for ESD. The course duration varies from 5-50 hours and courses are conducted in schools, in outdoor settings, at the Cyprus Pedagogical Institute, and in Environmental Education Centres. Also, specific conferences are organized for ESD focused on various aspects and issues of ESD. It is noted that recently in secondary education, ESD in-service training was introduced in the Unified Plan for School Improvement, acknowledging that secondary teachers' education on ESD is an important factor for orienting schools in quality education. Also, an innovation in Cyprus was a mentoring scheme for teacher training on ESD. This in-service course lasted one year and experienced teachers worked with novice teachers in schools aiming to guide them for working with ESD in schools more effectively.*

- *Yes, Cyprus will make a presentation.*

**3. Are beginning teachers who have been in teacher education that has**

**introduced ESD more likely to teach from a sustainability perspective?**

Yes X No

- *Yes this has been confirmed by numerous research studies that have been conducted in Cyprus regarding the ESD and initial or in-service training. The main results indicate that teachers that received training courses in ESD were more competent to work with ESD issues in schools. Additionally, teachers indicate specific forms of training education that is more effective in order to be more competent with ESD issues, such as mentoring and workshops on practical issues of ESD.*

*Below some of the publications with the main results are referenced:*

*Kadji-Beltran, C., Christodoulou, N., Zachariou, A., Matthies-Lindemann, P., Barker, S. & Kadis, C. (2016). An ESD pathway to quality education in the Cyprus primary education context. Environmental Education Research, Doi: 10.1080/13504622.2016.1249459*

*Kadji-Belrtan, C., Zachariou, A., Liarakou, G & E. Flogaiti (2013). Empowering Education for Sustainable Development in schools through mentoring. Professional Development in Education, DOI:10.1080/19415257.2013.835276*

*Zachariou, A. & Valanides, N. (2006). Education for Sustainable Development: The impact of an outdoor program on student teachers. Science Education International, 17(3), 187-203.*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?**

Yes X No

*Yes, one specific educational tool was written on teacher' education in ESD entitled "Education for the Environment and Sustainable Development as a Pedagogical Means for Primary and Pre-primary Education: An Educational Tool for Teachers". The aim of the book was to experientially introduce teachers to the main pedagogical approaches of ESD and to how these can be used in school. In addition, a guide with various other tools regarding ESD that has been written in the framework of various European Projects was translated in Greek and used as a supporting tool in teachers' in-service education. This book, entitled "Keystones on School and Community Collaboration for Sustainable Development", aimed to support teachers to link schools with the local communities and it published through the European Project CoDes. Similarly, a guideline tool for teachers ESD competencies translated and used in teacher training through the European Project RSP. Additionally, all other educational material that have been published for supporting teachers to work with Sustainable Development issues are used in teacher seminars in order to practically be implemented in schools. All material is accessible to all teachers and other interested parties and can*

be downloaded for free from the official website of the Unit of Education for Environment and Sustainable Development <http://www.moec.gov.cy/dkpe/>

**5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?**

Yes X No

*Yes. There is a continuous evaluation for ESD and in-service training. The results of the evaluations published in various scientific journals. Below some of the publications that present the results of evaluations and assessments that have already be conducted are referenced:*

Kadji-Beltran, C., Christodoulou, N., Zachariou, A., Matthies-Lindemann, P., Barker, S. & Kadis, C. (2016). An ESD pathway to quality education in the Cyprus primary education context. *Environmental Education Research*, Doi: 10.1080/13504622.2016.1249459

Zachariou, A., Kadji-Beltran, C. & Manoli, C. C. (2013). School Principals' Professional Development in the framework of sustainable schools in Cyprus: A matter of refocusing. *Professional Development in Education*, 39 (5), 712-731.

Kadji-Belrtan, C., Zachariou, A., Liarakou, G & E. Flogaiti (2013). Empowering Education for Sustainable Development in schools through mentoring. *Professional Development in Education*, DOI:10.1080/19415257.2013.835276

Kadji-Beltran, C., Zachariou, A. & Stevenson, B. R. (2013). Leading Sustainable Schools: Exploring the role of primary school principals. *Environmental Education Research*, 19 (3), 303-323.

Zachariou, A. & Kadji-Beltran, C. (2009). *Exploring Cypriot Primary School Principals' Perceptions of the Sustainable Schools*. *Environmental Educational Research*, 15(3), 315-342.

- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

**6. Additional comments on implementing UNECE Strategy for ESD in your country (please specify, if any):**

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**III. Priority action area (c)**

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*Strengthening technical and vocational education and training in support of sustainable development and the transition to a green economy*

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**1. Has there been advancement towards a structural reorientation of technical and vocational education and training (TVET) towards ESD?**

Yes X No

*Recently and in the context of the educational reform in Cyprus TVET education began an attempt for reforming the TVET curricula. Through the revised curricula, special emphasis given to Sustainable Development and to the*

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*Green Economy. SD has been infused in most of the TVET Courses aiming to orient students to professional strands that relate to Sustainable Development issues. It is noted that curricula are linked to the labour market aiming to introduce TVET students to sustainable entrepreneurship and various innovative projects in cooperation with the labor market are developed in schools in order to introduce students to green jobs.*

*Another structural innovation in Cyprus TVET that has boosted ESD is the establishment of the post-secondary institutions of vocational education and training (PSIVET), which accredited in April 2017 by the Quality Assurance and Certification Agency for Higher Education as public schools of higher vocational education and training. PSIVET offer two-year professional courses. Many of these courses concern technicians for photovoltaics, wind and solar energy, technicians for energy efficient buildings, professionals in organic vegetable crops, technicians in waste management and water recycling.*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**2. Have any incentives and assistance measures been made available that support the reorientation of TVET towards sustainable development?**

Yes X No

*Students and teachers of TVET have, as the other educational levels, the same opportunities, assistant measures and incentives for promoting SD in their schools. An indicative example is the participation of many TVET schools in the environmental project “Recycling Cooking Oil”. The financial support that schools receive from the quantities of cooking oil that they collect is used for introducing various technologies and measures for the environment and sustainable development in their schools and for using them in their school practice. For example the “Agros TVET Hotel School” invested the money of the project to buy solar ovens, which are used for the education and training of students. Another supporting measure that implemented in TVET schools for working more tentatively with SD issues is the establishment of green technologies. For example, through the GWP program for water, three TVET schools established systems for recycling “grey water”. Those technologies, apart from their uses for sustainable management of water in schools, are used as pedagogical tool for introducing students to green technologies and mainly to provide them with the necessary skills needed for green jobs. Finally, through the Governmental Network of Environmental Education Centers, students and teachers attend specific courses for Environment and Sustainable Development that support them to work more effectively with those issues.*

**3. Are students who have been in TVET oriented to sustainable development finding jobs related to sustainable development?**

Yes X No

*Statistical data from the Cyprus Ministry of Education and Culture indicate that the employability rate of PSIVET graduates in some programs, which to a large extent relates with SD,*

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exceeds 85%, while employment rates of other young graduates with strong academic qualifications is estimated to remain at a lower level.

- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

**4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?**

Yes  No

Please see point (4) for priority area (II)

**5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?**

Yes  No

- Not yet because reforms are still evolving.
- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

**6. Additional comments on implementing UNECE Strategy for ESD in your country (please specify, if any):**

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**IV. Monitoring SDG 4 (Targets 4.7 and 4.a)**

**SDG 4:** “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

**Target 4.7:** “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

**Target 4.a:** “Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all”

(Note: According the UNESCO methodology (see report “Historical efforts to implement the UNESCO 1974 Recommendation on Education in Light of 3 SDGs Targets, <http://unesdoc.unesco.org/images/0024/002472/247275E.pdf>), the agreed global indicator measures the extent to which (i) global citizenship and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment.)

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**1. Does your country have a stand- alone "sustainable development", "global understanding", "international understanding" policy/plan/law in place, all of them using “sustainable development” language?**

Yes  No

- Yes, Cyprus has the National Strategy for Sustainable Development, in which ESD is included as a horizontal issue. Except from this Strategy, Sustainable Development is used in most of the related national policies and strategies, like the Strategy for Adaptation and Mitigation to Climate Changes, the National Strategy for Biodiversity, the National Marine Strategy
  - Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your
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country on this topic

**2. Is ESD reflected in your country's current education policy/ies and frameworks?**

Yes  No

*Cyprus has endorsed the National Action Plan for EE focused on ESD. This Action Plan on ESD is the most official document of the Republic of Cyprus and is implemented systematically, monitored and revised according to the new challenges of ESD as set from the international documents for ESD like GAP and SDGs. This action plan includes all the main and central actions for ESD in Cyprus and it is based on the directions of UNECE ESD Strategy. In addition, ESD reflected in Cyprus Educational System sub-educational policies. Indicatively the following policies are mentioned: a) the policy for teachers' professional development in which ESD is included to all the obligatory and optional courses for teachers and principals at all educational levels, b) the policy for each school to implement its' SEEP (ESD School Plan), c) the policy for introducing ESD in the school timetable (2 hours a week 1<sup>st</sup> -4<sup>th</sup> Grades and 1 hour for 5<sup>th</sup> and 6<sup>th</sup> Grades) as complementary time to the interdisciplinary work that schools are doing for ESD through the other subjects, d) the policy for establishing non-formal ESD Education on a mandatory basis in the education system, providing opportunities to students to elaborate on ESD through real life experiences, using local communities and creating networks and synergies with the civil society.*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**3. Is ESD reflected in your country's current school curricula?**

Yes  No

*Cyprus has officially included ESD in pre-primary and primary education curricula. In secondary education, ESD is still implemented through various projects and in TVET education and is infused in most subjects. Especially the implementation of ESD curricula in pre-primary and primary education is an important innovation, since ESD issues are an official part of the school practice through the official curricula. ESD Curricula are developed on thematic units. Each thematic unit elaborates on a specific issue for SD, which is seen at the local, regional and international levels. The curricula are closely related to the SEEP of schools and are organized on the basis of learning outcomes from 1<sup>st</sup> to 6<sup>th</sup> Grade for each thematic unit. Those learning outcomes are connected to indicators of ESD achievement, which have been identified according to the levels of knowledge, skills, awareness, attitudes and participation. Please see also answers in priority action (I) which is closely related to the ESD curricula.*

- *Yes, I will do a presentation*

**4. Is ESD reflected in the curriculum of pre-service and/or in-service teacher training?**

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Yes X No

*Please see the detailed responses in priority action (II) points (1) and (2)*

**5. 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? (please tick all that apply)**

(a) Knowledge

Yes X No

*It will be assessed through various subjects and according to the knowledge that is provided in specific subjects, mainly in secondary education (biology, physics, geography, language, arts etc.)*

(b) Skills and competencies

Yes X No

*It is planned to be assessed through the Cyprus Ministry of Education Strategic Plan in which ESD is one of the main targets for implementation in ESD curricula. The assessment will begin from pre-primary education and then gradually and in the long term it will be extended to the other educational levels. Questionnaires and focus groups will be used as methods for data collection.*

(c) Values and attitudes

Yes X No

*It is planned to be assessed through the Cyprus Ministry of Education Strategic Plan in which ESD is one of the main targets for implementation in ESD curricula. The assessment will begin from pre-primary education and then gradually and in the long term it will be extended to the other educational levels. Questionnaires and focus groups will be used as methods for data collection.*

(d) Behaviours

Yes  No

• *Please specify*

(e) None

Yes  No

• *Please specify*

(f) No information available

Yes X No

• *Please specify*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**6. Are the other core elements of the Target 4.7 part of education in your country?**

– Sustainable lifestyles

Yes X No

– Human rights

Yes X No

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– Gender equality

Yes  No

– Promotion of a culture of peace and non-violence

Yes  No

– Global citizenship

Yes  No

– Appreciation of cultural diversity and of culture's contribution to sustainable development

Yes  No

Yes  No

- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

**7. Additional comments on implementing SDG Goal 4.7 in your country (please specify, if any):**

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**8. Is Target 4.a (see above) part of education policy in your country?**

Yes  No

*Target 4 is an integral part of education in Cyprus. Apart from the fact that the main tasks in educational contents give emphasis to the creation of a culture of peace, respect to cultural diversity and to schools for all, special emphasis is given to the infrastructure and the pedagogical tools as well to teachers' education in order for target 4.a to be feasible. Since quality education is the challenge in Cyprus education system, target 4.a confronted in a unified way with changes in the educational contents, in the pedagogical and learning process, and in the structure of the school in order to be transformed as a learning community for all students.*

- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

**9. Is climate change education/environmental awareness mandatory at any level of education in your country?**

Yes  No

*It is mandatory through the ESD curricula in formal education and through the environmental education programs that are implemented through non-formal education. Specifically, in the curriculum of ESD, one of the main thematic units is climate change which is also linked and related to other SD issues such as water, biodiversity, forests, waste, energy, poverty, etc., acknowledging that climate change cannot be seen independently from other SD issues. Moreover, issues*

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pertaining to climate change are infused in the educational material and tools that have *been published to support the ESD Curricula implementation. Additionally through the Governmental Network of EEC Centers, programs for climates change are implemented in order to support the work that is done on the subject in the framework of formal education.*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*
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