

GEORGIA

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 progress made and 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 to 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 in particular 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 the Goal 4.7 and the 2030 Agenda at the national level, and also on mainstreaming gender aspect in the national ESD policies.

Questionnaire for 2018 informal country¹ reporting on the implementation of the three “vertical” priority action areas²

Advances made and challenges encountered since the twelfth Steering Committee meeting in April 2017

I. Priority action area (a)

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

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

Yes 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

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

Yes 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

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

- 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

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

Yes No

- Please specify and, if applicable, indicate the language and website address
- In general, some ESD related materials and documents are accessible through the website of Environmental Information and Education Centre (EIEC) under the Ministry of Environmental Protection and Agriculture of Georgia. Most of the information and documents are in Georgian language but some of them available in English as well.

The following recently developed documents to support environmental education and improve the quality of learning are placed on the website: “Free Lessons”, 2

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

² 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>.

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

editions of “Preschool Environmental Education”, “Environmental Education in Schools” for I-IX grades, etc.

EIEC website: <http://www.eiec.gov.ge>

- National Center for Teacher Professional Development has released publication “Ecoliteracy”, also online newspaper for educators “mastsavlebeli.ge” (mastsavlebeli in Georgian means teacher) within 2017 published practical and informational articles related to ESD and SD.

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

- 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

Comment: teachers’ performance for career advancement is assessed to some extent. On the base of this assessment they are gathering credit points. Project based activities, extracurricular activities that are related with ESD are promoted and are becoming very popular among teachers.

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

- Draft 5-year ESD National Strategy and Action Plan has already been elaborated. It is expected to adopt the document this year. The main priorities of the strategy and action plan include general education among others;

- According to the strategy and action plan, establishment of annual award for sustainable development is essential to encourage the different institutions and the society, and thus to appreciate their efforts in sustainable development;

- Annual monitoring and reporting on implemented activities under the strategy and action plan is considered.

- “Sustainable Development Goals in Formal and Non-formal Education”- annual national conference for teachers was held in 2017. Up to 150 teachers, who were participated in this event, presented their best practices in SD and ESD.

II. Priority action area (b)

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

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

Yes 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
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- 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. In the Sector Benchmarks in Education that 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.

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

- 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
- ESD related strategies and methodology that promote the development of higher order skills, as well as student oriented teaching are largely introduced to teachers in general education

3. Are beginning teachers who have been in teacher education that has introduced ESD more likely to teach from a sustainability perspective?

Yes 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

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

Yes No

- Please specify and, if applicable, indicate the language and website address
- Materials for trainings and programs are accessible for specific target audiences

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

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

- Particular trainings on sustainable development for all educators for their professional development is one of the priority direction of the draft ESD National Strategy and Action Plan;

- New teacher training modules are planned to be developed in 2018-2019 for teachers of different subjects;

- Textbook licensing is mandatory in Georgia. There is special criteria related to

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

ESD and SDG principles for all subjects, this year new textbooks for primary level will be approved and released, so ESD will be largely integrated in all schools.

III. Priority action area (c)

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

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

Yes 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

During the last few years, with active involvement of stakeholders, MoES prepared new law on vocational education that will substantially change the system and most importantly will ensure:

- linkages of VET to other levels of education;
- internationalization of VET sector;
- active participation of employers into the VET system;
- scaling up dual education;
- facilitation of innovative learning and entrepreneurship;
- formalization of adult education system, etc.

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

Yes 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

MoES started reform of VET programs with EU recommended methodology that anticipates active involvement of employers in designing the VET education standards and programs. As a result, more than 100 new programs have been prepared and introduced. Material technical base of VET providers have been upgraded respectively in all state VET colleges and teachers have been trained according to new requirements.

From 2013 MoES allocated substantial resources for improving the network of VET providers and as a result 10 new locations have been added to existing chain with newly rehabilitated buildings. Since 2013 inclusive education policy was implemented in VET system with the support of Norwegian Government to ensure equity in education.

Government fully funds the tuition fee in state education institutions that enables all with only basic education, enter into the system and acquire the skills demanded on the labor market. Number of applicants is gradually increasing with 15% each year and the annual turnover reached nearly 13 000 students at state providers and nearly 4500 at private institutions.

Facilitation of public-private partnership is kept within the priorities for the next years. 4 new education institutions have been established from 2015. The work is ongoing on in this direction and there are very important initiatives from the private companies.

In frames of this cooperation, work based learning approach has been initiated. This model as it is known is mostly relevant for increasing the quality and relevance of VET education. From 2016 MoES started establishment of dual programs in agriculture and this year tourism field has been added, with a plan to scale up with construction field dual programs in 2018. International organizations support to this approach is quite strong in the country. Currently more than 60 students enrolled in dual programs that will be doubled this year.

Revision of NQF is in progress that is based on LLL principle.

To rise the image of vocational education, the communication strategy will be developed this year according to which an active marketing campaign will be conducted that reach all citizens of the country by explaining the benefits of vocational education.

From September MoES started new program aiming at introduction of VET professions in public schools that will help the 7, 8, and 9th grade pupils to get familiar with VET qualifications.

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

Yes 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

- Employment rate of VET graduates is increasing, e.g.: in 2013 it was 33%, and 56% - in 2016.

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

Yes No

• Please specify and, if applicable, indicate the language and website address

- All VET related information and materials is accessible through the following web sites: www.vet.ge; www.eqe.ge; www.vet.emis.ge

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

• 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

- MoES has developed the Strategy and Action plan of VET education for 2013-2020. With the support of EUVEGE project midterm evaluation of the stagey implementation was conducted in 2017.

Georgia is also part of Torino process, it means that our VET system is assessed once in a two year. The last assessment was

done in 2016.

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

According to the draft 5-year ESD Strategy and Action Plan incorporation of sustainable development principles in the standardization of vocational education institutions is considered.

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.)

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

- Please specify

- A draft ESD National Strategy and Action Plan uses "sustainable development" language;

SDGs are considered in Annual Governmental Work Plan;

98 targets of 17 SDGs are nationalized, respective National Matrix is developed. The adjusted goals and targets will be reviewed in 5-year span to cover full scope of SDGs and their targets by 2030;

Integration of SDGs and their targets in national strategic documents is a permanent process.

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

Yes No

- MoES has developed Strategy and Action Plan for 2017-2021, approved by the Government of Georgia. ESD, SDG and GCED are reflected in the document at the broadest context. This will promote ESD at all levels of education including the scientific sector as well as the implementation of ESD;

Benchmarks are approved that include ESD and SDG for

initial teacher training programs;

ESD is reflected in National Curriculum (2011-2016) of Georgia at all levels of general education (primary, basic and secondary) through the subject standards of Social Studies and Natural Sciences;

By the subjects under the mentioned subject standards, students get specific information about the ESD issues like sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity.

- *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

- As far as the school curricula are developed on the basis of National curriculum and the latter is mandatory document for each school to follow and envisages the ESD topics, they are respectively reflected in school curricula as well, namely in the subject programmes of Civic Education, Geography, Our Georgia, Biology, Natural Science, Physical Education and sport and others.

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

Yes No

- *Please specify to what extent*

- Since 2018 new accredited programs in preservice teacher training will reflect ESD.

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 No

- *Please specify*

(b) Skills and competencies

Yes No

- *Please specify*

(c) Values and attitudes

Yes No

- *Please specify*

(d) Behaviours

Yes No

- *Please specify*

(e) None

Yes No

- *Please specify*
-

(f) No information available

Yes No

• Please specify

Comment: Existing school leaving and national exams (university acceptance exams) assess/examine knowledge and skills of students where ESD is not reflected

- 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 No

– Human rights

Yes No

– 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

- *In the Strategy and Action Plan for 2017-2021 for Education and Science ESD, SDG and GCED are reflected for all levels of education;*

All the topics listed above are part of the General Education of Georgia, mainly represented through the subject programmes of social studies and natural sciences. In line with the new National Curriculum at primary level, students will learn about the issues from earlier age by starting new subject "Me and Society" in grades III-IV and "Our Georgia" in grades V-VI, where the issues of civic education, human rights, combating violence, gender equality, tolerance, respect to one another, fighting against all forms of discrimination, diversity and equality and healthy lifestyle will be highly represented.

- 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):

- Draft ESD National Strategy and Action Plan covers all forms of education at all levels and refers to different directions, such as: awareness raising, educational activities and trainings

on sustainable development for wider audience including decision makers; development of educators' competences in ESD; development of relevant learning and teaching materials on sustainable development; researches and experience sharing in this direction, etc.

One of the main activities under the strategy and action plan is support sustainable development oriented research.

According to the national Policy Planning Guideline (2016), annual reporting on implementation of all national strategic documents and action plans is required. The reports are the main sources of monitoring of implementation of such documents.

Within the scope of academic freedom Georgian higher education institutions are entitled to implement educational programs of their choice. The programs should meet the requirements of National Qualifications Framework and list of fields/specializations approved by the Order120 of the Minister of education and Science of Georgia. The document lists number of specializations related to the teaching on biodiversity, environment engineering and safety, ecology and environmental studies.

Georgian higher education institutions offer wide range of programs at all three levels (bachelor, master and doctoral). Around 18 higher education institutions are implementing educational programs in biodiversity and environmental studies. As far as educational programs enable students to choose the courses under the scope of free credits, students can select biodiversity modules as a part of their curricula. Furthermore state has announced nature studies, engineering and agrarian sciences as a priority fields that has significantly increased students' interest towards them.

In addition 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 Horizon2020 program was signed leading to increased participation of Georgian scientists EU research consortia.

Since 2013 the budget and number of projects funded by Shota Rustaveli National Science Foundation has increased. Under the call announced by the foundation the projects on environmental and earth sciences, agriculture and life science, etc. were funded as well.

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

Yes 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

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

Yes No

– ESD is one of the domains in Geography, which is

mandatory subject at lower secondary level for grades VII-VIII-IX. Climate change and environmental education issues are also covered under the following domain through the topics included in the subject programme.

- *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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