

INFORMAL COUNTRY REPORT

GEORGIA

Information on progress made and challenges encountered in the implementation of the UNECE Strategy for Education for Sustainable Development

(a) To ensure that there is an education for sustainable development (ESD) school plan in every school by 2015;

Environmental Education for Sustainable Development, Georgian National Strategy and Action Plan (2012-2014) was adopted in 2012. According to the document the Ministry of Education and Science of Georgia (MoES) and the Ministry of Environment Protection of Georgia (MoEP) are responsible governmental bodies which have to support and promote environmental education on pre-school, secondary school, vocational and higher education levels, and raise awareness on these topics throughout the country.

Based on the principles stated in the National Goals for General Education (2004) which identifies environmental education as an integral part of the basic education curriculum, environmental education component is being realized in the National Curriculum in the following way:

1. Environmental education and sustainable development related topics are integrated in the curriculums (2011-2016) of various disciplines, specifically natural and social sciences. Consequently, the issues are laid down in text books in the following way:

Natural Sciences:

- Grades 1- 6 - Natural Science
- Grade 7 - Introductions in Natural Sciences
- Grades 8-11 – Biology

Social Sciences:

- Grades 7-11 - Geography
- Grades 9-10 - Civic Education.

Challenges: In the future, it is important to train the textbook authors about the methodology of teaching environmental protection and ESD related issues for which international expert/consultant assistance is important.

2. The following optional courses on the ESD topics are prepared for grades 10-12:

- The Environment and Sustainable Development;
- Basics of Conservation Biology;
- The Monitoring of Natural Monuments; and
- Geographical Research.

Challenges: At this stage there are no textbooks for these courses, which make the process of implementing the mentioned disciplines difficult. There is a lack of interest from the authors to create textbooks for optional disciplines as they are not widely used by the school teachers.

3. “Ecological Education” is defined as a competence which should be integrated in all disciplines.

Challenges: Elaboration of a relevant educational guideline for the realization/implementation of this direction is necessary. But additional financial resources and technical assistance is needed for elaboration of such guideline, which is essential for the integration of ESD related topics into the textbooks or other educational resources. The guideline should be developed based on existing international practice and in compliance with the national standards.

(b) To promote the introduction of ESD into teacher education

A training module has been prepared by the Teachers Professional Development Centre of the MoES for the optional discipline “The Environment and Sustainable Development” and is being conducted to teachers. Also, a training program in Environmental Education has been developed and conducted to trainers.

Challenges: In order to provide the teacher training program to wider audiences around the country additional financial resources is needed.

A technical working group developed a methodological guideline for trainers, and a training module “Teaching of Natural Risk Reduction with Interactive Methods”. The project (2011-2012) was implemented by the National Curriculum Centre with the financial support of UNICEF. Under the project educational portal for the natural risk reduction has been created (<http://www.sicherheit.ge/Disasters/>).

(c) To reorient technical and vocational education and training in support of sustainable development and the transition to a green economy

According to the Georgian National Strategy and Action Plan of Environmental Education for Sustainable Development (2012-2014), support the incorporation of environmental education and sustainable development related topics into vocational education curricula and materials in targeted specializations, and conduct related trainings for teachers of vocational educational institutions is considered until 2014.

In order to increase access to professional education the MoES is planning to establish a Commission to study the feasibility of expanding professional educational institutions throughout the country. Along with other stakeholders, the MoEP is represented in the work of the Commission. Establishment of this Commission will benefit to incorporation of environmental education and sustainable development related topics into vocational curricula and materials in target specialization, which is one of the objectives of the Georgian National Strategy and Action Plan of Environmental Education for Sustainable Development (2012-2014).