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Steering Committee on Education
for Sustainable Development

JOINT SESSION ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

**IMPLEMENTATION OF THE UNECE STRATEGY FOR
EDUCATION FOR SUSTAINABLE DEVELOPMENT: FIRST PHASE (2007)**[*]

Report submitted by Kyrgyzstan

Note by the secretariat

This report is submitted in accordance with the decisions of the UNECE Steering Committee on Education for Sustainable Development (ESD) at its first and second sessions, which took place in Geneva from 13 to 14 December 2005 and from 4 to 5 December 2006 respectively (CEP/AC.13/2005/7 and ECE/CEP/AC.13/2006/3). According to these decisions, a pilot reporting exercise by countries was launched to assess progress in the implementation of the UNECE Strategy for ESD. The Steering Committee decided to make these reports available as input documents for the joint session on ESD at the Sixth Ministerial Conference "Environment for Europe". The pilot reporting exercise has been carried out in cooperation with UNESCO within the framework of the United Nations Decade of Education for Sustainable Development (2005-2014).

This report was submitted by the State Agency on Environment Protection and Forestry of the Kyrgyz Republic.

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(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 on or contributed to its preparation; how the stakeholders were consulted and how the outcome of this consultation was taken into account; and the material used as a basis for the report.

The present report is prepared by department of Informational-analytical maintenance and ecological education in State Agency on Environment Protection and Forestry of the Kyrgyz Republic in view of consultations with Ministry of Education, Science and Youth Policy of Kyrgyz Republic, experts of Kyrgyz Academy of Education, active participation of teachers of higher education of the country – Kyrgyz National University, Naryn, Osh, Issyk-Kul State Universities, Bishkek Humanitarian University, Kyrgyz Agrarian University and also faculty of Life security and Sustainable Development of Kyrgyz-Russian (Slavonic) University, active participation of Kyrgyz NGOs – Ecological Movement "BIOM", "Beagle", Central-Asian center of Ecological Education, filial of REC CA in KR, etc.

In preparation of the report, materials and reports of the international organizations such as- OSCE, UNESCO, REC CA, IFES, PEAKS, UNDP, IAS-UNU, UNEP, have been used.

(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.)

Kyrgyz Republic is the country with transition economy and recent events in 2005-2006, showed that a process of political and economic transformation in the country is not completed yet.

Revolution of March, 2005 and demonstrations in November 2006 have led to acceptance in the country of the new constitution. According to this main law the country has chosen president-parliamentary form of government.

On regular basis personnel rearrangements take place in enforcement authorities. The big external debt, high rate of unemployment and low standard of people living have put the country before threat of the introduction into HIPC - Heavily Indebted Poor Countries Initiative. Numerous national programs of development and strategies in sphere of economy and ecology have been developed, however they often contradict each other.

In these conditions promotion ideas and purposes of ESD in KR are extremely difficult. Lack of State financing can not allow starting the national plan on ESD.

In this connection only pilot initiatives in ESD sphere had been started in the republic with active participation of NGOs and international agencies and projects. Integration of ESD ideas into current legal acts is at a stage of lobbying.

The mechanism for interaction of the various interested groups in sphere ESD (Coordination council) is created in the country. However functioning of this body is at loss because of frequent personnel rearrangement of decision makers and political situation in the country. As additional mechanisms for promoting ESD ideas serve Conception of Continuous Ecological Education of Kyrgyzstan (2003) and Strategy of Public initiatives on ESD (2006).

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.* Kyrgyz/Russian
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes ☒ No ☐	Ms Duishenova Jyldyz, - Main specialist, department of Informational-analytical maintenance and ecological education in State Agency on Environment Protection and Forestry of the Kyrgyz Republic – was appointed as National focal point of ESD in Kyrgyzstan.
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.* Coordination council on ESD (Government decision from February, 11th, 2005 №74). In its mandate includes Coordination council on ESD (Government decision from February, 11th, 2005 №74). In its mandate includes 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.*
Sub-indicator 1.1.5	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the UN Decade of ESD,[3] and other policy processes relevant to ESD?
Yes ☒ No ☐	*Please specify.* Synergetic communications between these processes evidently are shown by creation in KR in 2006 Regional Centre of Expertise (RCE) within program of IAS-UNU. RCE which will serve purposes of UNECE Strategy on ESD and UN Decade on ESD. Close cooperation of Central Asian countries contribute to promotion of ESD principles in the region. Kyrgyzstan also takes part in UN Decade on ESD within the process on preparation of ESD Strategy for Asia and Pacific region, managed by UNESCO (Bangkok).

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[1] Issues 1 to 6 are in accordance with the objectives of the Strategy.

[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 substate entities.

[3] The United Nations General Assembly in its resolution 57/254 of 20 December 2002 proclaimed the 10-year period beginning on 1 January 2005 the United Nations Decade of Education for Sustainable Development.

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 ☐	ESD issues are reflected in the Concept of continuous ecological education of Kyrgyzstan, accepted by the decision of Ministry of Education and Culture of Kyrgyz Republic on September, 17th, 2003. Various aspects of achievement in sustainability and realization of principles of education for sustainable development are reflected in the National Action Plan on Education for All in the Kyrgyz Republic, developed within the frameworks of Dakar agreement 2000 (ratified by Government KR, July 30th, 2002). Special reflection in national strategic documents of Kyrgyz Republic was received for gender equality questions. The important role of educational is strengthened in preventive programs on drug use, and also HIV/AIDS problem. In this connection ESD issues are reflected in the National program «Kyrgyzstan Jashtary» on youth development of Kyrgyzstan till 2010 (the Decree of the President of the Kyrgyz Republic « About the Concept of development of the state youth policy of the Kyrgyz Republic till 2010 and the National program " Kyrgyzstan Jashtary" for 2006-2008 » from April 14th 2006 # 173). Besides, as a platform for strengthening work in this direction served a national program «Manas», aimed on reforms in public health sector in Kyrgyzstan. The Agenda for 21 century in the Kyrgyz Republic (approved by governmental order of Kyrgyz Republic 8.2.2002) includes issues of ecological education. The Strategy and Action plan on biodiversity conservation of Kyrgyzstan contains a component "E", devoted to ecological education and public participation.
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/ requirements; at all levels of formal education, as understood by your education system in accordance with ISCED?[5]
(a) Yes ☒ No ☐ (b) Yes ☐ No ☒	a. There is no Specialized law on ESD in Kyrgyzstan, but in the Law on environmental conservation from May, 13th, 1999 there is article, devoted to one of ESD components - article 48 « Ecological education and education ».On September 17th 2003 on the basis of the order of the Ministry of Education and culture, the decision of board of Ministry of Education and Culture of KR and the order of the Ministry of Ecology and Extreme situations accepted the Concept of continuous ecological education developed by group of experts of various educational levels, and the nongovernmental organizations. The Ministry of Education and culture of Kyrgyzstan developed and approved the Program of prime measures on realization of the Concept of continuous ecological education in Kyrgyz Republic (961/1 from 29.09.2003).The concept determines constructive principles and plans the basic directions of development of ecological education and should be a basis in definition contents of normative documents, i.e. state standard, curriculum's and obligatory minimum of the content of ecological education, creations on its base an educational-methodical complex, teachers and expert's preparation. Now ESD is not included in national curriculums and national standards. Till the present, consideration of ESD by a national education system according to ISCED standards was not spent. b. No ISCED table:

ISCED[6]	(a)		(b)[7]	
	Yes	No	Yes	No
0				
1				
2				
3				
4				
5[8]				

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

[5] International Standard Classification of Education (ISCED), UNESCO, 1997 (http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm).

[6] Education level in accordance with ISCED.

[7] National curricula and/or national standards/ordinances/requirements.

		6 Teacher education				
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.*					
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?					
Yes ☐ No ☒	*Please specify.*					
Sub-indicator 1.2.5	Does a formal structure for interdepartmental[9] cooperation relevant to ESD exist in your government?					
Yes ☒ No ☐	*Please specify.* Yes, such structure exists. On February 11th, 2005, by Governmental order №74 was created a Coordination council for Education for Sustainable Development - consultative and advisory body with purpose of sustainable development principles integration into an education system of the Kyrgyz Republic within the frameworks of realization of the Concept of transition of Kyrgyzstan to sustainable development till 2010, and creation of national ESD platform within the limits of UN initiatives in ESD. Now the structure of council is not designated, but unequivocally heads and experts of the Ministry of Education, sciences and youth policy will enter into it, State Agency on Environmental Protection and Forestry, representatives of a science and education, NGO. Chairman of Coordination council is Minister of Education of the Kyrgyz Republic. The structure of Coordination council will be approved by the Government of the Kyrgyz Republic. Coordination council will coordinate actions of the ministries, the state committees and administrative departments, local state administrations and institutions of local government on interaction with international and public organizations within the limits of the UN on ESD. In its activity Coordination council is guided by the legislation of the Kyrgyz Republic, and carry out its activity on public principles.					
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your government?[10]					
Yes ☒ No ☐	*Please specify.* Now in the frameworks of Coordination council on ESD the ways and approaches to create mechanism of multilateral cooperation are designed. The structure of council includes the experts, representing the state bodies, nongovernmental sector, scientists, and also the experts working in various educational levels between whom strong partner relations is established, that may promote ESD issues. One of approaches to creation mechanism of multilateral cooperation in ESD sphere is Strategy of civil initiatives in the field of Ecological education for the Sustainable Development, developed by public organizations of Kyrgyzstan in 2006 within the limits of Milieukontakt-Oost Europe project « Re-establishment of Ecological Movement in Kyrgyzstan ». Preparation of Strategy included a stage of discussion of the document with wide group stakeholders which included representatives of the state bodies, international agencies, mass-media, schools teachers, higher educational teachers, etc. Realization of Strategy assumes performance of initiatives in the frameworks of multilateral cooperation.					

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[8] For higher education institutions when answering: (1) regarding national legislation: this objective is focussing equally at the first stage of tertiary education (Bachelor), the second stage (MSc) and the third stage (PhD) while covering various aspects such as **service agreements/contracts**, **national strategies of R&D**, **university organisation and studies acts**, or **general laws of higher educations**.; (2) regarding national and/or national standards/ ordinances/ requirements: special attention shall be devoted to indications of linking systems of **quality assurance and accreditation** (with regard to the Bologna process) for higher educations institutions with ESD, as well as to **regulations of study programmes and study fields** which reflect the principles of ESD.
[9] Between state bodies.
[10] For explanation see paragraph 46 of the Strategy.

Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes ☐ No ☒	Please specify.

| **Indicator 1.3 National policies support synergies between processes related to SD and ESD.** ||

Sub-indicator 1.3.1	Is ESD part of SD policy(s) if such exist in your country?
Yes ☐ No ☒	*Please specify.* In « Agenda for 21 century of the Kyrgyz Republic » ESD is not included, but its component - ecological education is presented. Within the limits of Agenda for 21 century it is specified, that according to target parameters it is necessary: • To achieve reorientation of 30 % of school curriculums to sustainable development - up to 2007 • To increase volume of announcements in mass-media up to 30 % concerning sustainable development by encouragement through grants - up to 2006 In National Strategy on sustainable human development in the Kyrgyz Republic (May, 28th, 1997) specified, that "… it is necessary to have complex approach, which would cover perfection and optimization of environment preservation system, improvement of informing, ecological education and increase public activities ".

| **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[11] addressed explicitly in the curriculum[12]/programme of study at various levels of formal education?
Yes ☐ No ☒	*Phase II: please specify in the table in Annex 1 (a) and use the scale. Indicate the results in the box below.* No, but some of the key themes are presented in the curricula: 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[13]/programme of study at various levels of formal education?
Yes ☐ No ☒	*Phase II: Please specify in the table in Annex 1 (b) and use the scale. Indicate the results in the box below.* A ☒ B ☐ C ☐ D ☐ E ☐ F ☐

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[11] For explanation see paragraph 15 of the Strategy.
[12] At the state level, where relevant.
[13] See footnote 14.

Indicator 2.2 Strategies to implement ESD are clearly identified.								
Sub-indicator 2.2.1	Is ESD addressed through:[14] (a) existing subjects[15] only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project?[16]							

Phase II: For (a)–(d) please specify for different levels of education system in accordance with ISCED in the table by ticking (V) as appropriate.

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

ISCED levels	(a)		(b)		(c)		(d)	
	Yes	*No*	*No*	*Yes*	*Yes*	*No*	*Yes*	*No*
0					V		V	
1					V		V	
2					V		V	
3					V			
4					V		V	
5					V		V	
6					V		V	
Teacher education					V		V	

Indicator 2.3 A whole-institution approach[17] to ESD/SD is promoted.	
Sub-indicator 2.3.1	Do educational institutions[18] adopt a "whole-institution approach" to SD/ESD?

Phase II: please specify for all levels of your education system in accordance with ISCED in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.

Yes ☐ No ☒

ISCED levels	*Yes*	*No*
0		V
1		V
2		V
3		V
4		V
5		V
6		V
Teacher education		V

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[14] For higher education institutions: These distinctions would be equal to: a) **courses and disciplines**, b) **interdisciplinary courses**, c) **separate, specified SD courses or seminars**, and d) **stand alone projects** implemented
by the department, faculty or inter-faculty structures.

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

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

[17] A "whole institution approach" means that all aspects of an institution's internal operations and external relationships are reviewed and revised in 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).

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

Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support "a whole institution approach to SD/ESD"?
Yes ☐ No ☒	*Phase II: Please specify what schemes are available for all levels of your education system in accordance with ISCED in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.*

ISCED levels	Yes	No
0		V
1		V
2		V
3		V
4		V
5		V
6		V
Teacher education		V

Sub-indicator 2.3.3	Do institutions/learners develop their own SD indicators for their institution/organization?
Yes ☐ No ☒	*Phase II: Please specify for all levels of your education system in accordance with ISCED, in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.*

ISCED levels	Yes	No
0		V
1		V
2		V
3		V
4		V
5		V
6		V
Teacher education		V

Indicator 2.4 ESD is addressed by quality assessment/enhancement systems.	
Sub-indicator 2.4.1	Are there any education quality assessment/enhancement systems that include criteria on ESD[19] in: (a) national systems? (b) other?

<table>
<tr><td rowspan="2">(a) Yes ☐ No ☒
(b) Yes ☒ No ☐</td><td colspan="5">Phase II: Please specify for various levels of your education system in accordance with ISCED, in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</td></tr>
<tr><td colspan="5">

ISCED levels	(a)		(b)	
	Yes	*No*	*No*	*Yes*
0		V	V	
1		V	V	
2		V		V
3		V		V
4		V		V
5		V		V
6		V		V
Teacher education		V		V

</td></tr>
</table>

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 ☒	*Phase II: Please specify.*[20] The level of broadcasting in sphere of SD in mass-media in Kyrgyzstan is very low, total amount of newspaper publications, broadcasts and television programs doesn't exceed 1 % in relation to total amount of the information in Kyrgyzstan mass-media. With participation of public organizations of Kyrgyzstan the broad information campaign concerning ESD for schools and high schools was lead. Since 2006 Kyrgyzstan started work on informing regional high schools about ESD.

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[19] 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).

[20] Please describe how this is done – for example, in press articles, TV and radio programmes or public lectures promoting environmentally friendly goods and services, sustainable lifestyles.

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 ☐	*Phase II: Please specify and provide examples.* Within the limits of separate projects this work is conducted. For example, GEF/WB project « Biodiversity conservation of Western Tian-Shan» conducted a big work with local population in buffer zones of protected territories concerning biodiversity conservation. Within the limits of the joint initiative of Ecological Movement "BIOM", British public organization "FSC" and « Darwin Initiative» foundation within 2002-2005 wide campaign on informing teachers of schools with new approaches in sphere ecological education for biodiversity conservation, and incensement of their potential in ESD sphere has been organized. By results of initiative network « Schools of Kyrgyzstan for biodiversity conservation and Sustainable Development » has been created. In this initiative representatives from various regions of Kyrgyzstan included, advancing ideas and principles ESD on places. Within the limits of NGO «NABU» activity, work on public awareness on a problem of reduction rebooked kinds is conducted; also the annual action « The bird of year » was spent. Active work on component on public awareness about climate change was done within GEF/UNDP project - brochures were issued, electronic dispatch operates. The greater role in public awareness on a problem of an exhaustion ozone layer is played with the Ozone center, with NGO «BIGIL». The network of UNESCO schools works on such component of ESD as « Cultural variety and the world heritage ». A number of UNDP projects and «Soros - Fund Kyrgyzstan " includes informing such ESD components as a gender, human rights, HIV/AIDS, the resolution of conflicts, etc. «IFES» program regularly organizes summer camps on democracy for youth. The theme of democracy and human right lays in the focus of «PEAKS» program activity, which is working in schools of Kyrgyzstan.
Sub-indicator 2.5.3	Are there any instruments (e.g. research, survey, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?
Yes ☐ No ☒	*Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.* In 2006 Kyrgyzstan took part in the process of preparing the Review on General situation on ESD in countries of Central Asia, managed by REC CA.

Indicator 2.6 ESD implementation is a multi-stakeholder process.[21]

Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?

Yes ☒ No ☐

Phase II: Please specify in the table in Annex 2 (a) and (b) and use the scale. Indicate the results in the boxes below.

(a) according to the UNECE Strategy on ESD

A	B	C	D	E	F
☐	☐	☒	☐	☐	☐

(b) according to the UN DESD

A	B	C	D	E	F
☐	☐	☒	☐	☐	☐

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[21] 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).

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[22] of educators.	
Sub-indicator 3.1.1	Is ESD a part of the initial educators' training?[23]
Yes ☐ No ☒	*Phase II: Please specify by filling in the table in Annex 3.*
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training?[24]
Yes ☐ No ☒	*Phase II: Please specify by filling in the table in Annex 3.* Only within the limits of NGO projects and the international organizations
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes ☐ No ☒	*Phase II: Please specify by filling in the table in Annex 3.* Only within the limits of NGO projects and the international organizations
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 ☐	*Phase II: Please specify.* Now there are a number of the initiatives connected with development of indicators for sustainable development for local communities. As example can serve project « Green summonses in Kyrgyzstan » with international organization « Milieukontakt Oost-Europa » support, initiatives on development local plans of action on preservation of the environment in local communities of Kyrgyzstan (Sverdlovsk region, Bishkek, etc.). By present, the concept of transition Bishkek capital of Kyrgyzstan to sustainable development till 2010 and local « the Agenda for 21 century Bishkek » is developed. Approaches to indicators creation for sustainable development and local summonses also were developed within the limits of project of NGO "BIOM" « School of Sustainable Development ».
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way?[25]
Yes ☐ No ☒	*Please specify how. Please list major ones and describe as appropriate.*

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

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

[24] 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.

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

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 development and production of ESD tools and materials exist?
Yes ☐ No ☒	*Please describe.*
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes ☐ No ☒	*Phase II: Please specify to what extent public authority money is invested in this activity, by providing an indication of the amount (in USD) referring to the amount of ESD-related research and development expenditures, annually.*

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?
	Phase I: for (a) and (b) please describe.
(a) Yes ☐ No ☒ (b) Yes ☐ No ☒ (c) Yes ☐ No ☒	*Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c) please also describe.* Now the financial assets allocated by the authorities, does not sufficient for maintaining educational institutions of republic with necessary amount of textbooks and training aids, manuals on various aspects of ESD. Thus in Kyrgyzstan under the State Agency on Environment Protection and Forestry there is Republican Fund of Nature Protection, which has funds for ecological education and ESD. However it is not sufficient.
Sub-indicator 4.2.2	Are ESD teaching tools / materials available: (a) in national languages? (b) for all levels of education according to ISCED?
	Phase I: For (a) please specify.
(a) Yes ☐ No ☒ (b) Yes ☐ No ☒	*Phase II: For (b) please specify in the table by ticking (V) as appropriate.* There are private author's programs and courses on ESD, but their circulation can not cover needs of educational institutions of the country

ISCED levels	(b)	
	No	*Yes*
0	V	
1	V	
2	V	
3	V	
4	V	
5	V	
6	V	
Teacher education	V	

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 ☒	*Phase II: Please describe.*
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 referring to the amount of ESD related R&D expenditures, annually.*
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes ☐ No ☒	*Please describe.* Materials on ESD are available through internet, but the majority of materials are in English and teachers have no opportunity to use them.
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in 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.*
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)	
Indicator 5.1 Research[26] on ESD is promoted.	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD[27] supported?
Yes ☐ No ☒	*Phase II: Please specify and provide the total amount annually over the reporting period, and if feasible, as % of the total research budget.*
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes ☒ No ☐	*Please specify.* In 2006 within the limits of sub regional cooperation and assistance of REC CA the Central Asian Review on progress in the field of ESD was prepared on the basis of ESD indicators, developed by UN ECE expert group.

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[26] These includes support from various sources, such as state, local authorities, business and non-governmental sources.
[27] E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of ICT; means of evaluation including socio-economic impacts.

Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD:[28] (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?
(1) (a) Yes ☐ No ☒ (b) Yes ☐ No ☒ (2) (a) Yes ☐ No ☒ (b) Yes ☒ No ☐	*Phase II: Please specify for (1) (a) and (b); (2) (a) and (b).*
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 ☒	*Phase II: Please specify for (a) and (b).*
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?[29]
Yes ☐ No ☒	*Phase II: Please specify and provide the total amount annually over the reporting period.* Only some support from NGOs and international organizations.
Indicator 5.3 Dissemination of research results on ESD is promoted.	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms[30] to share the results of research and examples of good practices in ESD[31] among authorities and stakeholders?
Yes ☒ No ☐	*Phase II: please specify and provide the total amount annually over the reporting period.* There is such a mechanism, created in CA - - Central Asian working group on ecological education and education for sustainable development. Assistance to work of this group is ensured by REC CA.

[28] ESD is addressed by substance and/or by approach.
[29] Activities may include pilot projects, action research, social learning, multi-stakeholder teams.
[30] E.g. conferences, summer schools, journals, periodicals, networks.
[31] E.g. 'participatory approach'; links to local, regional and global problems; integrative approach to environmental, economic and social issues; 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 ☐	*Phase I: For (a) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.* a) the total publications in this area do not exceed 10. • Postnova E.A. Education for Sustainable Development - the basic challenges and priorities on a way of integration to educational programs - Bishkek, 2006. • Korotenko V.A., Domashov I.A., Postnova E.A., Kirilenko A.V. School of Sustainable Development. Manual for teachers. /chief editor. V.A. Korotenko.-, 2003. • Материалы 5-й Юбилейной Центрально-Азиатской Конференции Образованию для устойчивого развития «Центральная Азия на пути от экологического образования к образованию для устойчивого развития», Бишкек, октябрь, 2006. • Дуйшенова Ж.К. Потенцциал Кыргызской Республики в рамках реализации Стратегии ЕЭК ООН в области образования для устойчивого развития и Декады ООН по ОУР. Материалы четвертой субрегиональной конференции по экологическому образованиюи образованию для устойчивого развития – Алматы, 2005. • Постнова Е.А. Образование для Устойчивого Развития – основные вызовы и приоритеты на пути интеграции в образовательные программы – Бишкек, 2006. • Родина Е. М., Масютенко, Павличенко Т.В. Потенциал и основные направления образования для устойчивого развития в Кыргызстане – Материалы 5-й Юбилейной Центрально-Азиатской Конференции по образванию для устойчивого развития. – Бишкек, 2006 • Фесенко А. Образование для устойчивого развития и его взаимосвязь с глобальным образованием. Материалы четвертой субрегиональной конференции по экологическому образованию и образованию для устойчивого развития – Алматы, 2005

Phase II: For (b) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.

b) The general amount of publications does not exceed 70.

- Postnova E., Domashov I., Korotenko V.A. Educational set – Manual for teachers on biodiversity conservation "The Green Land", Bishkek and 2 Educational posters, 2005.
- Domashov И.А, Korotenko V.A., Kirilenko A.V., Postnova E.A. Ecology in the lifestyle /chief editor V.A.Korotenko.-, 2004.
- Postnova E., Korotenko V.A., Domashov I.A. In the studio of subject "Ecology" - manual for teachers./ chief editor V.A.Korotenko. Bishkek. 2003.
- Постнова Е. А., Домашов И. А., Школы и сообщества Кыргызстана за сохранение биоразнообразия и устойчивое развитие. . Материалы четвертой субрегиональной конференции по экологическому образованиюи образованию для устойчивого развития – Алматы, 2005.
- Эргешов А.А. Центрально-Азиатский центр по экологическому образованию и его деятельность. Материалы 5-й Юбилейной Центрально-Азиатской Конференции по образванию для устойчивого развития. – Бишкек, 2006
- Шукуров Э. Ж. Экологическая интепретация и экологическая воля как факторы воздействия на экологическую ситуацию. Материалы 5-й Юбилейной Центрально-Азиатской Конференции по образванию для устойчивого развития. – Бишкек, 2006 Фомина Т. В. Проблема озонового слоя Земли глазами учителей. Материалы 5-й Юбилейной Центрально-Азиатской Конференции по образванию для устойчивого развития. – Бишкек, 2006
- Фомина Т. В. Изучение проблемы загрязнения окружающей среды стойкими органическими загрязнителями на уроках географии, химии, биологии. Материалы четвертой субрегиональной конференции по экологическому образованиюи образованию для устойчивого развития – Алматы, 2005

Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION

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

Indicator 6.1 International cooperation on ESD is strengthened within the UNECE region and beyond.	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international[32] networks on ESD?
Yes ☒ No ☐	*Phase II: Please specify for national, subnational and local levels and list major networks.* Such cooperation is carried out within initiatives of EECCA (Eastern Europe, Caucasian and Central Asia), REC CA, network of Regional Centers of expertise on ESD of IAS-UNU (Japan), etc.
Sub-indicator 6.1.2	Do educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD?
Yes ☒ No ☐	*Please specify. List major networks.* These networks are – network of EECCA (Eastern Europe, Caucasian and Central Asia), REC CA, network of Regional Centers of expertise on ESD of IAS-UNU (Japan), etc.

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[32] In this context, "international associations, working groups, programmes, partnerships etc. covers "global", "regional" and "subregional".

Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes ☐ No ☒	*Phase II: 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 UNECE region?
Yes ☐ No ☒	*Please list and describe.*

Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLE 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. Up to date it was not conducted. There were some initiatives on collecting and use of traditional knowledge, especially in sphere of biodiversity conservation, ecological education, and careful attitude for water. Now the work on use and expansion of traditional knowledge local people conducted by UNESCO. One of the important ways to transfer traditional knowledge on ESD – is Kyrgyz epos « Manas », which is masterpiece of oral national creativity. In 1998 there were celebrations, devoted to millennium of epos « Manas ».
Phase II: Please provide the updated information to indicate changes over time. *The lack of researches in this sphere does not allow to monitor changes in time.*
Phase III: please provide the updated information to indicate changes over time. *The lack of researches in this sphere does not allow to monitor changes in 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 1,500 characters with spaces). Please be as specific as possible. Coordination council on education for sustainable development has been created. It consists of heads and experts of the Ministries of Education and Environment, representatives of science, education and NGOs. The National coordinator on ESD is appointed. Within the limits of National Conference « Education for Sustainable Development in Kyrgyzstan: estimation of the existing potential, prospect to the future » (in October, 18-19th, 2005) the process of work on National Plan on ESD has been started. The Strategy of public initiatives on ecoeducation for Sustainable Development and action plan on realization of the given strategy was developed by NGOs. Currently work on integration of ESD ideas into the Law on Education of Kyrgyz Republic and Strategy of Country Development is conducted. In October, 2006 Kyrgyzstan has acted as the accepting party for carrying out 5-th Anniversary Sub regional Conference REC CA on education for Sustainable Development (October, 24-25th, 2006, Bishkek). Text of the UNECE Strategy on ESD is at the stage of translation into national language. In November, 2006 representatives from Kyrgyz Republic took part in seminar for the EECCA countries on ESD in Moscow. In year 2006 Kyrgyzstan applied to UN University in Japan to create the Regional Center on ESD Expertise on ESD, and in December 2006 application was approved. The pilot initiatives on integration of ESD principles into national educational programs were started - the joint Kyrgyz-British project on developed educational module on ESD and it's integration into curriculum of 3 high schools of Kyrgyz Republic was begun. It is also necessary to mark a positive impact of project on ecoeducation, supported by Ozone Center of KR. Since year 2005 the network «Schools of Kyrgyzstan for biodiversity conservation and SD » is functioning.
Phase II: please provide the updated information to indicate changes over time. *No*
Phase III: please provide the updated information to indicate changes over time. *No*

Issue 9. DESCRIBE ANY ASSISTANCE NEEDED TO IMPROVE IMPLEMENTATION
Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible. We need support of the preparation process of National Program on ESD, carrying out of information campaign on ESD for the interested parties, including decision makers. We need technical and financial support in order to create a system of evaluation/increasement quality of education, which include criteria concerning ESD, support of projects of governmental and public organizations in the field of ESD, support of scientific researches in the field of ESD. Financial support on issuing methodical manuals on ESD developed in Kyrgyzstan. Programs of an exchange and strengthening of interaction in the field of ESD with other regions and the countries are necessary. Consultations with foreign specialist and experts in carrying out research and skilled-experimental works on successful experience and techniques of ESD teaching are also necessary.
Phase II: please provide the updated information to indicate changes over time. *No*
Phase III: please provide the updated information to indicate changes over time. *No*

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 (V) relevant themes for each level. Use the blank rows to insert additional themes that are considered to be key themes in addressing learning for sustainable development.)

Some key themes covered by sustainable development	ISCED Levels					
	0	*1*	*2*	*3*	*4*	*5*
Peace studies (international relations, security and conflict resolution, partnerships, etc.)				V	V	V
Ethics and philosophy					V	V
Citizenship, democracy and governance					V	V
Human rights, (including gender, racial and inter-generational equity;)				V	V	V
Poverty alleviation						
Cultural diversity			V	V	V	V
Biological and landscape diversity						
Environmental Protection (Waste management, etc.)			V	V	V	
Ecological principles/ecosystem approach						
Natural resource management (including water, soil, mineral, fossil fuels, etc…)					V	V
Climate change					V	V
Personal and family health (e.g. HIV/AIDS, drug abuse, …)				V	V	V
Environmental health (e.g. food and drinking; water quality; pollution)					V	V
Corporate social responsibility						
Production and/or consumption patterns						
Economics				V	V	V
Rural/urban development					V	V
Total						
Other (*countries to add as many as needed*)						
			2	7	12	13

NB The indicator will be reflected by (a) a scale based on the sum of ticks and (b) changes in the pattern of response between subsequent reports.

The assessment key for this table (max. 102 ticks; "other" not counted) is:

No. of ticks	0–5	6–10	11–25	26–50	51–75	76–100
Scale	A	B	C	D	E	F

Annex 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[33]/programme of study at various levels of formal education, by filling in the table below.

(Please tick (V) 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 sustainable development.)

Table of learning outcomes

Competence		ISCED Levels					
	Expected outcomes	**0**	**1**	**2**	**3**	**4**	**5**
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						
	- other (*countries to add as many as needed*)						
	-						
Learning to do Does education at each level enhance learners' capacity for:	**Expected outcomes**	**0**	**1**	**2**	**3**	**4**	**5**
	- 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						
	- other (*countries to add as many as needed*)						
	-						
Learning to be Does education at each level enhance learners' capacity for:	**Expected outcomes**	**0**	**1**	**2**	**3**	**4**	**5**
	- self-confidence						
	- self-expression and communication						
	- coping under stress						
	- ability to identify and clarify values (*for phase III*)						
	Total						
	- other (*countries to add as many as needed*)						

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[33] At state level, where relevant.

Learning to live and work together Does education at each level enhance learners' capacity for:	-						
	Expected outcomes	**0**	**1**	**2**	**3**	**4**	**5**
	- 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)						
	Total						
	- other (*countries to add as many as needed*)						
	-	1	1		2		

NB The indicator will be reflected by (a) a scale based on the sum of ticks and (b) changes in the pattern of response between subsequent reports.

The assessment key for this table (max. 138 ticks; "other" not counted) is:

No. of ticks	0–7	8–14	15–35	36–70	71–104	105–138
Scale	A	B	C	D	E	F

Annex II

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent is ESD implementation is a multi-stakeholder process, by filling in the table below? Please provide examples of good practice.

(Please ticks (V) in what type of education stakeholders are involved in both (a) and (b) template-tables.)

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			
Other (*countries to add as many as needed*)			
	1	2	1

The assessment key for this table (max. 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 UN DESD

Stakeholders	Classification by UN DESD				
	Public awareness	Quality education	Reorienting education	Training	Social learning
NGOs	∎	∎	∎	∎	∎
Local government					∎
Organized labour					∎
Private sector					
Community-based					∎
Faith-based					
Media	∎	∎	∎	∎	∎
Total	**2**	**2**	**3**	**2**	**6**
Other (*countries to add as many as needed*)					

The assessment key for this table (max. 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

Annex III

Indicator 3.1, sub-indicator 3.1.3

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

ISCED levels	% of education professionals who have received training[34] to integrate ESD into their practice: *(see key below)*																	
	Educators												Leaders/administrators[35]					
	*Initial**						*In service***						*In service****					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0																		
1																		
2							█											
3							█											
4																		
5																		
6																		
Non-formal																		
Informal							2											

The assessment key for this table (max. 100%) is:

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

*   Please indicate the % of educators who have received initial training on ESD to total number of educators by the reporting date.
**   Please indicate the % of educators who have received training on ESD to total number of educators who received in-service teacher training by the reporting date.
***   Please indicate the % of leaders/administrators who have received training on ESD to total number of leaders/administrators who received in-service teacher training   by the reporting date.

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[34] Training is understood to include at least one day (a minimum of 5 contact hours).
[35] Paragraphs 54 and 55 of the UNECE Strategy on ESD.

Annex IV

Summary and self-assessment[36] by countries:

1	**Indicator 1.1**	**Prerequisite measures are taken to support the promotion of ESD.**	☐ Not started ☒ In progress ☐ Developing ☐ Completed
2	**Indicator 1.2**	**Policy, regulatory and operational frameworks support the promotion of ESD.**	☐ Not started ☒ In progress ☐ Developing ☐ Completed
3	**Indicator 1.3**	**National policies support synergies between processes related to SD and ESD.**	☐ Not started ☒ In progress ☐ Developing ☐ Completed
4	**Indicator 2.1**	**SD key themes are addressed in formal education.**	☒ Not started ☐ In progress ☐ Developing ☐ Completed
5	**Indicator 2.2**	**Strategies to implement ESD are clearly identified.**	☒ Not started ☐ In progress ☐ Developing ☐ Completed
6	**Indicator 2.3**	**A whole-institution approach to ESD/SD is promoted.**	☒ Not started ☐ In progress ☐ Developing ☐ Completed
7	**Indicator 2.4**	**ESD is addressed by quality assessment / enhancement systems.**	☒ Not started ☐ In progress ☐ Developing ☐ Completed
8	**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
9	**Indicator 2.6**	**ESD implementation is a multi-stakeholder process.**	☐ Not started ☒ In progress ☐ Developing ☐ Completed
10	**Indicator 3.1**	**ESD is included in the training of educators.**	☒ Not started ☐ In progress ☐ Developing ☐ Completed
11	**Indicator 3.2**	**Opportunities exist for educators to cooperate on ESD.**	☐ Not started ☒ In progress ☐ Developing ☐ Completed
12	**Indicator 4.1**	**Teaching tools and materials for ESD are produced.**	☐ Not started ☒ In progress ☐ Developing ☐ Completed
13	**Indicator 4.2**	**Quality control mechanisms for teaching tools and materials for ESD exist.**	☒ Not started ☐ In progress ☐ Developing ☐ Completed
14	**Indicator 4.3**	**Teaching tools and materials for ESD are accessible.**	☐ Not started ☒ In progress ☐ Developing ☐ Completed
15	**Indicator 5.1**	**Research on ESD is promoted.**	☒ Not started ☐ In progress ☐ Developing ☐ Completed
16	**Indicator 5.2**	**Development of ESD is promoted.**	☐ Not started ☒ In progress ☐ Developing ☐ Completed
17	**Indicator 5.3**	**Dissemination of research results on ESD is promoted.**	☒ Not started ☐ In progress ☐ Developing ☐ Completed
18	**Indicator 6.1**	**International cooperation on ESD is strengthened within the UNECE region and beyond.**	☐ Not started ☒ In progress ☐ Developing ☐ Completed

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[36] 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. For the self-assessment, the sub-indicators having the status of "proposed" should be ignored.