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EUROPEAN LANDSCAPE CONVENTION**

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WORKSHOP 1

Georgia – Landscape issues in the education system of Georgia

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In the education programmes of Georgia, issues about Landscape are integrated in social and natural sciences subject programmes of National Curriculum approved by Order of the Minister of Education and Science of Georgia. It is noteworthy that the term ‘landscape’ is not directly used in the programmes. Students at primary level are introduced to the topic of landscape in the subject *Our Georgia* (V-VI grades) as well as in the natural science subject programme of the primary level National Curriculum. Topics of geography are also integrated in the programme. Topics related to landscape are presented in the subject *Earth and the outside world*.

The topic of Landscape is presented in the geography subject programme of the National Curriculum at lower secondary and secondary levels. From VII grade, in the abovementioned subject programme, students are introduced to physical-geographic zones, including anthropogenic landscape topics. In IX, X and XI grades one of the directions of geography standard, named *Environment and Economics* covers landscape studies together with other issues on physical-geographic and natural conditions.

There are three Master degree programmes in the direction of Landscape Architecture:

- Landscape Architecture - Akaki Tsereteli State University;
- Landscape Architecture - Apolon Kutateladze Tbilisi Academy of Arts;
- Geomorphology, Cartography and Landscape planning – Ivane Javakhishvili Tbilisi State University.

Various courses in the direction of landscape are included in Bachelor degree programmes. The landscape diploma qualification is given in the National Qualifications Framework (code 110103). Diplomas in *Landscape Architecture* issued by authorised Higher Education Institutions are State recognised. Today, no PhD scholarships are available specifically on landscape. For other professions, a vocational education programme framework document and professional standard of *Environment protection technician* is approved.

The vocational education programme framework document of Forestry work and the following professional standards are ready to be approved for Forestry workers (such as *Forestry specialist, Reforestations specialist, Forest guard, Wood cutter, Forest phytosanitary control technician*). The measures taken by the Ministry of Education and Science of Georgia in promoting school and university courses which address the values of landscapes and the issues raised by their protection, management and planning, are:

- national curriculum for various subjects covering landscape-related topics;
- early and preschool education standards;
- educational programmes at university level.

Environment protection issues have been incorporated in new early and preschool education standards as well. A school readiness standard was approved in 2015 for the children who are due to go to school in the following academic year. Accordingly, a School Readiness Programme has been created and distributed to preschool education institutions in Georgia. One of the important topics in the programme is nature and the physical environment. So the issues connected to environmental perception and observation by reception-level children are included in the programme.

The issues are also incorporated in new National Early and Preschool Education Standards and Caregivers' Professional Standards. The matters of the environment are also considered in caregivers' training modules. In addition to this, in collaboration with the Ministry of Education and Science of Georgia and the Ministry of Environment and Natural Resources Protection of Georgia the programme of environmental protection education at preschool level has been created. Moreover, about 160 caregivers and methodologists of Tbilisi preschool education institutions were trained in this field. The caregivers and preschool education specialists in regional municipalities will also be trained in this regard for the following years.

Measures for primary and secondary schools are textbooks. Measures for postgraduate university are educational programmes. About the Key course for the kindergarten, it should be mentioned School Readiness Programme, that has been created and distributed to preschool education institutions in Georgia. One of the topics in the programme is nature and physical environment. The issues are also incorporated in new National Early and Preschool Education Standards.

Key courses for the primary school are:

- Our Georgia –Within the social sciences subject group, history, geography and civic education topics are integrated within it. The subject is taught in V-VI grades. Among other issues, students are introduced to the environment they live in, landmarks in Georgia, culture, natural conditions, natural resources etc.

- Natural Science – is taught at primary level (I-VI) in integrated form and covers topics of geography, astronomy, chemistry, biology etc.

A key course for the secondary school is Geography. It is taught in VII-XI grades as an obligatory subject. In X-XII grades students can take optional subjects as well, for example, geographic research. Students are introduced to the following terms: territory, natural environment, map, administrative division, regions, districts, hydrography, terrain, flora and fauna, settlements, relation between human beings and nature etc.

Taking into consideration the abovementioned, it has to be said that the term Landscape, in the same context as it is presented in the European Landscape Convention, is not the subject of learning in the educational system of Georgia nowadays. The issues regarding landscape are provided with different formats and diversity in various courses of the programmes. Therefore, Landscape learning issues in the educational system of Georgia need improvement. Taking into consideration new reality, of which the ratification of European Landscape Convention by Georgia and its obligation of implementation is the most important part, it is recommended that landscape learning issues be provided as an individual course and a special programme to be developed for it. Special programmes should be developed for preschool, as well as primary and secondary schools and at university level.