

**“GOOD PRACTICE” IN EDUCATION FOR SUSTAINABLE DEVELOPMENT IN ESTONIA  
“GOOD PRACTICE” IN EDUCATION FOR SUSTAINABLE DEVELOPMENT  
IN THE UNECE REGION**

**"Good practices in ESD"** are initiatives closely related to Education for Sustainable Development, that demonstrate good practice, generate ideas and contribute to policy development. These good practices:

1. focus on the educational and learning dimensions of sustainable development.
2. are innovative. They develop new and creative solutions to common problems, such as:
  - ❖ ways to discover what the key local issues of sustainable development are
  - ❖ ways to adapt processes to relevant teaching and learning strategies
  - ❖ ways of fostering links between learning situations and the community
  - ❖ ways of integrating local knowledge and culture
  - ❖ curriculum development processes enabling content to be decided as locally relevant
  - ❖ starting points on how Education for Sustainable Development can best be put into effect.
3. make a difference. They demonstrate a positive and tangible impact on the living conditions, quality of life of the individuals, groups or communities concerned. They seek to bridge gaps between different societal actors/sectors and are inclusive, in order to allow new partners to join the implementing agents/bodies.
4. have a sustainable effect. They contribute to sustained improvement of living conditions. They must integrate economic, social, cultural and environmental components of sustainable development and reflect their interaction/interdependency in their design and implementation.
5. have the potential for replication. They provide effective methodologies for transdisciplinary and multi-sectoral co-operation. They serve as models for generating policies and initiatives elsewhere.
6. offer some elements of evaluation. They have been and can be evaluated in terms of the criteria of innovation, success and sustainability by both experts and the people concerned.

*If you submit more than one "good practice", please indicate the priority 1, 2 or 3.*

**1. NAME OF THE INITIATIVE CONSIDERED AS A GOOD PRACTICE<sup>1</sup>:**

**Projects Tuulik** ("Windmill" in Estonian) initiated by Ministry of Foreign Affairs of the Netherlands (the Social Transition Program of Central and Eastern Europe MATRA), the Ministry of the Environment and by the Ministry of Education of the Estonian Republic and follower project **Aiatuulik** ("Garden Mill" in Estonian) with co-operation Ministry of Environment and Tallinn Department of Education.

**2. RESPONSIBLE COUNTRY/ORGANIZATION:**

Responsible Netherlands organisation:

Name: Foundation for Permanent Education (FPE)  
Mailing address: Vedergras 49, 3994 NP HOUTEN  
Telephone: +31 30 6371502  
E-mail: warnarova@hetnet.nl

Fax: +31 30 6390250  
Internet: <http://www.hared.ee>

Responsible CEE organization:

Name: NPO Center for Training and Development  
Mailing address: Kärberi 50-181, 13919 Tallinn, Estonia  
Telephone: +3725137872  
E-mail: info@hared.ee

Fax: -----  
Internet: <http://www.hared.ee>

**3. CONTACT PERSON** (*name and title*): Sirje Aher, member of management

**4. FOCUS OF THE INITIATIVE** (*check one or more box(es)*):

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Education/Learning | <input type="checkbox"/> Environment        | <input type="checkbox"/> Peace, Human Rights & Security |
| <input checked="" type="checkbox"/> Educators          | <input type="checkbox"/> Water              | <input type="checkbox"/> Policy, Regulation, Governance |
| <input type="checkbox"/> Overcoming Poverty            | <input type="checkbox"/> Climate Change     | <input type="checkbox"/> Intercultural Understanding    |
| <input type="checkbox"/> Gender Equality               | <input type="checkbox"/> Biodiversity       | <input type="checkbox"/> Cultural Diversity             |
| <input type="checkbox"/> Health Promotion              | <input type="checkbox"/> Disaster Reduction | <input type="checkbox"/> Indigenous knowledge           |

<sup>1</sup> Your response to this questionnaire should not exceed 2 pages. Font: Arial, size - 9; margins - 2 centimeters.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> HIV/AIDS                 | <input type="checkbox"/> Rural Development       | <input type="checkbox"/> Tools and materials (e.g. Media & ICTs) |
| <input type="checkbox"/> Sustainable Urbanization | <input type="checkbox"/> Sustainable Consumption | <input type="checkbox"/> Research / Development                  |
| <input type="checkbox"/> Corporate Responsibility | <input type="checkbox"/> Sustainable Tourism     | <input type="checkbox"/> Regional / international cooperation    |
| <input type="checkbox"/> Economy                  | <input type="checkbox"/> Citizenship             | <input type="checkbox"/> other ( <i>please specify</i> )         |

## 5. INITIATIVE DESCRIPTION *(provide brief description)*

---

- Type (governmental, non-governmental, municipal, other):

**Governmental + non-governmental + municipal**

- Working language(s):

**Estonian, Russian**

- Setting / Target group(s) / Number of persons involved:

In **Tuulik** project 41 Estonian schools: Students, teachers, headmasters of basic schools. (There are only 485 basic schools and upper secondary general (including basic schools) schools in Estonia). In **Aiatuulik** project 38 pre-schools from Tallinn Municipality with headmasters, pre-schools teachers, children, parents + 132 pre-schools with headmasters and pre-schools teachers.

- Starting year and Duration:

Tuulik: 1 August 2001 until 1 June 2004, Aiatuulik: 1 August 2004 to 31 July 2006

- Budget and Funding Sources:

Tuulik: EUR 260,000 – Ministry of Foreign Affairs of the Netherlands (program MATRA), Ministry of Environment of Estonian Republic. Aiatuulik: EUR 280,000 – Ministry of Foreign Affairs of the Netherlands (program MATRA), Tallinn Department of Education, Ministry of Environment of Estonian Republic.

- Partner organisations involved (*if any*):

Tallinn Department of Education, State Forest Management Centre (RMK), Estonian Center for Work with Youth, National Examination and Qualification Centre.

Stakeholders involved (e.g. local community). *Describe their involvement in this initiative and the kind of relationship you have with them.*

Regional population was informed via media and journalists. Parents were indirect participants of these projects, more part they took from Aiatuulik, where they participated in questionnaires to research their environment-awareness. Local authorities were also more active within Aiatuulik: Tallinn Department of Education supported the project financially and otherwise. Tuulik was also supported by regional authorities, who helped to organize some events.

## 6. MAIN OBJECTIVES OF THE INITIATIVE *(provide brief description)*

---

The projects support Estonian schools and kindergartens in developing school curriculum on the point of ESD and integrating ESD issues into the schoolwork plan. Tuulik project goal: Improvement of the environmental education (EE) and ESD with its objectives concerning the development of awareness of the co-existence of nature, society and culture and develop a sustainable attitude towards the surrounding environment. Aiatuulik project goal: Estonian pre-schools have implemented modern technologies on environmental and sustainable development education into their school development plan and curriculum (SWP) and use well-compiled teaching materials in both languages.

## 7. METHODOLOGY *(provide brief description)*

---

Methods/approach for this initiative *(list key background materials that were used; if necessary, use a separate sheet)*

The project Tuulik has three phases:

1. Development of school curriculum: in co-operation with 7 pilot schools (with Estonian and Russian language of instruction),. During this phase 36 follower schools were selected for further implementation of the schoolwork plan for EE and ESD. Training for Estonian coordinators took place in the pilot schools in order to be able to provide assistance in the development of schoolwork plan for ecology in the follower school. All teaching materials available will be inventoried as a basis for the information centre, which will be able to provide all necessary teaching materials to the schools during and after the project. Furthermore, a training curriculum for actual and future teachers will be developed.

2. During the second phase the results of the development phase will be implemented in the schoolwork plan of the 36 follower schools. Teachers will be trained and the results of phase 1 will be distributed to the follower schools as an example. Under co-ordination of the pilot schools, the follower schools will be continuously supported in their implementation activities by means of a network structure. The supporting institutions will participate in these networks.

3. The third phase mainly focuses on evaluation of the development and implementation activities in order to strengthen and adjust, if and where relevant, the activities as started in the first and second phase. This way the process will continue after the project.

The project Aiatuulik has three phases:

1. Development of the pre-school curricula: In this period we develop in co-operation with 8 pilot pre-schools (Estonian-, and Russian- speaking) and Tallinn Education Department, within the framework of the existing National Curriculum for the pre-school, a pre- school curricula concerning environment and sustainable development issues (Communication, Nature, Culture). These pre-schools were supported by the above-mentioned institutions. During this phase 30 follower pre-schools were selected for further implementation of the schoolwork plan for environmental education and sustainable development. Training took place of Estonian coordinators in the pilot pre-schools in order to be able to provide assistance in the development of schoolwork plans for the environment in the follower pre-school. All teaching materials available were inventoried as a basis for the information centre, which is able to provide all necessary teaching materials to the pre-schools during and after the project. Furthermore, a training curriculum for actual and future teachers was developed in order to implement skills for development of the schoolwork plan, implementation of these elements in school systems and use of adequate didactical methods in teaching.

2. During the second phase the results of the development phase were implemented in the schoolwork plan of the 30 follower pre-schools. Teachers will be trained and the results of phase 1 will be distributed to the follower schools as an example. Under co-ordination of the pilot pre-schools, the follower pre-schools were continuously supported in their implementation activities by means of a network structure. The supporting institutions participated in these networks.

3. The third phase mainly focused on evaluation of the development and implementation activities in order to strengthen and adjust the activities as started in the first and second phase. This way the process continues after the project.

## **8. RESULTS AND EVALUATION OF THE INITIATIVE** *(provide brief description and assessment)*

---

### ▪ **Results**

**Tuulik:** 1) Development and implementation examples of the school curriculum in pilot schools of EE/ESD. 2) Development and implementation a supporting structure for the development and implementation of the schoolwork plan ; 3) Establishment networks of follower schools around each of the pilot schools and enabling institutions aiming at the exchange of experience and at stimulation of continuous strengthening of EE/ESD ; 4) Training of teachers and school management in order to improve the skills and motivation ; 5) Development and adjustment of the curriculum of the teacher training in the Pedagogical faculty of Estonian universities involved in the project ; 6) Organizing an infrastructure for collection and distribution of teaching materials, information and training programs (inventory of existing material, establishment of the information centre); 7) Disseminating all project achievements to all of the Estonian basic schools and related institutes. **Aiatuulik:** 1. Participating pre-schools have implemented sustainable development principles into their development plan and curriculum and share their experience with non-participating pre-schools. 2. Pre-schools have modern teaching materials to carry on teaching/learning process on environment and sustainable development with involvement of parents. 3. Pre-schools have network and support for implementing environmental and sustainable development education into their curricula and development plans. 4. Pre-school children get positive attitudes towards environment and sustainable development. 5. Estonian pre-schools can independently carry on actions on raising awareness on environmental and sustainable development.

Methodical materials and lessons plan were published for schools. Projects' teaching-learning materials may found on the page: <http://www.hared.ee/> in Estonian and Russian

### ▪ **Strengths**

Cooperation of teachers inside school (kindergarten) becomes better. Good cooperation and exchange of experience and ideas between schools. New diversified possibilities for teachers' training. International experience-exchange. Participants are sure that environmental work would not end after the project. It is also important that activities are the same for schools (kindergartens) with Russian and Estonian language of instruction that makes it helpful for integration. The main strengths are also described by participants of Tuulik in the booklet "Tuulik. Grains of truth" (in Estonian and Russian <http://www.hared.ee/files/kniga.pdf>).

### ▪ **Weaknesses and risks**

The main risk in this kind of practice is resistance inside the organization and lack of teamwork. Sometimes it can be difficult to overcome the feeling of "competition" between schools (kindergartens), because they tend to close their ideas and other information from others.

### ▪ **Problems encountered:***(fill in if applicable)*

### ▪ **Conditions for successful replication** *(fill in if applicable)*

This kind of practice is easily replicable. In fact, Aiatuulik became a replication of Tuulik. The main condition is desire of national and local authorities to resolve problems of school (kindergarten) education and freedom for schools (kindergartens) to develop their curricula.

### ▪ **Unresolved issues** *(fill in if applicable)*

### ▪ **Why do you consider this a good practice?**

Tuulik and Aiatuulik are good practice because these are projects, where things necessary for educational institutions are done by those in a way best for themselves: teaching and learning materials, development planning, curriculum development etc.