National Implementation Report

(As submitted by: Estonia)

Format for reporting on implementation of the
UNECE Strategy for Education for Sustainable Development
Phase III: 2011–2015

The following report is submitted on behalf of the Government of the Government of Estonia in accordance with the decision of the ECE Steering Committee on Education for Sustainable Development.

Name of officer (national focal point) responsible for submitting the report: **Imbi Henno,** chief expert of General Education Department of Estonian Ministry of Education and Research of

Signature:

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

Governmental institutions

Estonian Ministry of Education and Research
Stakeholders: **Imbi Henno** [imbi.henno@hm.ee], chief expert of Curriculum Division of General Education Department, national focal point nominated by Estonian Ministry of Education and Research http://www.hm.ee

Estonian Ministry of the Environment
 Stakeholders: **Marit Suurvali** [Marit.Suurvali@envir.ee], head of Environmental Bureau, national focal point nominated by Estonian Ministry of the Environment http://www.envir.ee/

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.)

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 language(s)?
✓ Yes	*Please specify languages.* Estonian
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
✓ Yes	Ministry of Education and Research and Ministry of the Environment have appointed a national focal point to deal with the ESD Estonian National Commission for UNESCO has appointed in the council the national contact person for ESD
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
✓ No	*Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.* Not official body, but ESD is part of the work duties of the officials in the Ministry of the Environment and Ministry of Education and Research, plus the commission for sustainable development on the governmental level.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
✓ Yes	*Please specify whether this plan includes implementation of the UNECE Strategy for ESD.* In the collaboration of Ministry of the Education and Research and Ministry of the Environment was compiled a Development plan for Environmental Education (including ESD) 2008-2013, which was not officially confirmed by the ministers, but this action plan became the basis for a number of subsequent national ESD activities in Estonia.
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the UNESCO global process on the United Nations Decade of ESD, and other policy processes relevant to ESD?
✓ Yes	*Please specify.* Cooperation between the Ministry of the Environment and Ministry of Education and Research, on the national conception for environmental education. 1. February 2009 Estonian Environmental Board has been founded. One of preliminary duties of the Department on Environmental Education of the Environmental Board is building up the network of EE and ESD and keeping the network acting. The network contains governmental and municipal institutions, educational institutions, NGO-s etc. Estonian National Commission for UNESCO supports several actions connected with ESD.

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[1] Issues 1 to 6 herein are in accordance with the objectives (a)-(f) set out in the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1, para. 7).

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[2] document(s)?
✓ Yes	*Please specify and list major document(s).* • In 2005, the **Minister of Education and Research (MoER)** and the **Minister of the Environment (MoE)** signed a **Joint Action Memorandum**, the aim of which is to shape through a study process responsible citizens who value the environment and preserve it. A year later, **the Concept of the Environmental Education** (including ESD), adopted by the Minister of Education and Environment in May 2006. • The Estonian National Strategy on Sustainable Development **"Sustainable Estonia 21"** (approved by the Parliament 2005) https://riigikantselei.ee/sites/default/files/content-editors/Failid/estonia_sds_2005.pdf covers many areas, which different ministries are responsible for. This constitutes as a strategy for developing the Estonian state and society until 2030. The strategy was completed in close cooperation between the experts and the stakeholders. • Estonian **"Lifelong Learning Strategy 2020"** http://www.hm.ee/sites/default/files/estonian_lifelong_strategy.pdf (created by the MoER and approved by the Parliament **2014**). The strategy guides the most important developments in the area of education, including sustainability • The Estonian Research and Development and Innovation Strategy „**Knowledge-based Estonia 2014-2020**" http://www.hm.ee/sites/default/files/estonian_rdi_strategy_2014-2020_en.doc(approved by the Parliament **2014**). Strategy focuses on sustainable development of the society by means of research and development, and innovation. It contributes to achievement of the goals of Estonia's long-term development strategy "Sustainable Estonia 21" as well as the Lisbon Strategy (the strategy for growth and jobs). The strategy is the follow-up of Estonian Research and Development Strategy 2007–2013 "Knowledge-based Estonia". In organising research and development, the MoE cooperates with Estonian MoER, Estonian Research Council and research institutions. • **The development plan of the Estonian MoER "Tark ja tegus rahvas"** (Smart and Active people) (available in Estonian: http://www.hm.ee/sites/default/files/tark_ja_tegus_rahvas_2015_2018_final.pdf) collates activities for 2015-2018 • **The Estonian National Curriculum for Basic Schools** (approved by the Government in August 2014) • **The Estonian National Curriculum for Gymnasiums** (approved by the Government in August 2014)) • **Estonian Environmental Strategy 2030** (approved by the Parliament 2007) available in Estonian: https://www.riigiteataja.ee/akt/12793848 • **National Environmental Action Plan of Estonia for 2007-2013** (approved by the Government 2007) http://www.envir.ee/orb.aw/class=file/action=preview/id=1103821/inglise_keeles_tegevuskava.pdf • **The Development plan of Estonian Ministry of the Environment 2013-2016** (available in Estonian: http://www.envir.ee/sites/default/files/elfinder/article_files/keskkonnaministeeriumi_arengukava_2013-2016.pdf) – the network of EE centres is built up and EE is within reach for residents of Estonia.

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

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?[3]
(a) ✓ Yes (b) ✓ Yes	*If yes, please specify details for (a) and (b).* *Please also fill in the table by ticking (✓) as appropriate.*

ISCED levels	(a) Yes	(b) Yes
0. Early childhood education	v	v
1. Primary education	v	v
2. Lower secondary education	v	v
3. Upper secondary education	v	v
4. Post secondary non-tertiary	v	
5. Short-cycle tertiary education 5B	v	
6. Bachelor's or equivalent level 5A		v
7. Master's or equivalent level 5A		v
8. Doctoral or equivalent level		
Teacher education	v	v

(a)
*Levels 5,6 and teacher education – meant as nature sciences on the field of studies
(b)
- **The Estonian National Curriculum for Basic Schools** (approved by the Government in January 2014) with cross-curriculum topic- *Environment and sustainable development*
- **The Estonian National Curriculum for Gymnasiums** (approved by the Government in January 2014) with cross-curriculum topic- *Environment and sustainable development*

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	*Please specify.* • **Operational Programme for the Development of Living Environment**

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[3] See http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx.

	(http://www.struktuurifondid.ee/public/elukeskond_ENG.pdf): 4.1.4.2 Environmental education and awareness. • **Operational Programme for the Development for Human Resource Development** (http://www.struktuurifondid.ee/public/OP1_21juuni2007_ENG.pdf): 4.1 Priority ax of Lifelong Learning, 4.1.3 Indicative list of planned activities (incl EE). • Regional Environmental Centre for Central and Eastern Europe – REC Estonia compiled in 2005 a **Action plan for the non-formal educatio**n (*Säästvat arengut toetava mitteformaalhariduse edendamise kava Eestis,* available in Estonian: *www.hm.ee/index.php?popup=download&id=5040*). It was not officially confirmed
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
✓ Yes	*Please specify.* Environmental Strategy, Environmental Action Plan, National Conception for Environmental Education, Nature Protection Action Plan. Estonian National Strategic Reference Framework 2007-2013, Operational Programme for the Development for Human Resource Development.

Sub-indicator 1.2.5	Does a formal structure for interdepartmental[4] cooperation relevant to ESD exist in your Government?
✓ Yes	*Please specify.* Cooperation between the **MoER** and **MoE** at the ESD level has been taken place since 2000. In April 2004 joint workgroup of **MoER** and **MoE** for improvement the content and implementation of EE and ESD in Estonia was formed. In 2005 a memorandum of common actions of the **MoER** and **MoE** in the field of EE (incl ESD) was signed.
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government?[5]
✓ Yes	*Please specify.* Estonian Commission on Sustainable Development, which set up an expert committee of long-term sustainable development, was established in the 1996. The commission advising the Government on sustainable development includes experts from 17 significant representative organizations, such as the Estonian Academy of Science, Estonian Chamber of Commerce and Industry, Estonian Trade Union Confederation, Estonian Society for Nature Conservation and Estonian Education Forum.
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
✓ Yes	*Please specify.* **Ministry of Education and Research:** 90% of general education schools are municipally owned. Teachers' salaries, salary funds for in-service training and the expenses related to acquisition of basic school and upper secondary school textbooks are covered from the state budget in all general education schools. The owner of the school covers the operating expenses. The implementation of national curriculum with EE, SD and ESD topics and extracurricular activities is covered by the state budget. **Ministry of Environment:** The **MoE** and the Environmental Board have implemented the "Environmental education development program" co-financed by European Union Social Fund. The **MoE** had initiated a financing instrument for development of EE infrastructure (nature-schools and EE centres), cofinanced by EU structural funds. Salaries for environmental education specialists of the Estonian Environment Board, State Forest Management (2-3 specialists per county) and Estonian Museum of Natural History and expenses related to their duties are covered by state budget. There is a national financing instrument **Environmental Programme** (covered by environmental taxes) which has subprogram the Environmental awareness program to shape the values and behaviour patterns of the residents of Estonia into environmentally sustainable ones.
Indicator 1.3	**National policies support synergies between processes related to sustainable development (SD) and ESD**
Sub-indicator 1.3.1	Is ESD part of SD policy(ies) if these exist in your country?
✓ Yes	*Please specify.*

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[4] Between State bodies.

[5] For an explanation, see paragraph 46 of the UNECE Strategy for ESD.

	Law for sustainable development (1995), Estonian National Strategy on Sustainable Development (SE21) (2005) Education represents a component of the Estonian National Strategy on Sustainable Development (Sustainable Estonia 21) within the course of action "Intellectual and social support to knowledge society".
Concluding remarks on issue 1	*Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD*
	Please address in particular the following questions: – *Which actions/initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*

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).

The ESD development in schools consists of two interconnected areas of activities.

These are:

a) the content and organization of EE and ESD, as specified in national curriculum;

b) Extracurricular activities, environmental programs (GLOBE, The Baltic Sea Project), projects, the so-called eco-schools, hobby centres, centres of EE, etc. The state and local governments provide support to schools and teachers in organizing extracurricular EE and ESD activities, such as field studies, competitions, conferences, etc.

The Estonian (formal) educational system does not differentiate primary education from lower secondary education. The National Curriculum for basic schools (*põhikool*) (ISCED 1,2 levels) and upper secondary schools (*gümnaasium*) (ISCED 3,4 levels) includes a general part, subject syllabuses and topics that should be addressed in all subjects (http://www.hm.ee/en/national-curricula). The general part includes: the basic principles, the goals of schooling and education, the approach to competencies, cross-curriculum topics. Cross-curricular topics are a means of integrating general and subject field competences, subjects and subject fields and are taken into account in developing the school environment.

The **MoE** supports developing infrastructure for practical EE and ESD (building and renovating nature-schools and EE centres), training continuously natural and environmental education specialists, improving sustainable development related study materials, and by providing free programs supporting national curriculums for tens of thousands of students every year. Environmental education specialists from State Forest Management and Environmental Board work all over the country and offer large variety of EE and ESD study-programs for schools and different target groups of adults (eg sustainable forestry, fishery, resource-efficiency, waste management, EU-subsidies). On the initiative of the MoE, a web-based database has been created, where one can find list of EE centres and nature-schools (irrespective of the affiliation or form of ownership) and study programs that support the national curriculum. The EE end ESD institutions under the MoE (Estonian Environmental Board, Estonian Museum of Natural History and State Forest Management Centre) and most of all other informal EE and ESD institutions (in spite of their ownership) accept guidelines given by national curriculums when developing their own learning programmes and -activities. The aim is to support formal education system to reach the goals which are declared as the goals of national education policy on ESD.

Indicator 2.1	SD key themes are addressed in formal education
Sub-indicator 2.1.1	Are key themes of SD[6] addressed explicitly in the curriculum/programme of study at various levels[7] of formal education?

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[6] For details, see paragraph 15 of the UNECE Strategy for ESD.

[7] For the State or federal level, where relevant.

✓ Yes	*Please specify what SD issues are important in the country (i.e., biodiversity, gender, consumption/production, etc.) and how they are addressed in the curricula.* *Please update the table in appendix I (a) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.* | A	B	C	D	E	F | |---|---|---|---|---|---| | ☐ | ☐ | ☐ | ☐ | ☐ | V | The National Curriculums for basic schools and upper secondary schools (ISCED 1,2,3,4 levels) includes a general part, subject syllabuses and topics that should be addressed in all subjects. The key themes of SD (citizenship, peace, ethics, responsibility in local and global contexts, democracy and governance, justice, security, human rights, health, gender equity, cultural diversity, rural and urban development, economy, production and consumption patterns, corporate responsibility, environmental protection, natural resource management and biological and landscape diversity) are included in a general part and subject syllabuses of national curriculums. The ESD are taught in existing disciplines and there may be the special subjects for ESD at schools. The thematic emphasis differs according to age level. The relationship with life experiences and problems of a student are considered.
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum[8]/programme of study at various levels of formal education?
✓ Yes	*Please specify what competences as learning outcomes are important in your country.* *Please update the table in appendix I (b) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.*

The rating boxes for the first sub-indicator:

A	B	C	D	E	F
☐	☐	☐	☐	☐	V

The rating boxes for Sub-indicator 2.1.2:

A	B	C	D	E	F
☐	☐	☐	☐	☐	V

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[8] Idem.

Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum[9]/programme of study at various levels of formal education?
✓ Yes	*Please specify what methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.* *Please also update the table in appendix I (c) that was used to report on implementation phase II, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.*

A	B	C	D	E	F
☐	☐	☐	☐	☐	V

Initial teacher education is provided by universities and professional higher education institutions develop professional and didactical competency of teachers` of all levels to implement cross-curriculum topics including the topic of sustainable development. The two main major Estonian universities provide initial teachers´ education programs, have prepared ESD in-service programs and organise these courses in 2014-2015.

Indicator 2.2 — Strategies to implement ESD are clearly identified

Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects[10] only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project?[11]; (e) other approaches?

✓ (a)Yes
✓ (b) Yes
✓ (c) Yes
✓ (d) Yes
(e) No ☐

Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.

ISCED levels 2011	(a) Yes	(b) Yes	(c) Yes	(d) Yes	(e) Yes
0. Early childhood education		✓			
1. Primary education		✓		✓	
2. Lower secondary education	✓	✓		✓	
3. Upper secondary education	✓	✓	✓	✓	
4. Post-secondary non-tertiary education	✓		✓	✓	
5. Short-cycle tertiary education	✓		✓	✓	
6. Bachelor's or equivalent level	✓		✓	✓	

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[9] Idem.

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

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

7. Master's or equivalent level	✓		✓	✓	

Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).

The cross-curricular topic "*Environment and sustainable development*" is presented in the Estonian National Curriculum for Basic Schools and Estonian National Curriculum for Gymnasiums (adopted by Government in 2011/2014) as a common topic to all subjects to our basic and secondary education. The cross-curricular topics as "*Environment and sustainable development*", "*Lifelong Learning and Career Planning*", "*Values and Morality*" etc are presented as interdisciplinary approaches in curricula. Primary, lower and upper-secondary education institutions should develop school curriculum on the point of ESD, integrate the principles of sustainable development in educational policy, everyday practices and lesson plans. In a school context, this requires the active participation of school leaders, teachers, pupils, the school board, parents, and the local community.

International EE and ESD projects, implemented in Estonia, are:

- **International environmental program GLOBE** (85 schools from Estonian are participating. In Estonia totally ~500 schools) The Global Learning and Observations to Benefit the Environment (GLOBE) program is a worldwide hands-on, primary and secondary school-based science and education program. GLOBE students learn about various languages and cultures as they engage in authentic projects and collaborations with one another, students in other countries
- **The Baltic Sea Project** (30 Estonian schools are participating), what promotes environmental education in the spirit of the Rio Declaration, Agenda 21 for the Baltic region. The BSP objectives are to increase the awareness of students related to the environmental problems in the Baltic Sea area and provide them with an understanding of the scientific, social and cultural aspects of the interdependence between man and nature; to develop the students' ability to conduct research on changes in the environment; to encourage students to participate in developing a sustainable future.

If you ticked (e), please specify the approaches.

Indicator 2.3	**A whole-institution approach[12] to SD/ESD is promoted**
Sub-indicator 2.3.1	Do educational institutions[13] adopt a "whole-institution approach" to SD/ESD?

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

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

✓ Yes

The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2015. ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.

Also, please provide information for all levels of your education system in accordance with ISCED by ticking (✓) in the table as appropriate and specify for non-formal and informal education, as appropriate.

ISCED levels 2011	*Yes*
0. Early childhood education	✓
1. Primary education	✓
2. Lower secondary education	✓
3. Upper secondary education	✓
4. Post-secondary non-tertiary education	
5. Short-cycle tertiary education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	

According to the National Curriculum, sustainable development has been recognized at all school levels as a cross-curricular objective already from 2002. All Estonian schools have to prepare the school curriculum on the basis of the National Curriculum. These school curricula must specify how they include cross-curricular topics, such as the environment and sustainable development into their classes. More specifically, school curricula need to explain how they will structure the learning environment, how the topics of environment and sustainable development will be introduced into all core subjects and which optional subjects students can choose. Additionally, students are invited to carry out creative work within these topics and take part in national and international projects.

In 2001-2007 was carried out two major ESD projects in Estonia. The projects *Tuulik* ("Windmill" in Estonian) initiated by Ministry of Foreign Affairs of the Netherlands, the MoE and by the MoER Estonian Republic and follower project *Aiatuulik* ("Kindergarten windmill" in Estonian) with co-operation MoE and Tallinn Department of Education. These projects supported Estonian schools and kindergartens in developing school curriculum on the point of ESD and integrating ESD issues into the schoolwork plan.

Tallinn University organises (2014-2015) the ESD in-service trainings for school teams. The school teams must develop a whole-school ESD project, which contributes the development of students' sustainable development skills and attitudes.

Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?
✓ Yes	*If yes, please specify what schemes are available for all levels of your education system.*

Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.

ISCED levels 2011	Yes
0. Early childhood education	✓
1. Primary education	✓
2. Lower secondary education	✓
3. Upper secondary education	✓
4. Post-secondary non-tertiary education	✓
5. Short-cycle tertiary education	✓
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	

The state and local governments provide support to schools and teachers in organizing curricular and extracurricular EE and ESD activities, such as field studies, competitions, conferences, etc

The everyday activities of international projects GLOBE and BSP are supported by **MoER** budget. **MoE** is funding also different students´ activities of GLOBE program and The Baltic Sea Project.

Foundation Environmental Education Investments Centre provides grants to support implementing non-formal environmental management systems in educational organisations, incl small scale investments if necessary.

Please also specify for non-formal and informal education, as appropriate. If relevant information is available please also specify (provide examples).

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?
✓ Yes	*Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.* *Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate:* *(a) For formal institutions:*

ISCED levels 2011	*Yes*
0. Early childhood education	✓
1. Primary education	✓
2. Lower secondary education	✓
3. Upper secondary education	✓
4. Post-secondary non-tertiary education	✓
5. Short-cycle tertiary education	✓
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	

During the Tallinn University ESD in-service trainings for school teams in 2014-2015, the schools may develop their own SD/ESD indicators for their institution/organization. This development process is voluntary and not compulsory for all Estonian schools.

(b) For non-formal institutions:

ISCED levels 2011	*Yes*
0. Early childhood education	
1. Primary education	
2. Lower secondary education	
3. Upper secondary education	
4. Post-secondary non-tertiary education	
5. Short-cycle tertiary education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	

Indicator 2.4	ESD is addressed by quality assessment/enhancement systems
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems?:[14] (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?

✓ (a)Yes ✓ (b) Yes (c) No ☐	*Please elaborate.*

Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✔) in the table as appropriate.

ISCED levels 2011	(a) Yes	(b) Yes	(c) Yes
0. Early childhood education			
1. Primary education	✔		
2. Lower secondary education	✔	✔	
3. Upper secondary education	✔	✔	
4. Post-secondary non-tertiary education	✔	✔	
5. Short-cycle tertiary education	✔		
6. Bachelor's or equivalent level	✔		
7. Master's or equivalent level	✔		
8. Doctoral or equivalent level	✔		

In Estonia there are no standardized tests for ISCED 1 level. For finishing basic or lower secondary school students shall pass tree compulsory examinations and for finishing upper secondary school students have to pass 3 final state examinations, one school examination and compile a students` investigation. These school leaving examinations may cover key themes of SD or cross-curriculum topics.

Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this data (i.e., provide examples on how the data was compiled).

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?

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[14] 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).

✓ Yes	*Please specify and provide information on new developments and good practice examples.* The foundation Environmental Investments Centre's **Environmental Awareness sub-programme** provides grants for activities aimed to shape the values and behaviour patterns of the residents of Estonia into environmentally sustainable ones through awareness increasing activities and the promotion of environmental education supporting national curricula (http://www.kik.ee/en/environmental-awareness.html). Applicants are governmental-, municipal-, academic-institutions, schools, NGO-s etc. Estonian Environmental Board and Estonian State Forest Management Centre organize EE and SD related campaign-events for public (nature protection campaign every spring, EU waste minimization day etc). Museums, universities, Tallinn Zoo, botanical gardens and many other institutions organize EE and ESD related exhibitions for public, compile/include appropriate worksheets and activities.

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	Estonian Environmental Board organizes SD related training and schooling activities for specific target groups like land owners, small scale entrepreneurs, administrative authorities, teachers etc Estonian State Forest Management Centre (RMK) organizes SD related training and schooling activities related on sustainable forestry, sustainable timber industry, sustainable use of forests for recreation and on nature protection for specific target group like forest owners, teachers, small scale entrepreneurs etc, and campaign-events fore public.
Sub-indicator 2.5.3	Are there any instruments (e.g. research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?
✓ Yes	**MoE** orders once in every two years a poll "Environmental awareness of residents of Estonia" (2008, 2010, 2012, 2014), that contains questions on peoples attitude to SD related issues. *Please specify in particular what instruments were the most effective in assessing the outcomes of ESD as a result of non-formal/ informal learning.*
Indicator 2.6	**ESD implementation is a multi-stakeholder process**[15]
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes ☐ No ☐	*Please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please update the information provided in the previous table for appendix II as appropriate.* (a) According to the UNECE Strategy on ESD (b) According to the UN DESD <table><tr><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td></tr><tr><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>**V**</td></tr></table> <table><tr><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td></tr><tr><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>**V**</td><td>☐</td></tr></table> Estonian non-governmental environmental organizations or non-profit organizations dealing are responsible for a large of the work to raise general public awareness and spread information about SD. These organizations also include school clubs mostly are dealing with adults who have common interest in a particular subject. For example NGO Association for Environmental Education "Etalon" provides EE and ESD information publications. Programs consist: Environmental awareness (number of projects); NGO support (adult education training) etc. SEI Tallinn centre is a key national expert on environment and energy, sustainable development. SEI Tallinn has organised Sustainable Development Forums in Estonia, hold different surveys *"Stakeholders expectations towards environmental education in Estonia"* (2012) and publishes reports: about environmental issues in the curricula, comparative analysis of education for sustainability content in 9 European countries (2012).
Concluding remarks on issue 2	*Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning*

[15]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).

	Please address in particular the following questions: – *Which actions/initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*

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).

The regulation of the Government of the Republic **"Framework Requirements of Teachers' Training" (2000)** (available in Estonian: https://www.riigiteataja.ee/akt/128082013002) establishes general and special requirements for teachers.

Teachers for basic and secondary schools are trained at universities. Requirements for curricula and higher education institution upon accreditation and the accreditation procedure are developed by the Ministry of Education and Research in co-operation with the Higher Education Quality Assessment Council.

Teacher education - the Framework requirements for teacher training and **Qualification requirements for head teachers, teachers and support specialists** (adopted 2013) (available in Estonian: https://www.riigiteataja.ee/akt/130082013005) establish that, the teachers must be able to implement cross-curriculum themes and develop students` key competences.

Indicator 3.1	**ESD is included in the training[16] of educators**
Sub-indicator 3.1.1	Is ESD a part of educators' initial training?[17]
✓ Yes	*In particular specify what ESD competences[18] are explicitly included in the study programmes.* The initial teacher education equips teachers with competencies. Teachers of all levels are expected to achieve a subject or professional and didactical competency including the skills to create a secure environment of study and to develop the curriculum, to develop students` key competences (value competence, social competence, self-management competence, entrepreneurship competence, learning to learn competence, digital competence, communication competence, cultural awareness) and integrate the cross-curriculum topics (including environment and SD) in subject teaching.

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

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

[18] For a set of core competences in ESD please see the report by the ECE Expert Group on Competences, *Learning for the future: Competences in Education for Sustainable Development* (ECE/CEP/AC.13/2011/6), available online from http://www.unece.org/education-for-sustainable-development-esd/publications.html.html.

Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training?[19]
✓ Yes	*In particular specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.* The main teacher education university in Estonia - Tallinn University organises opened an ESD Centre in 20013. The ESD in service courses are held in this centre. At the end of 2013 the ESD in-service trainings started for school teams (3-4 teachers and at least one member of the team must be an administrator of this educational institution). ~8% of Estonian schools have participated in these courses. The aim is to improve teachers` ESD teaching skills. This in-service training includes classroom instructions, practical and independent work (78 hours). The holistic learning approach is introduced and active learning methods are implemented in trainings. At the end of the course the school teams must develop a whole-school ESD project, which contributes the development of students` awareness about sustainable development, key competences, values and attitudes. Tartu University organises in-service ESD training for kindergarten teachers from the beginning of 2014. *Please also update the information provided under the phase II national implementation reporting in appendix III.*
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
✓ Yes	*Please specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional.* Tartu University organises in-service ESD training for training of leaders from the beginning of 2014.
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	*Please specify.* In 2010 Environmental Board called together *EE (incl ESD) round-tables*, one per county. There meet teachers, non-formal EE and ESD specialists, representatives from university or collage located nearby, local administrative authority, NGO-s, local institutions like museums and others, state-owned institutions dealing with EE and ESD issues etc. On round-tables stakeholders clarify to each other expectations on building-up learning-programmes for out-of-classroom learning, expectations to local authorities on supporting EE end ESD activities etc. Round-tables take place four times a year or more often if needed. Round-tables are also places of sharing experience and good practices and planning EE and ESD activities in county to avoid doubling.
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way?[20]
✓ Yes	*Please specify how, listing the major ones, and describing them as appropriate.* Environmental Board (governmental institution) ensures the sustainability of network (EE/ESD round-tables in counties) and ability to build-up a capable ESD work-body. Dealing with EE and ESD is one of the primary duties of Environmental Board.

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[19] 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.

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

Concluding remarks issue 3	*Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching*
	Please address in particular the following questions: – *Which actions/initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*

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 the development and production of ESD tools and materials exist?
✓ Yes	*Please describe.* Ministry of the Environment has initiated an "Environmental education development program" which is cofunded by the European Social Fund. The implementation of this program started in 2011. One of the objectives of the program is to develop methodological materials, learning materials and -tools for teachers from formal and informal education. Under the program will be technically further developed the already existing the web portal "Environmental education" www.keskkonnaharidus.ee, which contains lot of educational programs and materials.

Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
✓ Yes	*Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in United States dollars (USD)) for annual expenditures on ESD-related research and development.* Several above mentioned activities are supported by the money of European Social Fund. The **MoER** supports the production of educational materials and tools, distribution of the materials and tools free-of-charge (covered by state budget). The **MoER** is responsible for development of educational materials and assessment materials (covered by state budget), which addresses many ESD themes. Environmental Board produces a lot of EE and ESD tools and materials (http://www.keskkonnaamet.ee/teenused/keskkonnaharidus-2/oppematerjalid-2/). Some of them are general-issues-based some of them are local peculiarity-based (covered by state budget). The Education Department of the Environmental Board works with other centres offering environment-related education and set out keeps in touch with a variety of teaching institutions and associations so as to make the most effective use of the opportunities they provide. Their educational activities are not solely aimed at children. In order to foster an interest in nature and environmentally friendly values in people they publish booklets, produce information boards for nature trails and put together exhibits for centres in protected areas. Environmental Board together with several NGO-s is (in 2010) and has been earlier a partner in EU funded INTERREG programme and Estonian- Latvian programme, producing and sharing EE and ESD tools and materials has been one of outcomes of transboundary cooperation (covered approx. 85% by EU funding and 15% by Environmental Investment Centre's grant).The Environmental Investment Centre has annual basis budget for environmental awareness programme, one of supported activities is production of ESD and EE tools and materials. It encourages also NGO-s to produce ESD and EE tools and materials.
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?
✓ (a)No ☐ ✓ (b) No ☐ ✓ (c) No ☐	*Please specify.*
Sub-indicator 4.2.2	Are ESD teaching tools/materials available: (a) in national languages?; (b) for all levels of education according to ISCED?

✓ Yes ✓ Yes	*Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.*

ISCED levels 2011[21]	*Yes*
0. Early childhood education	✓
1. Primary education	✓
2. Lower secondary education	✓
3. Upper secondary education	✓
4. Post-secondary non-tertiary education	✓
5. Short-cycle tertiary education	✓
6. Bachelor's or equivalent level	✓
7. Master's or equivalent level	✓
8 Doctoral or equivalent level	

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	*Please describe and in particular highlight what measures are the most efficient for dissemination.*

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[21] Education level in accordance with ISCED.

Sub-indicator 4.3.2	Is public authority money invested in this activity?
✓ Yes	*Please specify to what extent by providing an indication of the amount in USD, and please also mention any other significant sources of funding.* Several activities are supported by the money of European Social Fund. **MoER** supports the production of educational materials and tools, distribution of the materials and tools free-of-charge (covered by state budget).
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
✓ Yes	*Please describe and name in particular official Internet sites.* ✓ Web-pages of the Ministry of the Environment and Ministry of Education and Research connected sites: ✓ The UNECE ESD strategy and other documents on Ministry of Education webpage's: http://www.hm.ee/index.php?0&popup=download&id=5041; 2; http://www.hm.ee/index.php?popup=download&id=5043; http://www.hm.ee/index.php?popup=download&id=5044 ✓ The Environmental Board http://www.keskkonnaamet.ee ✓ The ESD teaching-learning materials for schools and kindergartens in internet http://www.hared.ee. ✓ The handbook in Estonian language "Education for Change: A Handbook for Teaching and Learning Sustainable Development" http://www.balticuniv.uu.se/index.php/component/docman/doc_download/192-education-for-change-handbook-estonian ✓ The handbook in Estonian language "Implementation of cross-curriculum topics" (2010) http://www.oppekava.ee/index.php/2._%22L%C3%A4bivad_teemad_%C3%B5ppekavas_ja_nende_rakendamine_koolis_II_osa%22 and http://www.curriculum.ut.ee/sites/default/files/www_ut/lt_kogumik_ii.pdf ✓ Web portal "Environmental education" www.keskkonnaharidus.ee, includes the ESD teaching-learning materials for schools and kindergartens ✓ Web portal "Estonian Fond of Nature" http://www.elfond.ee/en/, includes the ESD teaching-learning materials for schools and kindergartens ✓ Web portal "Estonian national Clearing-House Mechanism of Convention on Biological Diversity" http://loodus.keskkonnainfo.ee:88/English/index_html includes the Biological Diversity materials. ✓ Web portal "Environmental Information" http://www.keskkonnainfo.ee/index.php?lan=EN, includes the EE materials. ✓ Different web portals of nature schools and environmental education centres - Tartu Environmental Education Centre http://www.teec.ee/EN/oppematerjalid_programmid/oppeprogrammid/ ✓ Web portal "The UNESCO Baltic Sea Project" - BSP http://www.b-s-p.org/home/, includes the EE and ESD teaching-learning materials. ✓ Web portal "The GLOBE program in Estonia" http://www.globe.ee/globe/, includes the EE and ESD teaching-learning materials. ✓ Etc.
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet?; (b) provided through other channels?

✓ Yes ✓ (b) No	*For (a) and (b) please specify and mention by whom it was established and by whom it is managed.* (a) In web portal "Environmental education" www.keskkonnaharidus.ee
Concluding remarks issue 4	*Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible*
	Please address in particular the following questions: – *Which actions/initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*

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[22] on ESD is promoted**
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD[23] supported?
✓ Yes	*Please specify in particular the most important outcomes of supported research.*
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
✓ Yes	*Please specify what subjects were investigated and list major reports.*
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD:[24] (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?

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[22] These include support from various sources, such as State, local authorities, business and non-governmental organizations or institutions.

[23] E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology ;and means of evaluation, including socioeconomic impacts.

[24] ESD is addressed by substance and/or by approach.

(1) ✓ (a) No ✓ (b) No (2) ✓ (a) Yes ✓ (b) Yes	*Please specify what programmes are available and list the most important academic dissertations that address ESD.* 2 (a) Tartu University: Faculty of Science and Technology, Faculty of Social studies and Education etc; Tallinn University: Institute of Educational Sciences, Institute of Mathematics and Sciences, Institute of International and Social Studies, Institute of Ecology, Institute of Health Sciences and Sport etc; Tallinn Technical University: Faculty of Science etc; The Estonian University of Life Sciences: Institute of Agricultural and Environmental Sciences, Institute of Forestry and Rural Engineering, etc. (b) Tartu University: Faculty of Science and Technology, Faculty of Social studies and Education etc; Tallinn University: Institute of Educational Sciences, Institute of Mathematics and Sciences, Institute of International and Social Studies, Institute of Ecology, Institute of Health Sciences and Sport etc; Tallinn Technical University: Faculty of Chemical and Materials Technology, Faculty of Science etc; The Estonian University of Life Sciences: Institute of Agricultural and Environmental Sciences, Institute of Forestry and Rural Engineering, etc.
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) No ✓ (b) No	*Please provide information on (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?[25]* Ministry of the Environment established in 2014 awards for educational institutions who act environmental-friendly and promote sustainable lifestyle.
✓ No	*Please specify what main projects were/are being implemented to that end.*
Indicator 5.3	**Dissemination of research results on ESD is promoted**
Sub-indicator 5.3.1	Is there any public authority support for mechanisms[26] to share the results of research and examples of good practices in ESD[27] among authorities and stakeholders?
✓ No	*Please specify and provide information about where published research and dissertations are accessible.*

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[25] Activities may include projects, action research, social learning and multi-stakeholder teams.

[26] E.g., conferences, summer schools, journals, periodicals, networks.

[27] E.g., the "participatory approach"; links to local, regional and global problems; an integrative approach to environmental, economic and social issues; an 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) No ✓ (b) No	*Please name the major publications for (a) and (b).*
Concluding remarks on issue 5	*Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.*
	– *Which actions/initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*
Issue 6.	**Strengthen cooperation on ESD at all levels within the ECE 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 ECE region and beyond**
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international[28] networks on ESD?
✓ Yes	*Please specify concrete networks and explain who supports these networks.* The Ministry of Education and Research have supported the participation of representatives of formal and higher education in ESD working groups
Sub-indicator 6.1.2	Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?

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[28] In this context, international associations, working groups, programmes, partnerships, etc., means those at the global, regional and subregional levels.

Yes ☐ No ☐	*Please specify. List major networks.*
	Collaboration under the Baltic University Programme. (http://www.balticuniv.uu.se/). The Baltic University Programme (BUP) is a network of about 225 universities and other institutes of higher learning throughout the Baltic Sea region. Tallinn University, Tartu University and Tallinn Technical University have been participating in this program. Estonian schools participate in: ✓ The Baltic Sea Project (BSP) (http://www.b-s-p.org/home/) ✓ The GLOBE program in Estonia" http://www.globe.ee/globe/ ✓ In different EU projects
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
✓ Yes	*Please specify and list the major ones.* The Council of the Baltic Sea States (CBSS), Baltic 21 and the Northern Dimension are important forums for cooperation where environmental issues and SD form part of a broader perspective. The Council of the Baltic Sea States (CBSS) is a forum for multilateral cooperation between the governments of the Baltic Sea states. The Members of the Council are the eleven states of the Baltic Sea Region as well as the European Commission. The states are Denmark, Estonia, Finland, Germany, Iceland, Latvia, Lithuania, Norway, Poland, Russia, Sweden and a representative from the European Commission. http://www.cbss.org/council/. Sustainable & Prosperous Region, Empowering cooperation in the Baltic Sea Region, Baltic Sea Youth Dialogue are the long-term CBSS's priorities. The work on sustainability is conducted in Baltic 21, which is an Agenda 21 for the Baltic Sea region. Work in the Helsinki Commission (HELCOM) is of most importance for the Baltic Sea environment, along with EU cooperation. The EU strategy for the Baltic Sea Region *European Strategy for the Baltic Sea Region (EUSBSR) (*http://www.cbss.org/european-strategy-for-the-baltic-sea-region-eusbsr/) contribute this.
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
✓ No	*Please list and describe.*
Concluding remarks on issue 6	*Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region*
	Please address in particular the following questions: - *Which actions/ initiatives have been particularly successful and for which reason?* - *What challenges did your country encounter when implementing this objective?* - *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*
Issue 7.	**Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, 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.

What the role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over 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 2,000 characters with spaces). Please be as specific as possible.

We have developed a national conception for the environmental education (EE) and the ESD for formal and non-formal education level in 2005. The Environmental Education Concept was approved by Minister of the Education and Research and Minister of the Environment in May 2006 and presented in Government in November 2006, but it was not officially confirmed in the Government. In the second phase was compiled a Development plan for Environmental Education (includes ESD), but it was not also approved by the Government.

But we have good level collaboration between Ministry of the Education and Research and Ministry of the Environment. Without any officially approved strategies we have initiated different EE and ESD country level activities, public awareness campaigns, in-service trainings. With the money of European Social Fund funding Estonian commitment have been 22 million EUR for infrastructure. A lot of new environmental education centres have built or renewed in last 4 years. For the content (teachers, head-masters, educators in-service trainings, public awareness etc) have spent 3,2 million EUR.

Please in particular discuss any challenges and obstacles encountered that were not yet mentioned in the concluding remarks on the implementation of the Strategy's main objectives (issues 1–6).

Issue 9.	**Future implementation of Education for Sustainable Development**

Is there a political commitment/an indication that ESD implementation will continue to be supported after the end of phase III of the UNECE Strategy for ESD and after the United Nations Decade of ESD in your country? If yes, is there already an indication of implementation priorities?

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 (✓) relevant themes for each level. Use the blank rows to insert additional themes that are considered to be key themes in addressing learning for SD.)*

Also, could you specify which specific themes are of critical importance in your country and why?

Some key themes covered by sustainable development	ISCED Levels 2011								
	0	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*
Peace studies (e.g., international relations, security and conflict resolution, partnerships)			✓	✓	✓	✓	✓	✓	✓
Ethics and philosophy		✓	✓	✓	✓	✓	✓	✓	✓
Citizenship, democracy and governance		✓	✓	✓	✓	✓	✓	✓	✓
Human rights (e.g., gender and racial and intergenerational equity)			✓	✓	✓	✓	✓	✓	✓
Poverty alleviation			✓	✓	✓	✓	✓	✓	✓
Cultural diversity	✓	✓	✓	✓	✓	✓	✓	✓	✓
Biological and landscape diversity	✓	✓	✓	✓	✓	✓	✓	✓	✓
Environmental protection (waste management, etc.)	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ecological principles/ecosystem approach			✓	✓	✓	✓	✓	✓	✓
Natural resource management (e.g., water, soil, mineral, fossil fuels)	✓	✓	✓	✓	✓	✓	✓	✓	✓
Climate change			✓	✓	✓	✓	✓	✓	✓
Personal and family health (e.g., HIV/AIDS, drug abuse)	✓	✓	✓	✓	✓	✓	✓	✓	✓
Environmental health (e.g., food and drinking; water quality; pollution)	✓	✓	✓	✓	✓	✓	✓	✓	✓
Corporate social responsibility			✓	✓	✓	✓	✓	✓	✓
Production and/or consumption patterns		✓	✓	✓	✓	✓	✓	✓	✓
Economics			✓	✓	✓	✓	✓	✓	✓
Rural/urban development			✓	✓	✓	✓	✓	✓	✓
Total	6	11	17	17	17	17	17	17	17
Other (*countries to add as many as needed*)									136

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (maximum 153 ticks; "other" categories not counted) is:

No. of ticks	0–9	10–16	17–39	40–75	76–112	113–153
Scale	A	B	C	D	E	F

Appendix 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[29]/programme of study at various levels of formal education, by filling in the table below. *(Please tick (✔) 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 SD.)*

Table of learning outcomes

Competence	Expected outcomes	ISCED Levels								
		0	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*
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 45	1	2	6	6	6	6	6	6	6
	- other (*countries to add as many as needed*)?									45
Learning to do Does education at each level enhance learners' capacity for:	- 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 -50	3	5	6	6	6	6	6	6	6
	- acting creatively	✔	✔	✔	✔	✔	✔	✔	✔	✔
	- acting entrepreneurially	✔	✔	✔	✔	✔	✔	✔	✔	✔

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[29]   At the state level, where relevant.

Competence	Expected outcomes	0	1	2	3	4	5	6	7	8
		ISCED Levels								
Learning to be Does education at each level enhance learners' capacity for:	- self-confidence?	✓	✓	✓	✓	✓	✓	✓	✓	✓
	- self-expression and communication?	✓	✓	✓	✓	✓	✓	✓	✓	✓
	- coping under stress?			✓	✓	✓	✓	✓	✓	✓
	- ability to identify and clarify values *(for phase III)?*	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Total - 35	3	4	4	4	4	4	4	4	4
	- other (*countries to add as many as needed*)?									
	-									
Learning to live and work together Does education at each level enhance learners' capacity for:	- 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 - 56	2	4	7	7	7	7	7	7	7
	- other (*countries to add as many as needed*)?									
	- **186**									

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (maximum 207 ticks; "other" not counted) is:

No. of ticks	0–11	12–21	22–53	54–105	106–156	157–207
Scale	A	B	C	D	E	F

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

Please indicate the teaching/learning methods used for ESD at the different ISCED levels. *(Please tick (✔) relevant teaching/learning methods for each level. Use the blank rows to insert additional teaching/learning methods that are considered to be key methods in your country in teaching-learning for sustainable development.)*

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy[a]	ISCED Levels								
	0	1	2	3	4	5	6	7	8
Discussions	✔	✔	✔	✔	✔	✔	✔	✔	✔
Conceptual and perceptual mapping		✔	✔	✔	✔	✔	✔	✔	✔
Philosophical inquiry				✔	✔	✔	✔	✔	✔
Value clarification		✔	✔	✔	✔	✔	✔	✔	✔
Simulations; role playing; games	✔	✔	✔	✔	✔	✔	✔	✔	✔
Scenarios; modelling		✔	✔	✔	✔	✔	✔	✔	✔
Information and communication technology (ICT)	✔	✔	✔	✔	✔	✔	✔	✔	✔
Surveys			✔	✔	✔	✔	✔	✔	✔
Case studies			✔	✔	✔	✔	✔	✔	✔
Excursions and outdoor learning	✔	✔	✔	✔	✔	✔	✔	✔	✔
Learner-driven projects			✔	✔	✔	✔	✔	✔	✔
Good practice analyses			✔	✔	✔	✔	✔	✔	✔
Workplace experience			✔	✔	✔	✔	✔	✔	✔
Problem-solving		✔	✔	✔	✔	✔	✔	✔	✔
Total 109	4	8	13	14	14	14	14	14	14
Other (*countries to add as many as needed*)									

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

[a] Please refer to paragraph 33(e) of the UNECE Strategy for ESD.

The scoring key for this table (maximum 126 ticks; "other" not counted) is:

No. of ticks	0–8	9–42	43–53	54–76	77–98	99–126
Scale	A	B	C	D	E	F

Appendix II

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent ESD implementation is a multi-stakeholder process by filling in the table below. Please provide examples of good practice. *(Please tick (✔) in both (a) and (b) template-tables to indicate what types of education stakeholders are involved.)*

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 18	**5**	**6**	7
Other (*countries to add as many as needed*)			

The scoring key for this table (maximum 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 United Nations Decade of ESD

Stakeholders	Classification by United Nations Decade of ESD				
	Public awareness	*Quality education*	*Reorienting education*	*Training*	*Social learning*
NGOs	✔	✔	✔	✔	✔
Local government	✔	✔	✔	✔	✔
Organized labour	✔	✔	✔		✔
Private sector	✔	✔	✔	✔	✔
Community-based	✔	✔	✔	✔	✔
Faith-based	✔				✔
Media	✔		✔		✔
Total --29	**7**	**5**	**6**	**4**	**7**
Other (*countries to add as many as needed*)					

The scoring key for this table (maximum 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

Indicator 3.1, sub-indicator 3.1.3

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

ISCED levels	Percentage of education professionals who have received training[a] to integrate ESD into their practice																	
	Educators												Leaders/administrators[b]					
	Initial[c]						In service[d]						In service[e]					
	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.	✔							✔					✔					
7.	✔							✔					✔					
8.	✔							✔					✔					
Non-formal	✔								✔				✔					
Informal	✔								✔				✔					

   The Ministry of the Environment supports the improvement of sustainable development by developing the respective infrastructure in Estonia, supports training of natural and environmental education specialists and NGO specialists, improving sustainable development related study materials, and by providing free programs supporting national curriculums for tens of thousands of students over Estonia.

[a] Training is understood to include at least one day (a minimum of five contact hours).
[b] See paras. 54 and 55 of the UNECE Strategy for ESD.
[c] Please indicate the number of educators who have received initial training on ESD as a percentage of the total number of educators by the reporting date.
[d] Please indicate the number of educators who have received training on ESD as a percentage of the

total number of educators who received in-service teacher training by the reporting date.

    [e] Please indicate the number of leaders/administrators who have received training on ESD as a percentage of total number of leaders/administrators who received in-service teacher training by the reporting date.

The scoring key for this table (maximum 100%) is:

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

Appendix IV

Summary and self-assessment by countries

Please specify the status of efforts to implement the sub-indicators listed in the table below by ticking (✓) as appropriate.

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.

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