



**REPORT  
ON IMPLEMENTATION OF THE UNECE STRATEGY FOR  
EDUCATION FOR SUSTAINABLE DEVELOPMENT**

*Within the framework of the  
United Nations Decade of Education for Sustainable Development (2005–2014)*

**SUBMITTED BY ESTONIA**

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

Name of officer (national focal point) responsible for submitting the report: **Imbi Henno**, chief expert of Curriculum Division of General Education Department

Signature:

Date: 28<sup>th</sup> September 2010

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Contact officer for national report (if different from above):

- 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; on 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 (*please specify*):

**Estonian Ministry of Education and Research**

Stakeholders: **Imbi Henno** [[imbi.henno@hm.ee](mailto:imbi.henno@hm.ee)], chief expert of Curriculum Division of General Education Department, national focal point nominated by Estonian Ministry of Education and Research [www.hm.ee](http://www.hm.ee); **Ülle Kikas** [[ulle.kikas@hm.ee](mailto:ulle.kikas@hm.ee)] advisor to ministry, math, science, and technology education.

**Estonian Ministry of the Environment**

Stakeholders: **Marit Suurvali** [[Marit.Suurvali@envir.ee](mailto: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.)

## TEMPLATE FOR REPORTING

<b>ISSUE<sup>1</sup> 1. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD</b>	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
<b>Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD</b>	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national <sup>2</sup> language(s)?
✓ Yes	<i>Please specify languages.</i> 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	<i>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</i> 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	<i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD.</i> In 2005 work-group started to develop a national conception for the EE and ESD for formal and non-formal education level. 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 of collaboration was compiled a Development plan for Environmental Education (including ESD). It was finished in October 2008. This National Development Plan for EE and ESD is planned to be signed by the minister of education and environment in the end of 2010.
Sub-indicator 1.1.5	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the United Nations Decade of ESD, <sup>3</sup> and other policy processes relevant to ESD?
✓ Yes	<i>Please specify.</i> 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 has supported several actions connected with ESD.
<b>Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD</b>	

<sup>1</sup> Issues 1 to 6 are in accordance with the objectives of the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1).

<sup>2</sup> For countries with a federal government structure, all references to “national” apply to “State”, as appropriate. In this context, “data at the national level” means aggregated data received from sub-State entities.

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

Sub-indicator 1.2.1	Is ESD reflected in any national policy <sup>4</sup> document(s)?
✓ Yes	<p><i>Please specify and list major document(s).</i></p> <p><b>-The Environmental Education Concept for the Republic of Estonia</b> (including ESD). (adopted by the minister of education and environment in May 2006) <a href="http://www.envir.ee/orb.aw/class=file/action=preview/id=379041/KKH-kontseptioon.eng.pdf">http://www.envir.ee/orb.aw/class=file/action=preview/id=379041/KKH-kontseptioon.eng.pdf</a></p> <p><b>- Estonia’s development strategy “Sustainable Estonia 21”</b> (approved by the Parliament 2005) <a href="http://www.riigikantselei.ee/failid/Estonia_SDS_2005.pdf">http://www.riigikantselei.ee/failid/Estonia_SDS_2005.pdf</a></p> <p><b>-Estonian Research and Development and Innovation Strategy 2007-2013 "Knowledge-Based Estonia"</b> (approved by the Parliament 2007). <a href="http://www.hm.ee/index.php?0&amp;popup=download&amp;id=6175">http://www.hm.ee/index.php?0&amp;popup=download&amp;id=6175</a> 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 2002–2006 “Knowledge-based Estonia”.</p> <p><b>- The Estonian National Curriculum for Basic Schools and Gymnasiums</b> (adopted by the Government in 2002)</p> <p><b>- The Estonian National Curriculum for Basic Schools</b> (approved by the Government in January 2010)</p> <p><b>- The Estonian National Curriculum for Gymnasiums</b> (approved by the Government in January 2010)</p> <p><b>- Estonian Environmental Strategy 2030</b> (approved by the Parliament 2007) <a href="http://www.envir.ee/orb.aw/class=file/action=preview/id=1103816/inglisekeelneStrateegia.pdf">http://www.envir.ee/orb.aw/class=file/action=preview/id=1103816/inglisekeelneStrateegia.pdf</a></p> <p><b>- National Environmental Action Plan of Estonia for 2007-2013</b> (approved by the Government 2007) <a href="http://www.envir.ee/orb.aw/class=file/action=preview/id=1103821/inglise_keeles_tegevuskava.pdf">http://www.envir.ee/orb.aw/class=file/action=preview/id=1103821/inglise_keeles_tegevuskava.pdf</a></p> <p><b>- Development strategy of Estonian Ministry of the Environment 2011-2014</b> (available in Estonian: <a href="http://www.envir.ee/166316">http://www.envir.ee/166316</a>) – the network of EE centers is built up and EE is within reach for residents of Estonia.</p>

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? <sup>5</sup>																													
(a) ✓ Yes (b) ✓ Yes	<p><i>If yes, please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.</i></p> <table border="1" data-bbox="940 943 1314 1268"> <thead> <tr> <th rowspan="2">ISCED levels<sup>6</sup></th> <th>(a)</th> <th>(b)<sup>7</sup></th> </tr> <tr> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>v</td> <td>v</td> </tr> <tr> <td>1</td> <td>v</td> <td>v</td> </tr> <tr> <td>2</td> <td>v</td> <td>v</td> </tr> <tr> <td>3</td> <td>v</td> <td>v</td> </tr> <tr> <td>4</td> <td>v</td> <td>v</td> </tr> <tr> <td>5<sup>8</sup></td> <td>v</td> <td></td> </tr> <tr> <td>6</td> <td>v</td> <td></td> </tr> <tr> <td><b>Teacher education</b></td> <td>v</td> <td>v</td> </tr> </tbody> </table> <p>(a) *Levels 5,6 and teacher education – meant as nature sciences on the field of studies</p> <p>(b)</p>	ISCED levels <sup>6</sup>	(a)	(b) <sup>7</sup>	Yes	Yes	0	v	v	1	v	v	2	v	v	3	v	v	4	v	v	5 <sup>8</sup>	v		6	v		<b>Teacher education</b>	v	v
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<sup>4</sup> Policy documents may include national strategies, plans, programmes, guidelines and the like.

<sup>5</sup> International Standard Classification of Education (ISCED), UNESCO, 1997 ([http://www.unesco.org/education/information/nfsunesco/doc/isced\\_1997.htm](http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm)).

	<p>- <b>The Estonian National Curriculum for Basic Schools and Gymnasiums</b> (adopted by the Government in 2002) <i>Environment and sustainable development</i> is presented as cross-curriculum topic/a common topic for all subjects.</p> <p>- <b>The Estonian National Curriculum for Basic Schools</b> (approved by the Government in January 2010) with cross-curriculum topic- <i>Environment and sustainable development</i></p> <p>- <b>The Estonian National Curriculum for Gymnasiums</b> (approved by the Government in January 2010) with cross-curriculum topic- <i>Environment and sustainable development</i></p> <p>- <b>Teacher education</b> - the <b>Estonian standard of the teaching profession</b> establishes that, the teacher must be able to implement cross-curriculum themes</p>
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	<p><i>Please specify.</i></p> <p>- <b>Estonian National Strategic Reference Framework 2007-2013</b> (<a href="http://www.strukturifondid.ee/public/Estonian_NSRF_21June07_ENG.pdf">http://www.strukturifondid.ee/public/Estonian_NSRF_21June07_ENG.pdf</a>): With the aim to promote environmental awareness and education, the development of environmental education centres will be primarily supported proceeding from the concept of education supporting sustainable development.</p> <p>-<b>Operational Programme for the Development of Living Environment</b> (<a href="http://www.strukturifondid.ee/public/elukeskond_ENG.pdf">http://www.strukturifondid.ee/public/elukeskond_ENG.pdf</a>): 4.1.4.2 Environmental education and awareness.</p> <p>-<b>Operational Programme for the Development for Human Resource Development</b> (<a href="http://www.strukturifondid.ee/public/OP1_21juuni2007_ENG.pdf">http://www.strukturifondid.ee/public/OP1_21juuni2007_ENG.pdf</a>): 4.1 Priority ax of Lifelong Learning, 4.1.3 Indicative list of planned activities (incl EE).</p> <p>-Regional Environmental Centre for Central and Eastern Europe – REC Estonia compiled a <b>Action plan for the non-formal education</b> (<i>Säästvat arengut toetava mitteformaalhariduse edendamise kava Eestis</i>). It was finished at the end of April 2005. It was not officially confirmed</p>
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
✓ Yes	<p><i>Please specify.</i></p> <p>In 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.</p>
Sub-indicator 1.2.5	Does a formal structure for interdepartmental <sup>9</sup> cooperation relevant to ESD exist in your Government?
✓ Yes	<p><i>Please specify.</i></p> <p>Cooperation between the Ministry of Education and Research and Ministry of Environment at the ESD level has been taken place since 2000. In April 2004 joint workgroup of Ministry of Education and Research and Ministry of Environment for improvement the content and implementation of EE and ESD in Estonia was formed. In 2005 a memorandum of common actions of the Ministry of Education and Research and Ministry of Environment in the field of EE (incl ESD) was signed.</p>
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? <sup>10</sup>
✓ Yes	<p><i>Please specify.</i></p> <p>Estonian Commission on Sustainable Development, which set up an expert committee of long-term sustainable development, was established in the</p>

<sup>6</sup> Education level in accordance with ISCED.

<sup>7</sup> National curricula and/or national standards/ordinances/requirements.

<sup>8</sup> For higher education institutions when answering: (1) regarding national legislation: this objective is focusing equally at the first stage of tertiary education (Bachelor), the second stage (MSc) and the third stage (PhD) while covering various aspects such as **service agreements/contracts, national strategies of Research and Development, university organization and studies acts, or general laws of higher educations**; (2) regarding national and/or subnational standards/ordinances/requirements: special attention shall be devoted to indications of linking systems of **quality assurance and accreditation** (with regard to the Bologna process; see [http://www.coe.int/t/dg4/highereducation/EHEA2010/BolognaPedestrians\\_en.asp](http://www.coe.int/t/dg4/highereducation/EHEA2010/BolognaPedestrians_en.asp) for information) for higher education institutions with ESD, as well as to **regulations of study programmes and study fields** which reflect the principles of ESD.

<sup>9</sup> Between State bodies.

<sup>10</sup> For explanation see paragraph 46 of the UNECE Strategy for ESD.

	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	<p><i>Please specify.</i></p> <p><b>Ministry of Education and Research:</b> 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.</p> <p><b>Ministry of Environment:</b> Salaries for environmental education specialists of the Estonian Environment Board (1-2 specialists per county) and expenses related to their duties are covered by state budget. Salaries for environmental education specialists of the Estonian Museum of Natural History and expenses related to their duties are covered by state budget. Salaries of environmental education specialists of the Estonian State Forest Management Centre (midmost 1-2 specialists per county) and expenses related to their duties are covered by income that State Forest Management Centre earns managing state owned forests and providing services. The Environmental Investment Centres' (<b>under the Ministry of Finance</b>) grants aimed at increasing environmental awareness are awarded from three sources: <b>Environmental Programme, European Regional Development Fund</b> and <b>European Social Fund</b>. The activities supported from each of these can be divided as follows:</p> <p><b>The aim of the Environmental Programme</b> (covered by the state budget) is 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. The environmental awareness sub-programme receives applications for grants twice a year).</p> <p><b>The environmental education infrastructure grants</b> (covered by EU funding) are aimed at improving and harmonizing the availability of environmental education through the development of an appropriate infrastructure.</p> <p><b>The environmental education development grants</b> (covered by EU funding) are aimed at improving the knowledge, skills and competences of specialists engaged in the provision of environmental education, thereby increasing their competitiveness in finding employment to meet their qualification. In order to use the funds from the environmental education development measure, the Ministry of the Environment will prepare a program and the Environmental Board will implement the activities.</p>
<b>Indicator 1.3 National policies support synergies between processes related to SD and ESD</b>	
Sub-indicator 1.3.1	Is ESD part of SD policy(s) if such exist in your country?
✓ Yes	<p><i>Please specify.</i></p> <p>Law for sustainable development (1995), Estonian National Strategy on Sustainable Development (SE21) (2005) <b>R(S)</b> 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".</p>

**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 Estonian (formal) educational system does not differentiate primary education from lower secondary education. Students are subject to the obligation to attend school until they acquire basic education (*põhiharidus*) or attain 17 years of age. The educational system is uniform: at all levels of education studies are conducted according to uniform curricula regardless language of instruction. The National Curriculum for basic schools (*põhikool*) and upper secondary schools (*gümnaasium*) (ISCED 1,2,3,4 levels) includes a general part, subject syllabuses and topics that should be addressed in all subjects. The general part includes: the basic principles, the goals of schooling and education, the approach to competencies, cross-curriculum topics, etc. These cross-curriculum themes should be addressed in all subjects and touch important fields of life that affect students' personal and social development. The national curriculums present the SD topic is a cross-curriculum theme.

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 EE and ESD institutions under the Ministry of the Environment (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 <sup>11</sup> addressed explicitly in the curriculum <sup>12</sup> /programme of study at various levels of formal education?												
✓ Yes	<p><i>Phase II: Please specify in the table in appendix I (a) and use the scale. Indicate the results in the box below.</i></p> <table border="1"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>V</td> </tr> </table> <p>The National Curriculum 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. These key themes of SD are included in a general part and subject syllabuses of national curriculum. 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-</p>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V
A	B	C	D	E	F								
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Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum <sup>13</sup> /programme of study at various levels of formal education?												
✓ Yes	<p><i>Phase II: Please specify in the table in appendix I (b) and use the scale. Indicate the results in the box below.</i></p> <table border="1"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>V</td> <td><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V	<input type="checkbox"/>
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Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum <sup>14</sup> /programme of study at various levels of formal education?												
✓ Yes	<p><i>Phase II: Please specify in the table in appendix I (c) what methods are of particular significance in your country and use the scale. Indicate the results in the box below.</i></p> <table border="1"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>V</td> <td><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V	<input type="checkbox"/>
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<sup>11</sup> For explanation see paragraph 15 of the UNECE Strategy for ESD.

<sup>12</sup> At the State level, where relevant.

<sup>13</sup> See footnote 12.

<sup>14</sup> See footnote 12.

*Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).* Estonian non-governmental environmental organisations or non-profit organisations dealing are responsible for a large of the work to raise general public awareness and spread information about SD too. These organisations also include school clubs mostly are dealing with adults who have common interest in a particular subject. For example: Regional Environmental Centre for Central and Eastern Europe – REC Estonia provides EE and ESD information through the Internet homepage [www.recestonia.ee](http://www.recestonia.ee), publications, and library. REC Estonia Programs consist: Environmental awareness (bulletin, information service and library, number of projects); NGO support (adult education training); Assisting in implementation of the EU legislation in Estonia (different projects and info campaign).

<b>Indicator 2.2 Strategies to implement ESD are clearly identified</b>																																																							
Sub-indicator 2.2.1	<p>Is ESD addressed through:<sup>15</sup> (a) existing subjects<sup>16</sup> only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project?<sup>17</sup> (e) other approaches?</p> <p><i>Phase II: If yes, please specify for different levels of education system in accordance with ISCED by ticking (V) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">ISCED levels</th> <th style="text-align: center;">(a) <i>Yes</i></th> <th style="text-align: center;">(b) <i>Yes</i></th> <th style="text-align: center;">(c) <i>Yes</i></th> <th style="text-align: center;">(d) <i>Yes</i></th> <th style="text-align: center;">(e) <i>Yes</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>0</b></td> <td></td> <td style="text-align: center;">V</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>1</b></td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>2</b></td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td></td> <td style="text-align: center;">V</td> <td></td> </tr> <tr> <td style="text-align: center;"><b>3</b></td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td></td> </tr> <tr> <td style="text-align: center;"><b>4</b></td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td></td> </tr> <tr> <td style="text-align: center;"><b>5</b></td> <td style="text-align: center;">V</td> <td></td> <td></td> <td style="text-align: center;">V</td> <td></td> </tr> <tr> <td style="text-align: center;"><b>6</b></td> <td style="text-align: center;">V</td> <td></td> <td></td> <td style="text-align: center;">V</td> <td></td> </tr> <tr> <td style="text-align: center;"><b>Teacher education</b></td> <td style="text-align: center;">V</td> <td></td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td></td> </tr> </tbody> </table> <p> <input checked="" type="checkbox"/> (a) Yes  <input checked="" type="checkbox"/> (b) Yes  <input checked="" type="checkbox"/> (c) Yes  <input checked="" type="checkbox"/> (d) Yes  <input checked="" type="checkbox"/> (e) No <input type="checkbox"/> </p> <p>The cross-curricular topic “Environment and sustainable development” is presented in the Estonian National Curriculum for Basic Schools and Gymnasiums (adopted by Government in 2002) as a common topic to all subjects to our basic and secondary education. The new versions of Estonian National Curriculum for Basic Schools and Estonian National Curriculum for Gymnasiums were adopted in January 2010 and will be implemented in next year. The cross-curricular topics as “<i>Environment and sustainable development</i>”, “<i>Lifelong Learning and Career Planning</i>”, “<i>Values and Morality</i>” etc are presented as interdisciplinary approaches in new 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.</p> <p>Regional projects supporting ESD were:</p> <ul style="list-style-type: none"> <li>• <i>Schools for sustainability in the Baltic States.</i> International 2-year co-operative project was locally co-ordinated by REC country offices in Latvia, Lithuania and Estonia.</li> <li>• project <i>Windmill</i> (“<i>Tuulik</i>” in Estonian)</li> <li>• the sub- project <i>Windmill for Kindergartens</i></li> </ul> <p><i>If you ticked (e), please specify the approaches.</i></p>	ISCED levels	(a) <i>Yes</i>	(b) <i>Yes</i>	(c) <i>Yes</i>	(d) <i>Yes</i>	(e) <i>Yes</i>	<b>0</b>		V				<b>1</b>	V	V				<b>2</b>	V	V		V		<b>3</b>	V	V	V	V		<b>4</b>	V	V	V	V		<b>5</b>	V			V		<b>6</b>	V			V		<b>Teacher education</b>	V		V	V	
ISCED levels	(a) <i>Yes</i>	(b) <i>Yes</i>	(c) <i>Yes</i>	(d) <i>Yes</i>	(e) <i>Yes</i>																																																		
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<b>Teacher education</b>	V		V	V																																																			

<sup>15</sup> For higher education institutions: These distinctions would be equal to: (a) **courses and disciplines**; (b) **interdisciplinary courses**; (c) **separate, specified SD courses or seminars**; and (d) **stand-alone projects** implemented by the department, faculty or inter-faculty structures.

<sup>16</sup> E.g. geography or biology. For higher education, “subject” means “course”.

<sup>17</sup> A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.



<b>Indicator 2.3 A whole-institution approach<sup>18</sup> to SD/ESD is promoted</b>																			
Sub-indicator 2.3.1	Do educational institutions <sup>19</sup> adopt a “whole-institution approach” to SD/ESD?																		
✓ Yes	<p><i>Phase II: If yes, please specify for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">ISCED levels</th> <th style="text-align: center;">Yes</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">0</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">1</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">4</td><td></td></tr> <tr><td style="text-align: center;">5</td><td></td></tr> <tr><td style="text-align: center;">6</td><td></td></tr> <tr> <td style="text-align: center;"><b>Teacher education</b></td> <td></td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify (provide examples on how it is done).</i></p> <p>In 2001-2007 was carried out two major ESD projects in Estonia. The follower activities are taken place at the schools and kindergartens still nowadays. The projects <i>Tuulik</i> ("Windmill" in Estonian) initiated by Ministry of Foreign Affairs of the Netherlands, the Ministry of the Environment and by the Ministry of Education and Research of the Estonian Republic and follower project <i>Aiatuulik</i> ("Kindergarten windmill" in Estonian) with co-operation Ministry of Environment 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. The aim of project <i>Tuulik</i> was to improve of the environmental education (EE) and ESD, develop a sustainable attitude towards the surrounding environment. The aim of project <i>Aiatuulik</i> was to implemented modern technologies on environmental and sustainable development education into kindergartens/ <u>school development plans</u> and <u>curriculum</u>.</p>	ISCED levels	Yes	0	V	1	V	2	V	3	V	4		5		6		<b>Teacher education</b>	
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Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support “a whole institution approach to SD/ESD”?																		

<sup>18</sup> A “whole institution approach” means that all aspects of an institution's internal operations and external relationships are reviewed and revised in light of SD/ESD principles. Within such an approach each institution would decide on its own actions, addressing the three overlapping spheres of Campus (management operations); Curriculum; and Community (external relationships).

<sup>19</sup> For higher education institutions: **whole university, whole college or whole faculty approach** (including inter-faculty approaches).

<p>✓ Yes</p>	<p><i>Phase II: If yes, please specify what schemes are available for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.</i></p> <table border="1" data-bbox="968 245 1289 524"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>V</td> </tr> <tr> <td>1</td> <td>V</td> </tr> <tr> <td>2</td> <td>V</td> </tr> <tr> <td>3</td> <td>V</td> </tr> <tr> <td>4</td> <td></td> </tr> <tr> <td>5</td> <td></td> </tr> <tr> <td>6</td> <td></td> </tr> <tr> <td>Teacher education</td> <td></td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).</i></p> <p>There are guidelines and technical support in Estonia by the projects <i>Tuulik</i> and <i>Aiatuulik</i>. The teaching-learning materials for schools and kindergartens and <u>development plans</u> for kindergartens are accessible in internet <a href="http://www.hared.ee">http://www.hared.ee</a>. The well-compiled materials are in Estonian and Russian languages.</p>	ISCED levels	Yes	0	V	1	V	2	V	3	V	4		5		6		Teacher education	
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Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																																				
✓ No	<p data-bbox="373 310 1772 337"><i>Phase II: If yes, please specify for all levels of your education system in accordance with ISCED, by ticking (V) in the table as appropriate:</i></p> <p data-bbox="373 370 646 397"><i>(a) For formal institutions.</i></p> <table border="1" data-bbox="976 394 1283 672"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0</td><td></td></tr> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>5</td><td></td></tr> <tr><td>6</td><td></td></tr> <tr><td><b>Teacher education</b></td><td></td></tr> </tbody> </table> <p data-bbox="373 675 1087 703"><i>(b) For non-formal institutions for non-formal and informal education.</i></p> <table border="1" data-bbox="976 699 1283 977"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0</td><td></td></tr> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>5</td><td></td></tr> <tr><td>6</td><td></td></tr> <tr><td><b>Teacher education</b></td><td></td></tr> </tbody> </table> <p data-bbox="373 980 1289 1008"><i>If relevant data are available, please also specify (i.e. provide examples on how it is done).</i></p>	ISCED levels	Yes	0		1		2		3		4		5		6		<b>Teacher education</b>		ISCED levels	Yes	0		1		2		3		4		5		6		<b>Teacher education</b>	
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<b>Indicator 2.4 ESD is addressed by quality assessment/enhancement systems</b>																																					
Sub-indicator 2.4.1	<p>(a) Are there any education quality assessment/enhancement systems? (b) Do they address ESD<sup>20</sup>? (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?</p> <p><i>Phase II: If yes, please specify for various levels of your education system in accordance with ISCED, by ticking (V) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">ISCED levels</th> <th style="text-align: center;">(a) Yes</th> <th style="text-align: center;">(b) Yes</th> <th style="text-align: center;">(c) Yes</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">V</td> <td></td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">V</td> <td></td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">V</td> <td></td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">4</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">5</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">6</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>Teacher education</b></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p> <input checked="" type="checkbox"/> (a) Yes  <input checked="" type="checkbox"/> (b) No  <input checked="" type="checkbox"/> (c) Yes         </p> <p>In Estonia there are no standardized tests per se at ISCED 1, although cross-curriculum topics form part of a national testing program of this level. For finishing basic or lower secondary school students shall pass two compulsory examinations and one examination on student's choice from the list of compulsory subjects and upper secondary school students have to pass 5 final examinations. These examinations have always included key themes of SD or other cross-curriculum topics.</p> <p><i>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).</i></p>	ISCED levels	(a) Yes	(b) Yes	(c) Yes	0				1	V		V	2	V		V	3	V		V	4				5				6				<b>Teacher education</b>			
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<b>Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice</b>																																					
Sub-indicator 2.5.1	<p>Are SD issues addressed in informal and public awareness-raising activities?</p> <p><i>Phase II: Please specify.</i><sup>21</sup></p> <p>The Environmental Investment Centre's <b>Environmental Awareness sub-programme</b> 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 (<a href="http://www.kik.ee/en/environmental-awareness.html">http://www.kik.ee/en/environmental-awareness.html</a>), Applicants are governmental-, municipal-, academic-institutions, schools, NGO-s etc.(campaigns for sustainable consumption by NGO Estonian Green Movement; campaign against use of plastic bag "Killerbag" by NGO Junior Chamber International, Estonia etc).</p> <p>Estonian Environmental Board organizes EE and SD related campaign-events for public (nature protection campaign every spring, EU waste minimization day etc).</p> <p>Estonian State Forest Management Centre organizes EE and ESD related campaign-events for public (like "Estonian Nature Protection 100" around the year of 2010, "Go to Forest" etc)</p> <p>Estonian Museum of Natural History organizes EE and ESD related exhibitions for public (appropriate worksheets included).</p>																																				
Sub-indicator 2.5.2	<p>Is there any support for work-based learning (e.g. for small companies, farmers, trade unions, associations) which addresses SD issues?</p>																																				

<sup>20</sup> 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).

<sup>21</sup> Please describe how this is done, e.g. in press articles, TV and radio programmes or public lectures promoting environmentally friendly goods and services, sustainable lifestyles.

✓ Yes	<p><i>Phase II: Please specify and provide examples.</i></p> <p>Estonian Environmental Board organizes SD related training and schooling activities for specific target groups like land owners, small scale entrepreneurs, administrative authorities, teachers etc (here not counted curriculum-related learning-programmes for pupils). Estonian State Forest Management Centre organizes 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.</p> <p>RMK Sagadi Nature School which is a unit of Estonian State Forest Management Centre (RMK) provides environmental and ESD programs for students of all ages, continuing education for teachers, and private groups.</p> <p><a href="http://www.sagadi.ee/pages.php3/0903?PHPSESSID=618694b6a05a83646d5ca5595c27f599">http://www.sagadi.ee/pages.php3/0903?PHPSESSID=618694b6a05a83646d5ca5595c27f599</a></p>
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	<p><i>Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.</i></p> <p>Ministry of the Environment orders once in every two years a poll “Environmental awareness of residents of Estonia” . 89% on residents of Estonia consider themselves as environmentally aware, but the same time they consider that others are not or rather not aware (2008, 2010) Came to light that usually people save water and electricity and sort garbage in households because of economical reasons not because of environmental awareness. 40% of residents of Estonia consider the most important problem which has to be solved in Estonia and in whole world is waste management. Estonians consider that vulnerability of the Baltic sea is a serious problem and that pollution of Baltic sea has to be reduced. The most often used medium to get information about environment is TV, also local newspapers are important information-sources.</p> <p>Stockholm Environment Institute (Tallinn branch) orders once in every ten years a poll “People and Environment” (1997, 2007) which observes trends of people’s environmental awareness, attitudes and patterns of behaviour during longer period. (both available in Estonian: <a href="http://www.envir.ee/378516">http://www.envir.ee/378516</a>).</p>

**Indicator 2.6 ESD implementation is a multi-stakeholder process<sup>22</sup>**

Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?																																				
✓ Yes	<p><i>Phase II: Please specify in the table in appendix II (a) and (b) and use the scale. Indicate the results in the boxes below.</i></p> <table border="0"> <tr> <td align="center" colspan="6"><i>(a) According to the UNECE Strategy on ESD</i></td> <td align="center" colspan="6"><i>(b) According to the UN DESD</i></td> </tr> <tr> <td align="center">A</td><td align="center">B</td><td align="center">C</td><td align="center">D</td><td align="center">E</td><td align="center">F</td> <td align="center">A</td><td align="center">B</td><td align="center">C</td><td align="center">D</td><td align="center">E</td><td align="center">F</td> </tr> <tr> <td align="center"><input type="checkbox"/></td><td align="center"><input type="checkbox"/></td><td align="center"><input type="checkbox"/></td><td align="center"><input type="checkbox"/></td><td align="center"><input checked="" type="checkbox"/></td><td align="center"><input type="checkbox"/></td> <td align="center"><input type="checkbox"/></td><td align="center"><input type="checkbox"/></td><td align="center"><input type="checkbox"/></td><td align="center"><input checked="" type="checkbox"/></td><td align="center"><input type="checkbox"/></td><td align="center"><input type="checkbox"/></td> </tr> </table>	<i>(a) According to the UNECE Strategy on ESD</i>						<i>(b) According to the UN DESD</i>						A	B	C	D	E	F	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**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) 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. 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; the skills to see links between subjects and to realize the opportunities of cross-subject integration, readiness for teamwork and further professional development etc. In general initial teacher education equips teachers qualified to teach the cross-curriculum topics, which is SD.

**Indicator 3.1 ESD is included in the training<sup>23</sup> of educators**

<sup>22</sup> 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).

<sup>23</sup> ESD is addressed by content and/or by methodology.

Sub-indicator 3.1.1	Is ESD a part of educators' initial training? <sup>24</sup>
✓ Yes	<i>Phase II: Please specify by filling in the table in appendix III.</i>
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? <sup>25</sup>
✓ Yes	<i>Phase II: Please specify by filling in the table in appendix III.</i>
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
✓ Yes	<i>Phase II: Please specify by filling in the table in appendix III.</i>
<b>Indicator 3.2 Opportunities exist for educators to cooperate on ESD</b>	
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	<i>Phase II: Please specify (provide examples on how this is done).</i> In 2010 Environmental Board called together <i>EE (incl ESD) round-tables</i> , 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? <sup>26</sup>
✓ Yes	<i>Please specify how, listing the major ones, and describing them as appropriate.</i> 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.
<b>Issue 4. ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE</b>	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
<b>Indicator 4.1 Teaching tools and materials for ESD are produced</b>	
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of development and production of ESD tools and materials exist?
✓ Yes	<i>Please describe.</i> We have a mechanism for encouragement of development and production of ESD tools and materials. The Ministry of Environment has initiated a national program "Environmental education development program" which is funded by the European Social Fund. The implementation of this program will start in 2011. The main objective of the program is to develop the cooperation system for formal and informal education; to make public values and consumer patterns more environmentally friendly. In brief the activities of the program can be divided into four: 1) to improve the public environmental awareness and awareness about SD; 2) to organise the in-service courses for environmental education specialists from non-formal education institutions; 3) to develop methodological materials for teachers from formal education, to compile in-service programs for teachers and organise in-service courses; 4) to develop networks between formal and informal education institutions and publishing informational materials. Under the program will be technically further developed the already existing the web portal "Environmental education" <a href="http://www.keskonnaharidus.ee">www.keskonnaharidus.ee</a> .

<sup>24</sup> For higher education institutions: The focus is here on existing **teacher training at universities/colleges** regarding SD and ESD for university/college teachers.

<sup>25</sup> 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.

<sup>26</sup> Including assistance through direct funding, in-kind help, political and institutional support.

	<p>There will be made available more large-scale educational programs in environmental education and learning. Under the Environmental Board is issued on a quarterly an “Environmental education newspaper” for formal education. <a href="http://www.keskkonnaamet.ee/index.php?id=11054">http://www.keskkonnaamet.ee/index.php?id=11054</a></p>																		
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?																		
✓ Yes	<p><i>Phase II: Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in USD) for annual expenditures on ESD-related research and development.</i></p> <p>Several above mentioned activities are supported by the money of European Social Fund. Ministry of Education and Research has supported to production of educational materials and tools, distributed the materials and tools free-of-charge (covered by state budget).</p> <p>The Ministry of Education and Research has a tender for development education, which addresses many ESD themes (covered by state budget). Environmental Board produces a lot of EE and ESD tools and materials. Some of them are general-issues-based some of them are local peculiarity-based (covered by state budget).</p> <p>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.</p>																		
<b>Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist</b>																			
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 <input type="checkbox"/> ✓ (b) No <input type="checkbox"/> ✓ (c) No <input type="checkbox"/>	<p><i>Phase I: For (a) and (b), please describe.</i></p> <p>We have quality criteria and/or quality guidelines supported by public authorities for teaching tools and materials in generally, but not separately for ESD</p> <p><i>Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c), please also describe. Please also provide your own examples, as appropriate.</i></p>																		
Sub-indicator 4.2.2	Are ESD teaching tools/materials available: (a) in national languages? (b) for all levels of education according to ISCED?																		
✓ (a) Yes ✓ (b) Yes	<p><i>Phase I: For (a) please specify.</i></p> <p>teaching materials, brochures, internet sites etc.</p> <p><i>Phase II: If yes for (b), please specify by ticking (V) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>ISCED levels</th> <th>(b) Yes</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>V</td> </tr> <tr> <td>1</td> <td>V</td> </tr> <tr> <td>2</td> <td>V</td> </tr> <tr> <td>3</td> <td>V</td> </tr> <tr> <td>4</td> <td>V</td> </tr> <tr> <td>5</td> <td>V</td> </tr> <tr> <td>6</td> <td>V</td> </tr> <tr> <td>Teacher education</td> <td>V</td> </tr> </tbody> </table>	ISCED levels	(b) Yes	0	V	1	V	2	V	3	V	4	V	5	V	6	V	Teacher education	V
ISCED levels	(b) Yes																		
0	V																		
1	V																		
2	V																		
3	V																		
4	V																		
5	V																		
6	V																		
Teacher education	V																		
<b>Indicator 4.3 Teaching tools and materials for ESD are accessible</b>																			

Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?
✓ No	<i>Phase II: Please describe.</i>
Sub-indicator 4.3.2	Is public authority money invested in this activity?
✓ No	<i>Please specify to what extent by providing an indication of the amount in USD, giving the annual expenditures for ESD-related research and development.</i>
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
✓ Yes	<p><i>Please describe.</i></p> <p>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: <a href="http://www.hm.ee/index.php?046844">http://www.hm.ee/index.php?046844</a>;  <a href="http://www.hm.ee/index.php?046843">http://www.hm.ee/index.php?046843</a>  The Environmental Board <a href="http://www.keskkonnaamet.ee">http://www.keskkonnaamet.ee</a>  The National Examination and Qualification Centre <a href="http://www.ekk.edu.ee/">http://www.ekk.edu.ee/</a>  The ESD teaching-learning materials for schools and kindergartens in internet <a href="http://www.hared.ee">http://www.hared.ee</a>. In the framework of “Windmill” project was published a teachers’ lessons plans (Estonian, Russian versions) on the topic of sustainable development and the Environmental Diary for the 3rd-4th grade (in Estonian, Russian and English), lessons plans social studies teachers’.  The handbook in Estonian language “Education for Change: A Handbook for Teaching and Learning Sustainable Development”  <a href="http://www.balticuniv.uu.se/teacher/index.php?option=com_docman&amp;task=doc_download&amp;gid=465&amp;Itemid">http://www.balticuniv.uu.se/teacher/index.php?option=com_docman&amp;task=doc_download&amp;gid=465&amp;Itemid</a>  Web portal “Environmental education” <a href="http://www.keskkonnaharidus.ee">www.keskkonnaharidus.ee</a>, includes the ESD teaching-learning materials for schools and kindergartens  Web portal “Estonian Fond of Nature” <a href="http://www.elfond.ee/en/">http://www.elfond.ee/en/</a>, includes the ESD teaching-learning materials for schools and kindergartens  Web portal “Estonian national Clearing-House Mechanism of Convention on Biological Diversity”  <a href="http://loodus.keskkonnainfo.ee:88/English/index.html">http://loodus.keskkonnainfo.ee:88/English/index.html</a> includes the Biological Diversity materials.  Web portal “Nature Education” <a href="http://www.loodusharidus.ee/">http://www.loodusharidus.ee/</a>Nature Centres and Environmental Interpretation in the Baltic Sea Region - BSR Eagle includes the ESD teaching-learning materials.  Web portal “Environmental Information” <a href="http://www.keskkonnainfo.ee/index.php?lan=EN">http://www.keskkonnainfo.ee/index.php?lan=EN</a>, includes the EE materials.  Different web portals of nature schools and environmental education centers - Tartu Environmental Education Centre  <a href="http://www.teec.ee/?lang=en&amp;nodeid=1">http://www.teec.ee/?lang=en&amp;nodeid=1</a>  Web portal “The UNESCO Baltic Sea Project” - BSP <a href="http://www.entk.ee/?id=35&amp;keel=ee">http://www.entk.ee/?id=35&amp;keel=ee</a>, includes the EE and ESD teaching-learning materials.  Web portal “The GLOBE program in Estonia” <a href="http://www.globe.ee/globe/">http://www.globe.ee/globe/</a>, includes the EE and ESD teaching-learning materials.  Etc.</p>
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?
✓ No	<i>For (a) and (b) please specify.</i>
✓ No	Not yet, but it will be take place in next year’s in web portal “Environmental education” <a href="http://www.keskkonnaharidus.ee">www.keskkonnaharidus.ee</a> ,
<b>Issue 5. PROMOTE RESEARCH ON AND DEVELOPMENT OF ESD</b>	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	



<b>Indicator 5.1 Research<sup>27</sup> on ESD is promoted</b>	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD <sup>28</sup> supported?
✓ No	<i>Phase II: Please specify what kind of research (content and methods). Please provide the total amount annually over the reporting period, and if feasible, as a percentage of the total research budget.</i>
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
✓ No	<i>Please specify what kind of research (content and methods).</i>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: <sup>29</sup> (a) for the master's level? (b) for the doctorate level? (2) addressing ESD: (a) for the master's level? (b) for the doctorate level?
(1) ✓ (a) No ✓ (b) No (2) ✓ (a) Yes ✓ (b) Yes	<i>Phase II: Please specify what kind of programmes are available for (1) (a) and (b); (2) (a) and (b).</i>  (2) 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	<i>Phase II: Please specify for (a) and (b).</i>
<b>Indicator 5.2 Development of ESD is promoted</b>	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? <sup>30</sup>
✓ No	<i>Phase II: Please specify and provide the total amount annually over the reporting period.</i>
<b>Indicator 5.3 Dissemination of research results on ESD is promoted</b>	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms <sup>31</sup> to share the results of research and examples of good practices in ESD <sup>32</sup> among authorities and stakeholders?
✓ Yes	<i>Phase II: Please specify and provide the total amount annually over the reporting period.</i>

<sup>27</sup> These include support from various sources, such as State, local authorities, business and non-governmental sources.

<sup>28</sup> E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology; means of evaluation including socio-economic impacts.

<sup>29</sup> ESD is addressed by substance and/or by approach.

<sup>30</sup> Activities may include pilot projects, action research, social learning and multi-stakeholder teams.

<sup>31</sup> E.g. conferences, summer schools, journals, periodicals, networks.

<sup>32</sup> 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.

	Conferences, magazines, newspapers, working groups
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?
<input checked="" type="checkbox"/> (a) Yes <input checked="" type="checkbox"/> (b) No	<i>Phase I: For (a), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i> Master theses: “Education for Sustainable Development and Estonian Teachers Approach to It”
	<i>Phase II: For (b), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i>
<b>Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION</b>	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
<b>Indicator 6.1 International cooperation on ESD is strengthened within the UNECE region and beyond</b>	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international <sup>33</sup> networks on ESD?
<input checked="" type="checkbox"/> Yes	<i>Phase II: Please specify for national, subnational and local levels and list major networks.</i> The Ministry of Education and Research have supported several years the representatives of formal education, higher education, and non-formal education in participation of working groups of Agenda 21 for Education in the Baltic Sea Region
Sub-indicator 6.1.2	Do educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD?
<input checked="" type="checkbox"/> Yes	<i>Please specify. List major networks.</i> Collaboration under the Baltic University Programme. ( <a href="http://www.balticuniv.uu.se/">http://www.balticuniv.uu.se/</a> ). The Baltic University Programme (BUP) is a network of about 225 universities and other institutes of higher learning throughout the Baltic Sea region. Sub-project - Education for Change (EduC) is a project aiming at enhancing the competence of teachers, both school and university teachers, on how to implement the concept of Sustainable Development in their education. Under this collaboration have published the handbook for teaching and learning sustainable development in different languages incl Estonian. Tallinn University and Tallinn Technical University have been participating in this programme.  Estonia have participated in : Baltic Sea Project (BSP) ( <a href="http://www.bspinfo.lt/">http://www.bspinfo.lt/</a> ) Foundation for Environmental Education (FEE) ( <a href="http://www.fee.org">www.fee.org</a> ). The World Environmental Education Congress (WEEC) takes place every two years.
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
<input checked="" type="checkbox"/> Yes	<i>Phase II: Please specify and list the major ones.</i> <ul style="list-style-type: none"> <li>- <a href="#">An Agenda 21 for Education in the Baltic Sea Region - Baltic 21E</a>. Estonia was one, who adopted this agenda</li> <li>- There is a bilateral cooperation agreement between Estonian government (represented by Ministry of the Environment) and Belgium Walloon Region and Belgium Flemish Region in the field of environment (incl environmental awareness and implementation ESD principals in non formal education).</li> </ul>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?
<input checked="" type="checkbox"/> No	<i>Please list and describe.</i>
<b>Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLES, AS WELL AS LOCAL AND TRADITIONAL KNOWLEDGE, IN ESD</b>	

<sup>33</sup> In this context, international associations, working groups, programmes, partnerships, etc. means those at the global, regional and subregional levels.

*Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.*

*Phase II: Please provide the updated information to indicate changes over time.*

*Phase III: Please provide the 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 1,500 characters with spaces). Please be as specific as possible.*

We started to develop 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 of collaboration was compiled a Development plan for Environmental Education (includes ESD), but it also hasn't been approved in the Government. Although the conception is ready, the several issues in the society – the role in educational and environmental politics, financing mechanisms, impact on other fields of life etc have arisen.

*Phase II: Please provide the updated information to indicate changes over time.*

*Phase III: Please provide the updated information to indicate changes over time.*

**Issue 9. DESCRIBE ANY ASSISTANCE NEEDED TO IMPROVE IMPLEMENTATION**

*Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible.*

*Phase II: Please provide the updated information to indicate changes over time.*

*Phase III: Please provide the updated information to indicate changes over time.*



- ✓ *Human rights (e.g. gender and racial and inter-generational equity)*
- ✓ *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*

### 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<sup>34</sup>/programme of study at various levels of formal education, by filling in the table below.

(Please tick (V) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)

**Table of learning outcomes**

Competence	Expected outcomes	ISCED Levels					
		0	1	2	3	4	5
<b>Learning to learn</b> Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?			V	V	V	V
	- understanding complexity/systemic thinking?			V	V	V	V
	- overcoming obstacles/problem-solving?		V	V	V	V	V
	- managing change/problem-setting?			V	V	V	V
	- creative thinking/future-oriented thinking?	V	V	V	V	V	V
	- understanding interrelationships across disciplines/holistic approach?			V	V	V	V
	<b>Total</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>
	- other (countries to add as many as needed)?						
-							
<b>Learning to do</b> Does education at each level enhance learners' capacity for:	- applying learning in a variety of life-wide contexts?	V	V	V	V	V	V
	- decision-making, including in situations of uncertainty?			V	V	V	V
	- dealing with crises and risks?		V	V	V	V	V
	- acting responsibly?	V	V	V	V	V	V
	- acting with self-respect ?	V	V	V	V	V	V
	- acting with determination?	V	V	V	V	V	V
	<b>Total</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>
	- other (countries to add as many as needed)?						
-							
<b>Learning to be</b> Does education at each level enhance learners' capacity for:	- self-confidence?		V	V	V	V	V
	- self-expression and communication?	V	V	V	V	V	V
	- coping under stress?		V	V	V	V	V
	- ability to identify and clarify values (for phase III)?		V	V	V	V	V
	<b>Total</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
	- other (countries to add as many as needed)?						
-							

<sup>34</sup> At the State level, where relevant.

<b>Learning to live and work together</b> Does education at each level enhance learners' capacity for:	<b>Expected outcomes</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
	- acting with responsibility (locally and globally)?		V	V	V	V	V	V
	- acting with respect for others?	V	V	V	V	V	V	V
	- identifying stakeholders and their interests?			V	V	V	V	V
	- collaboration/team working?	V	V	V	V	V	V	V
	- participation in democratic decision-making?			V	V	V	V	V
	- negotiation and consensus-building?		V	V	V	V	V	V
	- distributing responsibilities (subsidiarity)?		V	V	V	V	V	V
<b>Total</b>		<b>2</b>	<b>5</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	
- other ( <i>countries to add as many as needed</i> )?								
-							93	

NB: Your response will reflect the variety of ESD learning outcomes 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 (max. 138 ticks; "other" not counted) is:

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

### 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 (V) 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 <sup>35</sup>	ISCED Levels					
	0	1	2	3	4	5
Discussions		V	V	V	V	V
Conceptual and perceptual mapping		V	V	V	V	V
Philosophical inquiry				V	V	V
Value clarification		V	V	V	V	V
Simulations; role playing; games	V	V	V	V	V	V
Scenarios; modeling		V	V	V	V	V
Information and communication technology (ICT)	V	V	V	V	V	V
Surveys		V	V	V	V	V
Case studies			V	V	V	V
Excursions and outdoor learning	V	V	V	V	V	V
Learner-driven projects			V	V	V	V
Good practice analyses			V	V	V	V
Workplace experience			V	V	V	V
Problem-solving		V	V	V	V	V
<b>Total</b>	<b>3</b>	<b>9</b>	<b>12</b>	<b>14</b>	<b>14</b>	<b>14</b>
Other (countries to add as many as needed)						52

NB: Your response will reflect the variety of ESD teaching/learning methods 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 (max. 84 ticks; “other” not counted) is:

No. of ticks	0–5	6–28	29–35	36–50	51–65	66–84
Scale	A	B	C	D	E	F

<sup>35</sup> Please refer to paragraph 33 (e) of the UNECE Strategy for ESD.



## Appendix II

### Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent is ESD implementation a multi-stakeholder process by filling in the table below. Please provide examples of good practice. (Please tick (V) 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	V	V	V
Local government	V	V	V
Organized labour			
Private sector	V	V	
Community-based		V	V
Faith-based			V
Media	V	V	V
<b>Total</b>	<b>4</b>	<b>5</b>	<b>5</b>
Other (countries to add as many as needed)			14

The scoring key for this table (max. 21 ticks; "other" not counted) is:

No. of ticks	0-1	2	3-5	6-10	11-15	16-21
Scale	A	B	C	D	E	F

**Table (b) According to United Nations Decade of ESD**

Stakeholders	Classification by United Nations Decade of ESD				
	Public awareness	Quality education	Reorienting education	Training	Social learning
NGOs	V			V	V
Local government	V	V	V	V	V
Organized labour		V	V		
Private sector	V			V	V
Community-based	V			V	V
Faith-based	V				V
Media	V				V
<b>Total</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>6</b>
Other (countries to add as many as needed)					20

The scoring key for this table (max. 35 ticks; "other" not counted) is:

No. of ticks	0-5	6-11	12-17	18-23	24-29	30-35
Scale	A	B	C	D	E	F

### Appendix III

#### Indicator 3.1, sub-indicator 3.1.3

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

ISCED levels	Percentage of education professionals who have received training <sup>36</sup> to integrate ESD into their practice: (see key below)																
	Educators						Leaders/administrators <sup>37</sup>										
	Initial*			In service**			In service***										
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E
0				V							V					V	
1				V						V				V			
2				V						V				V			
3				V						V				V			
4				V					V					V			
5		V						V						V			
6		V						V						V			
Non-formal		V					V							V			
Informal	V						V							V			

The scoring key for this table (max. 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

- \* 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.
- \*\* 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.
- \*\*\* 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.

<sup>36</sup> Training is understood to include at least one day (a minimum of five contact hours).

<sup>37</sup> See paragraphs 54 and 55 of the UNECE Strategy for ESD.

#### Appendix IV

##### Summary and self-assessment<sup>38</sup> by countries:

1	Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	X Developing	<input type="checkbox"/> Completed
2	Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	X Developing	<input type="checkbox"/> Completed
3	Indicator 1.3	National policies support synergies between processes related to SD and ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	X Developing	<input type="checkbox"/> Completed
4	Indicator 2.1	SD key themes are addressed in formal education	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	X Completed
5	Indicator 2.2	Strategies to implement ESD are clearly identified	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	X Developing	<input type="checkbox"/> Completed
6	Indicator 2.3	A whole-institution approach to ESD/SD is promoted	<input type="checkbox"/> Not started	X In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
7	Indicator 2.4	ESD is addressed by quality assessment / enhancement systems	<input type="checkbox"/> Not started	X In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
8	Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice	<input type="checkbox"/> Not started	X In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
9	Indicator 2.6	ESD implementation is a multi-stakeholder process	<input type="checkbox"/> Not started	X In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
10	Indicator 3.1	ESD is included in the training of educators	<input type="checkbox"/> Not started	X In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
11	Indicator 3.2	Opportunities exist for educators to cooperate on ESD	<input type="checkbox"/> Not started	X In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
12	Indicator 4.1	Teaching tools and materials for ESD are produced	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	X Developing	<input type="checkbox"/> Completed
13	Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	X Developing	<input type="checkbox"/> Completed
14	Indicator 4.3	Teaching tools and materials for ESD are accessible	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	X Completed
15	Indicator 5.1	Research on ESD is promoted	<input type="checkbox"/> Not started	X In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
16	Indicator 5.2	Development of ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	X Developing	<input type="checkbox"/> Completed
17	Indicator 5.3	Dissemination of research results on ESD is promoted	<input type="checkbox"/> Not started	X In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
18	Indicator 6.1	International cooperation on ESD is strengthened within the UNECE region and beyond	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	X Developing	<input type="checkbox"/> Completed

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<sup>38</sup> 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.