



Economic and Social Council

Format for reporting on the implementation of the UNECE Strategy for Education for Sustainable Development (2017–2019)

Implementation phase: 2017–2019

The following report is submitted on behalf 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

Signature:

Date: 31st May 2019

Full name of the institution: Estonian Ministry of Education and Research

Postal address: Munga 18, 50088 TARTU

Telephone: +372 7350284

E-mail: imbi.henno@hm.ee

Website: www.hm.ee

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: **Liisa Puusepp** [liisa.puusepp@envir.ee], Advisor of Environmental Awareness, 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.)

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
✓ Yes	<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> Estonia does not have an official body for implementation of ESD. However, ESD is a part of the tasks 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 and please indicate the Internet address where it is accessible.</i> In March 2017, 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 modernize education so that everyone can acquire the knowledge, skills, values and attitudes that contribute sustainable development. https://www.envir.ee/sites/default/files/uhiste_tegevuste_memorandum_31.marts_2017_0.pdf (in Estonian language) The priorities of the Memorandum are based on the UN's Sustainable Development Goals 2030 and the UNESCO Global Action Program for Education for Sustainable Development (ESD). In October 2018, the Minister of Education and Research (MoER) and the Minister of the Environment (MoE) signed the action plan 2019-2022 for implementation of the Environmental education and awareness (including ESD).

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).

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

	<p>https://www.envir.ee/sites/default/files/keskkonnahariduse_teadlikkuse_tegevuskava_2019-2022.pdf (in Estonian language).</p> <p>To improve the efficiency in implementing the Strategy on Sustainable Development, an inter-ministerial working group for sustainable development was created in 2008. The working group is headed by the Strategy Director and the members of the working group are representatives of ministries concerned with the implementation of the strategy (the Ministry of the Environment, the Ministry of Economic Affairs and Communications, the Ministry of Agriculture, the Ministry of Social Affairs, the Ministry of Education and Research, the Ministry of Culture, the Ministry of Finance, the Ministry of the Interior, the Ministry of Justice) at the level of deputy secretary generals and heads of department, as well as representatives of Statistics Estonia.</p>
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade of Education for Sustainable Development after 2014, ³ and other policy processes relevant to ESD?
✓ Yes	<p><i>Please specify and list major documents.</i></p> <p>The Joint Action Memorandum signed by the Minister of Education and Research (MoER) and the Minister of the Environment (MoE) in 2017 refers to the Global Action Program and its implementation https://www.envir.ee/sites/default/files/uhiste_tegevuste_memorandum_31.marts_2017_0.pdf (in Estonian language)</p>
Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?
✓ Yes	<p><i>Please specify and list any major document(s).</i></p> <ul style="list-style-type: none"> • The Joint Action Memorandum for EE and ESD signed by the Minister of Education and Research (MoER) and the Minister of the Environment (MoE) in 2017. https://www.envir.ee/sites/default/files/uhiste_tegevuste_memorandum_31.marts_2017_0.pdf (in Estonian language) • The action plan 2019-2022 for implementation of the Environmental education and awareness (including ESD) signed by the Minister of Education and Research (MoER) and the Minister of the Environment (MoE) in 2018. https://www.envir.ee/sites/default/files/keskkonnahariduse_teadlikkuse_tegevuskava_2019-2022.pdf (in Estonian language). • 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

³ See A/69/76.

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

	<p>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).</p> <ul style="list-style-type: none"> • In organising research and development, the MoE cooperates with Estonian MoER, Estonian Research Council and research institutions. • The Estonian National Curriculum for Basic Schools (approved by the Government in 2014) https://www.hm.ee/en/national-curricula-2014 • The Estonian National Curriculum for Gymnasiums (approved by the Government in 2014) https://www.hm.ee/en/national-curricula-2014 • Welfare Development Plan 2016–2023 https://www.sm.ee/sites/default/files/content-editors/eesmargid_ja_tegevused/welfare_development_plan_2016-2023.pdf • Estonian Environmental Strategy 2030 (approved by the Parliament 2007) available in Estonian: https://www.envir.ee/sites/default/files/keskkonnastrateegia_inglisek.pdf • Climate Change Adaptation Development Plan until 2030 https://www.envir.ee/sites/default/files/national_adaptation_strategy.pdf • Nature conservation Development Plan until 2020 https://www.envir.ee/sites/default/files/lak_lop_0.pdf
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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 or requirements at all levels of formal education, as understood by your education system in accordance with ISCED? ⁵																																															
(a) ✓ Yes (b) ✓ Yes	<p><i>If yes, please specify details for (a) and (b).</i></p> <p><i>Please also fill in the table by ticking (✓) as appropriate.</i></p> <table border="1" data-bbox="878 395 1722 1232"> <thead> <tr> <th data-bbox="878 395 1503 499" rowspan="2">ISCED levels 2011</th> <th data-bbox="1503 395 1619 499">(a)</th> <th data-bbox="1619 395 1722 499">(b)</th> </tr> <tr> <th data-bbox="1503 499 1619 555">Yes</th> <th data-bbox="1619 499 1722 555">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="878 555 1503 611">0. Early childhood education</td> <td data-bbox="1503 555 1619 611"></td> <td data-bbox="1619 555 1722 611">✓</td> </tr> <tr> <td data-bbox="878 611 1503 667">1. Primary education</td> <td data-bbox="1503 611 1619 667">✓</td> <td data-bbox="1619 611 1722 667">✓</td> </tr> <tr> <td data-bbox="878 667 1503 722">2. Lower secondary education</td> <td data-bbox="1503 667 1619 722">✓</td> <td data-bbox="1619 667 1722 722">✓</td> </tr> <tr> <td data-bbox="878 722 1503 778">25. Lower secondary vocational education</td> <td data-bbox="1503 722 1619 778">✓</td> <td data-bbox="1619 722 1722 778">✓</td> </tr> <tr> <td data-bbox="878 778 1503 834">3. Upper secondary education</td> <td data-bbox="1503 778 1619 834">✓</td> <td data-bbox="1619 778 1722 834">✓</td> </tr> <tr> <td data-bbox="878 834 1503 890">35. Upper secondary vocational education</td> <td data-bbox="1503 834 1619 890">✓</td> <td data-bbox="1619 834 1722 890">✓</td> </tr> <tr> <td data-bbox="878 890 1503 946">4. Post secondary non-tertiary education</td> <td data-bbox="1503 890 1619 946">✓</td> <td data-bbox="1619 890 1722 946"></td> </tr> <tr> <td data-bbox="878 946 1503 1002">45. Post-secondary non-tertiary vocational education</td> <td data-bbox="1503 946 1619 1002">✓</td> <td data-bbox="1619 946 1722 1002"></td> </tr> <tr> <td data-bbox="878 1002 1503 1058">5. Short-cycle tertiary education</td> <td data-bbox="1503 1002 1619 1058"></td> <td data-bbox="1619 1002 1722 1058"></td> </tr> <tr> <td data-bbox="878 1058 1503 1114">55. Short-cycle tertiary vocational education</td> <td data-bbox="1503 1058 1619 1114"></td> <td data-bbox="1619 1058 1722 1114"></td> </tr> <tr> <td data-bbox="878 1114 1503 1169">6. Bachelor's or equivalent level</td> <td data-bbox="1503 1114 1619 1169">✓</td> <td data-bbox="1619 1114 1722 1169"></td> </tr> <tr> <td data-bbox="878 1169 1503 1225">7. Master's or equivalent level</td> <td data-bbox="1503 1169 1619 1225">✓</td> <td data-bbox="1619 1169 1722 1225">✓</td> </tr> <tr> <td data-bbox="878 1225 1503 1281">8. Doctoral or equivalent level</td> <td data-bbox="1503 1225 1619 1281">✓</td> <td data-bbox="1619 1225 1722 1281"></td> </tr> <tr> <td data-bbox="878 1281 1503 1337">9. No information available</td> <td data-bbox="1503 1281 1619 1337"></td> <td data-bbox="1619 1281 1722 1337"></td> </tr> </tbody> </table> <p data-bbox="595 1232 2002 1359">(b) The Estonian National Curriculum for Basic Schools (approved by the Government in January 2014) with cross-curriculum topic- <i>Environment and sustainable development</i> The Estonian National Curriculum for Gymnasiums (approved by the Government in January 2014) with cross-curriculum topic- <i>Environment and sustainable development</i></p>	ISCED levels 2011	(a)	(b)	Yes	Yes	0. Early childhood education		✓	1. Primary education	✓	✓	2. Lower secondary education	✓	✓	25. Lower secondary vocational education	✓	✓	3. Upper secondary education	✓	✓	35. Upper secondary vocational education	✓	✓	4. Post secondary non-tertiary education	✓		45. Post-secondary non-tertiary vocational education	✓		5. Short-cycle tertiary education			55. Short-cycle tertiary vocational education			6. Bachelor's or equivalent level	✓		7. Master's or equivalent level	✓	✓	8. Doctoral or equivalent level	✓		9. No information available		
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⁵ See <http://uis.unesco.org/en/topic/international-standard-classification-education-isced>.

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>MoE is responsible for the non-formal ESD in the environmental educational centres and the action plan 2019-2022 for implementation of the Environmental education and awareness gives clear tasks for doing it through the quality control of programs, courses for supervisors at environmental centres etc.</p> <ul style="list-style-type: none"> The action plan 2019-2022 for implementation of the Environmental education and awareness (including ESD) signed by the Minister of Education and Research (MoER) and the Minister of the Environment (MoE) in 2018. https://www.envir.ee/sites/default/files/keskkonnahariduse_teadlikkuse_tegevuskava_2019-2022.pdf (in Estonian language).
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 the Ministry of the Environment, Public Relations Department handles the field of environmental education and information, and the composition of the Department also includes the Bureau of the Environmental Awareness.</p> <ul style="list-style-type: none"> The action plan 2019-2022 for implementation of the Environmental education and awareness (including ESD) signed by the Minister of Education and Research (MoER) and the Minister of the Environment (MoE) in 2018. https://www.envir.ee/sites/default/files/keskkonnahariduse_teadlikkuse_tegevuskava_2019-2022.pdf (in Estonian language). The framework of environmental protection and environmental use is established in The Estonian Environmental Strategy 2030 and in its implementation is covered in strategic action plans in areas of decreasing waste, residual pollution and pollution load, water, mineral resources, energy, transportation, forestry, fisheries, hunting and maintaining landscape and biodiversity. Additionally, environmental awareness is covered in the action plans.
Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁶ cooperation relevant to ESD exist in your Government?
✓ Yes	<i>Please specify.</i>

⁶ Between State bodies.

	<p>Cooperation between the MoER and MoE at the ESD level has been taken place since 2000. a memorandum of common actions in the field of EE (incl ESD) was signed by the MoER and MoE in 2000, 2005, 2017.</p> <p>At the central government level, the implementation and monitoring of sustainable development issues is coordinated by the Government Office Strategy Unit, which also coordinates Estonian competitiveness strategy Estonia 2020 and drafts and monitors the Government Action Plan. This helps to maintain the coherence between main horizontal strategies. Estonia also plans to utilize the functioning national coordination mechanism for sustainable development issues in coordinating the implementation of Agenda 2030.</p> <p>Coordination and monitoring also involves the inter-ministerial working group on sustainable development, which is comprised of representatives from all the ministries and the Statistics Estonia. The SD working group works on an <i>ad hoc</i> basis. For example, the working group has participated in compiling the set of sustainable development indicators, drafting Estonian positions for SDG negotiations, and compiling the Estonian review on Agenda 2030 implementation</p>
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ⁷
✓ 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 1996 (https://www.riigikantselei.ee/en/sustainable-development). It consists of non-governmental roof-organizations which cover different fields of sustainable development (for example education, environmental protection, culture, children, health, local government, academy, companies, agriculture, etc). 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. The Commission meets 4-5 times per year and has thematic discussions on different sustainable development topics, discusses drafts of sustainable development related strategic action plans before they are adopted by the government and publishes focus reports with policy recommendations.</p> <p>The Stockholm Environment Institute (SEI) in Tallinn (Until 2016, SEI Tallinn used the parallel name of Estonian Institute for Sustainable Development) activities are aimed at integrating environmental sustainability into economic and social areas, raising awareness of these issues as well as building capacity among different stakeholders in Estonia, the Baltic Sea region and Central and Eastern Europe.</p> <p>The action plan 2019-2022 for implementation of the Environmental education and awareness (including ESD) signed by the Minister of Education and Research (MoER) and the Minister of the Environment (MoE) in 2018 stresses multi-stakeholder cooperation on ESD.</p>
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?

⁷ For an explanation, see paragraph 46 of the UNECE Strategy for ESD.

✓ Yes	<p><i>Please specify.</i></p> <p>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.</p> <p>Ministry of the Environment: The MoE and the Environmental Board has implemented the “Environmental education development program” co-financed by European Union Social Fund (2011–2015). The MoE had initiated a financing instrument for development of EE infrastructure (nature-schools and EE centres), co-financed by EU structural funds (2011–2015). 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.</p> <p>There is a national financing instrument Environmental Programme (covered by environmental taxes) which has subprogram the Environmental Awareness Program of the Environmental Investment Centre to shape the values and behaviour patterns of the residents of Estonia into environmentally sustainable ones.</p> <p>The Ministry of the Environment support the Estonian Environmental Education Society that is organising the quality control of ESD programs at environmental educational centres.</p>
Indicator 1.3 National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD	
Sub-indicator 1.3.1	Does your country have a stand- alone “sustainable development”, “global understanding”, “international understanding” policy, plan or law in place, in each case using “sustainable development” language?
✓ Yes	<p><i>Please specify.</i></p> <p>The Estonian national sustainable development strategy is implemented by governments’ sectoral and thematic strategies and action plans. 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. The adoption of the strategy was preceded by a thorough public discussion.</p> <p>The Estonian national voluntary review (2016) on implementation of the Agenda 2030 (https://www.riigikantselei.ee/sites/default/files/content-editors/Failid/SA_eesti/2016_06_30_review_on_the_implementation_of_2030_agenda_in_estonia_final_english.pdf) gives information on the progress and status of the Sustainable Development Goals (SDGs) in Estonia. It describes the main measures and plans for implementation of 17 SDG by government and non-government</p>

	<p>organizations. The report also presents an overview of the Estonian institutional framework for the coordination of SD issues including the integration of three dimensions of sustainable development, incorporation of the SDGs in national frameworks and creating ownership.</p> <p>Estonian Statistics Office has conducted an initial overview of 231 global sustainable development indicators. The renewal of SD indicators started in 2016. The aim was to include indicators that help to measure achievements in the fields of SDG-s. It allows the next indicator-based reports on sustainable development to provide information about performance regarding Estonian sustainable development goals and also global SDG-s. A list of indicators were composed in cooperation with an inter-ministerial working group, the Estonian Statistics Office and the Estonian Sustainable Development Commission.</p> <p>Estonia attaches great importance to the development of innovative technological solutions that help to implement the SDGs. As lessons learnt, promoting of digital technology and e-governance solutions have contributed to Estonia's development in several areas including economic growth and human development.</p>
Sub-indicator 1.3.2	Is ESD part of SD policy(ies) if these exist in your country?
✓ Yes	<p><i>Please specify.</i></p> <p>The Sustainable Development Act was adopted by Parliament already in 1995. In 2005, the Parliament adopted the Estonian Sustainable Development Strategy „Sustainable Estonia 21“, which states 4 main goals for sustainable development in Estonia: 1) Viability of Estonian cultural space; 2) Growth of welfare; 3) Coherent society; 4) Ecological balance. The strategy “Sustainable Estonia 21” is the main horizontal strategies that has to be taken into account by designing governments’ strategic development plans also educational strategies. The implementation of the strategic development plans for sustainable development is coordinated by the Strategy Director of the Government Office, whose work is supported by the Strategy Unit.</p>
<i>Concluding remarks on issue 1</i>	<p><i>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</i></p> <p>Monitoring and comparing trends helps to analyse sustainability in Estonia. It is the basis for making decisions important for Estonia. The inter-ministerial working group for SD provided input and the indicators were agreed on by the Commission for Sustainable Development. In 2018 was released the publication Indicators of Sustainable Development (https://www.stat.ee/publication-2018_indicators-of-sustainable-development) based on the SDG goals.</p> <p>This publication shows Estonia's progress towards achieving the global SDG as well as the global goal “Quality Education” and the goals set in the strategy Sustainable Estonia 21.</p> <p>The educational indicators presented in this publication were selected by representatives of ministry and non-governmental organisations. The list of agreed indicators was approved by the Estonian Commission for Sustainable Development.</p>

	<p><i>Please address in particular the following questions:</i></p> <p>– <i>Which actions and/or initiatives have been particularly successful and why?</i></p> <p>Cooperation between various stakeholders (government, agencies, universities and civil society).</p> <p>The focus is on accessibility of quality education and opportunities to participate in lifelong learning. The Estonian SD strategy emphasises that the system of education and training is the foundation of economic development: education is the prerequisite of well-being. In the past decade, the share of early school leavers has fallen.</p> <p>In Estonia, the share of men and women participating in lifelong learning is growing. The share of 30–34-year-old population with higher education has consistently exceeded the European Union average. The share of top performing pupils has continued to increase since 2012 and, in this respect, Estonia is among the top countries in the European Union.</p> <p>In Estonia, participation in hobby education has significantly increased in recent years. Expectedly, mostly children and young people participate in hobby education. The most active participants are children aged 7–11. In the academic year 2008/2009, less than a third of all children aged 7–11 were enrolled in at least one hobby school, but by the academic year 2017/2018, the share was 50% for the first time. In the academic year 2017/2018, approximately a third of young people aged 12–18 and a sixth of children aged 0–6 went to at least one hobby school.</p> <p>Estonia has a dense network of nature and environmental education (EE) centres. The centres offer extra-curricular EE and ESD activities for students and non-formal education opportunities and self-development activities for adults. Total number of students is 151 164 in schoolyear 2017/2018, but we have 130 nature or EE centres in Estonia (39 are state, 40 municipal and 50 NGOs own)</p> <p>– <i>What challenges did your country encounter when implementing this objective?</i></p> <p>The Estonian government needs continued efforts toward contribution to the implementation of SDG-s and Estonia's own targets. The main challenges lie in achieving productivity growth, developing an energy- and resource efficient economy, lowering CO2 emissions per capita, an improvement in the subsistence of low income people and tackling the gender pay gap.</p> <p>Raising the general awareness of Agenda 2030 and creating ownership of SDG-s also need further attention in Estonia.</p> <p>– <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i></p> <p>Innovative and comprehensive solutions are needed for creating awareness and increasing actions for sustainable development.</p>

Issue 2. Promote SD through formal, non-formal and informal learning	
<p><i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i></p> <p>The ESD development in schools consists of two interconnected areas of activities.</p> <p>These are:</p> <p>a) the content and organization of EE and ESD, as specified in national curriculum;</p> <p>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.</p> <p>The Estonian (formal) educational system does not differentiate primary education from lower secondary education. The National Curriculum for basic schools (<i>põhikool</i>) (ISCED 1,2 levels) and upper secondary schools (<i>gümnaasium</i>) (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.</p> <p>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.</p> <p>Environmental education specialists from the 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 (www.keskkonnaharidus.ee), 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 and 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.</p>	
Indicator 2.1 SD key themes are addressed in formal education	
Sub-indicator 2.1.1	Are key themes of SD ⁸ addressed explicitly in the curriculum/programme of study at various levels ⁹ of formal education

⁸ For details, see paragraph 15 of the UNECE Strategy for ESD.

⁹ For the State or federal level, where relevant.

<p>✓ Yes</p>	<p>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.</p> <p>Please update the table in appendix I (a) that was used for implementation phases II and III 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.</p> <table border="1" data-bbox="954 316 1554 421"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <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><input checked="" type="checkbox"/></td> </tr> </tbody> </table> <p>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.</p> <p>Schools shall build up a school culture respecting democratic and human right values. Within the learning process, human rights and other topics are connected with the core competences (for example value and cultural competence; social and civic competence; self-awareness competence; communication competence) and resembled in cross-curricular topics described in the general part of the national curriculum.</p> <p>In relation to the current refugee crisis, several activities have been carried out by Estonian Refugee Council, Ethics Centre of Tartu University, NGO Mondo, NGO Ethical Links and others. To bring some examples, Ethics Centre has for example developed a migration and refugees related edition to the students' game "Discoverers of Values", NGO Mondo has also created a students' game on the same topic. A conference on multicultural school environments was held in autumn 2016. Both, Mondo and Ethical Links have created study material and organised teacher trainings and other events on different topics related to globalisation, multiculturalism, religion etc.</p> <p>Estonian government has established the Gender Equality Council, set forth in the Gender Equality Act and functioning as an advisory body to the government. Its responsibilities are advising the Government in matters related to strategies for the promotion of gender equality, approving general objectives of gender equality policy and presenting opinions to the Government concerning the compliance of national programmes with the obligation of gender mainstreaming.</p>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>								
<p>Sub-indicator 2.1.2</p>	<p>Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum¹⁰/programme of study at various levels of formal education?</p>												

¹⁰ Idem.

✓ Yes	<p><i>Please specify what competences as learning outcomes are important in your country.</i></p> <p><i>Please update the table in appendix I (b) that was used for implementation phases II and III 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.</i></p> <table border="1" data-bbox="954 300 1554 405"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <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><input checked="" type="checkbox"/></td> </tr> </tbody> </table> <p>According to the National Curricula for Basic Schools and Upper Secondary Schools (2011, 2014) general competencies and a cross-curricular topics should be formed by all subject and class teachers through the whole learning process. The general competences are: 1) cultural and value competence; 2) social and citizen competence; 3) self-management competence; 4) learning to learn competence; 5) communication competence; 6) mathematics, natural sciences and technology competence; 7) entrepreneurship competence; 8) digital competence. The cross-curricular topics are: 1) lifelong learning and career planning; 2) environment and sustainable development; 3) civic initiative and entrepreneurship; 4) cultural identity; 5) information environment; 6) technology and innovation; 7) health and safety; 8) values and morals.</p> <p>Large discrepancies in reading, maths and science skills exist across the EU. However, achievement levels of the different skills appear to be closely related, with Member States that show certain levels of achievement in one area tending to show a similar value in the others. By 2015, only Estonia and Finland had reached the ET 2020 benchmark, with a share of low achievers in all three domains below 15 %.</p> <p>In an increasingly digital society, where technological development affects almost all spheres from working and school life to free time, it is important to have and use digital skills to maintain and improve the quality of life. According to 2017 data, 60% of the population aged 16–74 in Estonia had at least basic digital skills. 35% of them have at least intermediate skills, and the remaining 25% have basic skills. The proportions were similar also in 2016.</p> <p>There are a number of reasons for better digital skills of younger people. Young people get acquainted with the internet and technology quite early, often as children, and are therefore used to using these means, which have become a part of their daily life. Also school curriculum includes computer studies, where the possibilities of the internet are introduced, which in turn facilitates the use of digital skills and personal development.</p> <p>Digital competence does not differ significantly by sex – the share for men (61%) is slightly bigger than the share for women (60%).</p>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>								

Sub-indicator 2.1.3	Are teaching and learning methods that support ESD addressed explicitly in the curriculum ¹¹ or programme of study at various levels of formal education?												
✓ Yes	<p><i>Please specify which methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.</i></p> <p><i>Please also update the table in appendix I (c) that was used to report on implementation phases II and III, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" data-bbox="1128 437 1727 553"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <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><input checked="" type="checkbox"/></td> </tr> </tbody> </table> <p>Schools, education institutions and teachers have autonomy in Estonia regarding the learning methods they use.</p> <p>The change of the teaching and learning approach (student-centred approach) is one of the five strategic goals of Estonian Lifelong Learning Strategy.</p> <p>The Ministry of Education has launched an initiative “Interesting School” that promotes good innovative practices implementing the changed approach and provides a communication platform for different stakeholders in the field of education. With each year the understanding and amount of good practices in regard to the changed approach to teaching and learning increases.</p> <p>The education for sustainable development (ESD) has gained in Estonia significant momentum with the support of EU Structural Funds. The Ministry of Education and Research and Ministry of Environment have supplied educators with the competence to include sustainable development in their everyday teaching.</p> <p>In 2011–2015 under the Development of Environmental Education program (supported by the European Social Fund) the public procurement “Preparation of in-service training curricula and training courses for teachers of formal education and universities and non-formal environmental education professionals” was launched. The objective of the program was to equip educators and teachers with the competences to implement active learning methods and integrate the cross-curriculum sustainable development topic in their everyday teaching. The two main state universities which provide initial teacher’s education prepared in-service programs and organised these ESD courses. A special in-service training curriculum for formal education teachers and non-formal education professionals was compiled.</p>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>								
Indicator 2.2 Strategies to implement ESD are clearly identified													

¹¹ Idem.

Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects ¹² only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project ¹³ ; (e) other approaches?																																																																																																
<ul style="list-style-type: none"> ✓ (a) Yes ✓ (b) Yes ✓ (c) Yes ✓ (d) Yes (e) No 	<p><i>Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="949 352 1912 1219"> <thead> <tr> <th data-bbox="949 352 1453 405">ISCED levels 2011</th> <th data-bbox="1453 352 1543 405">(a)</th> <th data-bbox="1543 352 1632 405">(b)</th> <th data-bbox="1632 352 1722 405">(c)</th> <th data-bbox="1722 352 1812 405">(d)</th> <th data-bbox="1812 352 1912 405">(e)</th> </tr> <tr> <td></td> <td data-bbox="1453 405 1543 458"><i>Yes</i></td> <td data-bbox="1543 405 1632 458"><i>Yes</i></td> <td data-bbox="1632 405 1722 458"><i>Yes</i></td> <td data-bbox="1722 405 1812 458"><i>Yes</i></td> <td data-bbox="1812 405 1912 458"><i>Yes</i></td> </tr> </thead> <tbody> <tr> <td data-bbox="949 458 1453 510">0. Early childhood education</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="949 510 1453 563">1. Primary education</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td data-bbox="949 563 1453 616">2. Lower secondary education</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td data-bbox="949 616 1453 668">25. Lower secondary vocational education</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td data-bbox="949 668 1453 721">3. Upper secondary education</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td data-bbox="949 721 1453 774">35. Upper secondary vocational education</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td data-bbox="949 774 1453 826">4. Post-secondary non-tertiary education</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td data-bbox="949 826 1453 904">45. Post-secondary non-tertiary vocational education</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td data-bbox="949 904 1453 957">5. Short-cycle tertiary education</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="949 957 1453 1010">55. Short-cycle tertiary vocational education</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="949 1010 1453 1062">6. Bachelor's or equivalent level</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td data-bbox="949 1062 1453 1115">7. Master's or equivalent level</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td data-bbox="949 1115 1453 1168">8. Doctoral or equivalent level</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td data-bbox="949 1168 1453 1220">9. No information available</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).</i></p> <p>The cross-curricular topic “<i>Environment and sustainable development</i>” is presented in the Estonian National</p>	ISCED levels 2011	(a)	(b)	(c)	(d)	(e)		<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	0. Early childhood education		✓				1. Primary education	✓	✓		✓		2. Lower secondary education	✓	✓		✓		25. Lower secondary vocational education	✓		✓	✓		3. Upper secondary education	✓	✓		✓		35. Upper secondary vocational education	✓		✓	✓		4. Post-secondary non-tertiary education	✓		✓	✓		45. Post-secondary non-tertiary vocational education			✓	✓		5. Short-cycle tertiary education						55. Short-cycle tertiary vocational education						6. Bachelor's or equivalent level	✓		✓	✓		7. Master's or equivalent level	✓		✓	✓		8. Doctoral or equivalent level	✓		✓	✓		9. No information available					
ISCED levels 2011	(a)	(b)	(c)	(d)	(e)																																																																																												
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¹² E.g., geography or biology. For higher education, “subject” means “course”.

¹³ A project is interpreted as a discrete activity with its own time allocation rather than a teaching or learning method.

	<p>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 “<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 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>International EE and ESD projects, implemented in Estonia, are:</p> <ul style="list-style-type: none"> • 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.
<p>Indicator 2.3 A whole-institution approach¹⁴ to SD/ESD is promoted</p>	
<p>Sub-indicator 2.3.1</p>	<p>Do educational institutions¹⁵ adopt a “whole-institution approach” to SD/ESD?</p>
<p>✓ Yes</p>	<p><i>The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2019.¹⁶ 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.</i></p> <p><i>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.</i></p>

¹⁴ 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).

¹⁵ For higher education institutions: whole-university, whole-college or whole-faculty approach (including inter-faculty approaches).

¹⁶ See paragraph 20 of the framework for the future implementation of the UNECE Strategy for Education for Sustainable Development.

	<table border="1" data-bbox="1077 185 1783 970"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>✓</td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> </tr> <tr> <td>25. Lower secondary vocational education</td> <td>✓</td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> </tr> <tr> <td>35. Upper secondary vocational education</td> <td>✓</td> </tr> <tr> <td>4. Post secondary non-tertiary education</td> <td>✓</td> </tr> <tr> <td>45. Post-secondary non-tertiary vocational education</td> <td>✓</td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> </tr> <tr> <td>55. Short-cycle tertiary vocational education</td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>✓</td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>✓</td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td>✓</td> </tr> <tr> <td>9. No information available</td> <td></td> </tr> </tbody> </table> <p>Initiatives like the Green Flag are available for schools and educational institutions. Green Flag is available also for the kindergartens.</p> <p>Many Higher Education Institutes consider sustainable development as a wide-ranging issue covering all their activities and they have their visions, action plans, as well as study programmes.</p>	ISCED levels 2011	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓	25. Lower secondary vocational education	✓	3. Upper secondary education	✓	35. Upper secondary vocational education	✓	4. Post secondary non-tertiary education	✓	45. Post-secondary non-tertiary vocational education	✓	5. Short-cycle tertiary education		55. Short-cycle tertiary vocational education		6. Bachelor's or equivalent level	✓	7. Master's or equivalent level	✓	8. Doctoral or equivalent level	✓	9. No information available	
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9. No information available																															
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	<p><i>If yes, please specify what schemes are available for all levels of your education system.</i></p> <p><i>Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="1066 1369 1798 1420"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	ISCED levels 2011	Yes																												
ISCED levels 2011	Yes																														

	0. Early childhood education	✓
	1. Primary education	✓
	2. Lower secondary education	✓
	25. Lower secondary vocational education	✓
	3. Upper secondary education	✓
	35. Upper secondary vocational education	✓
	4. Post secondary non-tertiary education	✓
	45. Post-secondary non-tertiary vocational education	✓
	5. Short-cycle tertiary education	
	55. Short-cycle tertiary vocational education	
	6. Bachelor's or equivalent level	
	7. Master's or equivalent level	
	8. Doctoral or equivalent level	
	9. No information available	

There are the materials available for schools that help setting up study programmes on SD in the schools, for integrating SD into teaching and for developing the school culture and everyday activities.

The universities organise the ESD in-service trainings for teachers. The school teams can develop a whole-school ESD project, which contributes the development of students' sustainable development skills and attitudes.

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.

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																														
✓ Yes	<p><i>Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.</i></p> <p><i>Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate:</i></p> <p><i>(a) For formal institutions:</i></p> <table border="1" data-bbox="1093 456 1771 1241"> <thead> <tr> <th data-bbox="1093 456 1653 507">ISCED levels 2011</th> <th data-bbox="1653 456 1771 507">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="1093 507 1653 558">0. Early childhood education</td> <td data-bbox="1653 507 1771 558">✓</td> </tr> <tr> <td data-bbox="1093 558 1653 609">1. Primary education</td> <td data-bbox="1653 558 1771 609">✓</td> </tr> <tr> <td data-bbox="1093 609 1653 660">2. Lower secondary education</td> <td data-bbox="1653 609 1771 660">✓</td> </tr> <tr> <td data-bbox="1093 660 1653 711">25. Lower secondary vocational education</td> <td data-bbox="1653 660 1771 711">✓</td> </tr> <tr> <td data-bbox="1093 711 1653 762">3. Upper secondary education</td> <td data-bbox="1653 711 1771 762">✓</td> </tr> <tr> <td data-bbox="1093 762 1653 813">35. Upper secondary vocational education</td> <td data-bbox="1653 762 1771 813">✓</td> </tr> <tr> <td data-bbox="1093 813 1653 865">4. Post secondary non-tertiary education</td> <td data-bbox="1653 813 1771 865">✓</td> </tr> <tr> <td data-bbox="1093 865 1653 916">45. Post-secondary non-tertiary vocational education</td> <td data-bbox="1653 865 1771 916">✓</td> </tr> <tr> <td data-bbox="1093 916 1653 967">5. Short-cycle tertiary education</td> <td data-bbox="1653 916 1771 967"></td> </tr> <tr> <td data-bbox="1093 967 1653 1018">55. Short-cycle tertiary vocational education</td> <td data-bbox="1653 967 1771 1018"></td> </tr> <tr> <td data-bbox="1093 1018 1653 1069">6. Bachelor's or equivalent level</td> <td data-bbox="1653 1018 1771 1069">✓</td> </tr> <tr> <td data-bbox="1093 1069 1653 1120">7. Master's or equivalent level</td> <td data-bbox="1653 1069 1771 1120">✓</td> </tr> <tr> <td data-bbox="1093 1120 1653 1171">8. Doctoral or equivalent level</td> <td data-bbox="1653 1120 1771 1171">✓</td> </tr> <tr> <td data-bbox="1093 1171 1653 1241">9. No information available</td> <td data-bbox="1653 1171 1771 1241"></td> </tr> </tbody> </table> <p>Every school should draw up a school curriculum and describe how they implement the cross-curricular topics as “Environment and sustainable development”.</p> <p>The schools may develop their own SD/ESD indicators for their institution/organization, but this development process is voluntary and not compulsory for all Estonian schools.</p> <p>The higher education institutions have embedded ESD in their own internal strategies.</p>	ISCED levels 2011	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓	25. Lower secondary vocational education	✓	3. Upper secondary education	✓	35. Upper secondary vocational education	✓	4. Post secondary non-tertiary education	✓	45. Post-secondary non-tertiary vocational education	✓	5. Short-cycle tertiary education		55. Short-cycle tertiary vocational education		6. Bachelor's or equivalent level	✓	7. Master's or equivalent level	✓	8. Doctoral or equivalent level	✓	9. No information available	
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45. Post-secondary non-tertiary vocational education	✓																														
5. Short-cycle tertiary education																															
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6. Bachelor's or equivalent level	✓																														
7. Master's or equivalent level	✓																														
8. Doctoral or equivalent level	✓																														
9. No information available																															

(b) For non-formal institutions:

ISCED levels 2011	<i>Yes</i>
0. Early childhood education	
1. Primary education	
2. Lower secondary education	
25. Lower secondary vocational education	
3. Upper secondary education	
35. Upper secondary vocational education	
4. Post secondary non-tertiary education	
45. Post-secondary non-tertiary vocational education	
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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?: ¹⁷ (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 <input type="checkbox"/>	<i>Please elaborate.</i> <i>Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.</i> <table border="1" data-bbox="958 406 1899 1204"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>25. Lower secondary vocational education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>35. Upper secondary vocational education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>45. Post-secondary non-tertiary vocational education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>55. Short-cycle tertiary vocational education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>9. No information available</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Assessment is a natural part of daily school work. The quality assurance, national assessments of learning outcomes are done regularly. Also the implementation of cross-curricular themes has been evaluated. The main aim of the national assessments of learning outcomes is to follow at national level how well the</p>			ISCED levels 2011	(a)	(b)	(c)	Yes	Yes	Yes	0. Early childhood education				1. Primary education	✓			2. Lower secondary education	✓	✓		25. Lower secondary vocational education				3. Upper secondary education	✓	✓		35. Upper secondary vocational education				4. Post-secondary non-tertiary education				45. Post-secondary non-tertiary vocational education				5. Short-cycle tertiary education				55. Short-cycle tertiary vocational education				6. Bachelor's or equivalent level	✓			7. Master's or equivalent level	✓			8. Doctoral or equivalent level	✓			9. No information available			
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¹⁷ 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).

	<p>learning objectives have been reached as set in the National curricula. The national test are most commonly carried out in years six and nine of basic education.</p> <p>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.</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>
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Sub-indicator 2.4.2	Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to ESD?: (a) Knowledge, (b) Skills and competencies; (c) Values and attitudes; (d) Behaviours; (e) None; (f) No information available.																																																																																																															
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Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?
✓Yes	<p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p>SD related issues are quite often addressed both in informal and public awareness-raising activities. In addition, many stakeholders have had common awareness-raising activities.</p> <p>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) (for example, campaigns, fairs, camps, publications etc). 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.</p>
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	<p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p>In the labour market, increasingly more people are needed who can solve complicated problems, operate complex machinery, think for themselves and be innovative. A bigger proportion of highly qualified people in the society enables the economy of a country to develop faster. Many companies, etc. are very keen on advancing SD nowadays and to strengthen skills related to SD.</p> <p>To improve the availability of tertiary education, various programmes are carried out in the context of <i>Estonian Lifelong Learning Strategy 2020</i>, e.g. higher education programme, digital focus programme, study and career counselling programme.</p> <p>In order to remain competitive in the fast-changing labour market, the need for professional development and new skills has grown, which is why the share of participation in lifelong learning in Estonia has increased. In 2000, the number of people who participated in lifelong learning was 46,900; in 2016, the number had grown to 113,000, and a year later, another ten thousand had been added (123,000).</p> <p>Estonian Environmental Board organizes SD related training and schooling activities for specific target groups like administrators at local municipalites, land owners, small scale entrepreneurs, administrative authorities, teachers etc</p>

	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	<p><i>Please specify in particular which instruments were the most effective in assessing the outcomes of ESD as a result of non-formal or informal learning.</i></p> <p>In 2017 Tartu University published a survey: “The implementation of cross-curricular theme ‘Environment and Sustainable Development’ of Estonian National Curricula in formal education” https://dspace.ut.ee/handle/10062/55747. The aim of the survey is to provide evidence-based foundation for the development of a joint action plan on environmental education/education for sustainable development by the Ministry of Education and Research and the Ministry of Environment.</p> <p>MoE orders once in every two years a poll “Environmental awareness of residents of Estonia” (2008, 2010, 2012, 2014, 2016, 2018), that contains questions on peoples attitude to SD related issues.</p> <p>Since 2018 researchers (ecologists, environmental and educational psychologists) from Tallinn University have studied the effectiveness of SD programs. These studies are still in the process.</p>
Indicator 2.6	ESD implementation is a multi-stakeholder process¹⁸
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
✓Yes	<p><i>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.</i></p> <p>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.</p> <p>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 and publishes reports. https://www.sei.org/centres/tallinn/</p>

¹⁸ 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).

	Universities are putting more and more effort to rise the environmental awareness through different projects and their own curricula.
<i>Concluding remarks on issue 2</i>	<i>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.</i>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> — <i>Which actions and/or initiatives have been particularly successful and why?</i> — <i>What challenges did your country encounter when implementing this objective?</i> — <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i>

Issue 3. Equip educators with the competence to include SD in their teaching	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
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.	
A new version of Estonian Qualifications Framework for teachers was adopted 2018. Professional standard is a document which describes professional activities and provides the set of skills, knowledge and attitudes or competency requirements needed for successful conduction of teaching activities.	
Indicator 3.1 ESD is included in the training¹⁹ of educators	
Sub-indicator 3.1.1	Is ESD a part of educators` initial training? ²⁰
✓ Yes	<i>In particular specify which ESD competences²¹ are explicitly included in the study programmes.</i> 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.
Sub-indicator 3.1.2	Is ESD a part of the educators` in-service training? ²²
✓Yes	<i>In particular specify which ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.</i> The main teacher education universities provide in-service training courses. The holistic learning approach is introduced and active learning methods are implemented in trainings. <i>Please also update the information provided under the phase III national implementation reporting in appendix III.</i>
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?

¹⁹ ESD is addressed by content and/or by methodology.

²⁰ For higher education institutions: the focus is here on existing teacher training at universities/colleges regarding SD and ESD for university/college teachers.

²¹ 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>.

²² 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.

<input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify which 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.</i>
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?
<input checked="" type="checkbox"/> Yes	<i>Please specify.</i> In 2018 MoE called together EE (incl ESD) round-tables for developing The common action plan 2019-2022 for implementation of the Environmental education and awareness (including ESD). There participated 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, expectations to local authorities on supporting EE end ESD activities etc. Round-tables take place several times per year.
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the Government in any way? ²³
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/>	<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.
Concluding remarks issue 3	<i>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.</i>
	<i>Please address in particular the following questions:</i> <ul style="list-style-type: none"> – Which actions and/or initiatives have been particularly successful and why? – What challenges did your country encounter when implementing this objective? – What 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	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
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?

²³ Including assistance through direct funding, in-kind help, political and institutional support.

✓Yes	<p><i>Please describe.</i></p> <p>MoE has initiated an “Environmental education development program” in 2011. One of the objectives of the program was to develop methodological materials, learning materials and -tools for teachers from formal and informal education. Under the program was renewed the web portal “Environmental education” https://www.keskkonnaoharidus.ee/oppeprogrammid/; https://www.keskkonnaoharidus.ee/oppematerjalid/, which contains lot of educational programs and materials.</p> <p>The action plan 2019-2022 for implementation of the Environmental education and awareness (including ESD) signed by the Minister of Education and Research (MoER) and the Minister of the Environment (MoE) in 2018 stresses to develop methodological materials, learning materials and -tools for teachers from formal and informal education.</p>
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
✓Yes	<p><i>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.</i></p> <p>The MoER supports the production of educational materials and tools, distribution of the materials and tools free-of-charge (covered by state budget).</p> <p>The MoER is responsible for development of educational materials and assessment materials (covered by state budget), which addresses many ESD themes.</p> <p>Environmental Board produces the EE and ESD tools and materials (http://www.keskkonnaamet.ee/teenused/keskkonnaoharidus-2/oppematerjalid-2/). Some of them are general-issues-based some of them are local peculiarity-based (covered by state budget).</p> <p>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.</p> <p>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>
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 <input type="checkbox"/> ✓ (b) No <input type="checkbox"/> (c) No <input type="checkbox"/>	<i>Please specify.</i>																														
Sub-indicator 4.2.2	Are ESD teaching tools and materials available: (a) in national languages?; (b) for all levels of education according to ISCED?																														
✓ (a) Yes ✓ (b) Yes	<p><i>Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="1081 448 1778 1230"> <thead> <tr> <th data-bbox="1081 448 1709 496">ISCED levels 2011</th> <th data-bbox="1709 448 1778 496">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="1081 496 1709 544">0. Early childhood education</td> <td data-bbox="1709 496 1778 544">✓</td> </tr> <tr> <td data-bbox="1081 544 1709 592">1. Primary education</td> <td data-bbox="1709 544 1778 592">✓</td> </tr> <tr> <td data-bbox="1081 592 1709 639">2. Lower secondary education</td> <td data-bbox="1709 592 1778 639">✓</td> </tr> <tr> <td data-bbox="1081 639 1709 687">25. Lower secondary vocational education</td> <td data-bbox="1709 639 1778 687">✓</td> </tr> <tr> <td data-bbox="1081 687 1709 735">3. Upper secondary education</td> <td data-bbox="1709 687 1778 735">✓</td> </tr> <tr> <td data-bbox="1081 735 1709 783">35. Upper secondary vocational education</td> <td data-bbox="1709 735 1778 783">✓</td> </tr> <tr> <td data-bbox="1081 783 1709 831">4. Post secondary non-tertiary education</td> <td data-bbox="1709 783 1778 831">✓</td> </tr> <tr> <td data-bbox="1081 831 1709 879">45. Post-secondary non-tertiary vocational education</td> <td data-bbox="1709 831 1778 879">✓</td> </tr> <tr> <td data-bbox="1081 879 1709 927">5. Short-cycle tertiary education</td> <td data-bbox="1709 879 1778 927">✓</td> </tr> <tr> <td data-bbox="1081 927 1709 975">55. Short-cycle tertiary vocational education</td> <td data-bbox="1709 927 1778 975">✓</td> </tr> <tr> <td data-bbox="1081 975 1709 1023">6. Bachelor's or equivalent level</td> <td data-bbox="1709 975 1778 1023">✓</td> </tr> <tr> <td data-bbox="1081 1023 1709 1070">7. Master's or equivalent level</td> <td data-bbox="1709 1023 1778 1070">✓</td> </tr> <tr> <td data-bbox="1081 1070 1709 1118">8. Doctoral or equivalent level</td> <td data-bbox="1709 1070 1778 1118"></td> </tr> <tr> <td data-bbox="1081 1118 1709 1166">9. No information available</td> <td data-bbox="1709 1118 1778 1166"></td> </tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓	25. Lower secondary vocational education	✓	3. Upper secondary education	✓	35. Upper secondary vocational education	✓	4. Post secondary non-tertiary education	✓	45. Post-secondary non-tertiary vocational education	✓	5. Short-cycle tertiary education	✓	55. Short-cycle tertiary vocational education	✓	6. Bachelor's or equivalent level	✓	7. Master's or equivalent level	✓	8. Doctoral or equivalent level		9. No information available	
ISCED levels 2011	Yes																														
0. Early childhood education	✓																														
1. Primary education	✓																														
2. Lower secondary education	✓																														
25. Lower secondary vocational education	✓																														
3. Upper secondary education	✓																														
35. Upper secondary vocational education	✓																														
4. Post secondary non-tertiary education	✓																														
45. Post-secondary non-tertiary vocational education	✓																														
5. Short-cycle tertiary education	✓																														
55. Short-cycle tertiary vocational education	✓																														
6. Bachelor's or equivalent level	✓																														
7. Master's or equivalent level	✓																														
8. Doctoral or equivalent level																															
9. No information available																															
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	<p><i>Please describe and in particular highlight which measures are the most efficient for dissemination.</i></p> <p>No specific strategy or mechanism exist. SD related materials can be found in several web sources.</p>																														

	<p>There are several ESD and global education materials provided by different organisations and foundations.</p> <ul style="list-style-type: none"> • e-Koolikott (<i>E-School Bag</i>) https://e-koolikott.ee/ is an interactive web environment for publishing and using of digital study materials as well as for creating of e-materials collections. In the environment you will find and disseminate preschool, basic, general and vocational education study materials and also ESD materials, with open access for everybody to use. Experts monitor the quality of the study materials • Study materials also available through the OPIQ platform https://www.opiq.ee/ and schools will have access to all materials starting from study year 2018/2019. Study materials found in Opiq are created by professionals, whether they are scientists, editors or teachers. The authors of the study materials can confirm the content is in accordance with the national curriculum. • The web portal “Environmental education” https://www.keskkonnaharidus.ee/oppeprogrammid/; https://www.keskkonnaharidus.ee/oppematerjalid/, which contains lot of educational programs and materials. • Global Education https://mondo.org.ee/en/activities/mondo-in-estonia/global-education/ • UNESCO Associated Schools in Estonia http://unesco.ee/map.php?mod_rewrite=/&cmd=the-unesco-associated-schools/ • Global Education Centre https://maailmakool.ee/ (in Estonian)
Sub-indicator 4.3.2	Is public authority money invested in this activity?
✓Yes	<p><i>Please specify to what extent by providing an indication of the amount in USD, and please also mention any other significant sources of funding.</i></p> <p>MoER supports the production of educational materials and tools, distribution of the materials and tools free-of-charge (covered by state budget). The webportal e-Koolikott and OPIQ platform mentioned in 4.3.1 belongs to the Foundation HITSA (under the MoER). Several materiaks are supported by the money of European Social Fund.</p>

Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
✓Yes	<i>Please describe and name in particular official Internet sites.</i> The government does not “approve” the teaching-learning materials, there is no inspection system in Estonia. The Estonian teachers have great autonomy. They are free to choice textbooks and teaching materials. Teachers are involved in the production of learning materials and teachers associations in evaluation of textbooks.
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?
(a) ✓Yes (b) ✓Yes	<i>For (a) and (b) please specify and mention by whom it was established and by whom it is managed.</i> (a) The MoE web portal “ Environmental education ” https://www.keskkonnaharidus.ee/oppeprogrammide/ ; https://www.keskkonnaharidus.ee/oppematerjalid/ , which contains the database of EE and ESD programs and materials. (b) Estonian Public Broadcasting
Concluding remarks issue 4	<i>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.</i>
	<i>Please address in particular the following questions:</i> – Which actions and/or initiatives have been particularly successful and why? – What challenges did your country encounter when implementing this objective? – What other considerations have to be taken into account in future ESD implementation concerning this objective?

Issue 5. Promote research on and development of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Estonia invests in knowledge-based competence and aims to increase the overall standard of education. The MoER implements national research policy, organizes the financing and evaluation of the activities of R&D institutions and coordinates international research cooperation at the national level.	
The Estonian Research Information System (ETIS https://www.etis.ee/Portal/News/Index/?IsLandingPage=true&lang=ENG#) is a national register which incorporates information on R&D institutions, researchers, projects and research results as well as on SD and ESD.	
The Estonian Academy of Sciences initiates, organises and co-ordinates scientific research in Estonia, participates, through the agency of its representatives, in the work of Estonian R&D institutions, foundations and decision making bodies and expert panels, promote SD and ESD in Estonia.	
Indicator 5.1 Research²⁴ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁵ supported?
✓Yes	<i>Please specify in particular the most important outcomes of supported research.</i> Some research groups with focus on ESD may exist.
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
✓No	<i>Please specify which subjects were investigated and list major reports.</i>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) On ESD: ²⁶ (a) for the master's level?; (b) for the doctorate level?; (2) Addressing ESD: (a) for the master's level?; (b) for the doctorate level?
(1) (a) ✓Yes (b) ✓Yes (2) (a) ✓Yes (b) ✓Yes	<i>Please specify what programmes are available and list the most important academic dissertations that address ESD.</i> University postgraduate education aims at a doctoral degree. The University of Tartu and University of Tallinn provide PhD candidates with an in-depth knowledge on research-based teaching and learning. 2 (a) Tallinn University: School of Natural Sciences and Health; School of Educational Sciences; School of Humanities 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.

²⁴ These include support from various sources, such as State, local authorities, business and non-governmental organizations or institutions.

²⁵ 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.

²⁶ ESD is addressed by substance and/or by approach.

	(b)Tartu University: Faculty of Science and Technology, Faculty of Social Sciences etc; Tallinn University: School of Natural Sciences and Health; School of Educational Sciences; School of Humanities 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,
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master’s level; (b) for the doctorate level?
(a) ✓Yes (b) ✓Yes	<i>Please provide information on (a) and (b).</i> Bachelors’ and Master’s and doctorate –level education in Estonia is free of charge. The Universities have autonomy in the way they organise their graduate schools. There is no specifically targeted funding for ESD, but ESD related funding is possible.
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? ²⁷
✓Yes	<i>Please specify what main projects were/are being implemented to that end.</i> Ministry of the Environment established in 2014 award “Keskkonnakäpp” https://keskkonnakäpp.ee/ for educational institutions, teachers, kindergartens, activists who act environmental-friendly and promote sustainable lifestyle.
Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ²⁸ to share the results of research and examples of good practices in ESD ²⁹ among authorities and stakeholders?
✓No	<i>Please specify and provide information about where published research and dissertations are accessible.</i>

²⁷ Activities may include projects, action research, social learning and multi-stakeholder teams.

²⁸ E.g., conferences, summer schools, journals, periodicals, networks.

²⁹ 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) ✓ Yes (b) ✓ Yes	<p><i>Please name the major publications for (a) and (b).</i></p> <p>Henno, I. (2016) "Ten years of Education for Sustainable Development in Estonia". http://unesco.ee/public/10_years_of_ESD_in_Estonia_Henno.pdf</p> <p>Kangur, M. (2017) Milleks säästva arengu haridus? Haridus ja teadus. https://edasi.org/7219/milleks-saastva-arengu-haridus/</p> <p>Henno, I. (2015). Õppida, et teada. Säästev areng ja säästvat arengut toetav haridus kui keskkonna ja inimarengu prioriteet 21. sajandi maailmas, Euroopas ning Eestis. Imbi Henno, Rea Raus (Toim.). Koolitusmaterjalide kogumik (5–25). Keskkonnaamet, Tallinn: Tallinna Ülikooli Ökoloogia Instituut. http://www.keskkonnaharidus.ee/wp-content/uploads/2015/07/Kogumik_pohikool.pdf; http://www.keskkonnaharidus.ee/wp-content/uploads/2015/07/Kogumik_gymnaasium.pdf</p> <p>Henno, I.; Raus, R. (Toim.). (2015). Täienduskoolituse õppekavade koostamine ja koolituste korraldamine formaalharidussüsteemi õpetajatele ning mitteformaalse keskkonnahariduse spetsialistidele KOOLITUSMATERJALIDE KOGUMIK PÕHIKOOLOIDE KOOLIMEESKONNAD. Tallinna Ülikool, Ökoloogia Instituut. http://www.keskkonnaharidus.ee/wp-content/uploads/2015/07/Kogumik_pohikool.pdf</p> <p>Henno, I.; Raus, R. (Toim.). (2015). Täienduskoolituse õppekavade koostamine ja koolituste korraldamine formaalharidussüsteemi õpetajatele ning mitteformaalse keskkonnahariduse spetsialistidele KOOLITUSMATERJALIDE KOGUMIK Gümnaasiumide ja kutseõppeasutuste koolimeeskondadele. Henno, I; Raus, R. (Toim.).. Tallinna Ülikool, Ökoloogia Instituut. http://www.keskkonnaharidus.ee/wp-content/uploads/2015/07/Kogumik_gymnaasium.pdf</p> <p>Henno, I. (2014). ESD in Estonia and international priorities (Säästvat arengut toetav haridus Eestis ja rahvusvahelised rõhuasetused). – Ülevaade haridussüsteemi välishindamisest 2013/2014. õppeaastal. Tartu: Haridus- ja Teadusministeerium, 113– 115. https://www.hm.ee/sites/default/files/ulevaade_haridussusteemi_valishindamisest_2013-2014_oa.pdf</p> <p>Aria, K., Kirss, L., Peterson, K. (2012). Säästvat arengut toetav haridus ja selle edendamise võimalused Eestis. Poliitikaanalüüs: Poliitikauuringute Keskuse Praxis väljaanne https://www.digar.ee/arhiiv/et/raamatud/22914</p> <p>Eesti Vabariigis /SA REC Estonia (2008) Säästvat arengut toetava koolituse õppekava http://www.vabariigis.ee/public/files/koolituskeskus/saastev_areng_oppekava.pdf</p>
<i>Concluding remarks on issue 5</i>	<i>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.</i>
	<ul style="list-style-type: none"> – <i>Which actions and/or initiatives have been particularly successful and why?</i> – <i>What challenges did your country encounter when implementing this objective?</i> – <i>What other considerations have to be taken into account in future ESD implementation concerning</i>

	<i>this objective?</i>
Issue 6. Strengthen cooperation on ESD at all levels within the ECE region	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
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 or support international ³⁰ networks on ESD?
✓ Yes	<i>Please specify concrete networks and explain who supports these networks.</i> 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 or organizations (formal and non-formal) in your country participate in international networks related to ESD?
✓ Yes	<i>Please specify. List major networks.</i> 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: <ul style="list-style-type: none"> ✓ 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 or agreements that include an explicit ESD component?
✓ Yes	<i>Please specify and list the major ones.</i> Both Nordic Council of Ministers and the European Union have their strategies on sustainable development. 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.

³⁰ In this context, international associations, working groups, programmes, partnerships, etc., means those at the global, regional and subregional levels.

	<p>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.</p> <p>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.</p> <p>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.</p>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
✓ Yes	<p><i>Please list and describe.</i></p> <p>Estonia is supporting the work of UNESCO and the OECD learning framework "Education 2030".</p>
Concluding remarks on issue 6	<i>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</i>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> - Which actions and/or initiatives have been particularly successful and why? - What challenges did your country encounter when implementing this objective? - What 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
<i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i>	
<i>What role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.</i>	
Several legal documents help foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge.	
<ul style="list-style-type: none"> • The common action plan 2019-2022 for implementation of the Environmental education and awareness https://www.envir.ee/sites/default/files/keskkonnahariduse_teadlikkuse_tegevuskava_2019-2022.pdf • Estonian Environmental Strategy 2030 (approved by the Parliament 2007) available in Estonian: https://www.envir.ee/sites/default/files/keskkonnastrateegia_inglisek.pdf • Nature conservation Development Plan until 2020 https://www.envir.ee/sites/default/files/lak_lop_0.pdf • Development Plan until 2020 of Scared Natural Sites https://www.kul.ee/sites/kulminn/files/150227_arengukava_looduslikud_pyhapaigad_tekst.831989.pdf (Ministry of Culture) 	
Issue 8.	Describe any challenges and obstacles encountered in the implementation of the Strategy
<i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i>	
We have good level collaboration between Ministry of the Education and Research and Ministry of the Environment. The Joint Action Memorandum for EE and ESD signed by the Minister of Education and Research (MoER) and the Minister of the Environment (MoE) in 2017 https://www.envir.ee/sites/default/files/uhiste_tegevuste_memorandum_31.marts_2017_0.pdf (in Estonian language) and the common action plan 2019-2022 for implementation of the Environmental education and awareness (including ESD) adopted by the Minister of Education and Research (MoER) and the Minister of the Environment (MoE) in November 2018.	
<i>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).</i>	
Issue 9.	Describe any assistance needed in implementing the Strategy in your countries
<i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i>	

Appendix I (a)

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	25	3	35	4	45	5	55	6	7	8
Peace studies (e.g., international relations, security and conflict resolution, partnerships)			✓	✓	✓	✓	✓	✓			✓	✓	✓
Environmental ethics and philosophy						✓	✓	✓			✓	✓	✓
Global citizenship, democracy and governance		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Sustainable lifestyles	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Human rights (e.g., gender and racial and intergenerational equity)			✓	✓	✓	✓	✓	✓			✓	✓	✓
Poverty alleviation				✓	✓	✓	✓	✓			✓	✓	✓
Cultural diversity	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Gender equality		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Biological and landscape diversity		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Environmental protection (waste management, environmental monitoring, risk assessment, etc.)	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Ecological principles/ecosystem approach			✓	✓	✓	✓	✓	✓			✓	✓	✓
Natural resource management (e.g., water, soil, mineral, fossil fuels)	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Climate change and desertification		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Personal and family health (e.g., HIV/AIDS, drug abuse)	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓

Some key themes covered by sustainable development	ISCED Levels 2011												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Environmental health (e.g., food and drinking; water quality; pollution)	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Corporate social responsibility			✓	✓	✓	✓	✓	✓			✓	✓	✓
Production and/or consumption patterns	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Economic growth and good jobs				✓	✓	✓	✓	✓			✓	✓	✓
Rural/urban development				✓	✓	✓	✓	✓			✓	✓	✓
Oceans and sea			✓	✓	✓	✓	✓	✓			✓	✓	✓
Renewable energy			✓	✓	✓	✓	✓	✓			✓	✓	✓
Sustainable cities and communities			✓	✓	✓	✓	✓	✓			✓	✓	✓
Culture's contribution to sustainable development			✓	✓	✓	✓	✓	✓			✓	✓	✓
Total 219	7	11	19	22	22	23	23	23			23	23	23
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.

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 curriculum³¹ or 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	25	3	35	4	45	5	55	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 39		1	2	6	6	6	6	6	6				
- other? (countries to add as many as needed)														
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 43		3	4	6	6	6	6	6	6				
- other? (countries to add as many as needed)														

³¹ At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels												
		0	1	2	25	3	35	4	45	5	55	6	7	8
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?	✓	✓	✓	✓	✓	✓	✓	✓					
	Total 29	3	3	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)?	3	4	6	6	6	6	6	6					
	Total 43													
	- 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.

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 or learning methods for each level. Use the blank rows to insert additional teaching or learning methods that are considered to be key methods in your country in teaching and 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	25	3	35	4	45	5	55	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 124	4	8	11	12	14	14	14	14			11	11	11
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

4 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 tables (a) and (b) 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		
	<i>Formal</i>	<i>Non-formal</i>	<i>Informal</i>
NGOs	✓	✓	✓
Local government	✓	✓	✓
Organized labour		✓	✓
Private sector	✓	✓	✓
Community-based	✓	✓	✓
Faith-based		✓	✓
Media	✓	✓	✓
Total	5	7	7
Other <i>(countries to add as many as needed)</i>			

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				
	<i>Public awareness</i>	<i>Quality education</i>	<i>Reorienting education</i>	<i>Training</i>	<i>Social learning</i>
NGOs	✓	✓	✓	✓	✓
Local government	✓	✓	✓	✓	✓
Organized labour	✓	✓	✓		✓
Private sector	✓	✓	✓	✓	✓
Community-based	✓	✓	✓	✓	✓
Faith-based	✓				✓
Media	✓		✓		✓
Total	7	5	6	4	7
Other (<i>countries to add as many as needed</i>)					

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

Appendix III

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																	
	<i>Educators</i>												<i>Leaders/administrators^b</i>					
	<i>Initial^c</i>						<i>In service^d</i>						<i>In service^e</i>					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0. Early childhood education						✓			✓						✓			
1. Primary education						✓			✓						✓			
2. Lower secondary education						✓			✓						✓			
25. Lower secondary vocational education						✓			✓						✓			
3. Upper secondary education						✓			✓						✓			
35. Upper secondary vocational education						✓			✓									
4. Post-secondary non-tertiary education						✓			✓									
45. Post-secondary non-tertiary vocational education						✓			✓									
5. Short-cycle tertiary education																		
55. Short-cycle tertiary vocational education																		
6. Bachelor's or equivalent level			✓						✓									

ISCED levels	Percentage of education professionals who have received training ^a to integrate ESD into their practice																		
	<i>Educators</i>						<i>Leaders/administrators^b</i>												
	<i>Initial^c</i>			<i>In service^d</i>			<i>In service^e</i>												
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F	
7. Master's or equivalent level			✓						✓										
8. Doctoral or equivalent level			✓						✓										
9. No information available																			
Non-formal																			
Informal																			

It is difficult to respond to these questions, as there is no precise data available.

Universities providing pre-service teacher training have an autonomy in Estonia in terms of planning their curricula. The national curricula is the normative frames to be taken into account by every teacher (all levels) in their profession. The national curricula is reflected in teacher training programs at all levels.

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

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

