

Format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development

Implementation phase: 2017–2019

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

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for submitting the report:

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A. Provide brief information (not more than half a page) on the process by which this report has been prepared, including information on which types of public authorities were consulted or contributed to its preparation, how the stakeholders were consulted and how the outcome of this consultation was taken into account and on the material used as a basis for the report.

This report is developed in cooperation with representatives of the Latvian National Commission for UNESCO and the Ministry of Environmental Protection and Regional Development, by sending the invitation to contribute to the development of the Report.

Development process of the Report also involved subordinated institutions to the Ministry of Education and Science: National Center for Education and State Education Quality Service.

Ministry of Education and Science also received the opinion of the Ministry of Culture, Ministry of Foreign Affairs, Free Trade Union Confederation of Latvia, Latvian Platform for Development Cooperation and the University of Latvia.

Ministry of Education and Science coordinated the preparation of the Report, collecting the information, completing the questionnaire and ensuring the reflection of various opinions in the Report.

Governmental institutions:

Ministry of Education and Science and its subordinated institutions: National Center for Education and State Education Quality Service

Ministry of Environmental Protection and Regional Development

Ministry of Culture

Ministry of Foreign Affairs

Latvian National Commission for UNESCO

Stakeholders:

Free Trade Union Confederation of Latvia

NGOs:

Latvian Platform for Development Cooperation

Academia

University of Latvia

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.)

The education policy in Latvia is comprehensive and closely linked to other sectors, particularly the policies under the competence of the Ministry of Welfare, the Ministry of Economics, the Ministry of Culture, the Ministry of Health, the Ministry of Agriculture and the Ministry of Environmental Protection and Regional Development, whose implemented tasks are included in the policy planning documents of the relevant sectors.

The Education for Sustainable Development implementation co-ordination is a shared responsibility between the Ministry of Education and Science, the Ministry of Environmental Protection and Regional Development and the Latvian National Commission for UNESCO.

According to the 2017 Cooperation agreement between the Ministry of Education and Science, the Ministry of Environmental Protection and Regional Development and the Latvian National Commission for UNESCO, these parties agreed to cooperate within the implementation of the Global Action Programme on Education for Sustainable Development in order to achieve the main goals:

- Reorienting education and learning so that everyone has the opportunity to acquire the knowledge, skills, values and attitudes that empower them to contribute to a sustainable future.
- Strengthening education and learning in all agendas, programmes and activities that promote sustainable development

The Ministry of Education and Science is the leading public administration institution in the field of education, science and sport, as well as youth and state language policy. Its main functions are to develop education, science, sports, youth and state language policies and to organize and coordinate their implementation.

The Ministry of Environmental Protection and Regional Development is responsible for implementing policy in three areas - environment protection, regional development as well as information and communication technologies. In the area of environmental protection the Ministry deals with the establishment of prerequisites and conditions for nature conservation, clean environment and ensures that natural resources are used effectively and in sustainable manner.

In the area of regional development the Ministry implements and evaluates regional policy at state level, provides methodological guidelines and supervises the territorial development planning process, as well as ensures the development and supervision of local governments with overall goal to achieve well-balanced and sustainable development of the country. Implementation and coordination of the e-Governance is another broad policy area of the Ministry. It includes establishment of one-stop principle for provision of state and local government services and implementation of modern and effective information and communication technologies in the public sector.

Functions of the Latvian National Commission for UNESCO are to strengthen sustainable development in the field of education, science, culture, communication and information, contribute to the implementation of democratic values and to the eradication of poverty.

The Latvian National Commission for UNESO represents State interests at UNESCO and the inter-governmental and international organizations associated with it and co-operates with other responsible State authorities. Additionally the Latvian National Commission for UNESCO formulates and approves action plans for implementing UNESCO programmes in Latvia.

UNESCO's main activities in Latvia: protecting cultural, natural, intangible and documentary heritage; develop an innovative network for cooperation, ensure qualitative access to education and respect inclusive and sustainable values in education.

| Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD | |
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| <i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i> | |
| <p>Recognizing the need to promote sustainable development issues in interdisciplinary and cooperative manner and to implement the goals of Agenda 21 for Education in the Baltic Sea region (Baltic 21E) and the UNECE strategy for ESD (Vilnius strategy), the Ministry of Education and Science of the Republic of Latvia, the Ministry of Environment of the Republic of Latvia and the Latvian National Commission for UNESCO in 2006 signed a cooperation protocol with a goal to work together towards achieving the aims of the Decade in Latvia by developing a common planning of the implementation of the Decade and securing regular interchange of information on planned activities. In accordance with the protocol, the Decade coordination group of Latvia was established to guide the Decade implementation process.</p> <p>Latvia has supported the follow-up programme to the Decade – The Global Action Programme (GAP) on ESD. On September 29, 2017 the Ministry of Education and Science, the Ministry of Environmental Protection and Regional Development² and the Latvian National Commission for UNESCO signed an agreement of cooperation to implement the Global Action Programme on ESD through programs, projects and activities in priority areas of the GAP.</p> <p>Since the Adoption of the UN Sustainable Development Goals in 2015, the implementation of the ESD has been seen as an integral part of the Agenda 2030, particularly of the SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. In 2018, Latvia has produced and presented at the UN High Level Political Forum the Voluntary National Review on SDGs. One of its sections is devoted to education.</p> | |
| 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 ³ language(s)? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | Available in Latvian: http://www.unece.org/fileadmin/DAM/env/esd/strategytext/strategyLatvian.pdf |
| Sub-indicator 1.1.2 | Have you appointed a national focal point to deal with the UNECE Strategy for ESD? |
| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | <p><i>If yes, please specify in which ministry(ies)/department(s) the focal point(s) is(are) located.</i></p> <p>ESD coordination in Latvia is based on the cooperation between the Ministry of Education and Science, the Ministry of Environmental Protection and Regional Development and the Latvian National Commission for UNESCO.</p> |
| Sub-indicator 1.1.3 | Do you have a coordinating body for implementation of 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 On the first January 2011 the Ministry of Environment and the Ministry of Regional Development and Local Governments were merged together.

³ 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.

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| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</i></p> <p>ESD coordination in Latvia is based on the cooperation between the Ministry of Education and Science, the Ministry of Environmental Protection and Regional Development and the Latvian National Commission for UNESCO. On September 29, 2017 the Ministry of Education and Science, the Ministry of Environmental Protection and Regional Development and the Latvian National Commission for UNESCO signed an agreement of cooperation to implement the Global Action Programme on ESD through programmes, projects and activities in priority areas of the GAP.</p> |
| Sub-indicator 1.1.4 | Do you have a national implementation plan for ESD? |
| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | <p><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></p> <p>ESD principles and activities are incorporated in the horizontal and sectoral policy development documents.</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, ⁴ and other policy processes relevant to ESD? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify and list major documents.</i></p> <p>On September 29, 2017 the Ministry of Education and Science, the Ministry of Environmental Protection and Regional Development and the Latvian National Commission for UNESCO signed an Agreement of cooperation to implement the Global Action Programme on ESD.</p> <p>The Agreement is closely linked with the objectives of the UNECE Strategy that invites to ensure that policy, regulatory and operational frameworks support ESD; promote SD through formal, non-formal and informal learning; equip educators with the competence to include SD in their teaching; ensure that adequate tools and materials for ESD are accessible; promote research on and development of ESD; strengthen cooperation on ESD at all levels within the UNECE region.</p> <p>According to the Agreement on the Global Action Programme on ESD, the involved parties will:</p> <ul style="list-style-type: none"> - foster implementation of the ESD principles, aims and tasks in normative and policy planning documents, - foster inclusion of ESD in curricula of formal and non-formal education of all levels, - promote positive attitude and understanding about ESD and environmental education in wider society, - develop informative and methodological materials on ESD, - support research on sustainable development, - promote national and international cooperation on GAP, - promote exchange of information on activities related to the GAP. <p>In addition, each of the parties have specific duties in regards to the Agreement.</p> |

⁴ See A/69/76.

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| | <p>Sustainable development principles are included in Sustainable Development Strategy of Latvia until 2030 and National Development Plan for 2014-2020.</p> <p>Education Development Guidelines 2014-2020 determine the main goal of the education development policy - high-quality and inclusive education for personal development, human welfare, and reaching sustainable national growth. One of the basic principles of the policy is education for sustainable development as a lifelong process, and it encourages people to act responsibly in everyday life and to live and accomplish themselves in accordance with the social, cultural, economic and natural environment around them. The goal of education for sustainable development is a person who not only lives in accordance with nature and in peaceful line with other cultures, but is also able to fully accomplish himself or herself in the economy and in society in general by providing long-term and well-considered use of resources.</p> <p>Environmental Policy Guidelines 2014-2020 aims to maintain the quality of the environment and biological diversity, to ensure the sustainable use of natural resources, to increase the research potential for the environmental protection, as well as to promote environmental science, sustainable environmental education, public participation in the decision-making process and awareness of the environmental issues.</p> <p>Regional planning documents (such as Programmes for Development of Zemgale Region, Kurzeme Region, Vidzeme Region, Latgale Region and Riga Region) all include sustainable development as a basic principle for programme planning.</p> <p>Science, Technology Development, and Innovation Guidelines 2014-2020. The main goal of science, technology, and innovation policy is development of Latvian knowledge base and innovation capacity, as well as coordination of the innovation system. The guidelines also contain the Smart Specialization Strategy defining the main directions for transformation of the economy, growth priorities and smart specialization areas. The key direction is economic transformation to knowledge- and technology-driven growth and catching up towards development of knowledge-based skills. The strategy identifies the following specialization areas: (1) knowledge-based bio-economy, (2) biomedicine, medical appliances, bio-pharmacy and bio-technology, (3) advanced materials, technologies and engineering systems, (4) smart energy and (5) ICT.</p> <p>Cultural Policy Guidelines 2014-2020 “Creative Latvia” continue the approach of the Sustainable Development Strategy for Latvia until 2030, emphasising that the main capital of the State is people. Cultural and educated, value-oriented and creative people are the richness of any society and state, regardless of the field in which they are active. Therefore, the task of cultural and cultural heritage institutions, as well as cultural education institutions is to promote individual growth, education and unlocking of the creative potential of any person, as well as the participation of as large audience in cultural processes as possible.</p> <p>Latvia’s commitments to promoting sustainable development and contribution to the implementation of Agenda 2030 in the context of development cooperation are laid down in the Development Cooperation Policy Guidelines 2016-2020. Among the policy objectives is also raising the public awareness of the importance of development cooperation, participation, and support for the implementation of the policy.</p> |
| Indicator 1.2 | Policy, regulatory and operational frameworks support the promotion of ESD |

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| Sub-indicator 1.2.1 | Is ESD reflected in any national policy ⁵ document(s)? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p>Latvian policy development is organized on the basis of a systematic approach. The main purpose of the Development Planning System Law is to promote sustainable and stable development of the State, as well as the improvement of the quality of life of inhabitants, by determining the development planning system. The following principles shall be taken into account in the development planning: the principle of openness; the principle of financial possibilities; the co-operation principle; the participation principle; the principle of interest co-ordination and the principle of sustainable development – the present and next generations shall be ensured with qualitative environment and balanced economic development, natural, human and material resources shall be used rationally, the natural and cultural heritage shall be conserved and developed.</p> <p>The Baltic 2030 Action Plan, endorsed by the CBSS Foreign Ministers on the 20 June 2017 in Reykjavik, hence provides a common vision for sustainable development in the Baltic Sea region and will be promoted to all stakeholders, institutions, sectors and citizens in the region. One of its priority areas is Quality Education and Lifelong Learning, which can support sustainable development from an economic, social, and cultural perspective.</p> <p>The Sustainable Development Strategy of Latvia until 2030 envisages sustainable welfare-state. It outlines the sustainable development objectives of Latvia and the main action directions for the next 20 years. The strategy addresses different groups of the society – the inhabitants, households, state administrative and public sector. It invites the evaluation of our previous activities and the available resources from the point of view of sustainable development and to take such actions so that in 2030 we, our children and grandchildren would want to live in Latvia and would be proud of it. The Strategy is focusing on Promotion of Sustainable Lifestyle. Environmental education programmes stimulating changes. Environmental education may become a significant promoter of sustainable lifestyle, educating pupils and their parents about the necessity and possibilities to change their everyday practice, as well as to promote participation in activities of sustainable lifestyle. It is strategically important to create environmental education programmes, where theoretical knowledge of pupils is supplemented with practical activities in cleaning up of local environment and restoration of the natural capital. Ecological footprint accounts of households may be introduced for the distribution of sustainable lifestyle. Such accounts would improve the awareness of the households regarding the impact of individual consumption of households on the natural capital of the planet. New Internet sites may be developed and created where people exchange ideas about the ways to reduce the ecological footprint of households, concurrently not reducing their quality of life. Establishment of such accounts together with open sites for exchange of ideas might be an efficient tool for improvement of participation of inhabitants in the preservation of natural capital and sustainable development of the society. Certification of sustainable products: sustainable consumption may be promoted by developing and improving a system for certification of products, providing information to the buyer regarding the impact of the product and its production on natural capital. Such a system improves the possibilities of inhabitants to participate in the promotion of sustainable practice regularly. Publicly available objects of nature: it provides the development of the existing data base and creation of a new data base available to all inhabitants regarding natural values belonging to the society, for example, forests, coastal area, rivers and lakes etc. Such data bases and publicly available objects of nature concurrently with the application of the status of the public benefit would raise awareness regarding nature as joint resource of sustainable development. Natural values belonging to the society should be linked with transport networks and recreational infrastructure, forming an integrated chain of services (available here in English: http://www.varam.gov.lv/lat/pol/ppd/?doc=13857).</p> <p>The National Development Plan 2014-2020 (NDP2020) is hierarchically the highest national-level medium-term planning</p> |

⁵ Policy documents may include national strategies, plans, programmes, guidelines and the like.

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| | <p>document, aims for sustainable economic development and management of natural and cultural resources, and it also promotes the responsible citizenship. The Plan promotes the sustainable use and biological diversity of land and other natural resources through the application of environmental conservation technologies (available here in English: http://www.pkc.gov.lv/images/NAP2020%20dokumenti/NDP2020_English_Final.pdf).</p> <p>Education Development Guidelines 2014-2020 is a medium-term policy planning document defining the basic principles, goals, and lines of action of education development policy covering all types and levels of education. The main goal of the education development policy is high-quality and inclusive education for personal development, human welfare, and reaching sustainable national growth. The basic principles stated in the Guidelines are human-orientated education, education that promotes knowledge-based society; as well as education for sustainable development (available here in Latvian: http://m.likumi.lv/doc.php?id=266406).</p> <p>Science, Technology Development, and Innovation Guidelines 2014-2020. The main goal of science, technology, and innovation policy is development of Latvian knowledge base and innovation capacity, as well as coordination of the innovation system. The guidelines also contain the Smart Specialization Strategy defining the main directions for transformation of the economy, growth priorities and smart specialization areas. The key direction is economic transformation to knowledge- and technology-driven growth and catching up towards development of knowledge-based skills. The strategy also identifies the following specialization areas: (1) knowledge-based bio-economy, (2) biomedicine, medical appliances, bio-pharmacy and bio-technology, (3) advanced materials, technologies and engineering systems, (4) smart energy and (5) ICT (available here in Latvian: http://polsis.mk.gov.lv/view.do?id=4608).</p> <p>Environmental Policy Guidelines 2014-2020 aim to maintain the quality of the environment and biological diversity, to ensure the sustainable use of natural resources, to increase the research potential for the environmental protection, as well as to promote environmental science, sustainable environmental education, public participation in the decision-making process and awareness of the environmental issues.</p> <p>Policy planning document „Creative Latvia 2014-2020” foresees the cross-disciplinary strategy in the content of the vocational culture-oriented education policy and higher education in arts, supporting the promotion of ESD.</p> <p>Regional planning documents (such as Programmes for Development of Zemgale region, Kurzeme region, Vidzeme region, Latgale region and Riga region) all include sustainable development as a basic principle for programme planning.</p> <p>ESD is defined in the Environmental Protection Law (https://likumi.lv/ta/en/en/id/147917-environmental-protection-law) (Article 1) as education which promotes the possibilities of each individual to obtain knowledge, values and skills necessary for the participation in the taking of decision regarding individual or collective activities at the local and world level in order to improve the quality of life at present without causing threats to the needs of the future generations.</p> |
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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? ⁶ |
| <p>(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> | <p><i>If yes, please specify details for (a) and (b).</i></p> <p>a) Article 112 of the Constitution of the Republic of Latvia states that anyone is entitled to education. The State shall ensure that anyone may acquire primary and secondary education without charge. Pursuant to Section 3.1, Paragraph one of the Education Law, a prohibition of differential treatment has been stipulated, thus guaranteeing the persons referred to in Section 3 of the Education Law the right to acquire education regardless of the material and social status, race, nationality, ethnic origin, gender, religious and political affiliation, state of health, occupation and place of residence. Section 10. “Education and Religion” states that the education system shall ensure freedom of conscience. Students shall have the option to acquire Christian religious instruction or ethics, or Christian religious instruction and ethics concurrently.</p> <p>The aforementioned provisions of the Education Law are binding in the implementation of education at all its levels and in all types of education, as well as in the application of the norms of the General Education Law, the Vocational Education Law and the Law on Institutions of Higher Education, but also in other relevant sectors’ legislation.</p> <p>Article 42 of the Environmental Protection Law states that the matters in respect of environmental education and education for sustainable development must be included in the mandatory curriculum of the subject or course standard in accordance with the specific character of each subject by co-ordinating and ensuring succession on different education levels. The environmental protection course must be included in the mandatory part of all study programmes of authorities of higher education and colleges. A course regarding sustainable development must be included in all higher educations’ and colleges’ initial study programmes for pedagogues.</p> <p>b) The national regulatory documents define the guidelines or the standards of the education in different education levels, inter alia, addressing ESD issues:</p> <p>The Regulation of the Cabinet of Ministers on Pre-school Education Guidelines includes different aspects of ESD and the implementation of ESD on the pre-school level, such as fostering development of the safe and healthy lifestyle skills, cooperation and communication skills, promoting children’s positive attitudes to themselves, other people and the environment (available here in Latvian: http://likumi.lv/doc.php?id=250854).</p> <p>The State Standard of Basic Education. One of the main tasks of the Standard is development of students’ understanding of the major natural, social and sustainable development processes, moral and ethical values, national, Europe and world cultural heritage (available here in Latvian: http://likumi.lv/doc.php?id=268342).</p> |

⁶ See <http://uis.unesco.org/en/topic/international-standard-classification-education-isced>.

The State Standard of General Secondary Education. One of the objectives of the general education programmes is to provide a student with the knowledge and skills necessary for personal growth and development, civil participation, employment, social integration and continuation of education. The main tasks include: creation of understanding regarding the processes occurring in the society and a desire to get involved with joint responsibility in the development of sustainable society; promotion of getting acquainted with different cultures, awareness of cultural values and national identity; improvement of understanding regarding cultural diversity; and promotion of personal interest and understanding regarding his or her place in society, culture heritage, responsible participation in creation of the culture environment on the basis of democracy principles and human values (available here in English: <http://likumi.lv/doc.php?id=257229>).

According to the State Standard of Basic Education and the State Standard of General Secondary Education, issues on education for sustainable development are included in various general education subjects such as Social Sciences, Ethics, Geography, Biology, Latvian and World History, etc.

Currently the new general education content is being developed within the European Social Fund project “Competence-based approach to education content”, inter alia, focusing on transversal competences that are necessary for the 21st century. As a result, the new general education content will be developed along with the new standards and learning materials.

Methodological document “The example of class hour programme” offers discussion topics, which are related to education for sustainable development.

According to the “Guidelines on learners’ citizenship and values education and assessment of information, learning materials and teaching methods”, relevant issues are included in the guidelines for education institutions.

Regulations on the **State Vocational Secondary Education Standard.** The specific objectives and tasks of vocational secondary education are determined for each separate programme pursuant to the professional qualification to be obtained. However, the environment education theme must be included in all education programmes (available here in English: <https://likumi.lv/doc.php?id=8533>).

According to the **State Standard for the First Level Professional Higher Education** the mandatory content of first level professional higher education programme is also natural, social and human sciences.

State Standard for Academic Education prescribes that in curricula of bachelor and master study programmes, in accordance with the Environmental Protection Law and the Civil Protection Law, must be included such issues as civil protection, environmental education and education for sustainable development.

According to the **State Standard for the Second Level Professional Higher Education** the strategic objectives of a programme are to ensure professional studies according to the state economic, cultural, security and social needs; and to ensure professional studies that are firmly based on the scientific theoretic foundations of the branch, conform to profession standards and are practically applicable. The main task of the programmes is to educate fifth level professional qualification specialists and to promote their competitiveness in changeable socio-economic conditions and the international labour market. The compulsory content of a Professional Bachelor’s and Master’s study programmes includes knowledge of humanitarian and social sciences, including such topics, which develop social, communicative and organisational skills. Also in the content of study programmes

there is included an entrepreneurship module, which develops such knowledge and skills as innovations, company administration and foundation, management methods, business economics, project development, skills in creative activity, research, organisation and quality management. In addition, it is obligatory in curricula of professional bachelor and professional master study programmes, in accordance with Environmental Protection Law and Civil Protection Law, to include such issues as civil protection, environmental education and education for sustainable development.

Higher education institutions in Latvia are autonomous. The autonomy of an institution of higher education is expressed in the right to select the ways and forms for the implementation of the tasks in the frames of the national regulations. Some of higher education study directions directly correspond to the ESD issues, for example: the living natural science; social welfare; environmental protection.

Please also fill in the table by ticking (✓) as appropriate.

| ISCED levels 2011 | (a) | (b) |
|--|-----|-----|
| | Yes | Yes |
| 0. Early childhood education | X | X |
| 1. Primary education | X | X |
| 2. Lower secondary education | X | X |
| 25. Lower secondary vocational education | X | X |
| 3. Upper secondary education | X | X |
| 35. Upper secondary vocational education | X | X |
| 4. Post secondary non-tertiary education | X | X |
| 45. Post-secondary non-tertiary vocational education | X | X |
| 5. Short-cycle tertiary education | X | X |
| 55. Short-cycle tertiary vocational education | X | X |
| 6. Bachelor's or equivalent level | X | X |
| 7. Master's or equivalent level | X | X |
| 8. Doctoral or equivalent level | X | X |
| 9. No information available | | |

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| 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 <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p>According to the Education Law non-formal education - education activities in conformity with interests and demand are organised outside the formal education. Non-formal education includes interest-related education programmes (traditionally organised for children and youth under the guidance of teachers) and non-formal adult education programmes. Non-formal education programmes are made in compliance with social demand both in the fields related to professional activities and when directed towards personal interests of the population. Non-formal education should be implemented in the line of the principles defined in the Education Development Guidelines 2014-2020.</p> <p>Informal learning is an education process which includes acquisition of new knowledge, skills, competencies, attitudes, and values from daily experience and work experience enriching and enhancing the personality and, perhaps, work skills; however, unlike non-formal education, informal learning is not included within the programme or training course, it takes place in society including one's family, as well as at work (for example, when finding out new information from TV broadcasts, visiting libraries, museums, and exhibitions, adopting the parental or friends' experience). The state does not regulate informal learning. However, ESD is an integral part of many cultural events and life style.</p> <p>Environmental Policy Guidelines 2014-2020 include policy issues on environmental education (not directly ESD).</p> |
| Sub-indicator 1.2.4 | Is public awareness in relation to ESD addressed in relevant national document(s)? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify.</i></p> <p>Environmental Policy Guidelines 2014-2020 recognize good examples of non-formal environmental education and states that environmental education needs to be improved at formal structures. Thus raising public awareness for sustainable development.</p> <p>Sustainable Development Strategy of Latvia 2030 include topics on themes actual for the society. In order to improve public awareness and understanding regarding social problems and their possible solutions, public discussions should be organized in which current events are discussed, opinions, assessments and necessary steps are expressed.</p> <p>Within the process of informing the society regarding social diversity the most frequent reason for prejudice and discriminating practice is lack of information. By informing the society and increasing its awareness of social diversity and situation, and problems of different social groups, for example, people with functional disorders, minorities, tolerance is strengthened and the frequency of discrimination cases is reduced.</p> <p>In 2017, a mapping was done of SDG goals and target indicators in the <i>Sustainable Development Strategy of</i></p> |

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| | <p><i>Latvia until 2030, the National Development Plan 2020 (NDP2020) and sectoral policies. A mid-term impact assessment was done in 2017 on achieving the targets set in NDP2020 and Latvia 2030 that included data on progress, expert opinion surveys and investment analyses. It is planned to promote the implementation of Sustainable Development Goals within the next policy planning period as well and to involve broader society in discussions and activities.</i></p> <p>Energy Efficiency Measures – in Latvia the total energy consumption of households exceeds the consumption of producers, and energy intensity in economy is approximately twice as high as on average in the EU. Due to this reason energy efficiency measures in the national economy and private sector, for example, heat, electricity and transport fuel economy measures, more intense use of the public transport and cycling, are tasks of national importance concurrently with raising public awareness and participation of the society.</p> <p>Civic Education and Social integration – Education regarding social diversity. By organizing seminars and courses the knowledge of the society regarding social diversity should be enhanced. It is essential to educate persons working in state administration, particularly managers of higher and medium level, as well as employees who are working in direct contact with customers, regarding the existence of different social groups, situations and needs etc.</p> <p>Development Cooperation Policy Guidelines for 2016-2020 explicitly state as one of its objectives the raising of public awareness of the importance of development cooperation, participation and support for the implementation of the policy. Latvia’s development cooperation policy overarching goal is to contribute to the implementation of Agenda 2030 in Latvia’s priority partner countries, including the activities related to raising public awareness on sustainable development.</p> |
| Sub-indicator 1.2.5 | Does a formal structure for interdepartmental ⁷ cooperation relevant to ESD exist in your Government? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify.</i></p> <p>The protocol of cooperation between the Ministry of Education and Science, the Ministry of Environmental Protection and the Latvian National Commission for UNESCO was signed in October 2006.</p> <p>In 2007 the inter-institutional co-ordination group for the ESD development and implementation was established. For the work in above mentioned co-ordination group the representatives from the following organizations were nominated: the Ministry of Education and Science, the National Education Centre, the Ministry of Environmental Protection and Regional Development, higher education representatives and NGO’s representatives.</p> <p>On September 29, 2017 the Ministry of Education and Science, the Ministry of Environmental Protection and Regional Development and the Latvian National Commission for UNESCO signed an agreement of cooperation to implement the Global Action Programme on ESD.</p> |

⁷ Between State bodies.

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| | <p>The Environmental Protection Law (Article 40) states that the Ministry of Environmental Protection and Regional Development in co-operation with the Ministry of Education and Science shall perform the necessary measures for development of the environmental science in order to promote scientific activities in the field of sustainable development, environmental protection and environmental education, ensuring the performance of environmental quality research, development of eco-innovation and environmental technologies, as well as awareness and solving of environmental protection problems.</p> |
| Sub-indicator 1.2.6 | Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ⁸ |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p>According to the Environmental Protection Law (Article 41) the Ministry of Environmental Protection and Regional Development in co-operation with other ministries, authorities of higher education and colleges involved in the environmental science and environmental education established the Environmental Science and Education Council. The Council shall promote the co-operation of authorities related to the environmental science and environmental education development, shall be aware of and solve problems in respect of the environmental science and education for sustainable development, as well as promotes the co-operation of authorities involved in the introduction of a policy for a sustainable environment and improvement of the instruments thereof.</p> <p>In 2016 the Memorandum of Cooperation between Ministry of Environmental Protection and Regional Development and the Fund of Environmental Education was signed. The Fund of Environmental Education is the representative of Foundation for Environmental Education (FEE International) in Latvia. The Fund of Environmental Education implements all programmes of the FEE International (Green Key, Blue Flag, Young Reporters, Learning about Forests, Eco-Schools) in Latvia. It is financially supported by Latvian Environmental Protection Fund (please see next sub-indicator).</p> <p>The Environmental Protection Law (Chapter VIII) emphasizes the role of Environmental Science, Environmental Education and Sustainable Development:</p> <p>Development of the Environmental Science – the Ministry of Environmental Protection and Regional Development in co-operation with the Ministry of Education and Science shall perform the necessary measures for development of the environmental science in order to promote scientific activities in the field of sustainable development, environmental protection and environmental education, ensuring the performance of environmental quality research, development of eco-innovation and environmental technologies, as well as awareness and solving of environmental protection problems, and requests the mandatory curriculum on sustainable development and environmental protection and education for sustainable development to be included in the study programmes of the higher educational institutions.</p> <p>Environmental Education:</p> <p>(1) The matters in respect of environmental education and education for sustainable development shall be</p> |

⁸ For an explanation, see paragraph 46 of the UNECE Strategy for ESD.

| | |
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| | <p>included in the mandatory curriculum of the subject or course standard in accordance with the specific character of each subject by co-ordinating and ensuring succession on different education levels.</p> <p>(2) The environmental protection course shall be included in the mandatory part of all study programmes of authorities of higher education and colleges.</p> <p>(3) A course regarding sustainable development shall be included in the study programmes of instructors of all authorities of higher education and colleges.</p> <p>The Latvian National Commission for UNESCO together with the Ministry of Education and Science coordinates the Advisory Council “Education for All” that focuses on the implementation of the Education 2030 Framework for Action and SDG 4, including the SDG 4.7 on global citizenship and education for sustainable development. The Council facilitates co-operation and coherence of activities between ministries and other institutions, local municipalities, the private sector, non-governmental and international organisations. It develops proposals for development of crucial education policies in order to ensure inclusive, equitable and high-quality education and to promote lifelong learning and sustainable development.</p> <p>In partnership with the Ministry of Education and Science and the Ministry of Environmental Protection and Regional Development, since 2017 the Latvian National Commission for UNESCO cooperates in the implementation and promotion of the Global Action Programme on Education for Sustainable Development through various networks, including the UNESCO Chairs at the University of Latvia, the Daugavpils University, Vidzeme University of Applied Sciences, UNESCO Associated Schools Project Network, etc.</p> |
| Sub-indicator 1.2.7 | Are public budgets and/or economic incentives available specifically to support ESD? |

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| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify.</i></p> <p>ESD is an integral part of the state education curriculum (please see information provided under the Sub-indicator 1.2.2). The state budget is ensured for the state education curriculum implementation as well as co-financing for the EU structural funds activities. In addition, state budget co-financing is available for different foreign financial instruments (for example Erasmus+, Nord+, Norwegian Financial Mechanisms etc.).</p> <p>The implementation of the Global Education Increase and Innovation Programme of the Global Education Network Europe – GENE in Latvia includes an open call for projects of general education institutions to promote global education in Latvia through development of teaching materials and activities to raise awareness of global challenges. All projects are required to contribute to the understanding of global education and implementation of the United Nations' Sustainable Development Goals. The programme also includes additional activities intended to raise awareness, as well as to foster discussions on these issues among policy makers, municipalities, NGOs and education institutions.</p> <p>Latvian Environmental Protection Fund supports financially inter alia environmental communication and education projects. In 2017 and 2018 it supported 79 projects for 1 600 512 EUR in total in the following areas:</p> <ul style="list-style-type: none"> – publications of magazines and newspapers and TV and radio broadcasts in the field of environmental education, – promotion of environmental friendly lifestyle in newspapers and magazines, TV and radio broadcasts – regional public campaigns for promotion of environmental friendly lifestyle, – environmental education and consciousness for future leaders, – promotion of an eco-friendly lifestyle for a specific target audience, – national public campaign for information about protection and conservation of biodiversity, – national public campaign for information about waste recycling. <p>Non-formal environmental education possibilities are financially supported through financing of state institutions (for example, Nature Education Centre, Nature Conservation Agency, National Botanical Garden, Latvia's Nature Museum, Riga National Zoological Garden)</p> <p>Ministry of Foreign Affairs (MFA) annually has an open call for co-funding development cooperation and development (global) education projects. In 2017, three global education projects implemented by local CSOs in Latvia were supported in this open call. Additionally, MFA provides direct funding to CSOs Latvian Association of Local and Regional Governments and Latvian Platform for Development Cooperation in support of activities that raise public awareness on development cooperation inter alia sustainable development. In 2017, MFA's financial support to the projects was 14 844 EUR (financing from other sources - 88 102 EUR).</p> |
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Indicator 1.3 National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD

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| Sub-indicator 1.3.1 | Does your country have a stand-alone “sustainable development”, “global understanding”, “international |
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| | understanding” policy, plan or law in place, in each case using “sustainable development” language? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p>According to the Development Planning System Law the hierarchically highest long-term development planning document in Latvia is the Strategy for Sustainable Development of Latvia 2030. The hierarchically highest medium-term development planning document is the National Development Plan. The medium-term development planning documents are subordinated hierarchically to the long-term development planning documents and the short-term development planning documents are subordinated hierarchically to the medium-term development planning documents. So the ESD is a part of the strategic development policy.</p> <p>Sustainable Development Strategy of Latvia until 2030 adopted by Latvian Parliament in 2010, (http://www.pkc.gov.lv/sites/default/files/inline-files/LIAS_2030_en_0.pdf). It's priorities are development of culture space, investments in human capital, change of paradigm in education, innovative and eco-efficient economy, nature as future capital, perspective of spatial development.</p> |
| Sub-indicator 1.3.2 | Is ESD part of SD policy(ies) if these exist in your country? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify.</i></p> <p>In 2017, a mapping was done of SDG targets and target indicators in the <i>Sustainable Development Strategy of Latvia until 2030</i>, the <i>National Development Plan 2020 (NDP2020)</i> and sectoral policies, also developing a National Report (report: https://www.pkc.gov.lv/sites/default/files/inline-files/Latvia%20Implementation%20of%20the%20SDGs_4.pdf; mapping results: https://www.pkc.gov.lv/lv/valsts-attistibas-planosana/ano-ilgtspejigas-attistibas-merki/iam-kartejums)</p> <p>ESD (as part of the SDG 4.7) has been regarded as an integral part of the SDG Agenda 2030.</p> |
| <i>Concluding remarks on issue 1</i> | <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><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>In 2017, Cooperation agreement was signed between the Ministry of Education and Science, the Ministry of Environmental Protection and Regional Development and Latvian National Commission for UNESCO, agreeing to cooperate within the implementation of the Global Action Programme on Education for Sustainable Development in order to achieve the main goals:</p> <ul style="list-style-type: none"> • Reorienting education and learning so that everyone has the opportunity to acquire the knowledge, skills, values and attitudes that empower them to contribute to a sustainable future. • Strengthening education and learning in all agendas, programmes and activities that promote sustainable development. <p>This action helped to define clearer the competences of the involved parties and the main actions within the implementation of the Global Action Programme on Education for Sustainable Development.</p> |

| | | | | | | | |
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| | <p>Process of development of the new general education content includes its connection to the ESD principles, including within the framework of civil education. That will ensure the distribution of knowledge about ESD and its principles and their application to the lives of individuals.</p> <p>– <i>What challenges did your country encounter when implementing this objective?</i></p> <p>The main challenge is a lack of relevant statistics on the implementation of ESD in different levels of education and a difficulty to acknowledge the relevant statistical data due to the interdisciplinary vision of ESD.</p> | | | | | | |
| Issue 2. Promote SD through formal, non-formal and informal learning | | | | | | | |
| <i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces). Please see information provided for Sub-indicator 1.2.2.B.</i> | | | | | | | |
| Indicator 2.1 SD key themes are addressed in formal education | | | | | | | |
| Sub-indicator 2.1.1 | Are key themes of SD ⁹ addressed explicitly in the curriculum/programme of study at various levels ¹⁰ of formal education? | | | | | | |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>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.</i></p> <p>Environmental protection, ecological principals, natural recourse management and other related issues are important in the country, but no less important are economics, citizenship, human rights and rural/urban development.</p> <p>State standards for education include SD issues in a harmonized way, with no prioritization. The content of ESD has been realised at all levels of education.</p> <p><u>Comments to the table in appendix I (a).</u></p> <p>The education process at pre-school education level (ISCED 0) is organized through the games lessons, the integrated curriculum promotes child development in general. One of the pre-school education tasks is promotion of the child's communication and cooperation skills, raising awareness of the surroundings and social life.</p> <p>ISCED 4 – the inclusion of the ESD issues into the vocational continuing education and professional improvement is dependent on the particular education programme (for example: for lawyers the civic/peace studies may be more relevant than, for example, biological issues, etc).</p> <p><i>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.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px;">A</td> <td style="width: 20px; height: 20px;">B</td> <td style="width: 20px; height: 20px;">C</td> <td style="width: 20px; height: 20px;">D</td> <td style="width: 20px; height: 20px;">E</td> <td style="width: 20px; height: 20px;">F</td> </tr> </table> | A | B | C | D | E | F |
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⁹ For details, see paragraph 15 of the UNECE Strategy for ESD.

¹⁰ For the State or federal level, where relevant.

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| | <table border="1"> <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> </table> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Sub-indicator 2.1.2 | Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹¹ /programme of study at various levels of formal education? | | | | | | |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify what competences as learning outcomes are important in your country.</i></p> <p>8-level Latvian Qualifications Framework (LQF) was established in 2012. The developed level descriptors are based on learning outcomes, and formal education qualifications are linked with these levels. The level descriptors were elaborated regarding national education and occupational standards, as well as the European Qualification Framework (EQF) level descriptors. The LQF comprises formal higher, vocational and general education sectors. Since 1 June 1999, the national legislation clearly defines education as “a process of systematic acquisition of knowledge and skills and development of attitudes, and result thereof” in accordance with the UNESCO for education pillars, i.e. a kind of learning outcomes was defined in Latvia long time ago.</p> <p>Latvian level descriptions of knowledge (knowledge and comprehension), skills (ability to apply knowledge, communication, general skills), competence (analysis, synthesis and assessment) for referencing to the EQF are incorporated into the Cabinet of Ministers Regulations No 990 on Regulations on the classification of Latvian education (available here in Latvian: http://likumi.lv/doc.php?id=184810).</p> <p>In accordance with the Law on Institutions of Higher Education learning outcomes are defined to each study programme, study module and study course. State standards for higher education (both, academic and professional HE) require to incorporate topics on environment and sustainable development, in all teacher training study programs a course on sustainable development is obligatory.</p> <p>In accordance to the Environmental Protection Law, (1) the matters in respect of environmental education and education for sustainable development shall be included in the mandatory curriculum of the subject or course standard in accordance with the specific character of each subject by co-ordinating and ensuring succession on different education levels; (2) the environmental protection course shall be included in the mandatory part of all study programmes of authorities of higher education and colleges; (3) A course regarding sustainable development shall be included in the study programmes of instructors of all authorities of higher education and colleges.</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> | | | | | | |

¹¹ Idem.

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| Sub-indicator 2.1.3 | Are teaching and learning methods that support ESD addressed explicitly in the curriculum ¹² or programme of study at various levels of formal education? | | | | | | | | | | | | |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <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>Each subject programme describes the teaching methods. Teachers may choose the most appropriate method for their teaching process. The choice of the teaching/learning methods also depends on the age of the pupils. For example, the primary schools more often use game-based approach, but secondary schools use mostly discussions. Scientific inquiry is the most commonly used method for science classes, regardless of the age of pupils. Schools also receive various teaching materials, they are also available electronically, which already offers teaching/learning methods for appropriate learning subjects.</p> <p>The accumulated experience shows that the most effective study methods are interactive methods which are based on dialogue approach and problem-based approach in study process and promote the development of ecological thinking and ecological competence, including responsibility for sustainable development and correct decision-making.</p> <p>In higher education, according to the principle of academic freedom each lecturer / professor may choose the most appropriate methods for teaching and learning.</p> <p>NGOs have provided various learning activities for teachers, as well as methodological materials.</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="1108 885 1709 997"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </table> | 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 | | | | | | | | | | | | | |
| Sub-indicator 2.2.1 | Is ESD addressed through: (a) existing subjects ¹³ only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project? ¹⁴ ; (e) other approaches? | | | | | | | | | | | | |

¹² Idem.

¹³ E.g., geography or biology. For higher education, “subject” means “course”.

¹⁴ A project is interpreted as a discrete activity with its own time allocation rather than a teaching or learning method.

(a) Yes No

(b) Yes No

(c) Yes No

(d) Yes No

(e) Yes No

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

| ISCED levels 2011 | (a) | (b) | (c) | (d) | (e) |
|--|-----|-----|-----|-----|-----|
| | Yes | Yes | Yes | Yes | Yes |
| 0. Early childhood education | | X | | | X |
| 1. Primary education | X | X | | | X |
| 2. Lower secondary education | X | X | | | X |
| 25. Lower secondary vocational education | X | X | | | X |
| 3. Upper secondary education | X | X | | | X |
| 35. Upper secondary vocational education | X | X | | | X |
| 4. Post-secondary non-tertiary education | | X | X | X | |
| 45. Post-secondary non-tertiary vocational education | | X | X | X | |
| 5. Short-cycle tertiary education | X | X | X | X | X |
| 55. Short-cycle tertiary vocational education | X | X | X | X | X |
| 6. Bachelor's or equivalent level | X | X | X | X | X |
| 7. Master's or equivalent level | X | X | X | X | X |
| 8. Doctoral or equivalent level | X | X | X | X | X |
| 9. No information available | | | | | |

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

a, b) ESD is mainly addressed through the cross-curriculum approach in the ISCED levels 0 to 3 and in mandatory content of the bachelor's and Master's education programmes.

c) There are subjects that are directly dedicated to ESD issues, for example, Natural Sciences, Social Sciences; Ethics, etc.

d) Stand-alone projects could also be developed and implemented at different education levels. Various international and regional cooperation projects are based on the principles of sustainable development that has embedded ESD in mainstream education. For example, UNESCO IITE pilot project "Learning for the Future", UNESCO Associated School Project in Latvia and Baltic Sea Project, Eco-schools programme, the Blue Flag

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| | <p>Programme, Young Environmental Reporters Programme, GMO free Campaign, Keep Latvia Tidy Campaigns Eco-school project, GLOBE programme.</p> <p>Students may develop projects on ESD issues during the “Project week”, which is held at schools each academic year.</p> <p>As possible examples of (d) and (e), national environmental information and education centres can be reported (National Botanical Garden, Latvia’s Nature Museum and Riga National Zoological Garden, as well as Nature Education Centres, national parks, nature parks and other education offers of the Nature Conservation Agency).</p> |
| Indicator 2.3 A whole-institution approach¹⁵ to SD/ESD is promoted | |
| Sub-indicator 2.3.1 | Do educational institutions ¹⁶ adopt a “whole-institution approach” to SD/ESD? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2019.¹⁷ 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>On 15 July 2016, the Cabinet of Ministers adopted Regulation No. 480 “Guidelines for the upbringing of learners and the procedure for evaluating information, teaching aids, materials and teaching methods”. The Regulation stipulates that the task of upbringing in the education process includes promotion of the ability of learners to think freely and independently, thereby developing critical thinking, judgment and promoting responsible behaviour, respect towards life, oneself and others, developing health-promoting and safe habits, civic participation in strengthening a democratic society, responsibility for the protection and sustainability of nature and the environment.</p> <p>The tasks of upbringing and value education should be included in the development plan of the education institution, as well as for each education institution (except higher education institutions), the directions of upbringing work for a three-year period and a plan of upbringing for each academic year should be developed.</p> <p>Education institutions are also obliged to fulfil their development strategies, including ESD issues. Due to the accreditation process every school has to describe their further development needs which are presented in a self-assessment report for accreditation experts of the State Education Quality Service. Thus the ESD issues are included in the education institution working plan for three years period. Every education institution has to describe how to promote citizenship, democracy and governance, human rights, environmental protection,</p> |

¹⁵ 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).

¹⁶ For higher education institutions: whole-university, whole-college or whole-faculty approach (including inter-faculty approaches).

¹⁷ See paragraph 20 of the framework for the future implementation of the UNECE Strategy for Education for Sustainable Development.

ecological principles, health, social responsibility and economics and some other ESD issues in their everyday teaching and upbringing process.
 Altogether, the State Education Quality Service in the accreditation process evaluates education institution quality by using the criteria which include ESD issues.
 Each higher education institution elaborates its own development strategy, including SD/ ESD principles.
 Post-secondary non-tertiary education programmes are implemented in vocational education institutions or private education institutions.

NGO “The Latvian Platform for Development Cooperation” is planning to develop support mechanism for teachers implementing global education issues, including cooperation network.

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

| ISCED levels 2011 | Yes |
|--|-----|
| 0. Early childhood education | X |
| 1. Primary education | X |
| 2. Lower secondary education | X |
| 25. Lower secondary vocational education | X |
| 3. Upper secondary education | X |
| 35. Upper secondary vocational education | X |
| 4. Post secondary non-tertiary education | X |
| 45. Post-secondary non-tertiary vocational education | X |
| 5. Short-cycle tertiary education | X |
| 55. Short-cycle tertiary vocational education | X |
| 6. Bachelor’s or equivalent level | X |
| 7. Master’s or equivalent level | X |
| 8. Doctoral or equivalent level | X |
| 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 No

If yes, please specify what schemes are available for all levels of your education system.

In Latvia, the whole institution approach is an integral part of the concept of SD. For example, the implementation of the school plans is supported through the budget programmes.

Schools and institutions that participate in various ESD related projects are encouraged to provide a whole institution approach.

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

| ISCED levels 2011 | Yes |
|--|-----|
| 0. Early childhood education | X |
| 1. Primary education | X |
| 2. Lower secondary education | X |
| 25. Lower secondary vocational education | X |
| 3. Upper secondary education | X |
| 35. Upper secondary vocational education | X |
| 4. Post secondary non-tertiary education | X |
| 45. Post-secondary non-tertiary vocational education | X |
| 5. Short-cycle tertiary education | X |
| 55. Short-cycle tertiary vocational education | X |
| 6. Bachelor's or equivalent level | X |
| 7. Master's or equivalent level | X |
| 8. Doctoral or equivalent level | X |
| 9. No information available | |

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

In some part the FEE International Eco-School programme with about 200 different level of schools (from pre-school to higher education institutions) can be reported. By creating an environmental governance of the school the Eco-School programme facilitates the awareness of the environment through school lessons to society in and around the school. The Eco-School programme focuses on issues related to climate change, environmentally friendly life styles, waste recycling, green transport, energy saving, nature protection and

| | <p>promotes actions for clean and green Latvia. Fund of Environmental Education implements all programmes of the FEE International (Green Key, Blue Flag, Young Reporters, Learning about Forests, Eco-Schools) in Latvia.</p> <p>UNESCO Associated School Project in Latvia involves 32 education institutions in Latvia: special guidelines for implementation of the whole institution approach have been provided in this project.</p> <p>NGO “The Latvian Platform for Development Cooperation” cooperates with education institutions and provides thematic materials. For example, in 2017 a material was developed about the implementation of SDG.</p> <p>Cooperation also included various pilot projects, for example, with municipalities of Rezekne and Gulbene.</p> | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-------------------|-----|------------------------------|---|----------------------|---|------------------------------|---|--|---|------------------------------|---|--|---|--|---|--|---|-----------------------------------|---|---|---|
| Sub-indicator 2.3.3 | Do institutions/learners develop their own SD/ESD indicators for their institution/organization? | | | | | | | | | | | | | | | | | | | | | | |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <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>In Latvia, institutions mainly focus on adopting the internationally developed SD/ESD indicators. Although it is not restricted to develop their own SD /ESD indicators.</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="1070 863 1749 1433"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>X</td> </tr> <tr> <td>1. Primary education</td> <td>X</td> </tr> <tr> <td>2. Lower secondary education</td> <td>X</td> </tr> <tr> <td>25. Lower secondary vocational education</td> <td>X</td> </tr> <tr> <td>3. Upper secondary education</td> <td>X</td> </tr> <tr> <td>35. Upper secondary vocational education</td> <td>X</td> </tr> <tr> <td>4. Post secondary non-tertiary education</td> <td>X</td> </tr> <tr> <td>45. Post-secondary non-tertiary vocational education</td> <td>X</td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td>X</td> </tr> <tr> <td>55. Short-cycle tertiary vocational education</td> <td>X</td> </tr> </tbody> </table> | ISCED levels 2011 | Yes | 0. Early childhood education | X | 1. Primary education | X | 2. Lower secondary education | X | 25. Lower secondary vocational education | X | 3. Upper secondary education | X | 35. Upper secondary vocational education | X | 4. Post secondary non-tertiary education | X | 45. Post-secondary non-tertiary vocational education | X | 5. Short-cycle tertiary education | X | 55. Short-cycle tertiary vocational education | X |
| ISCED levels 2011 | Yes | | | | | | | | | | | | | | | | | | | | | | |
| 0. Early childhood education | X | | | | | | | | | | | | | | | | | | | | | | |
| 1. Primary education | X | | | | | | | | | | | | | | | | | | | | | | |
| 2. Lower secondary education | X | | | | | | | | | | | | | | | | | | | | | | |
| 25. Lower secondary vocational education | X | | | | | | | | | | | | | | | | | | | | | | |
| 3. Upper secondary education | X | | | | | | | | | | | | | | | | | | | | | | |
| 35. Upper secondary vocational education | X | | | | | | | | | | | | | | | | | | | | | | |
| 4. Post secondary non-tertiary education | X | | | | | | | | | | | | | | | | | | | | | | |
| 45. Post-secondary non-tertiary vocational education | X | | | | | | | | | | | | | | | | | | | | | | |
| 5. Short-cycle tertiary education | X | | | | | | | | | | | | | | | | | | | | | | |
| 55. Short-cycle tertiary vocational education | X | | | | | | | | | | | | | | | | | | | | | | |

| | |
|-----------------------------------|---|
| 6. Bachelor's or equivalent level | X |
| 7. Master's or equivalent level | X |
| 8. Doctoral or equivalent level | X |
| 9. No information available | |

(b) For non-formal institutions:

| 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 | X |

| 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?: ¹⁸ (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems? |

¹⁸ 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).

- (a) Yes No
 (b) Yes No
 (c) Yes No

Please elaborate.

(a) There are many education quality assessment elements in Latvia: for example, licencing/ accreditation, teachers' / school principals' work assessments, examinations / assessments, national level research, international research (PISA, TALIS, PIRLS, etc.), etc.

Education quality assessment in general and VET education is determined by the Cabinet of Ministers Regulation No. 831 adopted on 20 December 2016 "Procedure for accrediting education institutions, examination centres and other institutions, general and vocational education programmes specified by the Education Law, and for evaluating the professional activity of heads of secondary schools affiliated to state higher education institutions and heads of state and municipal education institutions" and according to the Education Law quality assessment is one of the main functions of the State Education Quality Service. The Regulation determines the system of accreditation process including quality criteria and four-level scoring scale. The description of the criteria includes ESD issues, but ESD criteria are not indicated as independent criteria. ESD issues are very important in the evaluation of such criteria as: teaching and learning; learners achievements, support for learners, school climate, organization, management and quality assurance.

(b) Every education institution is required promote citizenship, democracy and governance, human rights, environmental protection, ecological principles, health, social responsibility and economics and some other ESD issues in their everyday teaching and upbringing process. Thus the performance levels of these issues are included in quality criteria.

In accordance with the Law on Institutions of Higher Education each institution develops its internal quality assurance system. For external evaluation there is an accreditation of higher education institutions and of study directions in place. SD issues are an integral part of such evaluation criteria as development strategy and plans of institutions, the management, study content and organisation, academic staff and its development policy, scientific and research work of academic staff and students, infrastructure, resources, quality assurance, students' achievements and support.

(c) Within the ESF project, it is planned to develop the Education Quality Monitoring System, which will be based on statistical information, the results of comparative research, indicators of state level students achievements and other indicators of education institutions' work, centralized examinations, accreditation / licensing, teachers' work quality, considering mid-term and long-term strategical goals and results.

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

| ISCED levels 2011 | (a) | (b) | (c) |
|--|------------|------------|------------|
| | <i>Yes</i> | <i>Yes</i> | <i>Yes</i> |
| 0. Early childhood education | | | |
| 1. Primary education | X | X | |
| 2. Lower secondary education | X | X | |
| 25. Lower secondary vocational education | X | X | |
| 3. Upper secondary education | X | X | |
| 35. Upper secondary vocational education | X | X | |
| 4. Post-secondary non-tertiary education | X | X | X |

| | |
|---------------------|---|
| 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. |
|---------------------|---|

- (a) Yes No
 (b) Yes No
 (c) Yes No
 (d) Yes No
 (e) Yes No
 (f) Yes No

Please elaborate.

According to the development of the new general education content and structural developments in vocational education, the assessment / examination process is also being improved. That would also include ESD issues regarding knowledge, skills and competences, values and attitudes, behaviours.

In higher education such approach to student assessment should be implemented and is relevant for study programmes which are designed according to expected study programme outcomes.

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

| ISCED levels 2011 | (a) | (b) | (c) | (d) | (e) | (f) |
|--|------------|------------|------------|------------|------------|------------|
| | <i>Yes</i> | <i>Yes</i> | <i>Yes</i> | <i>Yes</i> | <i>Yes</i> | <i>Yes</i> |
| 0. Early childhood education | | | | | | |
| 1. Primary education | X | X | X | X | | |
| 2. Lower secondary education | X | X | X | X | | |
| 25. Lower secondary vocational education | X | X | X | X | | |
| 3. Upper secondary education | X | X | X | X | | |
| 35. Upper secondary vocational education | X | X | X | X | | |
| 4. Post-secondary non-tertiary education | X | X | X | X | | |
| 45. Post-secondary non-tertiary vocational education | X | X | X | X | | |
| 5. Short-cycle tertiary education | X | X | X | X | | |
| 55. Short-cycle tertiary vocational education | X | X | X | X | | |
| 6. Bachelor's or equivalent level | X | X | X | X | | |
| 7. Master's or equivalent level | X | X | X | X | | |
| 8. Doctoral or equivalent level | X | X | X | X | | |
| 9. No information available | | | | | | |

| 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 <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p>In Latvia, various activities are regularly held in relation to ESD issues, for example:</p> <p>European Sustainable Development Week – this initiative has been supported in Latvia for four years so far. ESDW includes around 4000 events in Europe, held by socially active citizens, organizations and companies, supporting the future of people, resources and our planet.</p> <p>The World’s Largest Lesson is an international campaign supported by UNESCO LNC in Latvia for three years, bringing together around 50 education institutions and 3000 children, young people and teachers every time. Lesson plans on the SDGs are developed, and interactive classes, hikes, concerts, fairs and other events are organized to foster accountability towards cultural and natural resources, promote civic participation and the involvement of all in shaping an inclusive society and a sustainable economy. More than 300 lesson plans and three electronic publications have been produced. See also http://www.skolas.unesco.lv/lv/pasaules-lielaka-stunda/</p> <p>The annual international week “Education for All” is dedicated to promoting high quality, inclusive and accessible lifelong learning. The theme for 2018 in Latvia was sustainable and innovative vocational education.</p> <p>The campaign “Big Clean-up” is a nationwide initiative in Latvia. The ultimate objective of the project is to turn Latvia into the cleanest country on the world map by its 100th anniversary in 2018, making nature garbage-free, allowing it to recover and urging people to take care of their environment.</p> <p>The Latvian Platform for Development Cooperation organizes Global Education Week and World’s Best News Day, supporting sustainable development and actions. These are thematically connected to ESD, widening the knowledge and distributing the information on the possibilities.</p> <p>The EU programme “Youth in Action” (2007-2013) was a non-formal learning programme that raised awareness about ESD in general, promoted better understanding of links between formal and non-formal education, social, economic and environmental issues in local and global contexts. Programme promoted mobility within and beyond the EU borders, non-formal learning and intercultural dialogue, and encouraged the inclusion of all young people, regardless of their educational, social and cultural background.</p> <p>Starting from 2014, EU programme “Youth in Action” was integrated into new EU programme “Erasmus+” (2014-2020). EU programme “Erasmus+: Youth in Action” will continue to cover issues and topics concerning ESD. In the framework of “Youth in Action” and “Erasmus+: Youth in Action” youth can: acquire new knowledge, competences and experience (necessary for labour market), develop and implement projects, be an active citizen and meet groups of young people from other countries and learn about their cultures.</p> |

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| 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 <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p>A proper legal framework and the operation of institutional mechanisms for coordination and implementation of WB learning has been provided. On 15 June 2016, the CM approved the <i>Procedure for organization and implementation of work-based learning</i>. It stipulates the conditions for WB learning implementation, rights and duties of involved parties coordinating and facilitating the cooperation of merchants and education establishments and ensuring that vocational education meets the requirements of labour market.</p> <p>On 27 January 2017, ESF project <i>Increasing the Number of Qualified Students in Vocational Education Institutions after their Participation on Work-Based Learning and Teaching Practice in an Enterprise</i> was launched. The purpose of the project is to promote the introduction of WB learning. Within the framework of the project, as at 2 February 2018 319 students were involved in WB learning and 1 508 students were involved in apprenticeship in 614 enterprises. By the end of 2023, within this project, support will be provided for engaging 3 150 students in WB learning and 11 025 students in apprenticeship in an enterprise.</p> <p>In January 2017, the Erasmus+ programme project <i>National Authorities for Apprenticeships: Implementing Work Based Learning in Latvia, Lithuania and Estonia (WBL-Balt)</i> aiming to popularise WB learning in cooperation with Estonian and Lithuanian partners, which resulted in the development of conceptual approach for WB learning in Latvia, closed with an international conference and a Baltic seminar.</p> <p>A new project <i>Testing New Approaches to Training VET and Workplace Tutors for Work Based Learning (TTT4WBL)</i> was started aiming to support the implementation of WB learning in Baltic countries exchanging experience and testing new approaches (for example, tandem training) in preparation of tutors. 70 tutors, 6 trainers have been involved in the project from Latvia and a 16-hour professional improvement programme for tutors from schools and enterprises has been developed by the end of 2017. Overall, it is expected to involve 300 tutors in Latvia by 2020. It is planned to develop WB learning and a training programme for tutors as a result of the project.</p> <p>Support for WB learning specifically in the context for addressing SD issues is not being rendered. At the same time, as WB learning is a way for implementing an education programme and the education standards underlying an education programme generally comprise and envisage SD principles and issues, the overall SD awareness is being raised also among small companies and associations who get involved in WB learning.</p> <p>The Latvian authorities are supportive of SD, responsible business conduct and devote efforts to increasing the level of knowledge among entrepreneurs through seminars and conferences promoting the benefits of responsible business conduct and best practices.</p> |
| Sub-indicator 2.5.3 | Are there any instruments (e.g., research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning? |

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|---|---|
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <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>There are several surveys that, inter alia, assessing the outcomes of ESD as a result of non-formal and informal learning, mainly organised as respondents knowledge self-esteem as “DNB Latvian barometer”. In 2015 and 2016 some surveys were addressing the issues of energy, agriculture, education and youth involvement in the job market, etc.</p> <p>Since 2011, there is a procedure determined by the Cabinet of Ministers for obtaining professional qualification that conforms to professional competence of the first, second or third professional qualification level if the person has obtained the knowledge during lifetime or through informal education. Professional competence is being assessed by taking a professional qualification examination according to the procedure for centralized professional qualification examinations specified in the relevant laws and regulations.</p> <p>From 2011 until the end of 2017, more than 5 000 professional qualification certificates (including 1 157 certificates in 2017) were issued as a result of evaluation of professional competence that had been obtained outside the formal education system.</p> <p>In the field of higher education, the regulation allows individuals to submit to higher education institution or college an application for recognition of knowledge, skills and competences (study results) as well as professional experience in the framework of this HE institution’s or college’s programme.</p> |
| Indicator 2.6 ESD implementation is a multi-stakeholder process¹⁹ | |
| Sub-indicator 2.6.1 | Is ESD implementation a multi-stakeholder process? |

¹⁹ 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).

| | |
|--|--|
| <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> | <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>ESD implementation is a multi-stakeholder process. There are state and municipal institutions, academic, private and NGO sectors, education institutions and organizations, media and society at large involved. Sectoral ministries (at policy planning stage and implementation co-ordination and support stage), stakeholders involved into policy planning and implementation as well as develop their own initiatives and projects and support public awareness, the Latvian National Commission for UNESCO, education institutions (especially higher education institutions) (implementation stage, as well as research and development of the science field), NGOs, including Latvian Association of Local and Regional Governments, Latvian Platform for Development Cooperation and others, as well as media.</p> <p>Environmental media (printed, radio, TV) – Environmental News, Green Wave, Environmental Facts, etc. Public health and environmental health are important SD topics at formal education levels in health sector. For instance, Riga Stradiņš University (RSU) Environmental Modelling Centre was established in 2012.</p> |
| <p><i>Concluding remarks on issue 2</i></p> | <p><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> <p>In Latvia, sustainable development is promoted at various levels and various forms of education. Lately the process has been reinforced with the adoption of the Sustainable Development Goals in 2015. The implementation of SDGs has been assessed within the current policy planning documents (including education policy) and will be taken into consideration in the next planning period.</p> |

| | |
|--|---|
| | <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> <p>The World's Largest Lesson is an international campaign supported by UNESCO underway in Latvia for three years, bringing together around 50 education institutions and 3000 children, young people and teachers every time. This campaign has raised a great interest, allowing teachers and students to relate to the implementation of the SDGs and see the possibility to make their own contribution.</p> <p>The Latvian Platform for Development Cooperation organizes Global Education Week and World's Best New Day, supporting sustainable development and actions. These are thematically connected to ESD, widening the knowledge and distributing the information on the possibilities.</p> <ul style="list-style-type: none"> - <i>What challenges did your country encounter when implementing this objective?</i> <p>These challenges mostly relate to the attraction of funding and promotion of stability. Those are particularly pointed out by the NGOs.</p> <ul style="list-style-type: none"> - <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i> <p>It should be considered that promotion sustainable development through formal, non-formal and informal learning is a good topic for the exchange of best practice between different countries. More information should be distributed, allowing to use the examples of other countries / institutions / organizations to achieve the common goals.</p> |
|--|---|

| Issue 3. Equip educators with the competence to include SD in their teaching | |
|---|--|
| <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>In Latvia, SD issues are included both in initial teachers' training and in in-service training (professional development) – see information below.</p> | |
| Indicator 3.1 ESD is included in the training²⁰ of educators | |
| Sub-indicator 3.1.1 | Is ESD a part of educators' initial training? ²¹ |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>In particular specify which ESD competences²² are explicitly included in the study programmes.</i></p> <p>Currently the level of implementation of ESD depends on the study programme of the specific higher education institution.</p> <p>The reform of initial teacher education will start in late 2018 and continue till 2022. As a result unified approach for teacher education will be provided, and the content of teacher training will be developed in synergy with the implementation of competence-based approach in schools.</p> |
| Sub-indicator 3.1.2 | Is ESD a part of the educators' in-service training? ²³ |

²⁰ ESD is addressed by content and/or by methodology.

²¹ For higher education institutions: the focus is here on existing teacher training at universities/colleges regarding SD and ESD for university/college teachers.

²² 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>.

²³ 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.

| | |
|--|---|
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><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></p> <p>One of the main objectives of the ESF project “Competence-based approach to education content” is to ensure the effective planning of teachers work and cooperation at school. It is crucially important, considering that as a result of this project it is planned to provide schools with more freedom regarding the organization of teaching process, combining various thematic modules and integrating various lessons, ensuring that students will get deeper experience within the exercises, projects, learning trips, etc. Within the ESF project “Competence-based approach to education content” the support is planned to professional development of teachers (around 6000 teachers), promoting their ability to successfully implement the new education content, including ESD related issues.</p> <p>National Centre for Education ensures professional development courses for teachers within the state budget programme, including on the ESD related issues. For example, within the course programmes “Implementation of competence-based approach, working in the team of teachers”, “Preparation of teaching consultants for the needs of the regions”, “Preparation of professional development experts for the implementation of competence-based approach in schools”, “Current humans security issues and their implementation” 1312 teachers improved their professional competence.</p> <p><i>Please also update the information provided under the phase III national implementation reporting in appendix III.</i></p> |
| Sub-indicator 3.1.3 | Is ESD a part of training of leaders and administrators of educational institutions? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><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></p> <p>ESD is a part of training of leaders and administrators of education institutions, developing appropriate competences.</p> <p>Also, the State Education Quality Service promotes the quality of education in education institutions by laying emphasis on support measures and new methods of how to approach any malfunctions and failures. The leaders of education institution are one of the target groups of training organized by the Service. According to the quality assurance criteria of education institutions and / or programmes ESD issues are included in these trainings’ content. These training programmes are optional.</p> |
| Indicator 3.2 Opportunities exist for educators to cooperate on ESD | |
| Sub-indicator 3.2.1 | Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country? |

| | |
|---|--|
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify.</i></p> <p>Higher education institutions are involved in Baltic University Programme for the Baltic Sea Region. There are programmes on ESD Eco-schools, Environmental Reporters, Forest Studies, Green Key, Blue Flag, Global Action Day, MARLIN (Baltic Marine Litter), BEAM_21 (Blended capacity-building on sustainable energy measures and action plans for European municipalities), COOL (Climate change), Youth Reclaim Community Life, “GMO Free” campaign, Global Action Day supported by Foundation for Environmental Education.</p> <p>The UNESCO Associated School Project network in Latvia organizes special seminars, workshops and other activities related to different dimensions of education for sustainable development. The project theme is related to different aspects of value education, environmental education, principles of human rights and promotes safeguarding the world’s cultural and natural heritage. More information: www.skolas.unesco.lv</p> <p>The Baltic Sea project is an international network among young people and teachers for a better environment in the Baltic Sea catchment area. More information: www.b-s-p.org.</p> <p>Several universities of Latvia and/or their academic staff are the members of the “Baltic and Black Sea Circle Consortium” (BBCC-network by UNESCO). The aim of this consortium is to promote and realise ESD ideas and conceptions through scientific research activities and improvement of education quality, including teacher education quality, in the process of cooperation and collaboration in the framework of this network.</p> <p>Children’s Environmental School, Association of Environmental Educators, Fund of Environmental Education and Institute of Sustainable Education can be mentioned as examples for teachers’ cooperation.</p> <p>NGO “The Latvian Platform for Development Cooperation” is planning to develop support mechanism for teachers implementing global education issues, including cooperation network.</p> |
|---|--|

| | |
|--|---|
| Sub-indicator 3.2.2 | Are ESD networks/platforms supported by the Government in any way? ²⁴ |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify how, listing the major ones, and describing them as appropriate.</i></p> <p>The activities of the UNESCO Associated School Project as well as the Baltic Sea Project in Latvia have been partly financed by the Ministry of Education and Science of Latvia.</p> <p>Please see also information on Sub-indicator 1.2.7. (information on financial support from Latvian Environmental Protection Fund).</p> <p>Government also provided non-financial support (information, etc.) to various activities within the ESD networks (see Chapter 2)</p> |
| Concluding remarks issue 3 | <p><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></p> <p>It is important to permanently develop teachers' understanding of SD and its role in the modern world. That would help them to integrate SD in their teaching in more effective way.</p> |
| | <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> <p>Journal of Teacher Education for Sustainability (JTEFS) is a forum for sharing of different views, ideas and research to promote the further development of studies and practice of teacher education in all areas of formal and non-formal education in relation to sustainability. Established by UNESCO/UNITWIN Chair at Daugavpils University. Available: http://www.ise-lv.eu/publications.php?&pub=3</p> <ul style="list-style-type: none"> – <i>What challenges did your country encounter when implementing this objective?</i> <p>Sometimes it is needed for the teachers themselves to be more interested and involved in the topic, understanding its importance and contribution to further development.</p> <ul style="list-style-type: none"> – <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i> <p>Cooperation platforms between the teachers should be promoted, in order to facilitate learning by dialogues, exchange of practice.</p> |
| Issue 4. Ensure that adequate tools and materials for ESD are accessible | |
| <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>Various tools and materials for ESD are accessible and it is also planned to improve them (see below).</p> | |

²⁴ Including assistance through direct funding, in-kind help, political and institutional support.

| Indicator 4.1 Teaching tools and materials for ESD are produced | |
|--|---|
| Sub-indicator 4.1.1 | Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p>The Cabinet of Ministers defines the regulation on the procedure for evaluating and confirming the compliance of the study literature with the state standard of basic education and the state standard of general secondary education.</p> <p>National Center for Education provides the evaluation procedure of study literature according to this regulation and also its internal regulation, also study literature that includes ESD issues. The list of study literature approved by the National Center of Education is available online (https://visc.gov.lv/vispizglitiba/saturs/maclit.shtml).</p> <p>Within the ESF project “Competence-based approach to education content” <i>inter alia</i> it is planned to develop teaching and methodological materials for the implementation of the new general education content, as well as to develop diagnostic tools. This relates to the whole introduction of the competence-based approach, including ESD issues. It is planned to develop 6 teaching and methodological tools for pre-school, 13 teaching and methodological tools for primary school, 27 teaching and methodological tools for secondary school. About 10% of the budget is planned for development of teaching and methodological tools for children with special needs.</p> |
| Sub-indicator 4.1.2 | Is public (national, subnational, local) authority money invested in this activity? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify to what extent public money is invested in this activity</i></p> <p>State budget is provided for the implementation of the mandatory education curriculum. The total state budget financing for modern teaching materials in 2017 and 2018 was approximately 4.6 mil EUR (each year).</p> <p>Within the ESF project “Competence-based approach to education content” financing is available for developing teaching and methodological materials for the implementation of the new general education content (including ESD issues).</p> <p>Please see also information on Sub-indicator 1.2.7. (information on financial support from Latvian Environmental Protection Fund).</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) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | The quality guidelines for education and teaching materials were approved in 2013 by the Cabinet of Ministers Regulation No. 894 “Procedure for evaluating and confirming the compliance of the study literature with the state standard of basic education and the state standard of general secondary education”. The regulation also applies to the ESD-related materials. |
| 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 No (b) Yes No

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

ESD teaching tools/materials, as other approved tools and materials, *inter alia* in minority languages, are available on the National Centre for Education web page (<http://visc.gov.lv>, in Latvian only).

Higher education institutions develop different ESD tools and materials.

There are relatively many education materials related to nature protection, environmental issues available in national language (Latvian) on internet. Considering that information stands and materials are also available in national parks, zoo and other similar places other languages are added.

| ISCED levels 2011 | Yes |
|--|-----|
| 0. Early childhood education | |
| 1. Primary education | X |
| 2. Lower secondary education | X |
| 25. Lower secondary vocational education | X |
| 3. Upper secondary education | X |
| 35. Upper secondary vocational education | X |
| 4. Post secondary non-tertiary education | X |
| 45. Post-secondary non-tertiary vocational education | X |
| 5. Short-cycle tertiary education | X |
| 55. Short-cycle tertiary vocational education | X |
| 6. Bachelor's or equivalent level | X |
| 7. Master's or equivalent level | X |
| 8. Doctoral or equivalent level | X |
| 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 <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please describe and in particular highlight which measures are the most efficient for dissemination.</i></p> <p>Teaching tools and materials (including ESD-related) are disseminated within the existing budget, through institutional websites or other resources.</p> <p>ESD teaching tools/materials, as other approved tools and materials, <i>inter alia</i> in minority languages, are available on the National Centre for Education web page (http://visc.gov.lv, in Latvian only).</p> <p>Higher education institutions develop and disseminate different ESD tools and materials.</p> |
| Sub-indicator 4.3.2 | Is public authority money invested in this activity? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <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>Within the existing budget, the ESF project “Competence-based approach to education content” and other resources (see point 4.1.2.).</p> |

| | |
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| Sub-indicator 4.3.3 | Are approved ESD teaching materials available through the Internet? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please describe and name in particular official Internet sites.</i></p> <p>ESD teaching tools/materials, as other approved tools and materials, are available on the National Center for Education web page (http://visc.gov.lv/, in Latvian). Teaching materials are also available on different Internet resources, for example: Nature Conservation Agency (supervised institutions of Ministry of Environmental Protection and Regional Development of Latvia); Nature Data (http://www.daba.gov.lv/public/); Latvian Fund for Nature (http://www.ldf.lv/pub/?doc_id=27928); Latvian Ornithological Society (http://www.lob.lv/en/about.php); Fund for Environmental Education (http://www.zalabriviba.lv); Zaļā brīvība (in English: Green Liberty) (http://www.zalabriviba.lv/); Friends of the Earth – Latvia (www.zemesdraugi.lv); Association of Environmental Educators (http://www.vi.lv/); The Centre for Science and Mathematics Education, University of Latvia web page (http://www.dzm.lu.lv/); Latvian State Forests environmental programme “Mamma daba” webpage (http://www.mammadaba.lv/). Higher education institutions develop their own e-learning platforms, for example Moodle system, where learning materials, video lectures etc. are available. Publications of the World’s Largest Lesson Campaign in Latvia: http://skolas.unesco.lv/lv/pasaules-lielakastunda/.</p> |
| Sub-indicator 4.3.4 | Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet?; (b) provided through other channels? |
| (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>For (a) and (b) please specify and mention by whom it was established and by whom it is managed.</i></p> <p>ESD teaching tools/materials, as other approved tools, are available on the National Centre for Education web page (http://visc.gov.lv/, in Latvian version); as well as in the Library Information System “ALEPH 500” (https://kopkatalogs.lv/F/?&func=find-b-0&local_base=isc01). Within the ESF project “Competence-based approach to education content” it is planned to ensure the online storage for teaching/learning materials developed within the project, available for everyone interested (students, teachers, parents, etc.)</p> |
| Concluding remarks issue 4 | <p><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></p> <p>The tools and materials for ESD are mostly developed within the overall process of development and dissemination of learning / teaching tools and materials. Still, there is also a possibility to develop particular materials on ESD (for example, in higher education).</p> |
| | <p><i>Which actions and/or initiatives have been particularly successful and why?</i></p> <p>Starting the implementation of the ESF project “Competence-based approach to education content”, which, inter alia, will provide teaching / learning materials (including ESD issues) and their storage.</p> |

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| 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> | |
| <p>In accordance with the objective of UNECE Strategy for education for sustainable development „Promote research on and development of ESD”, during the period of 2017 – 2019 in addition to basic research funding, there were two major nationally funded competitive research funding programmes which allowed to foster research linked to ESD – State research programmes and Fundamental and applied research programme.</p> <p>These funding programmes were linked to nationally defined priority directions in science, which are defined for the period of five years and thus were defined for 2014-2017 and 2018–2021. There are several priority directions which are directly linked to fostering sustainable development, as well as education in corresponding thematic fields, for instance, during the period of 2014–2017 Research and sustainable use of local natural resources and Sustainable development of the state and society; and further expanded during the period of 2018–2021: Climate change, nature protection, environment and sustainable transport; Research and sustainable use of local natural resources for the development of a knowledge-based bioeconomy; Culture of knowledge and innovations for economic sustainability.</p> <p>National higher education system and research funding incentives also support and foster student participation and active involvement in research projects, for instance, HE performance based funding model provides direct financial incentives for those HEIs which contribute to the employment of their students (and young researchers in general) in research and creative industries.</p> <p>Both state and EU Structural funds instruments support better integration between teaching and research in HE, thus further aiming to redefine HEIs as knowledge-hubs.</p> <p>EU Structural funds Programmes for Research and Innovation which were implemented to foster research and development of ESD.</p> <p>Activities include:</p> <ul style="list-style-type: none"> • 1.1.1. Grants for applied research projects • 1.1.1.2. Grants for postdoctoral research • 1.1.1.3. Innovation grants for students • 1.1.1.4. Support for the development of R&I in RIS3 areas and capacity building of research institutions (including HEIs) • 1.1.1.5 Support for International Cooperation Projects in Research and Innovation • 8.1.1 Increase the number of modernised STEM study programmes, including medicine and creative industries • 8.2.1 To reduce fragmentation of study programmes. | |
| Indicator 5.1 Research²⁵ on ESD is promoted | |
| Sub-indicator 5.1.1 | Is research that addresses content and methods for ESD ²⁶ supported? |

²⁵ These include support from various sources, such as State, local authorities, business and non-governmental organizations or institutions.

²⁶ 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.

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| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <i>Please specify in particular the most important outcomes of supported research. See description above (5.) and publication information listed in 5.3.1.</i> |
| Sub-indicator 5.1.2 | Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD? |
| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | <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: ²⁷ (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? |

²⁷ ESD is addressed by substance and/or by approach.

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| <p>(1) (a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> | <p><i>Please specify what programmes are available and list the most important academic dissertations that address ESD.</i></p> <p>ESD issues are considered in all study programmes, as research activities mostly at MSc levels and PhD levels. For example, at the University of Latvia ESD issues are considered in Environmental Science study programmes at Doctoral level:</p> <p>"Research of Plant and Soil Biological Resources for Sustainable Use" - the aim is to increase the quality and effectiveness of the University of Latvia's scientific work in the area of research on biological resources of plants, soil and microorganisms, and the conservation and use of diversity.</p> <p>"Land resources and their sustainable use"- the aim is to educate young scientists about the diversity and availability of Latvian resources (first of all, subterranean resources), research of resource properties and choice of solutions for utilization, promoting rational and sustainable exploitation and technological development, as well as identification of new types of renewable resources; at Riga Stradiņš University – in the medicine and health care study programmes; at Latvia University of Agriculture - particular attention is paid to their studies programme development and supply range for the development of specialists Latvian Smart Specialization Strategy included in the prospective bioeconomy sectors and are: agriculture, forestry, veterinary medicine, woodworking, based on the use of biomaterials, construction, based on the use of renewable resources energy, water treatment and d distribution, Management of water and land resources, nature tourism, food industry and biochemistry, information and communication technologies. As well as Riga Technical University has broad spectrum of programmes covering the ESD issues as Environmental Science - the programme focuses on technological solutions for environmental protection associated with the use of renewable energy sources, increase of energy efficiency, implementation of cleaner technologies and principles for sustainable development. Programme Civil Engineering reflects the growing demand for infrastructure to sustain modern societies and underpin economic and social development requires creative solutions from all engineering professionals.</p> <p>The list of dissertation thesis in 2017 and 2018 defended at the Universities mentioned above:</p> <ul style="list-style-type: none"> - "The attitude of Latvian consumers towards genetically modified organisms" - "Assessment of the factors hindering the competitiveness of Latvian manufacturing companies on the market of the People's Republic of China" - "Use of raw glycerol, lactose for the production of bio-hydrogen by anaerobic microorganism cultures and hydrogen collection from fermentation medium with metal hybrids" - "Impact of peat composition on the accumulation of metallic elements in the low bog" - "Community Capacity for Rural Development in Latvia" - "Use of biodegradable natural polymers in packaging to improve paper properties" - "Effective removal of biomass from veneer production for hydrothermal treatment of waste water" - "Carbon nanotubes containing thermoplastic polymer composites" - "Multifunctional carbon materials based on wood and ligno-cellulose" - "Gasification of the chip for the acquisition of singas" - "Use of cultural heritage for the development of rural tourism" - "Waste of food in Latvian households in the context of eating habits" - "Reduction of greenhouse gas emissions - sustainable development of agriculture in Latvia" |
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| 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 <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> | <i>Please provide information on (a) and (b).</i> Scholarships <u>specifically</u> addressing research in ESD at MSc and PhD levels are not provided, but students researching these issues can obtain scholarships under general conditions. |
| 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? ²⁸ |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <i>Please specify what main projects were/are being implemented to that end.</i> Since 2014 Latvia's national research and innovation (R&I) system has been developed in accordance to the national Smart specialisation strategy (RIS3) focusing R&I on 5 identified priority areas, namely "Knowledge intensive bio-economy", "Smart energy", "Biomedicine, medical technologies and biotechnology", "Smart materials, technology and engineering", "Advanced ICT". R&I in "Knowledge intensive bio-economy" is focused on sustainable and productive forest growing in changing climatic conditions; full use of wood biomass for chemical processing and energy; innovative, risk-reducing plant and animal breeding technologies; development of innovative high value-added niche products from wood, traditional and unconventional agricultural plant and animal raw materials; technological solutions for the use of plant and animal breeding and processing by-products; food safety. R&I in "Smart energy" is focused on development of smart grids - development of demand-supply systems, smart buildings, home, appliances and home automation systems; development of next-generation technologies for energy from renewable energy sources; increasing energy efficiency - energy efficiency of building structures, energy efficiency of residential infrastructure elements; sustainable energy for transport - new technologies, accelerating their implementation, electric mobility. In addition, several activities are being organized by higher education institutions. Riga Technical university (RTU) has joined Europe's largest public-private innovation partnership "Climate KIC" and provides support for innovation of green technologies at several programmes – business pre-incubator programme «Greenhouse», «Climate-KIC Accelerator», «ClimateLaunchpad2018». RTU has also organized such events as summer school "Journey 2018" and hackathon "Copernicus Climathon 2017» to facilitate ESD through interdisciplinary problem solving and social learning activities. |
| Indicator 5.3 Dissemination of research results on ESD is promoted | |
| Sub-indicator 5.3.1 | Is there any public authority support for mechanisms ²⁹ to share the results of research and examples of good practices in ESD ³⁰ among authorities and stakeholders? |

²⁸ Activities may include projects, action research, social learning and multi-stakeholder teams.

Yes No

Please specify and provide information about where published research and dissertations are accessible.

Various public authorities provide support mechanisms and platforms for dissemination of research results, including the Ministry of Education and Science, higher education institutions, other public sector institutions (sectoral ministries, agencies,), as well as social partners (associations, unions). One of the most significant science communication platforms organised the Ministry of Education and Science in June 2018 was [the 4th World Congress of Latvian Scientists \(see hyperlink for more detailed information\)](#).

Each year since 2012 State Education Development Agency (subsidised with the support of FP7) has organised Researchers' Night. The main objectives of the Researchers' Night are to familiarize larger public, especially young people, with the scientist's profession; to show the impact of sciences such as chemistry, medical science, biochemistry, physics, on everyday human life; to show researchers as ordinary people; to bring researchers closer to the Latvian society and to attract more young people to research careers. The aim of the activities is to enhance public recognition of researchers and their role in Latvian society. Events take place all across the country, involving most of the HEIs, museums, scientific institutions and other institutions and premises. Since 2018, State Education Development Agency has received funding from Horizon 2020 MSCA "European Researcher's Night".

Since November 2017 Riga Technical university in cooperation with Investment and Development Agency of Latvia has begun publishing of a quarterly journal "[Innovation](#)" ([see more](#)) which communicates in Latvian and English about science and innovation research results and best practice examples.

Another public media which communicates science is Latvian Radio 1 programme "[Known into Unknown](#)" (in Latvian).

December 2017 Ministry of Education and Science has published [Latvia's Science Calendar "KNOWLEDGE! IT IS IN LATVIA'S NATURE"](#) which incorporates digital video stories of 12 Latvian scientists representing 12 different fields. During 2018 the calendar exhibition and citizen science events have taken place in major HEIs, the National Library of Latvia, the Cabinet of Ministers, the State Chancellery, and the International Airport of Latvia. Starting with 2019 it will be published in Latvian and English.

²⁹ E.g., conferences, summer schools, journals, periodicals, networks.

³⁰ 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.

| | |
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| Sub-indicator 5.3.2 | Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD? |
| <p>(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> | <p><i>Please name the major publications for (a) and (b).</i></p> <p>During the period of 2017–2019 several publications directly linked to ESD were published in international journals accessible in Scopus and Web of Science databases. Most of the publications are published in Open Access journals.</p> <p>Some of the themes are listed below:</p> <p>a)</p> <ol style="list-style-type: none"> 1. The Opinion of Latvian and Norwegian Students about Education for Sustainable Development. 2. Usage of the Goals for Sustainable Development in Formation of Learning Outcomes in Higher Education. 3. Education for Sustainable Development: The Choice of Pedagogical Approaches and Methods for the Implementation of Pedagogical Tasks in the Anthropocene Age. <p>b)</p> <ol style="list-style-type: none"> 1. Assessment of inclusive education space in higher education institution. 2. The Prospects of Transdisciplinary Approach to Promote Learners' Cognitive Interest in Natural Science for Sustainable Development. 3. Contradictions in Higher Education. 4. Cooperation as a sustainable factor influencing innovation in regional development: The case of the bioeconomy in Latvia. 5. Technological solution for developing sustainable cooperation between adult education institutions and enterprises. 6. Study on engineering students experience in mathematics learning in context of sustainable development. 7. Gender Identity of Students and Teachers: Implications for a Sustainable Future. 8. Sustainability and motivation in education process of electrical engineers. 9. Competence-based engineering studies. 10. Standards and the reality in lifelong learning. 11. Values education for sustainable development. 12. The role of economics in education for sustainable development; the Baltic States' experience. <p>Some publications on ESD thematic are published, for example, in “Journal Of Teacher Education For Sustainability” and “Discourse and Communication for Sustainable Education” (Daugavpils University): http://www.iselv.eu/publications.php?show=39</p> |

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| <p>Concluding remarks on issue 5</p> | <p>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.</p> <p>– Which actions and/or initiatives have been particularly successful and why? The introduction of RIS3 and identification of R&I priority areas has stimulated more focused and targeted R&I activities towards tackling global social challenges and finding new solutions for issues of local and transboundary nature.</p> <p>– What challenges did your country encounter when implementing this objective? The major challenge is to introduce R&I policy as a horizontal activity in other national sectoral policies (f.e. energy, transport, agriculture, forestry) to reach broader understanding of the added value of the research as well to attract more public and private funding for developing research capacity. It takes a lot of effort to develop the R&I ecosystems of multiple stakeholders for each of the priority area to reach broader engagement in identification and tackling the issues concerning sustainable development.</p> <p>– What other considerations have to be taken into account in future ESD implementation concerning this objective? There is a strong need for developing more interdisciplinary, interinstitutional and transboundary collaborations in R&I activities centred on shared thematic goals and regionally specific issues.</p> |
| | <p>What challenges did your country encounter when implementing this objective? One of the challenges is to bridge theoretical and academic knowledge with practice and to make theoretical knowledge more accessible and understandable for the broader implementation of the ESD concepts in education. As particularly successful can be considered activities related to implementation of ESD through environmental education perspective and activities related to ESD at school and pre-school education levels. There exists and is accepted by stakeholders the concept about the significance of ESD at the restructuring of higher education system and especially stressing the importance of ESD at teacher training and corresponding pedagogical research. Further as a problem can be considered the need to develop new study materials (in national language and locally oriented) in Latvia. Thus, further activities are important to promote the implementation of ESD concept into research and university education agenda.</p> |
| <p>Issue 6. Strengthen cooperation on ESD at all levels within the ECE region</p> | |
| <p>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</p> <p>The development education in Latvia has experienced positive changes regarding the financial means. After the previous budget constraints the financial resources for development education activities have been steadily increasing. The Ministry of Education and Science is the main coordinator of education policy within the state; however, the Ministry of Foreign Affairs annually organizes the open call for DEAR projects of Latvian NGOs. Overall the main actors in global education policy in Latvia are NGOs.</p> | |

| 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 ³¹ networks on ESD? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | The implementation of the Global Education Increase and Innovation Programme of the Global Education Network Europe – GENE in Latvia includes an open call for projects of general education institutions to promote global education in Latvia through development of teaching materials and activities to raise awareness of global challenges. All projects are required to contribute to the understanding of global education and implementation of the United Nations' Sustainable Development Goals. The programme also includes additional activities intended to raise awareness, as well as to foster discussions on these issues among policy makers, municipalities, NGOs and education institutions. |
| 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 <input checked="" type="checkbox"/> No <input type="checkbox"/> | <i>Please specify. List major networks.</i> Latvian NGOs “Latvian Platform for Development Cooperation”, “Humana People to People in Latvia”, “Latvian Adult Education Association”, “Education Development Centre” participate in the following international networks related to ESD – CONCORD, North-South Center, TRIALOG. UNESCO Associated School Project involves more than 10000 education institutions in 181 countries, including Latvia. Other networks, for example, the Baltic Sea Region Schools Network “The Baltic Sea project” and International Schools Network “Globe programme”. |
| Sub-indicator 6.1.3 | Are there any state, bilateral and/or multilateral cooperation mechanisms or agreements that include an explicit ESD component? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <i>Please specify and list the major ones.</i> Development Cooperation Policy Guidelines for 2016-2020. As one of the objectives, the Guidelines include raising public awareness on sustainable development (inter alia, SDGs) and related issues, promoting culture of solidarity, tolerance and inclusion. More specifically one of the tasks is to integrate the aspects of sustainable development and global education among all age groups. Heading to the education for sustainable development, it is important to strengthen the capacity of NGOs, local authorities and other actors that are working in and developing the global education sector. |
| Sub-indicator 6.1.4 | Does your Government take any steps to promote ESD in international forums outside the ECE region? |

³¹ In this context, international associations, working groups, programmes, partnerships, etc., means those at the global, regional and subregional levels.

| | |
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| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please list and describe.</i></p> <p>Cooperation has been continued within the ASEM (Asia–Europe Meeting) platform, developing strategic Asia-Europe education partnership for the 21st century and strengthening the ASEM dialogue and cooperation in the field of education, including stakeholders at all levels.</p> |
| <p><i>Concluding remarks on issue 6</i></p> | <p><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> <p>Considering the approval of the Sustainable Development Goals in 2015, SD/ESD issues are on the active agenda of the international cooperation.</p> <p>In 2018, Latvia has developed a Report on the Implementation of Sustainable Development Goals (available online: https://www.pkc.gov.lv/sites/default/files/inline-files/Latvia%20Implementation%20of%20the%20SDGs.pdf).</p> |
| | |
| <p>Issue 7. Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD</p> | |
| <p><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></p> <p>According to the Law for Municipalities local governments have the function to promote healthy lifestyle and sport, including education of the population on health related issues. An approach for organization of health promotion in municipalities is being encouraged by delegating a contact person from the municipality to the Ministry of Health (Centre for Disease Prevention and Control (CDPC)) for cooperation in health promotion and for dissemination of information related to health promotion activities, including environmental health.</p> <p>Health promoting schools’ initiative was developed by the Ministry of Health and CDPC, as a good way to involve different stakeholders in health promotion and prevention activities at schools.</p> <p>Sustainability of traditions is praised within the Song and Dance Celebrations, which are a unique integral part of the Latvian national identity and Latvian cultural traditions. These Celebrations traditionally consist of the Latvian Nationwide Song and Dance Celebrations and Latvian Youth Song and Dance Celebrations. The tradition and symbolism of these Celebrations in Latvia, Estonia and Lithuania are recognized internationally and inscribed on the Representative List of the Intangible Cultural Heritage of Humanity.</p> <p>In order to ensure the preservation of Latgalian written language as a part of Latvian cultural heritage, in 2017 National Center for Education developed electronic set of learning tools for 4 grade students (https://visc.gov.lv/vispizglitiba/saturs/dokumenti/metmat/olutens_4kl_mac_lidz.pdf).</p> <p>As of September 2018, all primary and secondary schools pupils in the country will have the chance to explore the interrelationships between history, culture, nature and innovations outside the traditional classroom setting through a programme “Latvian Schoolbag” (https://www.lv100.lv/en/news/national-initiative-latvian-school-bag/).</p> | |
| <p>Issue 8. Describe any challenges and obstacles encountered in the implementation of the Strategy</p> | |

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

One of the main challenges, which has also been already mentioned, is a certain lack of financing of the ESD activities (particularly, for the NGOs). More possibilities for acquiring the financing would be welcomed, as well as possibilities for better exchange of best practice in other countries.

Issue 9. Describe any assistance needed in implementing the Strategy in your countries

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

In order to ensure more successful implementation of the Strategy, it would be useful:

- To promote the dissemination of good practice examples and development of networking (also at the European level), making it possible to learn from others' experience;
- To promote the possibilities for obtaining financial support for ESD activities (mostly in NGO sector).

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) | | | X | X | X | X | X | X | X | X | X | X | X |
| Environmental ethics and philosophy | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Global citizenship, democracy and governance | | X | X | X | X | X | X | X | X | X | X | X | X |
| Sustainable lifestyles | | X | X | X | X | X | | X | X | X | X | X | X |
| Human rights (e.g., gender and racial and intergenerational equity) | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Poverty alleviation | | X | X | X | X | X | X | X | X | X | X | X | X |
| Cultural diversity | X | X | X | X | X | X | | X | X | X | X | X | X |
| Gender equality | | X | X | X | X | X | | X | X | X | X | X | X |
| Biological and landscape diversity | X | X | X | X | X | X | | X | X | X | X | X | X |
| Environmental protection (waste management, environmental monitoring, risk assessment, etc.) | X | X | X | X | X | X | | X | X | X | X | X | X |
| Ecological principles/ecosystem approach | | X | X | X | X | X | | X | X | X | X | X | X |
| Natural resource management (e.g., water, soil, mineral, fossil fuels) | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Climate change and desertification | X | X | X | X | X | X | | X | X | X | X | X | X |
| Personal and family health (e.g., HIV/AIDS, drug abuse) | | X | X | X | X | X | X | X | X | X | X | X | X |

| 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) | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Corporate social responsibility | | X | X | X | X | X | X | X | X | X | X | X | X |
| Production and/or consumption patterns | | X | X | X | X | X | X | X | X | X | X | X | X |
| Economic growth and good jobs | | X | X | X | X | X | X | X | X | X | X | X | X |
| Rural/urban development | | X | X | X | X | X | X | X | X | X | X | X | X |
| Oceans and sea | X | X | X | X | X | X | | X | X | X | X | X | X |
| Renewable energy | | X | X | X | X | X | X | X | X | X | X | X | X |
| Sustainable cities and communities | | X | X | X | X | X | X | X | X | X | X | X | X |
| Culture's contribution to sustainable development | X | X | X | X | X | X | | X | X | X | X | X | X |
| Total | 10 | 22 | 23 | 23 | 23 | 23 | 14 | 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 curriculum³² 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? | | | | | X | X | X | X | X | X | X | X | X |
| | - understanding complexity/systemic thinking? | | | X | X | X | X | X | X | X | X | X | X | X |
| | - overcoming obstacles/problem-solving? | | X | X | X | X | X | X | X | X | X | X | X | X |
| | - managing change/problem-setting? | X | X | X | X | X | X | X | X | X | X | X | X | X |
| | - creative thinking/future-oriented thinking? | X | X | X | X | X | X | X | X | X | X | X | X | X |
| | - understanding interrelationships across disciplines/holistic approach? | | | X | X | X | X | X | X | X | X | X | X | X |
| | Total | | 2 | 3 | 5 | 5 | 6 | 6 | 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? | X | X | X | X | X | X | X | X | X | X | X | X | X |
| | - decision-making, including in situations of uncertainty? | | X | X | X | X | X | | | X | X | X | X | X |
| | - dealing with crises and risks? | | | X | X | X | X | X | X | X | X | X | X | X |
| | - acting responsibly? | X | X | X | X | X | X | X | X | X | X | X | X | X |
| | - acting with self-respect? | X | X | X | X | X | X | X | X | X | X | X | X | X |
| | - acting with determination? | | X | X | X | X | X | X | X | X | X | X | X | X |
| | Total | | 3 | 5 | 6 | 6 | 6 | 6 | 5 | 5 | 6 | 6 | 6 | 6 |
| - other? (countries to add as many as needed) | | | | | | | | | | | | | | |

³² 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? | X | X | X | X | X | X | X | X | X | X | X | X | X |
| | - self-expression and communication? | X | X | X | X | X | X | X | X | X | X | X | X | X |
| | - coping under stress? | | | X | X | X | X | X | X | X | X | X | X | X |
| | - ability to identify and clarify values? | | | X | X | X | X | X | X | X | X | X | X | X |
| | Total | 2 | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| | - other? (countries to add as many as needed) | | | | | | | | | | | | | |
| Learning to live and work together Does education at each level enhance learners' capacity for: | - acting with responsibility (locally and globally)? | | X | X | X | X | X | X | X | X | X | X | X | X |
| | - acting with respect for others? | X | X | X | X | X | X | X | X | X | X | X | X | X |
| | - identifying stakeholders and their interests? | | | X | X | X | X | X | X | X | X | X | X | X |
| | - collaboration/team working? | X | X | X | X | X | X | X | X | X | X | X | X | X |
| | - participation in democratic decision-making? | | | X | X | X | X | X | X | X | X | X | X | X |
| | - negotiation and consensus-building? | | | X | X | X | X | X | X | X | X | X | X | X |
| | - distributing responsibilities (subsidiarity)? | | | X | X | X | X | X | X | X | X | X | X | X |
| | Total | 2 | 3 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| | - 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 | | X | X | X | X | X | X | X | X | X | X | X | X |
| Conceptual and perceptual mapping | | | | | | | | | X | X | X | X | X |
| Philosophical inquiry | | | | | | | | | X | X | X | X | X |
| Value clarification | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Simulations; role playing; games | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Scenarios; modelling | | X | X | X | X | X | | | X | X | X | X | X |
| Information and communication technology (ICT) | | X | X | X | X | X | X | X | X | X | X | X | X |
| Surveys | | X | X | X | X | X | | | X | X | X | X | X |
| Case studies | | X | X | X | X | X | X | X | X | X | X | X | X |
| Excursions and outdoor learning | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Learner-driven projects | | | X | X | X | X | X | X | X | X | X | X | X |
| Good practice analyses | | | X | X | X | X | X | X | X | X | X | X | X |
| Workplace experience | | | | | X | X | X | X | X | X | X | X | X |
| Problem-solving | | X | X | X | X | X | X | X | X | X | X | X | X |
| Total | 3 | 9 | 11 | 11 | 12 | 12 | 10 | 10 | 14 | 14 | 14 | 14 | 14 |
| Other (countries to add as many as needed) | | | | | | | | | | | | | |

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

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

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

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

Appendix II

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent ESD implementation is a multi-stakeholder process by filling in the table below. Please provide examples of good practice. *(Please tick (✓) in both 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 | X | X | X |
| Local government | X | X | X |
| Organized labour | X | X | X |
| Private sector | X | X | X |
| Community-based | X | X | X |
| Faith-based | | X | X |
| Media | | X | X |
| 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 | X | X | X | X | X |
| Local government | X | X | X | X | X |
| Organized labour | X | X | X | X | X |
| Private sector | X | X | X | X | X |
| Community-based | X | | X | X | X |
| Faith-based | X | | | | X |
| Media | X | | | | X |
| Total | 7 | 4 | 5 | 5 | 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 | | | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|-------------------------|---|---|---|---|---|-------------------------------------|---|---|---|---|---|
| | Educators | | | | | | | | | | | | Leaders/administrators ^b | | | | | |
| | Initial ^c | | | | | | In service ^d | | | | | | In service ^e | | | | | |
| | A | B | C | D | E | F | A | B | C | D | E | F | A | B | C | D | E | F |
| 0. Early childhood education | | | | | X | | | | | | X | | | | | | X | |
| 1. Primary education | | | | | X | | | | | | X | | | | | | X | |
| 2. Lower secondary education | | | | | X | | | | | | X | | | | | | X | |
| 25. Lower secondary vocational education | | | | X | | | | | | X | | | | | | | X | |
| 3. Upper secondary education | | | | | X | | | | | | X | | | | | | X | |
| 35. Upper secondary vocational education | | | | X | | | | | | X | | | | | | | X | |
| 4. Post-secondary non-tertiary education | | | | | X | | | | | | X | | | | | | X | |
| 45. Post-secondary non-tertiary vocational education | | | | X | | | | | | X | | | | | | | X | |
| 5. Short-cycle tertiary education | | | | | X | | | | | | | | | | | | X | |
| 55. Short-cycle tertiary vocational education | | | | | X | | | | | | | | | | | | X | |

| 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 |
| 6. Bachelor's or equivalent level | | | | | X | | | | | | | | | | | | X | |
| 7. Master's or equivalent level | | | | | X | | | | | | | | | | | | X | |
| 8. Doctoral or equivalent level | | | | | X | | | | | | | | | | | | X | |
| 9. No information available | | | | | | | | | | | | | | | | | | |
| Non-formal | | | | | | | | | | | | | | | | | | |
| Informal | | | | | | | | | | | | | | | | | | |

^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.

Appendix IV

Summary and self-assessment by countries

Please specify the status of efforts to implement the sub-indicators listed in the table below by ticking (✓) as appropriate. On the basis of the answers to the sub-indicators, please self-assess the status of the implementation of the respective indicator in your country. If feasible, please specify the methodology used for the self-assessment.

| | | |
|---------------|---|---|
| Indicator 1.1 | Prerequisite measures are taken to support the promotion of ESD | <input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Developing <input checked="" type="checkbox"/> Completed |
| Indicator 1.2 | Policy, regulatory and operational frameworks support the promotion of ESD | <input type="checkbox"/> Not started <input checked="" type="checkbox"/> In progress <input checked="" 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 checked="" 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 checked="" 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 type="checkbox"/> In progress <input checked="" 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 type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input checked="" type="checkbox"/> Completed |
| Indicator 2.6 | ESD implementation is a multi-stakeholder process | <input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> Completed |
| Indicator 4.2 | Quality control mechanisms for teaching tools and materials for ESD exist | <input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input checked="" 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 checked="" type="checkbox"/> Completed |
| Indicator 5.1 | Research on ESD is promoted | <input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input checked="" type="checkbox"/> Completed |
| Indicator 5.2 | Development of ESD is promoted | <input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Completed |
| Indicator 5.3 | Dissemination of research results on ESD is promoted | <input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Developing <input checked="" 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 |

