

LATVIA

I. Priority action area (a)

Encouraging whole-institution approaches by establishing education for sustainable development school plans, or embedding education for sustainable development in existing school plans, for every school by 2019

1. Has the number of schools adopting a “whole-institution approach” to sustainable development or education for sustainable development (ESD) increased?

Yes No

One of the areas of school-evaluation system in Latvia includes school development planning. Schools are carrying out self-evaluation each year by identifying their strengths and necessary aspects for sustainable development therefore allowing them to set their strategy for a long term period.

2. Have any (additional) incentives and assistance measures (guidelines, award scheme, funding, training, technical support) been made available that support ESD school plans?

Yes No

Schools receive the necessary information in guidelines and courses developed and organized by the State Education Quality Service.

3. Are staff and students in schools with ESD plans more environmentally and ecologically aware than staff and students in schools without ESD plans?

Yes No

There is no specific evidence on this matter, but it can be expected that teachers and students in schools with corresponding plans are more environmentally and ecologically aware than those without plans.

4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?

Yes No

Methodological recommendations for vocational education and general education institutions self-evaluation process. Recommendations are available (in Latvian): http://viaa.gov.lv/library/files/original/06_IKVD_Metod_iet_pa_svertesanai.pdf

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes No

This has been addressed within the criteria “Self-assessment of the education institution’s work and development planning” in the area “Organisation, management and quality assurance”.

II. Priority action area (b)

Promoting the extension of education for sustainable development in teacher education and in the training of all educators

1. Has there been any significant advancement made with regard introducing or extending ESD as a part of educators’ initial training?

Yes No

Topics on education for sustainable development are included in teachers’ initial training as a horizontal theme, which allows them to use it within the teaching process.

2. Have there been any significant advances made with regard to introducing

or extending ESD as a part of educators' in-service training?

Yes No

Topics on education for sustainable development are included in teachers' professional development programmes. It is planned that within the implementation of the new competence-based general education content teachers will be provided with professional development activities to help them to improve teaching process, inter alia, including topics relevant to education for sustainable development.

3. Are beginning teachers who have been in teacher education that has introduced ESD more likely to teach from a sustainability perspective?

Yes No

At the moment, there is no specific evidence on this matter. But it can be expected that beginning teachers who were taught ESD in more intensive way, will also more likely use this perspective in their work.

4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?

Yes No

The information regarding the professional development of teachers is available online at the webpage of the National Centre for Education (in Latvian): <http://visc.gov.lv/profizglitiba/pedprofpilnveide/prosem.shtml>

The information regarding the new approach to the competence-based general education content and planned teachers' training is available at the webpage of the National Centre for Education (in Latvian): http://visc.gov.lv/visc/projekti/esf_831.shtml and webpage of the project "Competence-based approach to education content" (in Latvian) <https://www.skola2030.lv/>

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes No

It is planned to provide teachers' training to help them to promote effective teaching within the implementation process of the new competence-based general education content, which is being developed with the support of the European Social Fund. It will also include topics related to the education for sustainable development. Therefore the evaluation of the implementation of the new competence-based general education content will also assess in certain way the impact of education for sustainable development topics.

III. Priority action area (c)

Strengthening technical and vocational education and training in support of sustainable development and the transition to a green economy

1. Has there been advancement towards a structural reorientation of technical and vocational education and training (TVET) towards ESD?

Yes No

Within VET programmes, there is a compulsory "green skills" module, which aims at promoting students' awareness and readiness to perform their professional work with respect to the nature, sustainable development, resource-saving and energy-efficient management, as well as taking decisions considering the "green thinking" in their everyday life.

2. Have any incentives and assistance measures been made available that

support the reorientation of TVET towards sustainable development?

Yes No

The National Centre for Education has developed a sample module on “green skills” (see above) available for VET institutions to adjust it to their new modular programmes.

3. Are students who have been in TVET oriented to sustainable development finding jobs related to sustainable development?

Yes No

At this stage, there is no information on this matter.

4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?

Yes No

The sample modules on “green skills” developed by the National Centre for Education are available online (in Latvian): http://visc.gov.lv/profizglitiba/dokumenti/programmas/modularas/zalas_prasmes.pdf

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes No

At the moment there are no concrete plans on this matter. However, when the implementation of the VET content reform will be evaluated, it can be foreseen that the impact of the implementation of the “green approach” will also be evaluated.

IV. Monitoring SDG 4 (Targets 4.7 and 4.a)

SDG 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

Target 4.7: “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

Target 4.a: “Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all”

(Note: According the UNESCO methodology (see report “Historical efforts to implement the UNESCO 1974 Recommendation on Education in light of 3 SDGs Targets, <http://unesdoc.unesco.org/images/0024/002472/247275E.pdf>), the agreed global indicator measures the extent to which (i) global citizenship and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment.)

1. Does your country have a stand- alone "sustainable development", "global understanding", "international understanding" policy/plan/law in place, all of them using “sustainable development” language?

Yes No

Sustainable Development Strategy of Latvia until 2030 selects a sustainability model as an answer to global challenges. Within the scope of the sustainability model, the only possibility of successful response to global challenges is to create such development policy where there is a balance between the necessity to promote the economic growth and to improve the quality of life of each member of the society, the necessity to ensure social unity and safety, as well as the necessity to preserve the ecological environment for future generations.

National Development Plan of Latvia for 2014-2020 states that inclusive, sustainable and competitive economic development has a balanced growth of various sectors of the economy as its basis – which at once provides a sufficient number of jobs to match the existing skills of the population and offers new types of employment with a higher added value and remuneration. It is also important to limit pollution and greenhouse gas emissions into the environment in order to respect the goals of sustainable development, as well as ensure the sustainable use of the energy resources. According to this approach, sustainable development has neither age nor spatial limits.

2. Is ESD reflected in your country’s current education policy/ies and frameworks?

Yes No

Education Development Guidelines 2014-2020 define the main education policy goal, which is high-quality and inclusive education for personal development, human welfare, and reaching sustainable national growth.

As one of the main principles of the education policy, **Education Development Guidelines 2014-2020** outline the education for sustainable development as a lifelong process that 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.

3. Is ESD reflected in your country’s current school curricula?

Yes No

According to the Basic general education standard and Secondary general education standard, 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's project "Competence-based approach to education content", inter alia, focusing on transversal competences that are necessary for the 21st century. 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.

4. Is ESD reflected in the curriculum of pre-service and/or in-service teacher training?

Yes No

Issues related to education for sustainable development are included in teachers' initial education programmes (pre-service) and professional development programmes (in-service). See also Part II of this questionnaire.

5. 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? (please tick all that apply)

(a) Knowledge

Yes No

(b) Skills and competencies

Yes No

(c) Values and attitudes

Yes No

(d) Behaviours

Yes No

(e) None

Yes No

(f) No information available

Yes No

At the moment, "Values and attitudes" and "Behaviours" are not assessed within the examination system, but they are assessed to some extent within the learning process.

6. Are the other core elements of the Target 4.7 part of education in your country?

– Sustainable lifestyles

Yes No

– Human rights

Yes No

– Gender equality

Yes No

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- Promotion of a culture of peace and non-violence
Yes No
 - Global citizenship
Yes No
 - Appreciation of cultural diversity and of culture's contribution to sustainable development
Yes No

7. Additional comments on implementing SDG Goal 4.7 in your country (please specify, if any):

In 2017, a comprehensive process was held in Latvia, aligning Sustainable Development Goals with current development strategies in different areas, including education. It is planned to promote the implementation of Sustainable Development Goals within the next policy planning period as well.

The work still continues regarding the indicators for Sustainable Development Goals, trying to specify those corresponding to Latvia and measuring the progress in the best possible way.

8. Is Target 4.a (see above) part of education policy in your country?

Yes No

In Latvia, the inclusive education principle is promoted, ensuring the availability of education to students from different groups and with different needs, including special needs. Learning environments are built and improved to be safe, inclusive and effective for all.

9. Is climate change education/environmental awareness mandatory at any level of education in your country?

Yes No

According to the Basic general education standard and Secondary general education standard, issues on climate change and environmental awareness are included in the mandatory curriculum of various general education subjects such as Geography, Biology, Natural Sciences, etc.