

INFORMAL COUNTRY REPORT

(Estonia)

Questionnaire for 2014 informal country reporting on the implementation of the priority action areas

I. Priority action area (a) to promote the introduction of ESD into teacher education: Advances made and challenges encountered since the eighth Steering Committee meeting in March 2013

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

No X

- *Please specify*
- *Please indicate if you wish to make a presentation on this topic/if there is an outstanding initiative in your country on this topic*

2. Have there been any significant advances made with regard to introducing/ extending ESD as a part of educators' in-service training?

Yes X

- The ESD in-service trainings were initiated for basic school and upper-secondary school teachers and university teachers.

I wish to make a presentation on this topic

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

Yes X

- *EE and ESD evaluation tool for lower-secondary schools teachers*
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II. Priority action area (b) to ensure that there is an ESD school plan in every school by 2015: Advances made and challenges encountered since the eighth Steering Committee meeting in March 2013

1. Has the number of schools adopting a "whole-institution approach" to sustainable development (SD)/ESD increased?

No X

- *Please specify*
- *Please indicate if you wish to make a presentation on this topic/if there is an outstanding initiative in your country on this topic*

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

Yes X

- During the ESD in-service trainings for basic school and upper-secondary school teachers the school teams have to compile one ESD project for their school.
- *Please indicate if you wish to make a presentation on this topic/if there is an outstanding initiative in your*

II. Priority action area (b) to ensure that there is an ESD school plan in every school by 2015: Advances made and challenges encountered since the eighth Steering Committee meeting in March 2013

country on this topic

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

No X

- *Please specify and, if applicable, indicate the language and website address*

III. Priority action area (c) to reorient technical and vocational education and training in support of sustainable development and the transition to a green economy: Advances made and challenges encountered since the eighth Steering Committee meeting in March 2013

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

No X

- *Please specify*
- *Please indicate if you wish to make a presentation on this topic/if there is an outstanding initiative in your country on this topic*

2. Have any incentives and assistance measures been made available that support the reorientation of TVET towards SD?

No X

- *Please specify*
- *Please indicate if you wish to make a presentation on this topic/if there is an outstanding initiative in your country on this topic*

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

No X

- *Please specify and, if applicable, indicate the language and website address*

IV. Implementing education for sustainable development beyond the United Nations Decade of ESD

1. Is there already a political commitment/indication that ESD implementation will continue to be supported after the United Nations Decade of ESD?

Yes X

- The National Curricula will be implemented, where the sustainable development is a cross-curriculum topic.
- The main teacher education university in the country - Tallinn University has opened Centre for ESD, the new ESD courses will be opened and activities will be followed.

2. Is there an indication of what will (continue to) be the priorities of your country for future ESD implementation?

Yes X

- Initial teacher education is provided by universities and professional higher education institutions develop professional

and didactical competency of teachers` of all levels to implement cross-curriculum topics incl the topic of sustainable development

- The country level EE and ESD recognition system or nomination will be developed. The aims is to highlight educational institutions, teachers and class collectives and non-formal environmental education centers and schools for raising environmental awareness and supporting the values and attitudes of sustainable development
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