National Implementation Report

(As submitted by: Republic of Latvia)

Format for reporting on implementation of the
UNECE Strategy for Education for Sustainable Development
Phase III: 2011–2015

The following report is submitted on behalf of the Ministry of Education and Science 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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Latvia is said to be one of the greenest countries in the world not only thanks to the vast amounts of land covered in forest and fields, but also to the way people work. During the year 2015 sustainable development issues will have particular attention in Latvia, also in the education sector.

2015 will be the year of the Latvian Presidency (first semester) in the Council of the European Union. With the Latvian Presidency, we want to show this in practice by organizing it in a green and sustainable manner. All the participants of the Presidency's events are advised to rethink their need to print and use their electronic devices to work with documents instead.

At the same time 2015 will be the official European year for development and the first ever to be designated to a global, external action related theme. The European Year for Development 2015 is indeed set to be a special year, as the deadline for meeting the 2015 Millennium Development Goals (or MDGs) and for their replacements to be put in place.

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 below mentioned sectoral ministries. At the same time, development of the Report has involved representatives from the social partners and academia. The invitation to contribute to the development of the Report was sent to a number of organizations and institutions working in this field. The Ministry of Education and Science of the Republic of Latvia is grateful to those who are actively involved in the development of the Report:

Governmental institutions (please specify):

1) The Ministry of Environmental Protection and Regional Development

2) The Ministry of Culture

3) The Ministry of Foreign Affairs

4) The Ministry of Health of the Republic of Latvia

The Ministry of Education and Science subordinated institutions: The National Centre for Education, The State Education Quality Service, The State Education Development Agency and Agency of International Programs for Youth.

Stakeholders: The Free Trade Union Confederation of Latvia.

NGOs (please specify): The Latvian National Commission for UNESCO, Fund for Environmental Education – Latvia, the Association of Environmental Educators – Latvia; "Friends of the Earth" – Latvia.

Academia (please specify):

The University of Latvia, the Latvian University of Agriculture, the Daugavpils University.

☐ Business (please specify) _____

☐ Other (please specify) Council for Environmental Science and Education; Environmental Consultative Board, Latvian National Centre for Culture Arts.

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 is comprehensive and closely linked to other sectors, particularly the policies under the competence of the Ministry of Welfare, the Ministry of Economics, Culture, Health and Agriculture, 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 shared responsibility between the MoES and the Ministry of Environmental Protection and Regional Development (MoEPRD) and field ministries.

Issue[1] 1.	Ensure that policy, regulatory and operational frameworks support the promotion of ESD
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces)	
Baltic 21 has been initiated by the Prime Ministers of the Baltic Sea countries in 1996 and it is a macro-regional expression of the global Agenda 21 adopted by the United Nations "Earth Summit". In 2002, an Agenda 21 for Education in the Baltic Sea Region (Baltic 21E) was set as a basis for further development of the environmental education and served as one of the cornerstones of the UNECE strategy for ESD (2005, Vilnius). This strategy recognizes that the implementation of ESD on national level should be driven by countries' own priorities and initiatives addressing their specific needs and circumstances.	
Recognizing the need to promote sustainable development issues in interdisciplinary and cooperative manner and to implement the goals of Baltic 21E and 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.	
Today the DESD 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.	
Indicator 1.1	**Prerequisite measures are taken to support the promotion of ESD**
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national[2] language(s)?
Yes X No ☐	*Please specify languages.* *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 ☐ No X	*If yes, please specify in which ministrie(s)/department(s) the focal point(s) are located.* **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.*
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes X No ☐	*Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.* **ESD coordination in Latvia** *is based on the cooperation between the Ministry of Education and Science, the Ministry of Environmental*

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[1] Issues 1 to 6 herein are in accordance with the objectives (a)-(f) set out in the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1, para. 7).

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

	Protection and Regional Development and the Latvian National Commission for UNESCO.
	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 organization 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 (MoES, 08.01.2007. Regulations No 14).
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes ☐ No X	*Please specify whether this plan includes implementation of the UNECE Strategy for ESD and please indicate the Internet address where it is accessible.* *EDS principals and activities are incorporated in the horizontal and sectoral policy development documents.*
Sub-indicator 1.1.5	*Are there any synergies at the national level between the ECE ESD process, the UNESCO global process on the United Nations Decade of ESD,[3] and other policy processes relevant to ESD?*
Yes X No ☐	*Please specify and list major documents.* *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 (Section 1). 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 on the first place is mentioned __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.* *The Guidelines for Education Development Strategy 2014-2020 was adopted by the Parliament of the Republic of Latvia (Saeima) in May, 2014. The Guidelines is the only one sectoral policy planning document that has been adopted on the constitutional level. The Guidelines provides synergy at the national level between all relevant processes in the education policy planning and implementation, as well as according to the EDS processes.* *One of the most important strategic documents for the cooperation is the Council of the Baltic Sea States Strategy on Sustainable Development 2010-2015, which was developed in 2010 through involvement of members of the Expert Group and partners in Baltic 21 Lighthouse Projects as well as other relevant stakeholders in the Baltic Sea Region. This strategy has emphasized four main strategic areas: climate change, sustainable urban and rural development, sustainable consumption and production, innovation and education for sustainable development. Another topical document: Europe 2020 - the EU's growth strategy for the coming decade, which focuses on a smart, sustainable and inclusive economy. National Reform Programme of Latvia for the implementation of the "Europe 2020" strategy: (available here: http://ec.europa.eu/europe2020/pdf/csr2014/nrp2014_latvia_en.pdf).*

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

On a national level:

The Sustainable Development Strategy of Latvia 2030 *– envisions 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. *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 footprintof 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 for 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).*

The National Development Plan 2014-2020 *(NDP2020) is hierarchically the highest national-level medium-term planning document, aims for sustainable economic development and management of natural and cultural resources, as well as promotes 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).

Guidelines for Education Development Strategy 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 as follows: 1) human-orientated education, 2) education that promotes knowledge-based society; as well as 3) **education for sustainable development** (available here in Latvian: http://m.likumi.lv/doc.php?id=266406).*

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).

Environmental Policy Strategy of Latvia 2014-2020 *aimed to maintaining the quality of the environment and biological diversity, ensuring the sustainable use of natural resources, increasing the research potential for the environmental protection, as well as promotes environmental science, sustainable environmental education, public participation in the decision-making process and awareness of the environmental issues, predicts establishment of the National Institute of Ecology (available here in Latvian: http://www.varam.gov.lv/lat/pol/ppd/vide/?doc=17913).*

Regional planning documents *(such as Programs for Development of Zemgale region, Kurzeme region, Vidzeme region, Latgale region and Riga region) all include sustainable development as a basic principle for program planning.*

*olicy planning document „****Creative Latvia****" 2014-2020 foresees the cross-disciplinary strategy in the content of the Professional Culture Education Policy and higher education in arts, supporting the promotion of ESD.*

Indicator 1.2	**Policy, regulatory and operational frameworks support the promotion of ESD**
Sub-indicator 1.2.1	Is ESD reflected in any national policy[4] document(s)?
Yes X No ☐	*Please specify and list any major document(s).* *Please see information provided above*
Sub-indicator 1.2.2	Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards/ordinances/requirements at all levels of formal education, as understood by your education system in accordance with ISCED?[5]
(a) Yes X No ☐ (b) Yes X No ☐	*If yes, please specify details for (a) and (b).* *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 educational system shall ensure freedom of conscience. Students shall have the option to acquire Christian religious instruction or*

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

[5] See http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx.

ethics, or Christian religious instruction and ethics concurrently.

The aforementioned provisions of the Education Law are binding in the implementation of education at all its levels and in all types of education in accordance with Paragraphs 5 and 6 of the Education Law, 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.

EDS is defined in the Environmental Protection Law Section 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. So the definition is much broader than environmental protection issues.*

While Section 42 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.

B)

The national regulatory documents define the guidelines or the standards of the education in different education levels, inter alia, addressing ESD issues:

*The Cabinet of Ministers Regulation on National **Pre-school Education** Guidelines (2012). Different aspects of ESD are included 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).*

*The revised National Standard of **Basic Education** (in general education and vocational education) was adopted in the Cabinet of Ministers in August 2014. One of the main tasks of the new 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).*

*The National Standard of **General Secondary Education** (2013). 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).*

*Regulations on the State **Vocational Secondary Education** Standard (2013). 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 educational programmes (available here in English:*

http://likumi.lv/doc.php?id=257229).

*According to the State Standard for **First Level Professional Higher Education** ((2011) college education) the mandatory content of first level professional higher education programme is also natural, social and human sciences.*

*State Standard for **Academic Education** (Cabinet Regulations No.240, 13.05.2014.) 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 (Cabinet Regulations No.512, 26.08.2014.) the strategic objectives of a programme are to ensure professional studies according to the State economic, cultural, State 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 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. Accreditation of study fields in **Higher Education** was introduced in 2013, establishing 29 study directions. Some of the study directions directly correspond to the ESD issues, for example: the living natural science; social welfare; environmental protection. However, the environmental protection course must be included in the mandatory part of all study programmes of higher education and colleges. For example, Ecology of Education is one of the main scientific trends at Latvia University of Agriculture (Institute of Education and domestic Economics) that is the interdisciplinary integrating natural, social and humanitarian sciences.*

There are teacher training courses available. For example, in the project "Teachers involved in vocation-secondary education competence enhancement" 750 teachers were educated about the theme "Environment and education for sustainable education".

Please also fill in the table by ticking (✔) as appropriate.
Note: For the tertiary (Doctoral or equivalent level) education – Yes, if an appropriate study direction is chosen

ISCED levels	(a)	(b)
	Yes	*Yes*
0. Early childhood education	X	X
1. Primary education	X	X
2. Lower secondary education	X	X

	3. Upper secondary education	X	X
	4. Post secondary non-tertiary education	X	X
	5. Short-cycle tertiary 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

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 X No X	*Please specify.* *According to the Education Law **non-formal education** - educational activities in conformity with interests and demand organised outside the formal education. Non-formal education includes interest-related educational programmes (traditionally organised for children and youth under the guidance of teachers) and non-formal adult educational programmes. Non-formal education programmes define their content and 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 National Education Development Guidelines 2014-2020.* ***Informal learning** is an educational 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 our way of life.*
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes X No ☐	***The Sustainable Development Strategy of Latvia 2030** – discussions on themes actual in 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.* *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 the social diversity and situation and problems of different social groups, for example, people with functional disorders, minorities, women or children, tolerance is strengthened and the frequency of discrimination cases is reduced.* *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.* *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 very 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 existence of different social groups, situations and needs etc.*

	Environmental Policy Strategy of Latvia 2014-2020 aimed inter alia at raising awareness of the environmental issues to enlarge research capacity focused on specific areas as biodiversity and ecosystem services. *Policy planning document „Creative Latvia" 2014-2020 establishes link between education and culture processes of society, link with research, innovation and creativity, making cooperation between professional and higher culture education and employers, paying attention to regions, and attraction and availability of professional art. The creative excellence is the main goal of "Creative Latvia" and culture education.*
Sub-indicator 1.2.5	Does a formal structure for interdepartmental[6] cooperation relevant to ESD exist in your Government?
Yes X No ☐	*Please specify.* *The protocol of cooperation between the Ministry of Education and Science, the Ministry of Environmental Protection and Regional Development and the Latvian National Commission for UNESCO was signed in October 2006.* *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 (MoES 08.01.2007. Regulations No 14).*
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government?[7]
Yes X No ☐	*Please specify.* *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 (approved by the Cabinet Regulations), which is considered as the leading academic organization in promotion of ESD in Latvia. Decisions of the Council have a recommendatory nature. The Council shall promote the co-operation of authorities related to the environmental science and environmental education development, is aware of and solves 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.* *The Environmental Protection Law (Chapter VIII) emphasizes the role of Environmental Science, Environmental Education and Sustainable Development "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.* *(Environmental Education. (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*

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[6] Between State bodies.
[7] For an explanation, see paragraph 46 of the UNECE Strategy for ESD.

	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.).* *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 (MoES 08.01.2007. Regulations No 14).*
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes X No ☐	*Please specify.* *ESD is an integral part of the State Curricula (please see information provided under the Sub-indicator 1.2.2). The state budget is ensured for the State Curricula implementation and state budget places financing as well as co-financing for the ES structural funds activities implementation. In addition state budget co-financing for the different sources of the foreign investment instrument is available (for example Erasmus+, Nord+, Norwegian Financial Mechanisms etc.).*
Indicator 1.3	**National policies support synergies between processes related to sustainable development (SD) and ESD**
Sub-indicator 1.3.1	Is ESD part of SD policy(ies) if these exist in your country?
Yes X No ☐	*Please specify.* *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 SD policy.*
Concluding remarks on issue 1	*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*
ESD provides the vision for sustainable future, brings in the education the concept of responsibility and it is a multidisciplinary concept (multiple stakeholders, unites generations and emphasizes lifelong learning). *In 2014 the Preamble was added to the Constitution of the Republic of Latvia (Satversme), defining the most important issues for the state. Sustainable development is also mentioned in the Preamble, by defining that anyone should take care of themselves, their families and whole society benefits, to ascent responsibility for others, future generations, the environment and nature.* *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 and holistic vision of ESD.* *One decade is enough to start the system of ESD but it takes time for educational institutions to make the system work.*	

Issue 2.	Promote SD through formal, non-formal and informal learning

If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).

Please see information provided for Sub-indicator 1.2.2.B.

Indicator 2.1	**SD key themes are addressed in formal education**
Sub-indicator 2.1.1	Are key themes of SD[8] addressed explicitly in the curriculum/programme of study at various levels[9] of formal education?

Yes X No ☐	*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.*

Latvia is said to be one of the greenest countries in the world not only thanks to the vast amounts of land covered in forest and fields, but also to the way people live, work and the way of thinking. Therefore, 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. National Standards of education include all SD issues in a harmonized way, with no prioritization. The content of ESD becomes an over-content of education, which has been realised on all levels of education.

Comments to the table in appendix I (a).

The education process at the pre-school education level 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.

ISCED11 level4 – the inclusion of the ESD issues into the vocational continuing education and professional improvement is dependent on the particular education programme (for example: for layers the peace studies will be more relevant than biological diversity and for the ranger is contrary).

Please update the table in appendix I (a) that was used for implementation phase II 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.

A	B	C	D	E	F
☐	☐	☐	☐	☐	X

Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum[10]/programme of study at various levels of formal education?

Yes X No ☐	*Please specify what competences as learning outcomes are important in your country.*

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*

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

[9] For the State or federal level, where relevant.

[10] Idem.

	*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 more than 20 years ago. However, before LQF the levels of knowledge, skills and competence were not defined. **Latvian level descriptors 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.** (It is available here in Latvian: http://likumi.lv/doc.php?id=184810)* *In accordance with the Law on Institutions of Higher Education learning outcomes are defined to each study programme, study module and study course.* *Please update the table in appendix I (b) that was used for implementation phase II 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.* <table><tr><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td></tr><tr><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>X</td></tr></table>
Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum11/programme of study at various levels of formal education?
Yes X No ☐	*Please specify what methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.* *Teaching methods descriptions are given in each subject program. Teachers choose the most appropriate method for the teaching learning objectives. The choice of the teaching/learning methods also depends on the age of the pupils. For example, the primary schools use more games, but in secondary schools - discussions. Scientific inquiry is the most commonly used method for science class, regardless of the age of the pupils. Schools have also received various teaching materials, they are also available in electronically, which already offers teaching/learning methods in the appropriate lessons.* *The accumulated experience testify that fruitful study methods (that support ESD ideas and conceptions in the curriculum) are interactive methods which are based on the dialogical 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.* *Please also update the table in appendix I (c) that was used to report on implementation phase II, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.* <table><tr><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td></tr><tr><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>X</td></tr></table>
Indicator 2.2	**Strategies to implement ESD are clearly identified**

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11 Idem.

14	Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects[12] only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project?[13]; (e) other approaches?

(a) Yes X No ☐

(b) Yes X No ☐

(c) Yes X No ☐

(d) Yes X No ☐

(e) Yes X No ☐

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

ISCED levels 2011	(a) Yes	(b) Yes	(c) Yes	(d) Yes	(e) Yes
0. Early childhood education		X			X
1. Primary education	X	X			X
2. Lower secondary education	X	X			X
3. Upper secondary education	X	X			X
4. Post-secondary non-tertiary education		X	X	X	
5. Short-cycle tertiary 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

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

ESD is addressed mainly 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. There are subjects that are directly dedicated to ESD, for example:
the Natural science; the Social Science; the Ethic in the basic education (ISCED levels 1 and 2 to 9th grade is compulsory in Latvia).

Stand-alone projects could also be developed and implemented in different education levels. Various international and regional cooperation projects are based on the principles of sustainable development that has embedded ESD in mainstream education. Here we can mention only some international projects where schools from Latvia take part: the UNESCO IITE pilot project "Learning for the Future", UNESCO Associated School Project in Latvia and Baltic Sea Project, Eco-schools programme, The Blue Flag Programme, Young Environmental Reporters Programme, GMO free Campaign, Keep Latvia Tidy Campaigns Eco-school project, GLOBE programme.

ESD has become a mainstream agenda. For example, during the 10th Latvian School Youth Song and Dance Festival specific activity "Green Code" was initiated, which promoted environmental education by focusing on environmentally- friendly and sustainable life style approach followed by relevant activities in entire country via organizing Youth Forum for Young Scientists and different

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[12] E.g., geography or biology. For higher education, "subject" means "course".

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

	educational competitions for children (more than 31 000 participants involved).
Indicator 2.3	**A whole-institution approach to SD/ESD is promoted**
Sub-indicator 2.3.1	Do educational institutions adopt a "whole-institution approach" to SD/ESD?

Yes **X** No ☐

The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2015. 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.

SD school plans are not mandatory for the pre-school education institution. However, state education institutions are used to developing their development strategies, inter alia, including ESD issues.

Due to the accreditation process every school has to describe their further development needs which are presented in the self-report for accreditation commission of State Education Quality Service. Thus the ESD issues are included in the education institutions' working plans for average three years period. Every education institution has to describe how to 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. In turn, Accreditation Commission of State Education Quality Service in the accreditation process assesses educational institutions' quality using the criteria which include ESD issues. As the education system is in a continual improvement process and ESD issues become more and more important, the whole-institutional approach to ESD develops in our educational institutions' further development plans and accreditation system. Also the plan of development can be created in educational institutions for six year period, but this position is optional.

Each higher education institution elaborates its own development strategy, including SD and ESD principles.

Post-secondary non-tertiary education programmes are implemented in the vocational education institutions or private education institutions.

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	
1. Primary education	X
2. Lower secondary education	X
3. Upper secondary education	X
4. Post-secondary non-tertiary education	X
5. Short-cycle tertiary education	X
6. Bachelor's or equivalent level	X
7. Master's or equivalent level	X
8. Doctoral or equivalent level	X

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 X No ☐	*If yes, please specify what schemes are available for all levels of your education system.* *There are no unified support initiatives particularly addressed to support a whole-institutions approach to the ESD. The whole institution approach is an integral part of the concept of sustainable development. The implementation of the SD school plans of education institutions is supported through the ordinary budget programmes of state and local governments.* *Schools and institutions that participate in different ESD related projects are welcome and encouraged to have a whole institution approach. As an example, the ECO School Program in Latvia can be mentioned. It involves 129 schools, pre-school educational institutions and higher educational institutions and focuses on issues related to climate change, environmentally –friendly life styles, waste recycling, green transport, energy saving, nature protection and promotes actions for clean and green Latvia.* *In addition, the UNESCO Associated School Project in Latvia involves 20 education institutions in Latvia: special guidelines for implementation of the whole institution approach has been provided in this project.* *Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.* <table><tr><td>**ISCED levels 2011**</td><td>*Yes*</td></tr><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>3. Upper secondary education</td><td>X</td></tr><tr><td>4. Post-secondary non-tertiary education</td><td>X</td></tr><tr><td>5. Short-cycle tertiary education</td><td>X</td></tr><tr><td>6. Bachelor's or equivalent level</td><td>X</td></tr><tr><td>7. Master's or equivalent level</td><td>X</td></tr><tr><td>8. Doctoral or equivalent level</td><td>X</td></tr></table> *Please also specify for non-formal and informal education, as appropriate. If relevant information is available please also specify (provide examples).*
Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?
Yes X No X	*Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.* *Institutions mainly focus on successfully adopting the internationally introduced SD/ESD indicators*
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?:[14] (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?
a) Yes X No ☐ (b) Yes X No ☐ (c) Yes X No X	*Please elaborate.* *The national education monitoring system was developed in 2011, piloted and will provide an opportunity to collect quantitative data on the success of the implementation of the ESD in different subjects.* *If we evaluate the students' understanding of sustainable development by comparing the results of the national test of the 6th grade (test in natural sciences) and the 12th grade (centralized exams in biology, chemistry, physics) with the data from 2005, it becomes clear that the pupils' overall knowledge and understanding about ESD has improved.* *(a) The aim of the State Education Quality Service is to ensure quality and the rule of law in education by monitoring the quality of education and providing support in the implementation of the educational process. According to the Education Law quality assessment in general and VET education are important functions of the Service. The Cabinet of Ministers Regulation No. 852 (September 14, 2010) "Procedures for Accreditation of General and Vocational Education Programmes, Education Institutions and Examination Centres" determines the system of accreditation process including the criteria of quality, which are assessed by four performance levels. In the description of these criteria ESD issues are included but ESD criteria are not indicated as independent criteria. SD issues are very important in evaluation of the criteria: teaching and learning process; learners' achievements, support for learners, institution environment, institution's organization, management and quality assurance.* *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.* *(b) Every educational institution has to 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.* *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)
	Yes	Yes	Yes
0. Early childhood education			
1. Primary education	X	X	
2. Lower secondary education	X	X	
3. Upper secondary education	X	X	
4. Post-secondary non-tertiary education	X	X	X
5. Short-cycle tertiary education	X	X	X

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[14] 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).

6. Bachelor's or equivalent level	X	X	X
7. Master's or equivalent level	X	X	X
8. Doctoral or equivalent level	X	X	X

Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this data (i.e., provide examples on how the data was compiled

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 X No ☐ | *The Latvian authorities regularly arrange different meetings and seminars to promote SD. Promotion activities of SD have included, inter alia, in the organisation of:*

-   A "Sustainability Week" in Riga (2-6 June 2014) jointly with the Employers' Confederation of Latvia (LDDK), the Free Trade Union Confederation of Latvia, the Institute for Corporate Sustainability and Responsibility, the Ministry of Economics and the Ministry of Foreign Affairs. The week included a forum, a conference, and an exhibition on sustainable development issues, as well as the "Sustainability Index" annual Award Ceremony.
- 2012-1013 Campaign "Against shadow economy – for business competitiveness". The special Working Group was established (coordinated by the Ministry of Finance) in order find appropriate solutions in the broader manner and to elaborate concrete projects with the aim to reduce shadow economy. LDDK has announced the aim to reduce contraband in Latvia. LDDK continues to implement this goal preparing arguments and proposals for further work.
Products developed to raise awareness: Special edition on social dialogue and CSR issues "Social Dialogue in Latvia -20" (8,000 copies, circulated by the largest business newspaper in Latvia – "Dienas Bizness").
Special edition on the Programme "Sustainability Index" and CSR issues "Sustainability Index 2013" (circulated by the Latvian Journal "Ir"

Institutions are interested in the development of SD, corporate social responsibility and in the support of responsible business practice signed a "Memorandum on corporate social responsibility principles" in 2010. At present, 33 public institutions and NGOs have joined the Memorandum as partners. The Memorandum defines the core principles of corporate social responsibility (CSR) in Latvia based on the ten CSR principles of the UN Global Compact, and has the reference to the OECD Guidelines, and other relevant international documents and standards. The Memorandum permitted the establishment of a CSR platform aiming at sharing best practices between the public and private sectors.

Other good practice examples are:

The Eco-schools Program (Climate Change Issues, actions for clean and green Latvia) involves 129 schools, pre-school educational institutions and higher educational institutions.

The activity "Green Code" during the 10th Latvian School Youth Song and Dance Festival (please, see Section 1, Question 2 for more information).

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.

The campaign is supported by the Footprint Project ("Projekts Pēdas"), the State Chancellery of the President of Latvia, the Latvian Association of Local and Regional Governments, the interest group "Clean Forests" (Tīri meži) in cooperation with the Freeport of Riga Authority, JSC Latvian State Forests, the Ministry of Environmental Protection and Regional Development, the Latvian Association of Waste Management Companies LASUA, the Nature Conservation Agency, the Latvian Landscape Architecture Association, the Young Architect Movement and the Internet portal www.kurtuesi.lv.

The Europe Day *(2011–2012) ESD Exhibitions and actions on the following issues: Nature Research Workshop, Sustainable Waste Management, Environmental Education for Society, Ecological and Carbon Footprint, The Baltic Sea Environment, „GMO Free" campaign, „The Green Country" campaign, Volunteering for Environmental Protection organized by Nature Protection Agency, Friends of the Earth – Latvia, WWF – Latvia, Project „Footprint – For Clean Latvia", Association of Environmental Educators, Green Belt, Project „Green Environment", Society For Green Latvia, Homo Ecos, Environmental Protection Club, Foundation for Environmental Education – Latvia, "Humana People to People in Latvia" (more than 50 000 visitors).*

Another good example is the Initiative „Change Opportunities for Schools" by Soros Foundation Latvia. The project consists of two phases: first „Development of small schools into community learning and culture centers" (2009 – 2011) and second „Schools as Community Development Resources" (2012 – 2013) The main goal of the project - to deal with the issue of threatening social disintegration due to economic crisis by offering support (the second chance) for maintaining and revival of small schools in economically and socially depressed, rural areas, small towns and urban peripheries and to develop such schools into multifunctional community resource centers.

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.

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.

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 <mark>X</mark> No ☐	*Please specify and provide information on new developments and good practice examples.* *As of the academic year 2013/2014, six vocational education institutions launched implementation of work-based learning elements, meaning close link between learning theory and practical work, providing an opportunity to acquire qualification in 17 professions. So far, a total of 148 students and 29 companies have been involved in the pilot project. At the same time, further negotiations with employers' organizations are taking place regarding the possibilities to involve more companies in the work-based learning process by applying encouraging conditions.*

Support for work-based learning specifically in the context for addressing SD issues is not being rendered. At the same time, as work-based learning is a way for implementing an education program and the education standards underlying an education program generally comprise and envisage SD principles and issues, the overall SD awareness is being raised also among small companies, farmers, trade unions and associations who get involved in work-based learning.

*From 2014-2015 the **Free Trade Union Confederation of Latvia (LBAS)** participates in the Cedefop research project „Governance and financing of apprenticeship", the main purpose of which is to study VET governance structures and financing arrangements in five countries – Italy, Latvia, Portugal, Spain and Sweden – in the view of establishing or expanding apprenticeship and, more broadly speaking, work-based learning and in identifying possible options of how governance structures and financing arrangements could be further developed to support apprenticeship in given countries. Also LBAS on October 21, 2014 organized discussion about problems and solutions of implementation of work based learning with the aim to support sustainable implementation of work-based learning, especially regarding student's social security and safety at workplace.*

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.

A conference on "Corporate social responsibility for competitive entrepreneurship, responsible business for better life" was held on 7 November 2013 in Riga. The conference, organised jointly by the Ministry of Foreign Affairs of Latvia, Employers' Confederation of Latvia (LDDK) and the state-owned electric utility company "Latvenergo Group", focused on the implementation of the corporate social responsibility policy in Latvia and aimed at raising the awareness of the OECD Guidelines for multinational enterprises. The representatives of the OECD Secretariat, BIAC, and IOE (International Organisation of Employers) delivered presentations. The conference gathered entrepreneurs, members of the Foreign Investors Council, participants in the Sustainability Index and participants in the Memorandum on Corporate social responsibility principles of Latvia.

In 2013, LDDK organized the campaign "Safe Work Environment". The aim was to inform enterprises about the benefits.

Since 2011, SD, responsible business practice in Latvia have been promoted by the Institute of Corporate Sustainability and Responsibility. The purpose of the institute is to contribute to sustainable business development in the region by combining expertise from different fields and developing the understanding on corporate sustainability and responsibility concepts. Members of the Institute of Corporate Sustainability and Responsibility form the "Sustainability Index" Expert Council and are involved in the implementation of different educational activities: seminars, e-learning tools, etc. covering all main aspects of corporate responsibility. In accordance with business interests and needs, the Institute of Corporate Sustainability and Responsibility forms the pool of expertise and good practice and provides the platform to share knowledge, insights and practice. All the presentations, reports and documents related to responsible business practice are available at www.slideshare.net/ilgtspeja. The resource provides access to Sustainability Reports issued since 2010 (in Latvian only), which includes Sustainability Index results, good practice stories and comments by experts and government representatives of safe work environment and the risks of unhealthy workplace for employees.

Sub-indicator 2.5.3	Are there any instruments (e.g. research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?
Yes X No ☐	*Please specify in particular what instruments were the most effective in assessing the outcomes of ESD as a result of non-formal/ informal learning.*
	There are various surveys that, inter alia, assessing the outcomes of EDS as a result of non-formal and informal learning, mainly

organised as respondents knowledge self-esteem as "DND Latvijas barometrs" (in English: "DNB Latvian barometer") one of the surveys in 2014 was dedicated to the environmental issues (available here in Latvian https://www.dnb.lv/sites/default/files/dnb_latvian_barometer/documents/2012/dnb-latvijas-barometrs-petijums-nr70.pdf).

In 2011, the government approved the procedure 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.

From 2011 until the end of 2013, a total of 1261 persons have obtained a new professional qualification according to the procedure for assessing professional competence obtained outside formal education, including 826 persons in 2013.

In the field of higher education (HE), in 2012 the new regulation has been adopted, which grants the individuals the right to submit to HE 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.

In 2014, methodological materials about the assessment of professional competences obtained outside formal education are expected to be updated in cooperation with social partners, thus reaching common understanding of implementation of this service among education institutions.

In 2009 two national level social partners - the Employers' Confederation of Latvia (LDDK) and the Free Trade Union Confederation of Latvia initiated "Sustainability Index", a strategic management tool aimed at the evaluation of the level of sustainability and corporate responsibility. The "Sustainability Index" assists companies to develop, implement and measure their sustainable practices as well as helps companies build in corporate responsibility issues into their business strategy. Another purpose of the initiative is to praise and support the enterprises contributing to the long-term sustainability of the Latvian economy, environment, and society.

The methodology was developed by the Institute for Corporate Sustainability and Responsibility and is based on the best global examples (Dow Jones Sustainability Index and CR Index by Business in the Community) and in line with the corporate responsibility standard ISO 26000 and the Global Reporting Initiative.

Any enterprise registered in Latvia, which is interested in acquiring its non-financial performance evaluation, may apply for participation in the "Sustainability Index". "Sustainability Index" has been developed taking into consideration responsible business conduct principles and international standards, and has been adapted to the local conditions. "Sustainability Index" evaluates performance of the enterprises as regards to economic, social and environmental issues, the disclosure of information on the enterprise and reporting. The "Sustainability Index" highlights the company's progress with regard to a definite principle rather than its competition with other companies. In 2013, there were 72 participants of the Index. The NCP annual report to the OECD has highlighted that the Index is a unique initiative, which includes enterprises and employees. Detailed information on the initiative is available on the website Sustainabilityindex.lv

In 2013, the Institute for Corporate Sustainability and Responsibility developed a methodology and launched an evaluation tool for SME and micro enterprises – "Responsible Business Evaluation". The instrument of self-evaluation is available free of charge twice a year for any registered enterprise in Latvia and is accessible online at http://ilgtspeja.lv/atbildigabiznesanovertejums/ (in Latvian only). "Responsible Business Evaluation" provides 7-12 criteria in each of 5 main groups: long-term business strategy, work environment, market relations, environment and community. Special attention is also paid to work environment. The disclosure of

	information and reporting on the enterprise, its main goal and results, are of special significance in all 5 groups.
Indicator 2.6	**ESD implementation is a multi-stakeholder process**[15]
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes <mark>X</mark> No ☐	*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.*
	There are involved state and municipal institutions, academic, private and NGO sectors, educational institutions and organizations, media and society at large. Sectoral ministries (on the policy planning stage and implementation co-ordination and support stage), stakeholders (Latvian Trade Union, Latvian Chamber of Commerce and Industry) (involved into the 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), Latvian Association of Local and Regional Governments, NGO (active in implementation as well as support public awareness activities), as well as media. 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.
	ESD implementation is a multi-stakeholder process: the Ministry of Culture has allocated about 140 000 EUR to develop projects of creative partnerships within educational process of vocational culture education. 12 Arts and Music vocational schools have been supported, which created multi-disciplinary projects in cooperation with social partners, and design common ideas of completing the educational process, as well as new social partnerships with the aim to promote sustainable education process in close cooperation with the job market.
Issue 3.	**Equip educators with the competence to include SD in their teaching**
* *If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces)*	
In accordance with the objective of UNECE Strategy for education for sustainable development „Equip educators with the competence to include sustainable development in their teaching", in programming period 2007-2013 of EU structural funds there was indirect impact on horizontal priorities as sustainable development and equal opportunities. For instance, within the framework of sub-activity 1.2.1.2.3. „Competence Promotion of General Educators and Renewal of Skills" 21 832 general educators improved competence and qualification (5.5 million EUR (total eligible costs)).,within subactivity 1.2.1.2.1 „Reform of General Secondary Education Curricula, Improvement of Study Subjects, Methodology and Evaluation System" 7047 vocational education educators improved competence and qualification. (~ 7 million 6 (total eligible costs)). Measure activities didn`t sets limits in aspects of gender and equal opportunities. Coherence with horizontal priorities and preclusion of discrimination (gender, race, ethnic minority, religion, disability, etc.) was one of the terms for potential project submitters, thus ensuring adherence to equal opportunities. Preference was provided for those projects which observed these principles. The measure has a positive impact on gender equality because of promotion activities to create interest in science for females as well, giving opportunity to choose a well-paid profession in future. Moreover, by improvement of competence and qualification, e.g. information and communication technology (ICT), educators can provide students, educatees with better pedagogic materials, case studies, good practices, audio and video resources, etc.	
Indicator 3.1	**ESD is included in the training**[16] **of educators**

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[15] 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).

Sub-indicator 3.1.1	Is ESD a part of educators' initial training?[17]
Yes X No ☐	*In particular specify what ESD competences[18] are explicitly included in the study programmes.* *Teacher education of ESD is still in progress and teacher education institutions are implementing different ESD areas in their programmes. The level of the implementation of ESD depends on the study program of the specific university.*
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training?[19]

Yes X No ☐	*In particular specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.*
	
	In the teacher training courses, the emphasis has been put on the mutual cooperation among the teachers of different subjects and planning of common activities, as well as modern methods of education have been popularized.
	
	*During the period 2005 to 2008 National Centre for Education within the European Union Structural Funds carried out the project "Science and Mathematics". All teachers working with students from grade 10 to 12 were offered an opportunity to attend inservice training courses in science and mathematics and **2950** teachers were involved in this training.*
	
	*During the period from 2011 to 2013 within the European Union Structural Funds carried out the project "General education teachers training". **5322** Science and Mathematics teachers improved their professional skills including ESD. Teachers' in-service training program "Education for Sustainable Development" was developed in 2012, which has already acquired about **50** teachers.*
	
	There are also particular <u>teacher training</u> courses available. For example, in the project "Teachers involved in vocation-secondary education competence enhancement" 750 teachers were educated about the theme "Environment and education for sustainable education".
	
	The international in-service training is supported by the EC Lifelong Learning Programme. The sub-programmes (Grundtvig, Comenius, Leonardo da Vinci, Erasmus and others) aim to help, inter alia, educational staff better understand the range of European cultures, languages and values. During last 10 years :
	  – *1122 comprehensive school teachers have participated in professional development activities in other Member States in the frame of the Socrates and Lifelong Learning sub-programme;*
	  – *309 leading education experts have study visits to other Socrates or Lifelong Member States to become familiar with the educational systems and policy reforms and their implementation;*
	  – *190 adult education staff representatives have participated in professional development activities in other Member States;*
	  – *629 school partnership projects were implemented;*

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[16] ESD is addressed by content and/or by methodology.

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

[18] 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.html.

[19] 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.

	– *1725 vocational education specialists made an experience exchange visits.*
	Different courses and activities are provided in cooperation with NGOs, such as Association for Environmental Educators, Association "Education for Sustainable Development", Foundation for Environmental Education-Latvia and Education Development Centre.
	Equip educators with the competence to include SD in their teaching: During the Project „Education of Teachers of Professional Culture Education" (2010 – 2012; 1,4 mio lats) 8 modules of the teachers' training were provided. All modules contained the topics mentioned by ESD – cultural diversity, sustainable development in the Arts and Design, using of Information Technologies, human methods of teaching in the Arts and Music.
	Please also update the information provided under the phase II national implementation reporting in appendix III.
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes X No ☐	*Please specify what 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.*
	Yes, for example: the The State Education Quality Service promotes the quality of education in educational institutions by laying emphasis on support measures and new methods of how to approach any malfunctions and failures. The leaders of educational institution are one of the target groups of training organized by the Service. According to the quality assurance criteria of educational institutions and / or programmes ESD issues are included in these trainings' content. These training programmes are optional.
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 ☒ No ☐	*Please specify.*
	Higher educational institutions are involved in Baltic University Program for the Baltic Sea Region.
	There are programmes on ESD Ecoschools, 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.
	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
	The concept of the meaningful use of ICT in education for sustainable development has been introduced and promoted through an international UNESCO project "Learning for the Future", which has been organized by the UNESCO Institute for Information Technologies in Education and involves schools from 14 countries, including Latvia. This is an international network that promotes education for sustainable development, use of ICT in education and the concept of new humanism. More information: http://lff.iite.unesco.org
	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.
	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.
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way?[20]
Yes ☒ No ☐	*Please specify.*
	The activities of the UNESCO Associated School Project as well as the UNESCO IITE project "Learning for the Future" in Latvia have been partly financed by the Ministry of Education and Science of Latvia.
Concluding remarks issue 3	*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*
Issue 4	**Ensure that adequate tools and materials for ESD are accessible**
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
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?

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[20] Including assistance through direct funding, in-kind help, political and institutional support.

Yes X No ☐

Please specify.

*In accordance with the objective of UNECE Strategy for education for sustainable development "Ensure that adequate tools and materials for ESD are accessible", in programming period 2007-2013 of EU structural funds there was indirect impact on horizontal priorities as sustainable development and equal opportunities. For instance, within activity **3.1.3.1.** „Provision of Appropriate Material Supplies Required for the Implementation of High-quality Natural Science Programmes", in the programming period 2007-2013 of EU structural funds the natural sciences cabinets of 214 general education establishments were modernised. In total, by July 9, 2014. EU funds projects have been approved in amount of 29 665 663 EUR (total eligible costs). Also within sub-activity 3.1.3.3.1. „Improvement of Infrastructure and Equipment in Special Educational Establishments" the educational environment and infrastructure were improved in 63 special education establishments. In total, by January 22, 2014. EU funds projects have been approved in amount of 7 795 916 EUR (total eligible costs).*

Integration of the horizontal priority (equal opportunities) was ensured by adjusting comprehensive education establishments to the needs of students with movement disabilities – students with special needs are not forced to seek special forms of education and there is at least one general secondary educational establishment in each district adjusted for the needs of these students. Investing in the improvement of accessibility of the teaching environment in special education establishments provides for equal opportunities for students with special needs to acquire appropriate education. The Measure fosters sustainable development by contributing to human resources and the improvement of infrastructure, by providing the population with high-quality comprehensive education at different levels of territorial development centres, thus contributing to even distribution of population in the territories, as well as improving consistency with environmental requirements in the operation of educational establishments.

Within the framework of activity 3.1.1.1. "Modernisation of Equipment and Improvement of Infrastructure for Implementation of Vocational Education Programmes" infrastructure and equipment has been modernised in 21 vocational education establishments so far. It was planned that in the programming period 2007-2013 in total infrastructure and equipment will be modernised in 53 vocational education establishments. In total, by September 4, 2014. EU funds projects have been approved in amount of 219 482 496 EUR (total eligible costs).

Sustainable development was provided by noticing recommendations of planning regions development agencies on vocational educational programme priorities according to labour market demands, environmental estimate during infrastructural improvements, and observation of environmental standards during project elaboration, implementation and building exploitation processes.

Implementation of the Measure contributed to the attainment of objectives set by the horizontal priority "Equal Opportunities". Activity was aimed at improving the offer of vocational education programmes and professions to population. The selection on vocational education programmes to be modernised and educational establishments to be supported, as well as the amount of financing for each educational establishment and total amount for regional establishments will be based on principles of equal opportunities, thus avoiding discrimination by gender or by any other criteria. In addition, it was planned to support adjustment of vocational educational establishments for individuals with disabilities

To improve quality and accessibility of higher education, modernize infrastructure of higher educational establishments, including conformity to individuals with functional disabilities, provision with devices, equipment and technologies and support for establishment of new colleges in the regions, sub-activity 3.1.2.1.1 „Modernization of Premises and Devices for Improvement of Study Programme Quality at Higher Educational Establishments, including Provision of Education Opportunities for Individuals with Functional Disabilities" was implemented. So far 24 higher education institutions have been modernised. It is planned that within the programming period 2007-2013 in total 31 higher education institutions will be modernised. In total, by September 12, 2014. EU funds projects have been approved in amount of 142 197 764 EUR (total eligible costs). The sub-activities are against discrimination. Support was planned for the adjustment of several higher educational establishments for individuals with functional disabilities.

The Measure fostered sustainable development by contributing to human resources and the improvement of infrastructure, by providing the population with innovation and employment-oriented education opportunities.

Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes X No ☐	*Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in United States dollars (USD)) for annual expenditures on ESD-related research and development.* *State budget is provided for the implementation of the mandatory curriculum. The total state budget financing for modern teaching materials in 2013 was 1.93 million euro, and in 2014 the available financing has been increased to 4.85 million euro. In addition foreign financial instruments (mainly ES structural funds) are attracted.* *Finaciall support for the period of 2011 – 2014 for various ESD and environmenta education activities and projetcs carried out by environmental and educational NGOs and organizations- magazines „Environmental News", „Biodiversity in Latvia", „Birds in Nature" TV broadcasts „Environmental Facts" radiobroadcasts „The Green Wave", „ NOAH", etc., Latvia Clean up Actions, the Nature Concert Hall on Nature Education (2011 -2014), the Abava Valley Nature Information Center , Environmental Actions and educational events, Children Summer Camps for ESD, Green Schools (Latvian Nature Musem), Activities of the Fund of Environmental Education, ESD activities, educational materials, exhibitions prepared and organized by by the Nature Protection Agency and the Latvian Nature Museum, etc. was provided by the Latvian Environmental Protection Fund administration – total Euro 2 569 700.* *Information about Europeans Structural Funds investment (state budget co-funded) please see above.*
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 X No ☐ (b) Yes X No ☐ (c) Yes ☐ No X	*Please specify.* *The quality guidelines for education and teaching materials were approved in 2013 by the Cabinet of Ministers Regulation No. 894 "Procedure, to appraise and approve education materials correspondence to the national standards of basic education and the national general secondary education standard". The regulations also apply to the ESD-related materials.* *The State Education Quality Service has made an analytical study "The evaluation of the study aids in the Humanitarian and Social science subjects in the vocational education institutions", The recommendations was develop in the result of the inventory.*
Sub-indicator 4.2.2	Are ESD teaching tools/materials available: (a) in national languages?; (b) for all levels of education according to ISCED?

(a) Yes X No ☐

(b) Yes X 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 version)

Online publications, including "Journal Of Teacher Education For Sustainability" and "Education And Sustainable Development: First Steps Toward Changes of the Institute of the Sustainable Education" (Daugavpils University): http://www.ise-lv.eu/publications.php?show=39

ISCED levels 2011[21]	*Yes*
0. Early childhood education	
1. Primary education	X
2. Lower secondary education	X
3. Upper secondary education	X
4. Post-secondary non-tertiary education	X
5. Short-cycle tertiary education	X
6. Bachelor's or equivalent level	X
7. Master's or equivalent level	X
8 Doctoral or equivalent level	X

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 X No ☐

Please describe and in particular highlight what measures are the most efficient for dissemination.

ESD teaching tools/materials, as other approved tools and materials, are available on the National Centre for Education webpage (http://visc.gov.lv/; in Latvian version)

Higher education institutions develop different ESD tools and materials, for example, Rīga Stradiņš University has lecture courses on environmental health and environmental medicine for Public health, Medicine, Pharmacy, Rehabilitation etc. faculty students. Modelling facilities, books, brochures on environmental health are ensured for students as well (Dundurs J., Brochure „Methodic directions for practical works on Environmental Health", RSU, 2011; Dundurs J., Eglite M., Brochure „Methodic directions for practical works on Occupational and Environmental Medicine", RSU, 2014; Maija Eglīte „Environmental health"(LVL) RSU, 2008).

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[21] Education level in accordance with ISCED.

Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes X No ☐	*Please specify to what extent by providing an indication of the amount in USD, and please also mention any other significant sources of funding.* *Within the existing budget; through institutional websites or others free of charge resources*
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes X No ☐	*Please describe and name in particular official Internet sites.* *ESD teaching tools/materials, as other approved tools and materials, are available on the National Centre for Education web page (http://visc.gov.lv/; in Latvian version).* *Teaching material 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 (im 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 "Mammadaba" webpage (http://www.mammadaba.lv/).* *Higher education institutions develop their own e-learning platforms, for example moodle system, where are available learning materials, video lectures etc. Such e-learning environment is available not only for distance learning.*
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 X No ☐ (b) Yes X No ☐	*For (a) and (b) please specify and mention by whom it was established and by whom it is managed.* *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://lira.lanet.lv/F/?func=option-update-lng&file_name=find-b&local_base=isc01&p_con_lng=lav*
Concluding remarks issue 4	*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*
	Please address in particular the following questions: – *Which actions/initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*
Issue 5.	**Promote research on and development of ESD**
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
In accordance with the objective of UNECE Strategy for education for sustainable development „Promote research on and development of ESD", in programming period 2007-2013 of EU structural funds there was indirect impact on horizontal priorities as sustainable development. Within the sub-activity **2.1.1.3.1.** *„Development of Research Infrastructure" 9 leading national and regional research centres have been established.* *In the framework of this activity the following national level research centres have been established:*	

National Research Centre of Technologies of Acquisition and Sustainable Use of Energy and Environmental Resources (additionally comprises development of the centre for Transport and Machinery); National Research Centre of Information, Communication and Signal Processing Technologies (this centre comprises, among other, establishment of a centre of Space Data Processing); National Research Centre of Use of Agricultural Resources and Food Technologies; National Research Centre of Forest and Water Resources; National Research Centre of Public Health and Clinical Medicine; National Research Centre of Social Economy and Public Management.

The investment measure increased the capacity of human resources and promoted the development of the national economy by implementing practical research projects and ensuring sustainable development. In total, by September 4, 2014. EU funds projects have been approved in amount of 154 653 002 EUR (total eligible costs).

The projects had direct positive impact on sustainable development horizontal priority – project activities focused on definite measures for prevention or reduction of negative impact on environment quality or rational utilisation of natural and energy resources. Project also provided specific activities for fostering equal opportunities, especially for improvement of the environmental accessibility for persons with functional disabilities

Within the activity 2.1.1.1." Support to science and research" 142 practical research projects have been supported. In total, by October 10, 2014. EU funds projects have been approved in amount of 76 020 067 EUR (total eligible costs). The aim of the activity was to support practical research projects promoting the integration of research and production and the use of research results according to the research priorities determinate by the government (such as agrobiotechnology, informatics, biomedicine and pharmaceutics, energy sector, material science, forest science, medical science and environmental science), ensuring public access to the research results.

Within the framework of subactivity 1.1.1.2. „Attraction of Human Resources to Science" 774,5 full-time research staff has been supported. In total, by March 20, 2014. EU funds projects have been approved in amount of 55 078 740 EUR (total eligible costs).

The investment measures increased the capacity of human resources and promoted the development of the national economy by implementing practical research projects and ensuring sustainable development.

Indicator 5.1	**Research[22] on ESD is promoted**
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD[23] supported?
Yes **X** No ☐	*Please specify in particular the most important outcomes of supported research.* *Considering extremely limited possibilities of Latvia's national research funding, no major project has been funded, however the Ministry of Education and Science co-funded a project including ESD concept: "Environmental education and study materials". Recently the Ministry has expressed a wish to support funding with co-financing of a project aimed at the development of ESD in Latvia.*
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes ☐ No **X**	*Please specify what subjects were investigated and list major reports.*
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD:[24] (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?

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

[23] 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.

[24] ESD is addressed by substance and/or by approach.

(1) (a) Yes ☐ No **X** (b) Yes ☐ No **X** (2) (a) Yes **X** No ☐ (b) Yes **X** No ☐	*Please specify what programmes are available and list the most important academic dissertations that address ESD.* *ESD issues are considered in different study programmes at MSc levels and PhD levels. For example, at the University of Latvia ESD issues are considered in Environmental Science study programs; at Riga's Stradiņš University – in the medicine and health care study programmes; at Latvia University of Agriculture - Agriculture, Agriculture Engineering, Agrarian and Regional Economics, Veterinary Medicine, Food Sciences, Forestry, Wood Materials and Technologies, Water Management, Environmental Engineering, Civil Engineering, Landscape Architecture, Information Technologies, Education study programmes.* *Young Scientists are also showing interest in the ESD issues. For example the following academic dissertations were developed:* "Education for sustainable development concept and content in higher education"; "Roe deer (Capreolus capreolus) and Farmed red deer (Cervus elaphus) meat microbiological pollution"; "Supplying small and medium compames with specialists and a possibility of improving their competence in regions of Latvia"; "Computer modelling of the structure of biochemical control networks"; "The analysis of competitiveness of small and medium-sized wooden furniture manufacturing enterprises in Latvia"; "The impact of sustainable consumption on food market in Latvia"; "Comparative analysis of biochemical network reconstructions"; "Risk evaluation in production of renewable energy in rural enterprises in Latvia"; "Development opportunities for the Latvian region in the car aftersales servicing market"; "Rapeseed oil fuel emission normalization in diesel engine"; "Evaluation of Urban and Rural Area Interaction in the Regions of Latvia"; "Tax policy for Latvian region's long term development"; "The technology of the use of solar energy"; "Research of fodder distribution technology using robotized cow milking"; "Investigation of vibrations in hydraulic systems"; "Effect of technological processes on bread from non-tradicional cereals"; "Influence of several factors on plum (Prunus domestica L.) growth and development, yield and fruit quality"; "Analysis of innovation capacity in Latvia - in terms of countries in Europan region"; Morphofunctional characteristic of stomach and small intestines in postnatal ontogenesis of the ostrich (Struthio camelus var.domesticus) from 4 to 12 month of age"; "Quality transformation processes in church gardens"; "Research on maintenance of microclimate in newborn piglets resting places"; "Influence of Agriculture Point source pollution on water Body quality at nitrate vulnerable zones"; "The analysis of options for waste biomass treatment and practical use in Latvia"; "Forecasting model of Latvian wood processing industry development"; *"Non-industrial indoor air quality indicators and occupational risk assessment techniques";* *"Welders working environment air pollution by metals and its impact on the health of the Latvians"*
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 X No X (b) Yes X No X	*Please provide information on (a) and (b).* *Scholarships specifically supporting ESD at MSc and PhD levels are not available, but students working on these issues can obtain scholarships under general conditions.* *In accordance with the objective of UNECE Strategy for education for sustainable development „Promote research on and development of ESD", in programming period 2007-2013 of EU structural funds there was indirect impact on horizontal priorities as sustainable development. Within the framework of:* *1) sub-activity **1.1.2.1.1.** „Support to master's studies" 2021 students on doctoral level received European Social Fund masters` grant/scholarship prior to entering doctoral studies. In total, by September 12, 2014. EU funds projects have been approved in amount of 11 614 149 EUR (total eligible costs).* *2) sub-activity **1.1.2.1.2.** „Support to doctor's studies" 1943 students on doctoral level received European Social Fund grant/scholarship (of the total number of students on doctoral level). In total, by August 5, 2014. EU funds projects have been approved in amount of 53 162 040 EUR (total eligible costs).* *The measures had a positive impact on sustainable development. The planned activities ensured support to preparation of environmental protection specialists and improvement of higher educational study programmes, including study courses on environment, thus giving opportunity to improve and apply knowledge of natural sciences and sustainable development for academic personnel and students as well as the prepared highly qualified specialists.*
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?[25]
Yes X No ☐	*Please specify what main projects were/are being implemented to that end.* *MoES and subordinated institutions provides support at the innovation and capacity building to promote ESD.* *The State Education Quality Service improves the system of accreditation process in general and VET education. The importance of ESD is strengthened by including SD issues in quality evaluation system emphasis not only training but also education process. Also the activities of the Service in implementation of EQAVET (European Quality Assurance Reference Framework in Vocational Education and Training) until year 2015 are linked to promotion of ESD.* *Latvia University of Agriculture during the period of 2010-2015 is implementing project "Modernization of study infrastructure of LLU" supported by European Regional Development Fund.* *Within the project, Latvian University of Agriculture aims to improve the LLU higher education program quality and availability of all groups in society, modernizing infrastructure and ensuring the study process with the modern requirements of adequate equipment and facilities. There are the following main activities within the project:* *-Reconstruction and renovation of buildings, structures, premises and infrastructure,* *-Construction of new buildings,* *-Provision of machinery, equipment and technology,* *-Infrastructure object adaptation for persons with disabilities,* *-Electronic Services Environment expanding infrastructure, modernization of the study process.* *During the study process there are subjects for science of patenting in several faculties of the Latvia University of Agriculture where*

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[25] Activities may include projects, action research, social learning and multi-stakeholder teams.

	students get knowledge about patenting process and conditions. *There are different seminars provided for researchers and students by administration of LLU about funding opportunities and innovation and capacity-building.*
Indicator 5.3	**Dissemination of research results on ESD is promoted**
Sub-indicator 5.3.1	Is there any public authority support for mechanisms[26] to share the results of research and examples of good practices in ESD[27] among authorities and stakeholders?
Yes <mark>X</mark> No ☐	*Please specify and provide information about where published research and dissertations are accessible.* *EC has developed database for dissemination and exploitation of project results, for sharing best practice projects of EU programmes. This data base is public; people can use it free of charge. http://ec.europa.eu/programmes/erasmus-plus/projects/* *Latvia University of Agriculture organizes several international scientific conferences every year to share the results of research and examples of good practices.* *The Technology and Knowledge Centre (TTO) was developed in Latvia University of Agriculture in 2006, which operates with research results and patents to communicate with society and entrepreneurs. There are at least four events organized by Technology and Knowledge Centre per year to share good practice of developed products and to discuss and initiate new development possibilities with enterprises. Until 2013 there were structural funds available for funding of TTO.* *There is also developed public database of published research and dissertations within the Latvia University of Agriculture that are accessible in LLU webpage (http://llufb.llu.lv/db.html).* *The Latvian Council of Environmental Science and Education promotes development of ESD at higher educational institutions in Latvia. Since 2007 the Council organizes annual international conferences "Environmental Science and Education in Latvia and Europe" as well as "Environmental Award".* *7th International Conference "Research and Conservation of Biological Diversity in Baltic Region" in Daugavpils University April 25-27,2013.* *The First Baltic School Conference on Education for Sustainable Development 21.-22.02.2013) aimed to begin the discussion in the Baltic region on how to integrate education for sustainable development in school curricula was organized by the Centre for Sustainable Business at the Stockholm School of Economics in Riga, in cooperation with the Swedish Institute and the Embassy of Sweden in Latvia.* *The International conference „Education for Sustainable Development as Challenge for University Education Reform" University of Latvia, October 6-7, 2010. The aim of the conference was to discuss the Education for sustainable development implementation in universities as the future trend of reform of the higher education system, as well as to evaluate the possibility to use the prepared textbook "Environment and Sustainable Development" and other educational materials in the curriculum of universities.* *The International Baltic Sea Project conference „**Local Resources for Sustainable Development**"(27th-30th August 2012). The main objective of the conference was to develop student understanding of the problems the Baltic Sea region is facing and to promote*

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[26] E.g., conferences, summer schools, journals, periodicals, networks.

[27] 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.

active participation in maintaining sustainable development and efficient and responsible use of natural, human, and economic resources. The conference programme included poster exhibitions, lectures, workshops, excursions and social activities led by national and international experts, in the city of Valmiera in the northern part of Latvia. The conference was organized by the Latvian National Commission for UNESCO and the National Centre for Education and supported by the Latvian Ministry for Education and Science, the City Council of Valmiera, the joint-stock company "Latvijas valsts mezi" and the publishing house "Lielvards" (200 participants from 9 Baltic Sea region countries).

*The complex of activities **"Mastery enhancing environment"** initiated by the Latvian National Commission for UNESCO in the "Education for All Week" (April, 2013) and the seminar for the UNESCO ASPnet schools in Latvia on the sustainable development. The aim of the activity: activate and motivate local community via schools, municipalities and NGO's to research their local tangible, intangible and documentary heritage as part of the living/ working/ studying space; 2) discuss and learn how to use it sustainably and profitable. Around 10 municipalities in Latvia organized discussions on the sustainable development of local heritage (approximately 200 people involved in the activities).There were 60 participants of the seminar (teachers, principals, education experts) from all regions of Latvia.*

The Workshop "Contribution of schools in developing sustainable society" (12 October, 2011). The conference focused on the sustainable use of resources and possibilities of schools to respond to the challenges raised by interaction between areas of economy, culture, society and nature. The participants of the workshop - 128 representatives from various institutions – education experts, employers, NGOs, etc. The workshop was organized by the Latvian National Commission for UNESCO in co-operation with the Ministry of Education and Science of the Republic of Latvia.

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
(a) Yes X No ☐ (b) Yes X No ☐	*Please name the major publications for (a) and (b).* *For examples:* *Environmental Education at Universities (eds. M.Kļaviņš, J.Zaļoksnis), University of Latvia Academic Press, Riga, 2009, 208p.;* *Environment and sustainable development (eds. M.Kļaviņš, J.Zaļoksnis W.L.Filho, University of Latvia Academic Press, Riga, 2012, 556 p;* *M.Kļaviņš (2004) Vides izglītība un izglītība ilgtspējīgai attīstībai: sasniegtais un iespējamais. Latvijas Universitātes raksti. Jubilejas izdevums. LU: Rīga, 125 – 131;* *M.Kļaviņš Ilgtspējīga attīstība Latvijā Rakstu krājums "Ilgtspējīga attīstība Latvijā", red. M.Kļaviņš, P.Cimdiņš, Rīga, 62 – 74;* *Maris Klavins, Madara Pelnena CONCEPTS AND APPROACHES FOR THE IMPLEMENTATION OF EDUCATION FOR SUSTAINABLE DEVELOPMENT IN THE CURRICULA OF UNIVERSITIES IN LATVIA Journal of Baltic Science Education 2010; 9(4):264-272* *During the decade, several interdisciplinary researches have been carried out and books have been published on the topic of environment and sustainable development. Some of the most prominent are: "Environment and Sustainable Development" edited by M. Kļaviņš, W. L. Filho, J. Zaļoksnis, "Environmental Education at Universities" edited by M. Kļaviņš , J. Zaļoksnis (available in Latvian and in English) and „Man and Nature : The Engure Ecoregion", edited by M. Kļaviņš, V. Melecis. Melecis, E. (2011) Ecology, 352 p. (in Latvian);* *Zaļoksnis, J., Kļaviņš, M., Brikše, I., Meijere, S. (2011) Environmental Management, 208 p. (in Latvian); Nikodemus, O., Kārkliņš, A., Kļaviņš, M., Melecis, V. (2008) Sustainable use and protection of the soil, 256 p. (in Latvian); Leitis, E. (2012) Ecotourism in Latvia: Problems and Solutions - the Promotion of a Sustainable Tourism Industry, 232 p. (in Latvian and English); Published by University of Latvia. Skrinda, A. (2010) Discourse and Communication for Sustainable Education, 132 p. Published by Daugavpils*

University

The Journal of Teacher Education for Sustainability (JTEFS) is a forum for sharing 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. Contributors are encouraged to submit articles with relevance to content and forms of teacher professional and academic education, problems and tasks of teacher in-service education and other issues to help teachers to become responsible mentors for the sustainable development (15 volumes since 2002) - Publications of the Institute of Sustainable Education are available at www.ise-lv.eu/index.php?show=44

Discourse and Communication for Sustainable Education (DCSE) published by the Institute of Sustainable Education is an international, peer-reviewed journal that provides a forum for the examination of policies, theories and practices related to discourse and communication for sustainable education. Since contemporary discourse study has extended its field to the study of multifaceted contexts of discourse, it is able to be integrated in the broader study of the phenomena of communication in relation to sustainable education (4 volumes since 2010) - Published by the Institute of Sustainable Education.

Trofimovich, P., Turuševa, L., Gatbonton, E. „Group membership and identity issues in second language learning", (2013) Language Teaching, 46 (4), pp. 563-567.;
Peks, L., Briede, B. „Evaluation of education for sustainable development: Pillars, significance and adoption [Evaluación de la educación para el desarrollo sostenible: Pilares, importancia y adopción]", (2011) Journal of Science Education, 12 (2), pp. 89-93.;
Rivza, B., Teichler, U. „The changing role of student mobility", (2007) Higher Education Policy, 20 (4), pp. 457-475. Cited 19 times.;
Katane, I., Baltušite, R. „Ecological approach for the formation and development of prospective teachers' readiness for the professional activities at Latvian schools", (2007) Transformations in Business and Economics, 6 (2), pp. 114-132. Cited 2 times.
Skesters, A., Zvagule, T., Silova, A., Larmane, L., Rusakova, N., Kurjane, N., Kirilova, E., Kalnina, I., Kirilov, G., Natalija Gabruseva Antioxidant therapy and its stability on Chernobyl clean-up workers
(2010) International Journal of Low Radiation, 7 (5), pp. 409-421. Cited 1 time.
Kalnina, I., Zvagule, T., Skesters, A., Kurjane, N., Bruvere, R., Gabruseva, N.
Long-term effects of low doses of ionising radiation on Chernobyl clean-up workers from Latvia; (2010) International Journal of Low Radiation, 7 (1), pp. 20-31. Cited 2 times.
Kalnina, I., Zvagule, T., Gabruseva, N., Kirilova, J., Kurjane, N., Bruvere, R., Kesters, A., Kizane, G., Kirilovs, G., Meirovics, I.Structural changes in lymphocytes membrane of chernobyl clean-up workers from Latvia(2007) Journal of Fluorescence, 17 (6), pp. 633-638. Cited 5 times.
Bake, M.A., Linnika, Z., Sudmalis, P., Kočan, A., Jursa, S., Pike, A., Ruce, M.
Assessment of the exposure of breast milk to persistent organic pollutants in Latvia
(2007) International Journal of Hygiene and Environmental Health, 210 (3-4), pp. 483-489. Cited 11 times.
Boffetta, P., Matisane, L., Mundt, K.A., Dell, L.D.
Meta-analysis of studies of occupational exposure to vinyl chloride in relation to cancer mortality
(2003) Scandinavian Journal of Work, Environment and Health, 29 (3), pp. 220-229. Cited 40 times.
"The Evaluation Model of the Rural School as Educational Environment";
"The Evaluation of Fluctuation and Diversity of the Educational Environment of Rural Schools in Latvia";
"Promotion and Evaluation of the Development of Secondary School Pupils' Competitiveness within the Environment of Non-Formal Commercial Education";
"The pedagogy students' readiness for professional activities in the school environment";
The prospective teachers' readiness to integrate into the diverse cultural environment of Latvian schools;

	Sustainability of the Children and Youth Interest Education Establishments' Environment in Latvia; *Promotion of Competitiveness of Students as Prospective Hospitality Business Leaders in the Professional Environment.*
Concluding remarks on issue 5	*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.*
	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, to promote the implementation of ESD concept into research and university education agenda further activities are of importance.*

Issue 6.	Strengthen cooperation on ESD at all levels within the ECE region

If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).

The development education policy in Latvia has experienced positive changes regarding the financial means of development education. After the previous budget constraints the financial resources for development education activities have been steadily increasing. The Ministry of Education is the main coordinator of education policy within the state; however, the Ministry of Foreign Affairs annually organizes the tender contests for DEAR projects of Latvian NGOs. Overall the main actors in global education policy in Latvia are NGOs.

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/support international[28] networks on ESD?
Yes **X** No ☐	*Please specify concrete networks and explain who supports these networks.* *Ministry of Environmental Protection and Regional Development of Latvia cooperates with CBSS expert group on Baltic Agenda 21 on the preparatory work for Lighthouse Projects, project "Ecovillages for sustainable rural development" which aims at fostering ecovillages development as a more sustainable way of living in rural areas of the Baltic Sea Region, etc., as* REASMUS+ GENE – Global Education Network Europe, Latvia has been part of GENE network since 2010.
Sub-indicator 6.1.2	Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?

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

Yes X No ☐	*Please specify. List major networks.*
	For example:
	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 EDS – CONCORD, North-South Center, TRIALOG.
	UNESCO Associated School Project involves 9900 educational institutions in 180 countries, including Latvia. Our closest partners are educational institutions from Estonia, Lithuania and Finland.
	UNESCO IITE project "Learning for the Future" involves schools from 14 countries of Eastern Europe and Central Asia. More information: http://lff.iite.unesco.org
	The Baltic Sea Region Schools Network "The Baltic Sea project". (16 schools from Latvia. From 2009 to 2012 Latvia was a coordinated the Project)
	International Schools Network "Globe programme" (14 schools from Latvia)
	Latvia University of Agriculture cooperates in the framework of the Nordic Association of Agricultural Scientists; and is member of The Baltic Forestry, Veterinary, and Agricultural University network (BOVA University Network); and use AGRIS network as a tool for dissemination of information on sustainable development in agriculture.
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes X No ☐	*Please specify and list the major ones.*
	Development Co-operation Policy Strategy for 2011–2015. It includes awareness raising of society on sustainable development and other relevant issues, promoting culture of solidarity, tolerance and inclusion; Heading to the education for sustainable development, strengthening the capacity of NGOs, local authorities and other actors that are working in and developing the global education sector.
	Higher education institutions actively pursuing this kind of cooperation. For example: Latvia University of Agriculture has different partnership agreements and cooperation agreements on the national and international level: Strategic partnership agreement with M. Auezov South Kazakhstan State university, includes cooperation in landscape architecture and Environmental Engineering; Tashkent Architecture and Building institute includes cooperation in Environmental Engineering; Institute for Economic Research of the Ministry Economics of the republic of Belarus conceives cooperation in sustainable rural development research activities; Zemgale planning region (Latvia), which conceives research activities for sustainable development of Zemgale region; Latvia State Forest Research institute "Silava", including cooperation for sustainable forest management.
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?

Yes ☐ No ☐	*Please list and describe.*
	It has now been six years since the First ASEM Conference of Ministers Responsible for Education took place in 2008 in Berlin. At the conference, the ministers agreed to set up a strategic Asia-Europe education partnership for the 21st century and to strengthen the ASEM dialogue and cooperation in the field of education, including stakeholders at all levels. However, during their third meeting in Copenhagen in 2011, education ministers concentrated on four priority areas, which still remain the main areas for cooperation:
	– *quality assurance and recognition;*
	– *engaging business and industry in education;*
	– *balanced mobility;*
	– *lifelong learning, including technical and vocational education and training.*
	During the past years, the dialogue and cooperation amongst the ASEM member states and stakeholders in the field of education has deepened through regular exchange of best practices, as well as initiatives and activities in areas of common interest.
	As the host of the ASEM ME5 (November, 2014), Latvia is pleased both with the progress of the ASEM education process made over these years and international activities, aiming not only to strengthen cooperation and facilitate new contacts in the field of education, but also to encourage people-to-people contacts between the both regions and promote equal partnership and mutual understanding in a wider sense.
Concluding remarks on issue 6	*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*
	Contemporary sustainable development issues are integral part of any form of cooperation between agricultural higher education institutions. Most successful activities are also those that are performed on a regular basis, for example, the study programme "Sustainable Agriculture for Rural development" carried out in BOVA network.

Issue 7.	**Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD**

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

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. In order to help municipalities to carry out their functions, in 2012 the Ministry of Health (MoH) initiated a new approach for organization of health promotion in municipalities by encouraging local governments to delegate a contactperson from the municipality to the MoH (now to the 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.

Furthermore in 2012 the MoH together with the stakeholders started a new initiative "National Healthy Municipality Network" development to provide methodological support, to assist in developing health promoting programmes and to organize regular meetings and training.

In 2014 Health promoting schools' initiative is being developed by the MoH and CDPC, as a good way to involve different stakeholders in health promotion and prevention activities at schools.

What the role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.

Issue 8.	**Describe any challenges and obstacles encountered in the implementation of the Strategy**

Provide relevant information on your country situation regarding this specific issue (up to 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).

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 and holistic vision of ESD. The SD un ESD became an integral part of the education system and outside education activities, so it is rather complicated to divide it, for example provided information on financing issues, pedagogues education and other relevant comparisons. It is important to continue and develop vertical and horizontal collaboration between the government, scientists and educators – practitioners, teachers and academic staff at universities for the promotion of holistic vision of ESD and the integration of ESD content in the curriculum of all levels of education in Latvia.

Issue 9.   Future implementation of Education for Sustainable Development

Is there a political commitment/an indication that ESD implementation will continue to be supported after the end of phase III of the UNECE Strategy for ESD and after the United Nations Decade of ESD in your country? If yes, is there already an indication of implementation priorities?

Latvian National Commission for UNESCO has made a Launch commitment to support the Global Action Programme on Education for Sustainable Development and will organize ESD related activities (seminars for teachers, lectures for students, discussions in municipalities etc.) on a local level, as well as cooperate regionally via different UNESCO networks, firstly, to raise the public awareness on necessity for interdisciplinary approach to current challenges of SD, secondly, to build the capacity of educators and trainers and, thirdly, to support research in fields relevant to SD and its promotion in Latvia. Seminars for teachers and schoolchildren, lecture series and student conferences in higher education institutions, as well as round-table discussions in municipalities with local NGOs, government representatives and wider public are planned in cooperation with the Ministry of Education and Science, Ministry of Environmental Protection and Regional Development, UNESCO Chairs in Daugavpils and Riga and North Vidzeme Biosphere Reserve.

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	3	4	5	6	7	8
Peace studies (e.g., international relations, security and conflict resolution, partnerships)		X	X	X		X	X	X	X
Ethics and philosophy	X	X	X	X		X	X	X	X
Citizenship, democracy and governance		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
Poverty alleviation			X	X		X	X	X	X
Cultural diversity	X	X	X	X	X	X	X	X	X
Biological and landscape diversity	X	X	X	X	X	X	X	X	X
Environmental protection (waste management, etc.)	X	X	X	X	X	X	X	X	X
Ecological principles/ecosystem approach		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
Climate change		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
Environmental health (e.g., food and drinking; water quality; pollution)	X	X	X	X	X	X	X	X	X
Corporate social responsibility	X	X	X	X		X	X	X	X
Production and/or consumption patterns		X	X	X	X	X	X	X	X
Economics		X	X	X	X	X	X	X	X
Rural/urban development		X	X	X	X	X	X	X	X
Total 138	9	16	17	17	11	17	17	17	17
Other (*countries to add as many as needed*)									
State language and cultural heritage preservation	X	X	X	X		X	X	X	

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 curriculum[29]/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	0	1	2	3	4	5	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
	- understanding complexity/systemic thinking?			X	X	X	X	X	X	X
	- overcoming obstacles/problem-solving?		X	X	X	X	X	X	X	X
	- managing change/problem-setting?	X	X	X	X	X	X	X	X	X
	- creative thinking/future-oriented thinking?			X	X	X	X	X	X	X
	- understanding interrelationships across disciplines/holistic approach?			X	X	X	X	X	X	X
	Total 44	1	2	5	6	6	6	6	6	6
	- other (*countries to add as many as needed*)?									
	-									

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[29] At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels								
		0	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*
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
	- decision-making, including in situations of uncertainty?			X	X		X	X	X	X
	- dealing with crises and risks?				X	X	X	X	X	X
	- acting responsibly?	X	X	X	X	X	X	X	X	X
	- acting with self-respect?	X	X	X	X	X	X	X	X	X
	- acting with determination?			X	X	X	X	X	X	X
	Total 46	3	3	5	6	5	6	6	6	6
	- other (*countries to add as many as needed*)?									

Competence	Expected outcomes	0	1	2	3	4	5	6	7	8
	ISCED Levels									
Learning to be Does education at each level enhance learners' capacity for:	- self-confidence?					X	X	X	X	X
	- self-expression and communication?	X	X	X	X	X	X	X	X	X
	- coping under stress?					X	X	X	X	X
	- ability to identify and clarify values *(for phase III)?*					X	X	X	X	X
	Total 24	1	1	1	1	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
	- acting with respect for others?	X	X	X	X	X	X	X	X	X
	- identifying stakeholders and their interests?					X	X	X	X	X
	- collaboration/team working?		X	X	X	X	X	X	X	X
	- participation in democratic decision-making?			X	X	X	X	X	X	X
	- negotiation and consensus-building?					X	X	X	X	X
	- distributing responsibilities (subsidiarity)?						X	X	X	X
	Total 46	1	3	4	4	6	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/learning methods for each level. Use the blank rows to insert additional teaching/learning methods that are considered to be key methods in your country in teaching-learning for sustainable development.)*

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy[a]	ISCED Levels								
	0	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*
Discussions		X	X	X	X	X	X	X	X
Conceptual and perceptual mapping						X	X	X	X
Philosophical inquiry						X	X	X	X
Value clarification	X	X	X	X	X	X	X	X	X
Simulations; role playing; games	X	X	X	X	X	X	X	X	X
Scenarios; modelling		X	X	X		X	X	X	X
Information and communication technology (ICT)		X	X	X	X	X	X	X	X
Surveys		X	X	X		X	X	X	X
Case studies		X	X	X	X	X	X	X	X
Excursions and outdoor learning	X	X	X	X	X	X	X	X	X
Learner-driven projects			X	X	X	X	X	X	X
Good practice analyses				X	X	X	X	X	X
Workplace experience				X	X	X	X	X	X
Problem-solving		X	X	X	X	X	X	X	X
Total 101	4	9	10	12	10	14	14	14	14
Other (*countries to add as many as needed*)									
Conversation	X								

   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 (a) and (b) template-tables to indicate what types of education stakeholders are involved.)*

Table (a)
According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	Formal	*Non-formal*	*Informal*
NGOs	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 (*countries to add as many as needed*)			

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				
	Public awareness	*Quality education*	*Reorienting education*	*Training*	*Social learning*
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 28	7	4	5	5	7
Other (*countries to add as many as needed*)					

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

There is no relevant statistical information.
Teacher training courses in Latvia are organized according to content or by competence modules. Teachers at the same time working with students of different ages.

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.																		
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
7.																		
8.																		
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.
[c] Please indicate the number of educators who have received initial training on ESD as a percentage of the total number of educators by the reporting date.
[d] Please indicate the number of educators who have received training on ESD as a percentage of the total number of educators who received in-service teacher training by the reporting date.
[e] Please indicate the number of leaders/administrators who have received training on ESD as a percentage of total number of leaders/administrators who received in-service teacher training by the reporting date.

The scoring key for this table (maximum 100%) is:

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.

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