



**FORMAT FOR REPORTING
ON IMPLEMENTATION OF THE UNECE STRATEGY FOR
EDUCATION FOR SUSTAINABLE DEVELOPMENT**

*Within the framework of the
United Nations Decade of Education for Sustainable Development (2005–2014)*

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

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for submitting the report: Hans Höglund
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- A. *Provide brief information (not more than half a page) on the process by which this report has been prepared, including information on which types of public authorities were consulted or contributed to its preparation; on 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 has been elaborated in several steps. Information and comments were first received from one group at the Ministry of Education and Research and one group consisting of representatives from the Swedish National Agency for Higher Education, the Swedish National Agency for Education, the Council of Adult Education, WWF Sweden and the Special Adviser to the National Commission for UNESCO, Carl Lindberg. A first draft of the report was then discussed and further elaborated in the two groups. Finally, the draft report was sent for consultation in a wider context and consulted within the Government, before sent in to UNECE.

X Governmental institutions (*please specify*) *Ministry of Education and Research, Ministry of the Environment, National Agency for Education, National Agency for Higher Education, National Council of Adult Education, International Programme Office for Education and Training, Naptek/Swedish Biodiversity Centre, Swedesd.*

Stakeholders:

X NGOs (*please specify*) *WWF Sweden, Keep Sweden Tidy Foundation, Swedish Society for Nature Conservation, Swedish Teachers' Union, Life-Link Friendship Schools* _____

X Academia (*please specify*) *Chalmers Institute of Technology, Lund University, Blekinge Institute of Technology, Uppsala University, Mälardalen University*__

Business (*please specify*) _____

X Other (*please specify*) *Swedish Association of Local Authorities and Regions, Umeå municipality,*

*Falun municipality*_____

- 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 decision making structure in Sweden is decentralized. Even though there are several national laws and government appropriation documents which regulate the authorities and their instructions to the universities, primary and secondary schools etc., these institutions are autonomous in terms of making their own priorities and to how ESD should be transformed in actual education programmes.

This decentralized structure of administration also has implications for financial matters. There are no resources earmarked for ESD in the national budget and the public authorities as well as universities have their own budgets, in which a not insignificant amount of resources is sometimes used for ESD. This money can also be accessible to NGOs, school networks etc.

ISSUE 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).

As indicated in B above, the decision-making structure in Sweden is decentralized, which means that the implementation and promotion of ESD-supportive policies to a large extent is at the discretion of individual public authorities and education institutions. This makes it difficult to assess the extent to which ESD-supportive policy is implemented at a national level.

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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify languages.</i> Swedish
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	A national focal point has not been appointed. However, the Ministry of Education and Research is acting as a promotor and in some aspects, as a coordinator for ESD and ESD related issues.
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</i>
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD.</i>
Sub-indicator 1.1.5	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the United Nations Decade of ESD, ³ and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> The coordination function of the implementation of ESD at the Ministry of Education and Research coincides with the ESD work at the Swedish National Commission for UNESCO and the implementation of the UN Decade 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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and list major document(s).</i> - The Strategy for Sustainable Development, launched in its latest version in March 2006, gives education a central role in provoking active participation and critical thinking about building a sustainable society (Government Communication 2005/06:126). - In liberal adult education, sustainable development and global justice are among the specific motivations included by the Riksdag in 2006 for its financial support to adult education in the form of folk high schools and study associations. - All public authorities are instructed by the government to review and report on their environmental impact, both directly in terms of energy use etc. and indirectly in terms of the decisions they make for society. Many universities have developed this obligation into a strategy for ESD in the education programmes.

¹ Issues 1 to 6 are in accordance with the objectives of the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1).

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.

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.

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

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																													
<p>(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>If yes, please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.</i></p> <p>- ISCED 0-3: During the revision of the Education Act (1985:1100) in 2010, ESD or SD was not included among the fundamental objectives for the legislation (a), since the Government claimed it was more appropriate to be included in the knowledge objectives of the syllabuses and curricula. In the newly revised curricula and syllabuses for compulsory school the inclusion of content, standards and objectives related to sustainable development is clearer and more specific, where they are also proposed to be included more specifically than before. The curriculum for the pre-school has also been revised so as to include clearer goals on ESD (pending Riksdag decision autumn 2010) (b).</p> <p>- ISCED 4: In adult education, “health, sustainable development and global justice” is among the specific motivations included by the Riksdag in 2006 for its financial support to adult education in the form of folk high schools and study associations (a). ESD is also included in various education programmes and courses, but at the discretion of the organisations themselves (b).</p> <p>- ISCED 5: In the (1992:1434) Higher Education Act, which entered into force in 2006, higher education institutions are instructed to promote sustainable development that ensures present and future generations a healthy and good environment, economic and social welfare and justice. The Act also instructs the higher education institutions to ensure that students are entitled to exert influence over the education and to take an active part in its further development (a). ESD is also included in various education programmes and courses, but at the discretion of the universities (b).</p> <p>- ISCED 6: In the Govt. Bill 2008/09:50 on research policy, proposed in October 2008, ESD is not specifically addressed (a), although aiming for a “just and sustainable development” and combating global threats such as climate change and epidemics are mentioned both in the general motivations and the more specific financing objectives. However, ESD is addressed in several research projects throughout the country (b).</p> <p>- Teacher education: In the Govt. Bill 2009/10:89, expected to enter into force 1 July 2011, the environment and sustainability are mentioned among the fundamental starting points for the proposed new teacher education programme (a). ESD is also included in most teacher education programmes, but at the discretion of the teacher training schools themselves (b).</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">ISCED levels ⁶</th> <th>(a)</th> <th>(b)⁷</th> </tr> <tr> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td></td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">1</td> <td></td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">2</td> <td></td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">3</td> <td></td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">5⁸</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">6</td> <td></td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">Teacher education</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> </tr> </tbody> </table>	ISCED levels ⁶	(a)	(b) ⁷	Yes	Yes	0		V	1		V	2		V	3		V	4	V	V	5⁸	V	V	6		V	Teacher education	V	V
ISCED levels ⁶	(a)		(b) ⁷																											
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⁵ International Standard Classification of Education (ISCED), UNESCO, 1997 (http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm).

⁶ Education level in accordance with ISCED.

⁷ National curricula and/or national standards/ordinances/requirements.

⁸ For higher education institutions when answering: (1) regarding national legislation: this objective is focusing equally at the first stage of tertiary education (Bachelor), the second stage (MSc) and the third stage (PhD) while covering various aspects such as **service agreements/contracts, national strategies of Research and Development, university organization and studies acts, or general laws of higher educations**; (2) regarding national and/or subnational standards/ordinances/requirements: special attention shall be devoted to indications of linking systems of **quality assurance and accreditation** (with regard to the Bologna process; see http://www.coe.int/t/dg4/highereducation/EHEA2010/BolognaPedestrians_en.asp for information) for higher education institutions with ESD, as well as to **regulations of study programmes and study fields** which reflect the principles of ESD.

Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> As for liberal adult education, “public health, sustainable development and global justice” is among the specific motivations included by the Riksdag in 2006 for its financial support to liberal adult education, which use the support at their own discretion and report to the government. As for informal education, Government Communication 2005/06:107 envisages an action plan for sustainable consumption in the households.
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> Raising public awareness for sustainability is addressed in a number of ways in the Strategy for Sustainable Development (Government Communication 2005/06:126). “Enabling citizens to influence their own situation and creating engagement for the development of society” are one of four fundamental objectives for state financing of adult education, in Regulation (1991:977). However, in terms of raising awareness through the media, Sweden pursues its independence as a source of critical thinking rather than instructing the media to focus on ESD or SD.
Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁹ cooperation relevant to ESD exist in your Government?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify.</i> In addition to the regular structure for cooperation between the different ministries, there is no formal interdepartmental cooperation. However there is a close cooperation between the Ministry for Education and Research and the Ministry of the Environment.
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ¹⁰
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> There is a general system of consultations in the preparation of new laws as well as temporary stake-holder groups in relation to specific projects.
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> There are no support systems to promote ESD directly available from the national budget, however the Swedish International Development Cooperation Agency, <i>Sida</i> , finances several research and knowledge management projects on ESD within its development policy, among them the Swedish International Centre of Education for Sustainable Development (SWEDESD), which has the purpose to facilitate and support education and learning in the field of sustainable development as a part of Sweden’s development cooperation. The public budget for adult education is given as a total sum, but sustainable development is among the motivations for the public financing (see 1.2.3). Resources are also allocated to the evaluation of quality criteria in higher education, where ESD is included. As for research, the Swedish Research Council financed a national research network on ESD in the years 2002-2007, but since then the Institute for Research in Education and Sustainable Development at Uppsala University coordinates the network without funding. At the local level, some municipalities have also allocated resources specifically to support ESD in schools, eg. in Umeå and Falun.
Indicator 1.3 National policies support synergies between processes related to SD and ESD	
Sub-indicator 1.3.1	Is ESD part of SD policy(s) if such exist in your country?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> The Strategy for Sustainable Development, launched in its latest version in March 2006, gives education a central role in provoking active participation and critical thinking about building a sustainable society (Government Communication 2005/06:126).
Issue 2. PROMOTE SD THROUGH FORMAL, NON-FORMAL AND INFORMAL LEARNING	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	

⁹ Between State bodies.

¹⁰ For explanation see paragraph 46 of the UNECE Strategy for ESD.

With the change of government in 2006, the organisation of public authorities responsible for formal education systems has changed. The Swedish National Agency for School Improvement has closed and some of its ESD-related activities (most notably the Sustainable School Award) have been transferred to the Swedish National Agency for Education, which however does not primarily work in direct contact with schools but rather in contact with the local authorities and independent organisations responsible for the organisation of schools. With the aim to put an end to the contradictory role of the National Agency for Education in both development and inspection of schools, the Schools Inspectorate was established in 2008 as the central Swedish agency responsible for ensuring that local authorities and independent schools follow existing laws and regulations. To date, the Schools Inspectorate has not been specifically instructed to evaluate ESD or SD. Finally, one should note that the International Programme Office for Education and Training is still responsible for certain ESD-related activities, most notably the Global School programme which supports teaching of global sustainable development issues.

As for non-formal education, Sweden has a long tradition of so-called “folkbildning”, which refers to the liberal non-formal and voluntary educational system organised by the folk high schools and the various study associations, which in turn are organised by political organisations, environmental organisations, religious organisations, free churches and other non-governmental organisations. Since 1991, the organisation of “folkbildning” is free from state regulation. However, regulation (1991:977) regulates the public financing available and lists certain fundamental objectives and more general motivations for the resources allocated to the Swedish National Council of Adult Education. This Council is a non-profit association with certain authoritative tasks delegated by the government and the Riksdag. The Council distributes government grants to study associations and folk high schools, submits budgetary documentation and annual reports to the government and follows up and evaluates “folkbildning” activities. As the “folkbildning” is free to organise study programmes and courses, the inclusion of ESD is not explicitly regulated, but expected from its financing and also performed to a certain extent.

Indicator 2.1 SD key themes are addressed in formal education

Sub-indicator 2.1.1	Are key themes of SD¹¹ addressed explicitly in the curriculum¹²/programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify in the table in appendix I (a) and use the scale. Indicate the results in the box below.</i></p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="border: 1px dashed black; padding: 2px;">A</td> <td style="border: 1px dashed black; padding: 2px;">B</td> <td style="border: 1px dashed black; padding: 2px;">C</td> <td style="border: 1px dashed black; padding: 2px;">D</td> <td style="border: 1px dashed black; padding: 2px;">E</td> <td style="border: 1px dashed black; padding: 2px;">F</td> </tr> <tr> <td style="border: 1px dashed black; padding: 2px; text-align: center;"><input type="checkbox"/></td> <td style="border: 1px dashed black; padding: 2px; text-align: center;"><input type="checkbox"/></td> <td style="border: 1px dashed black; padding: 2px; text-align: center;"><input type="checkbox"/></td> <td style="border: 1px dashed black; padding: 2px; text-align: center;"><input type="checkbox"/></td> <td style="border: 1px dashed black; padding: 2px; text-align: center;"><input type="checkbox"/></td> <td style="border: 1px dashed black; padding: 2px; text-align: center;">X</td> </tr> </table> <p>As for higher education, curricula are decided upon at each university or higher education institution and therefore varies greatly.</p>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X								
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum¹³/programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify in the table in appendix I (b) and use the scale. Indicate the results in the box below.</i></p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="border: 1px dashed black; padding: 2px;">A</td> <td style="border: 1px dashed black; padding: 2px;">B</td> <td style="border: 1px dashed black; padding: 2px;">C</td> <td style="border: 1px dashed black; padding: 2px;">D</td> <td style="border: 1px dashed black; padding: 2px;">E</td> <td style="border: 1px dashed black; padding: 2px;">F</td> </tr> <tr> <td style="border: 1px dashed black; padding: 2px; text-align: center;"><input type="checkbox"/></td> <td style="border: 1px dashed black; padding: 2px; text-align: center;"><input type="checkbox"/></td> <td style="border: 1px dashed black; padding: 2px; text-align: center;"><input type="checkbox"/></td> <td style="border: 1px dashed black; padding: 2px; text-align: center;"><input type="checkbox"/></td> <td style="border: 1px dashed black; padding: 2px; text-align: center;"><input type="checkbox"/></td> <td style="border: 1px dashed black; padding: 2px; text-align: center;">X</td> </tr> </table> <p>The curricula for compulsory education explicitly state that students should have the ability to act and take a position regarding sustainable development (pending Riksdag decision autumn 2010). As for higher education, sustainability issues are addressed in intended learning outcomes as well as in some Degree Ordinances.</p>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X								
Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum¹⁴/programme of study at various levels of formal education?												

¹¹ For explanation see paragraph 15 of the UNECE Strategy for ESD.

¹² At the State level, where relevant.

¹³ See footnote 12.

¹⁴ See footnote 12.

Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify in the table in appendix I (c) what methods are of particular significance in your country and use the scale. Indicate the results in the box below.</i>											
	<table border="1" data-bbox="848 245 1413 310" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> <td style="text-align: center;">C</td> <td style="text-align: center;">D</td> <td style="text-align: center;">E</td> <td style="text-align: center;">F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">X</td> </tr> </table> <p>The Swedish national curricula expect teaching to be based on research and verified experience, but do not specify learning methods, and rely instead on the professionalism of the teachers. However, in the Government Bill 2009/10:89 on a new teacher education programme, the importance of teaching for shaping attitudes, knowledge and behaviour in relation to the environment and sustainability is addressed.</p> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).</i></p>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	B	C	D	E	F							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X							

Indicator 2.2 Strategies to implement ESD are clearly identified																																																							
Sub-indicator 2.2.1	<p>Is ESD addressed through:¹⁵ (a) existing subjects¹⁶only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project?¹⁷ (e) other approaches?</p> <p><i>Phase II: If yes, please specify for different levels of education system in accordance with ISCED by ticking (V) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">ISCED levels</th> <th style="text-align: center;">(a) <i>Yes</i></th> <th style="text-align: center;">(b) <i>Yes</i></th> <th style="text-align: center;">(c) <i>Yes</i></th> <th style="text-align: center;">(d) <i>Yes</i></th> <th style="text-align: center;">(e) <i>Yes</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td></td> <td style="text-align: center;">V</td> <td></td> <td></td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">1</td> <td></td> <td style="text-align: center;">V</td> <td></td> <td></td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">2</td> <td></td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td></td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">3</td> <td></td> <td style="text-align: center;">V</td> <td></td> <td></td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">6</td> <td></td> <td style="text-align: center;">V</td> <td></td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">Teacher education</td> <td></td> <td style="text-align: center;">V</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>As for higher education (ISCED 5), curricula are decided upon at each university and therefore vary greatly. As for teacher education, issues of environment and sustainability have only recently been included in the government instructions, whereas in practice ESD has been partly included before (see 1.2.2).</p> <p><i>If you ticked (e), please specify the approaches.</i></p>	ISCED levels	(a) <i>Yes</i>	(b) <i>Yes</i>	(c) <i>Yes</i>	(d) <i>Yes</i>	(e) <i>Yes</i>	0		V			V	1		V			V	2		V	V		V	3		V			V	4	V	V	V	V	V	5	V	V	V	V	V	6		V		V	V	Teacher education		V			
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6		V		V	V																																																		
Teacher education		V																																																					

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

¹⁵ For higher education institutions: These distinctions would be equal to: (a) **courses and disciplines**; (b) **interdisciplinary courses**; (c) **separate, specified SD courses or seminars**; and (d) **stand-alone projects** implemented by the department, faculty or inter-faculty structures.

¹⁶ E.g. geography or biology. For higher education, "subject" means "course".

¹⁷ A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

Indicator 2.3 A whole-institution approach¹⁸ to SD/ESD is promoted																			
Sub-indicator 2.3.1	Do educational institutions ¹⁹ adopt a “whole-institution approach” to SD/ESD?																		
<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Phase II: If yes, please specify for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">ISCED levels</th> <th style="text-align: center;">Yes</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">0</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">1</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">4</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">5</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">6</td><td style="text-align: center;">V</td></tr> <tr> <td style="text-align: center;">Teacher education</td> <td style="text-align: center;">V</td> </tr> </tbody> </table> <p>There are initiatives and projects in many schools and other education institutions that take a “whole-institution approach”. For example, Chalmers University of Technology and University of Gothenburg have together created the Centre for Environment and Sustainability to promote research and education for sustainable development, while working actively with the sustainability issues for the universities as institutions. Moreover, the mission of the Swedish University of Agricultural Sciences is to develop the understanding and sustainable use and management of biological natural resources. Especially in pre-school, compulsory school and Upper Secondary, NGOs are often very active in working with schools. For example, Keep Sweden Tidy organises the “Green Flag” award, which is the Swedish version of the Eco Schools initiative, currently involving some 2000 schools throughout the country. Moreover, WWF Sweden has initiated a model school programme for developing best practices and learning examples of whole school approaches in ESD. Model schools are supported through mentors, training, networking, materials etc. and are also stimulated to be innovative in developing new methods and forms.</p> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify (provide examples on how it is done).</i></p> <p>As for non-formal education, there are folk high schools and study associations working with sustainability issues taking a whole-institution approach, but the picture varies greatly. Some of the study associations are particularly profiled on SD, notably <i>Studiefrämjandet</i>.</p>	ISCED levels	Yes	0	V	1	V	2	V	3	V	4	V	5	V	6	V	Teacher education	V
ISCED levels	Yes																		
0	V																		
1	V																		
2	V																		
3	V																		
4	V																		
5	V																		
6	V																		
Teacher education	V																		
Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support “a whole institution approach to SD/ESD”?																		

¹⁸ A “whole institution approach” means that all aspects of an institution's internal operations and external relationships are reviewed and revised in light of SD/ESD principles. Within such an approach each institution would decide on its own actions, addressing the three overlapping spheres of Campus (management operations); Curriculum; and Community (external relationships).

¹⁹ For higher education institutions: **whole university, whole college or whole faculty approach** (including inter-faculty approaches).

Yes No

Phase II: If yes, please specify what schemes are available for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.

ISCED levels	Yes
0	V
1	V
2	V
3	V
4	V
5	V
6	V
Teacher education	V

SD or ESD is no longer explicitly mentioned in the general instructions from the government to the National Agency for Education. Since the National Agency for School Improvement closed, the Sustainable School Award continues to be administered by the National Agency for Education, but with less resources. There are no direct economic incentives to promote ESD available to education institutions. However, there are many initiatives that provide guidelines and voluntary award schemes on the part of NGOs and other organisations (see 2.3.1). As for teacher education, in-service training is organised at the local level, where certain municipalities are very active and others not.

Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																																				
Yes X No <input type="checkbox"/>	<p><i>Phase II: If yes, please specify for all levels of your education system in accordance with ISCED, by ticking (V) in the table as appropriate:</i></p> <p><i>(a) For formal institutions.</i></p> <table border="1" data-bbox="976 337 1283 613"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0</td><td>V</td></tr> <tr><td>1</td><td>V</td></tr> <tr><td>2</td><td>V</td></tr> <tr><td>3</td><td>V</td></tr> <tr><td>4</td><td>V</td></tr> <tr><td>5</td><td>V</td></tr> <tr><td>6</td><td>V</td></tr> <tr><td>Teacher education</td><td>V</td></tr> </tbody> </table> <p><i>(b) For non-formal institutions for non-formal and informal education.</i></p> <table border="1" data-bbox="976 672 1283 948"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0</td><td></td></tr> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>5</td><td>V</td></tr> <tr><td>6</td><td>V</td></tr> <tr><td>Teacher education</td><td></td></tr> </tbody> </table> <p><i>If relevant data are available, please also specify (i.e. provide examples on how it is done).</i></p> <ul style="list-style-type: none"> - Various NGO-supported projects seek to support schools in ESD and in developing their own indicators, for example WWF Sweden (see 2.3.1). - All public authorities are instructed by the government to review and report on their environmental impact, both directly in terms of energy use etc. and indirectly in terms of the decisions they make for society. Many universities have developed this obligation into a strategy for ESD in the education programmes. 	ISCED levels	Yes	0	V	1	V	2	V	3	V	4	V	5	V	6	V	Teacher education	V	ISCED levels	Yes	0		1		2		3		4		5	V	6	V	Teacher education	
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6	V																																				
Teacher education																																					

Indicator 2.4 ESD is addressed by quality assessment/enhancement systems																																								
Sub-indicator 2.4.1	<p>(a) Are there any education quality assessment/enhancement systems? (b) Do they address ESD²⁰? (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?</p> <p><i>Phase II: If yes, please specify for various levels of your education system in accordance with ISCED, by ticking (V) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">ISCED levels</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td></td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td></td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td></td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td></td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">6</td> <td></td> <td></td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;">Teacher education</td> <td></td> <td></td> <td style="text-align: center;">V</td> </tr> </tbody> </table> <p>(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this data (i.e. provide examples on how the data was compiled).</i></p> <ul style="list-style-type: none"> - ISCED 0-3: The Swedish Schools Inspectorate reviews the quality of schools. It does not explicitly address ESD, but it reviews schools in accordance with the syllabuses and curricula, where ESD is included. - ISCED 4: As for adult education, the Swedish National Council of Adult Education is responsible for reporting to the government on quality work in the respective organisations. - ISCED 5: As for higher education, the National Agency for Higher Education assesses the quality of higher education institutions in accordance with international ENQA standards. As previously mentioned, all public authorities are instructed by the government to review and report on their environmental impact, both directly in terms of energy use etc. and indirectly in terms of the decisions they make for society. Many universities have developed this obligation to review their indirect impact into a strategy for ESD in the education programmes. - ISCED 6 and Teacher education: With regard to research and teacher education, the obligation of universities and other institutes of higher education to review and report on their environmental impact is equally applicable. 	ISCED levels	(a)	(b)	(c)	Yes	Yes	Yes	0	V	V		1	V	V		2	V	V		3	V	V		4	V	V		5	V	V	V	6			V	Teacher education			V
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4	V	V																																						
5	V	V	V																																					
6			V																																					
Teacher education			V																																					
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	<p>Are SD issues addressed in informal and public awareness-raising activities?</p> <p><i>Phase II: Please specify.</i>²¹</p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>There are plenty of seminars and conferences as well as news items and other activities addressing SD in Sweden. Swedish Adult education arranges education for information officers, conferences for headmasters and teachers, projects and campaigns etc. For example, the national organisation for adult education is organising a national conference in Malmö in 2011 which will focus on ESD. The UR (The Education Radio) issue programs on developing countries with support from the Swedish International Development Cooperation Agency, <i>Sida</i>, and also some production of material as</p>																																							

²⁰ 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).

²¹ Please describe how this is done, e.g. in press articles, TV and radio programmes or public lectures promoting environmentally friendly goods and services, sustainable lifestyles.

	method manuals, books and videos about ESD themes. WWF Sweden has also organised an awareness raising campaign together with television channel TV4 and daily newspaper Aftonbladet.
Sub-indicator 2.5.2	Is there any support for work-based learning (e.g. for small companies, farmers, trade unions, associations) which addresses SD issues?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify and provide examples.</i> Folk high schools and study associations addressing SD in their courses are organised by political organisations, environmental organisations, religious organisations, free churches and other non-governmental organisations.
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 <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.</i>

Indicator 2.6 ESD implementation is a multi-stakeholder process²²																													
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?																												
Yes X No <input type="checkbox"/>	<p><i>Phase II: Please specify in the table in appendix II (a) and (b) and use the scale. Indicate the results in the boxes below.</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 50%;">(a) According to the UNECE Strategy on ESD</td> <td style="text-align: center; width: 50%;">(b) According to the UN DESD</td> </tr> <tr> <td style="text-align: center;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> <td style="text-align: center;">C</td> <td style="text-align: center;">D</td> <td style="text-align: center;">E</td> <td style="text-align: center;">F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">X</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> </td> <td style="text-align: center;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> <td style="text-align: center;">C</td> <td style="text-align: center;">D</td> <td style="text-align: center;">E</td> <td style="text-align: center;">F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">X</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> </td> </tr> </table>	(a) According to the UNECE Strategy on ESD	(b) According to the UN DESD	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> <td style="text-align: center;">C</td> <td style="text-align: center;">D</td> <td style="text-align: center;">E</td> <td style="text-align: center;">F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">X</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> <td style="text-align: center;">C</td> <td style="text-align: center;">D</td> <td style="text-align: center;">E</td> <td style="text-align: center;">F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">X</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Issue 3. EQUIP EDUCATORS WITH THE COMPETENCE TO INCLUDE SD IN THEIR TEACHING																													
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>																													
Indicator 3.1 ESD is included in the training²³ of educators																													
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ²⁴																												
Yes X No <input type="checkbox"/>	<p><i>Phase II: Please specify by filling in the table in appendix III.</i></p> <p>According to a survey made in 2007 by the National Agency for Higher Education, approximately one third of the teacher training schools include ESD in their programmes.</p>																												
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²⁵																												
Yes X No <input type="checkbox"/>	<p><i>Phase II: Please specify by filling in the table in appendix III.</i></p> <p>During their professional working-life, teacher training on ESD is available through the involvement of the whole school in an organised work for sustainability, such as the Global School programme administrated by the International Programme Office for Education and Training, as well as projects initiated by NGOs.</p>																												
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?																												
Yes X No <input type="checkbox"/>	<p><i>Phase II: Please specify by filling in the table in appendix III.</i></p> <p>Through a revision of the Education Act (1985:1100), a special education program for school principals is mandatory for newly employed principals in the compulsory school system as of March 2010. This education programme ultimately aims at helping the principals to contribute to the realisation of the goals in the curricula and syllabuses, which include ESD, although it is too early to tell if ESD is really considered.</p>																												
Indicator 3.2 Opportunities exist for educators to cooperate on ESD																													
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?																												

²² 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).

²³ ESD is addressed by content and/or by methodology.

²⁴ For higher education institutions: The focus is here on existing **teacher training at universities/colleges** regarding SD and ESD for university/college teachers.

²⁵ For higher education institutions: The focus is here on existing **in-service training programmes** regarding SD and ESD for university/college teachers in their own universities/colleges.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify (provide examples on how this is done).</i></p> <p>There are many networks formed between professionals on a voluntary basis and at various levels of education. One example is HU2, a voluntary network of researchers and administrators at university level, involving a majority of universities and institutes of higher education.</p>
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²⁶
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify how, listing the major ones, and describing them as appropriate.</i>
Issue 4. ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	

²⁶ Including assistance through direct funding, in-kind help, political and institutional support.

Indicator 4.1 Teaching tools and materials for ESD are produced																			
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of development and production of ESD tools and materials exist?																		
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please describe.</i>																		
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?																		
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in USD) for annual expenditures on ESD-related research and development.</i></p> <p>Some public authorities invest resources in education as part of their activities to reach their environmental and sustainability targets. The Swedish International Development Cooperation Agency (<i>Sida</i>) supports financially the ESD projects conducted by WWF Sweden and the Global School programme. SWEDES – through <i>Sida</i> support – is producing materials for its two professional development programs: (a) Collaborative and Social Learning for Urban Sustainable Development, and (b) Ecosystem Services, Strong Sustainability and Agency (ESSA); both programs are being developed with partner organizations in Southern Africa (SADC-REEP) and South Asia (CEE).</p>																		
Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist																			
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities? (b) approved by public authorities? (c) tested and recommended for selection by educational institutions?																		
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Phase I: For (a) and (b), please describe.</i></p> <p><i>Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c), please also describe. Please also provide your own examples, as appropriate.</i></p>																		
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 <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase I: For (a) please specify.</i></p> <p>WWF Sweden has developed a toolkit directed to universities and institutions of higher education, called “Agera för en framtid på en planet” (Act for a future on one planet). They also have plenty of materials in Swedish directed to pre-, primary and secondary schools. Teaching material in Swedish is also available through the “Green Flag” award (Eco School) as well as the Global School Programme.</p> <p><i>Phase II: If yes for (b), please specify by ticking (V) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">ISCED levels</th> <th style="text-align: center;">(b) Yes</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">0</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">1</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">4</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">5</td><td style="text-align: center;">V</td></tr> <tr><td style="text-align: center;">6</td><td style="text-align: center;"></td></tr> <tr><td style="text-align: center;">Teacher education</td><td style="text-align: center;"></td></tr> </tbody> </table> <p>As for research (ISCED 6) and Teacher education, the tools are not so much available as being developed at that level.</p>	ISCED levels	(b) Yes	0	V	1	V	2	V	3	V	4	V	5	V	6		Teacher education	
ISCED levels	(b) Yes																		
0	V																		
1	V																		
2	V																		
3	V																		
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5	V																		
6																			
Teacher education																			

Indicator 4.3 Teaching tools and materials for ESD are accessible	
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?
Yes <input type="checkbox"/> No X	<i>Phase II: Please describe.</i> Several disseminations of ESD tools and materials exist, but there is no national strategy for it. Sweden has seconded professor Rosalyn McKeown-Ice to UNESCO, who has developed the Education for Sustainable Development Toolkit.
Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes X No <input type="checkbox"/>	<i>Please specify to what extent by providing an indication of the amount in USD, giving the annual expenditures for ESD-related research and development.</i> The secondment of professor McKeown-Ice, the Young Masters Programme at IIIIEE and many Sida-financed projects (see 4.1.2) all contribute to the development of tools and materials. However, it is difficult to assess the annual expenditure specifically aimed at this activity.
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input type="checkbox"/> No X	<i>Please describe.</i> A lot of ESD teaching materials is produced in Sweden, but there is no public authority for approving it.
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 <input type="checkbox"/> (b) Yes X No <input type="checkbox"/>	<i>For (a) and (b) please specify.</i> (a) There is a website collecting ESD activities and materials in Sweden, www.esdsverige.se , provided by WWF Sweden in co-operation with other actors in the field. There are also ESD teaching tools available directly on-line and provided by education institutions and networks, from pre-school to university. (b) Teaching tools and materials on ESD are provided through the various initiatives and projects organised at education institutions (see 2.3.1)
Issue 5. PROMOTE RESEARCH ON AND DEVELOPMENT OF ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 5.1 Research²⁷ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁸ supported?
Yes X No <input type="checkbox"/>	<i>Phase II: Please specify what kind of research (content and methods). Please provide the total amount annually over the reporting period, and if feasible, as a percentage of the total research budget.</i> The Swedish Research Council finances the Graduate school in Education and Sustainable Development (GRESO) gathering more than 15 PhD students from different disciplines at eight universities.

²⁷ These include support from various sources, such as State, local authorities, business and non-governmental sources.

²⁸ E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology; means of evaluation including socio-economic impacts.

Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify what kind of research (content and methods).</i>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: ²⁹ (a) for the master's level? (b) for the doctorate level? (2) addressing ESD: (a) for the master's level? (b) for the doctorate level?
(1) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify what kind of programmes are available for (1) (a) and (b); (2) (a) and (b).</i> (1) (a) At Chalmers University of Technology, sustainable development is included in all Master's programmes. (1) (b) For example, GRESD (see 5.1.1) (2) (a) Numerous (2) (b). Numerous In addition, SWEDES in partnership with SADC-REEP (Southern Africa) and CEE (South Asia) is developing two professional development programs: (a) Collaborative and Social Learning for Urban Sustainable Development, and (b) Ecosystem Services, Strong Sustainability and Agency (ESSA)
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify for (a) and (b).</i> (a) At the Master's level, there are no specific grants directed towards ESD (b) At the doctorate level, scholarships are available.
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? ³⁰
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period.</i> Sweden has at least three UNESCO Chairs that are involved in different projects to develop ESD - in pre-schools, among college students and in engineering education (see 6.1.2). The Swedish International Development Cooperation Agency, <i>Sida</i> , finances between 25 and 40 million SEK annually (USD 3,5 million to 5,6 million) to ESD-targeted development cooperation, of which 15 million SEK are provided SWEDES (see 6.1.1), 5 million SEK to the Young Master's Programme (see 6.1.2) and 2 million SEK to the secondment of an expert at UNESCO. Other temporary projects add to this figure, which by 2011 amounts to 39 million SEK in total.
Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ³¹ to share the results of research and examples of good practices in ESD ³² among authorities and stakeholders?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period.</i> In general, one of the conditions for financial support provided by the Swedish Research Council, Foundation for Strategic Environmental Research

²⁹ ESD is addressed by substance and/or by approach.

³⁰ Activities may include pilot projects, action research, social learning and multi-stakeholder teams.

³¹ E.g. conferences, summer schools, journals, periodicals, networks.

³² 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.

	(Mistra) and other financing authorities is that the results are made available to the public and stakeholders. The Swedish International Development Cooperation Agency, <i>Sida</i> , has published a research overview on ESD, entitled "Education for Sustainable Development, Research Overview" (Sida Review 2010:13).
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase I: For (a), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i> There is no periodical publication issued in Sweden specifically on ESD.
	<i>Phase II: For (b), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i> However, there are plenty of scientific articles and books addressing ESD published in Sweden.
Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 6.1 International cooperation on ESD is strengthened within the UNECE region and beyond	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international ³³ networks on ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify for national, subnational and local levels and list major networks.</i> <i>National:</i> - Swedish International Development Cooperation Agency, <i>Sida</i> , finances the Swedish International Centre of Education for Sustainable Development (SWEDES), which is a department of Gotland University. SWEDES started in January 2008 and supports ESD as a part of Sweden's development cooperation, aiming to increase knowledge in the poorest countries and exchange experience between Sweden and developing countries. - Sida finances the activities of SADC-Regional Environmental Education Programme, a network of ESD-professional in Southern Africa. - Sida finances an International Training Programme on ESD in formal education, providing opportunities for professional, institutional and network development in Asia and Africa. - Carl Lindberg is appointed Special Advisor to the Swedish National Commission for UNESCO on ESD. As a Member of UNESCO's High Level Panel on ESD, Lindberg has an extensive network of cooperation with countries both inside and outside the UNECE region. <i>Subnational/Local:</i> - The Regional Centre of Expertise (RCE) Skåne organises local and regional authorities with universities in an international exchange with foreign RCEs.
Sub-indicator 6.1.2	Do educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify. List major networks.</i> - Apart from the co-operation mentioned in 6.1.1, there are several examples of participation of Swedish schools and universities in international networks that address items concerning SD. Moreover, Swedish NGOs offering ESD in-service training for teachers and engaged in program development, like the WWF and the Keep Sweden Tidy Foundation, are all involved in several international networks. - The Baltic University Programme, coordinated at Uppsala University, is a network of more than 200 universities and other institutes of higher

³³ In this context, international associations, working groups, programmes, partnerships, etc. means those at the global, regional and subregional levels.

	<p>education throughout the Baltic Sea region. The Programme focuses on questions of sustainable development, environmental protection, and democracy in the Baltic Sea region. The aim is to support the key role that universities play in a democratic, peaceful and sustainable development. This is achieved by developing university courses, and by participation in projects in cooperation with authorities, municipalities and others.</p> <ul style="list-style-type: none"> - Tied to the three Swedish UNESCO Chairs within the field of ESD, at Chalmers Institute of Technology, Gothenburg University and Lund University, are global networks of co-operation between several universities and other institutes of higher education. For example, the International Institute for Industrial Environmental Economics (IIIEE) at Lund University, in collaboration with Chinese authorities and education institutions, plans to expand its interactive distance education course within the Young Masters Programme on sustainable development, which, since the start in 1999, has enrolled over 7000 high school students from all over the world. - The Department of Curriculum Studies at Uppsala University and the National Working Committee on ESD of the China National Commission for UNESCO has recently signed an ESD research cooperation agreement. - The Life-Link Friendship-Schools Programme is a Swedish NGO program, which qualified as a Good Practice program for the Decade on ESD World Conference in November 2009. The Programme is now recommended for UNESCO Associated Schools in the Arab and Europe region, based on the ethics that each individual within a common global living-room must care. - As regards liberal adult education, a survey conducted by the organisation Folkbildning - Learning for Active Citizenship (FOLAC) in autumn 2009 concluded that all 150 folk high schools are working internationally in some way or other, of which 70 have courses specifically directed towards international affairs and 22 courses taking place abroad. Common themes are global justice, democracy and human rights, as well as gender and environmental issues.
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify and list the major ones.</i></p> <ul style="list-style-type: none"> - Within the bilateral environment co-operation agreement with Russia, co-ordinated by the Swedish Environmental Protection Agency, a specific pilot project on ESD targets natural resources, ecology and economy. - Bilateral environment co-operation agreements have also been signed with China and India, where co-operation within education and research takes place at the level of universities and institutes of higher education.
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please list and describe.</i></p> <ul style="list-style-type: none"> - In general terms, Sweden has adopted a policy for global development with the overall objective to contribute to equitable and sustainable global development, committing all policy areas, within the framework of their own policy area objectives, to find ways to strengthen Sweden's contribution to the Millennium Development Goals (MDGs). More specifically, Sweden is also very active in promoting the work with ESD both at international conferences and in its negotiating positions, specifically towards UNESCO in order to include ESD into the work to fulfil the MDG "Education for All" and other closely related MDGs. - Within the UN Marrakech Process on sustainable consumption and production, Sweden was leading country for the Task Force on Sustainable Lifestyles in 2005 to 2009, coordinating case studies that explores means for changing lifestyles and behaviour with a focus on how sustainable lifestyles can be enabled by actors such as governments and business, and on how consumers can be encouraged to make sustainable choices. The casestudies, carried out in developing and developed countries focused mainly on education, communication and information. - Specific <i>Sida</i>-funded projects: <p>Southern Africa Development Community Regional Environmental Education Programme. www.sadc-reep.org.za</p> <p>International Training Programme for Education for environment and sustainability.</p>

<http://www.rambollnatura.se/services/capacity%20development%20and%20training>

**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.

Sweden is one of the few EU countries to have indigenous people, the Saami. Since 1962 there is a parallel school system (ISCED 1-3) for the Saami people and since 1976 the teaching in the Saami languages is legally regulated. Since 2000, the Saami language (all dialects) is recognised as official minority language. At the ISCED 4 level, a number of possibilities exist to organize schools with Saami “profile”, supported by the municipality. The Saami people also have their own folk high school in Jokkmokk.

Phase II: Please provide the updated information to indicate changes over time.

In December 2005 the Swedish government launched Naptek - a national programme on local and traditional knowledge concerning the conservation and sustainable use of biological diversity. This was a direct result of the ongoing discussions concerning art. 8(j) in the Convention on biological diversity (CBD). The national programme will in its first phase run for six years with the aim to safeguard relevant traditional knowledge, innovations and practices according to art. 8(j). In addition to the traditions and knowledge of the Saami indigenous people, Sweden also has many tradition holders represented in small-scale use of the biological resources. The national work is coordinated from the Swedish Biodiversity Centre, in direct collaboration with, among others, the Swedish Saami Parliament when it comes to issues concerning the Saami traditions. The purpose of the national programme is to:

- document traditional knowledge
- maintain and preserve local and traditional knowledge
- work as a link between tradition holders and national authorities
- initiate research concerning traditional knowledge

The Swedish Biodiversity Centre has also been running a project to promote interest in the conservation of biodiversity and traditional knowledge. The project has resulted in reports, an encyclopaedia on the traditional use of biodiversity in Sweden, and contributed to university courses in ethnobiology. However, in a report 2010 Naptek states that there seem to be very few Swedish university programmes and courses that give a holistic perspective on local and traditional knowledge. There is a need for teaching materials. Many Swedish museums today offer activities for school classes in traditional knowledge, but they seldom give any profound practical traditional knowledge.

www.naptek.se

Phase III: Please provide the 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 1,500 characters with spaces). Please be as specific as possible.

Due to the encompassing definition of ESD, it is often difficult to assess which activity or project is ESD and which is merely Environmental Education, Development Studies or Gender Issues. Although there are many activities on ESD in Sweden, ESD is sometimes perceived as a politicized concept which collides with the independence of higher education and therefore meets resistance. However, one may also note that many of the features of ESD, such as problem-based learning and a participatory approach in teaching, have been part of Swedish teaching objectives and values long before it was coined ESD.

Phase II: Please provide the updated information to indicate changes over time.

Implementation of ESD is highly dependent on commitment and dedication of political leadership, both nationally and locally. With the change of government in 2006, emphasis has shifted from the inclusion of ESD or SD in policy documents and speeches at conferences to its inclusion in curricula and syllabuses. This makes it difficult to supervise a continuous implementation process and to assess its progress. As for public awareness, the period 2007-2010 saw a tremendous rise in media attention and public engagement about climate change and sustainability at large. In Sweden, education and the school system was also given considerable media attention, but rarely do the two topics merge in the form of ESD.

Phase III: Please provide the updated information to indicate changes over time.

Issue 9. DESCRIBE ANY ASSISTANCE NEEDED TO IMPROVE IMPLEMENTATION

Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible.

The decentralised structure of government in Sweden and not least the absence of a national implementation plan encourages a partly very dedicated, but also a very uncoordinated implementation of the UNECE strategy. The relative independence of public authorities and not least universities is perceived as a value in itself which should not be put into question. However, there is a lack of administrative resources at the national level for coordinating and exchanging information between the different initiatives and projects throughout the country.

Phase II: Please provide the updated information to indicate changes over time.

The period 2007-2010 saw the rise of entrepreneurship as an ultimate objective of our education system, both in Sweden and in the EU. This entails creativity, problem-solving and innovation, which could be regarded as part of ESD. Thus, the implementation of ESD would be helped if someone can explain that ESD provides the answer to the challenges of a globalised economy, to the needs of industry, to our welfare systems in an ageing society, to the social unrest in suburbs, and to many of the hot topics currently on the agenda. As for the changes in the Swedish education system, there is a need to realise the implementation of the curricula and syllabuses with the help of teacher education and education of the educators at large.

Phase III: Please provide the updated information to indicate changes over time.

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 (V) 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.)

Some key themes covered by sustainable development	ISCED Levels					
	0	1	2	3	4	5
Peace studies (e.g. international relations, security and conflict resolution, partnerships)			V	V	V	V
Ethics and philosophy	V	V	V	V	V	V
Citizenship, democracy and governance	V	V	V	V	V	V
Human rights (e.g. gender and racial and inter-generational equity)	V	V	V	V	V	V
Poverty alleviation			V	V	V	V
Cultural diversity	V	V	V	V	V	V
Biological and landscape diversity			V	V	V	V
Environmental protection (waste management, etc.)	V	V	V	V	V	V
Ecological principles/ecosystem approach	V	V	V	V	V	V
Natural resource management (e.g. water, soil, mineral, fossil fuels)	V	V	V	V	V	V
Climate change			V	V	V	V
Personal and family health (e.g. HIV/AIDS, drug abuse)		V	V	V	V	V
Environmental health (e.g. food and drinking; water quality; pollution)	V	V	V	V	V	V
Corporate social responsibility				V	V	V
Production and/or consumption patterns	V	V	V	V	V	V
Economics		V	V	V	V	V
Rural/urban development			V	V	V	V
Total						
Other (countries to add as many as needed)						

NB: 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 (max. 102 ticks; “other” not counted) is:

No. of ticks	0–5	6–10	11–25	26–50	51–75	76–100
Scale	A	B	C	D	E	F

Could you specify which specific themes are of critical important in your countries and why? Please specify for different ISCED levels, as appropriate.

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 curriculum³⁴/programme of study at various levels of formal education, by filling in the table below.

(Please tick (V) 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		ISCED Levels					
	Expected outcomes	0	1	2	3	4	5
Learning to learn Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?		V	V	V	V	V
	- understanding complexity/systemic thinking?		V	V	V	V	V
	- overcoming obstacles/problem-solving?	V	V	V	V	V	V
	- managing change/problem-setting?		V	V	V	V	V
	- creative thinking/future-oriented thinking?	V	V	V	V	V	V
	- understanding interrelationships across disciplines/holistic approach?	V	V	V	V	V	V
	Total						
	- other (countries to add as many as needed)?						
-							
Learning to do Does education at each level enhance learners' capacity for:	Expected outcomes	0	1	2	3	4	5
	- applying learning in a variety of life-wide contexts?		V	V	V	V	V
	- decision-making, including in situations of uncertainty?				V	V	V
	- dealing with crises and risks?				V	V	V
	- acting responsibly?		V	V	V	V	V
	- acting with self-respect ?		V	V	V	V	V
	- acting with determination?						V
	Total						
- other (countries to add as many as needed)?							
-							
Learning to be Does education at each level enhance learners' capacity for:	Expected outcomes	0	1	2	3	4	5
	- self-confidence?	V	V	V	V	V	V
	- self-expression and communication?	V	V	V	V	V	V
	- coping under stress?						V
	- ability to identify and clarify values (for phase III)?	V	V	V	V	V	V
	Total						
	- other (countries to add as many as needed)?						
	-						

³⁴ At the State level, where relevant.

Learning to live and work together Does education at each level enhance learners' capacity for:	Expected outcomes	0	1	2	3	4	5
	- acting with responsibility (locally and globally)?	V	V	V	V	V	V
	- acting with respect for others?	V	V	V	V	V	V
	- identifying stakeholders and their interests?			V	V	V	V
	- collaboration/team working?	V	V	V	V	V	V
	- participation in democratic decision-making?	V	V	V	V	V	V
	- negotiation and consensus-building?	V	V	V	V	V	V
	- distributing responsibilities (subsidiarity)?	V	V	V	V	V	V
Total							
- other (<i>countries to add as many as needed</i>)?							
-							

NB: Your response will reflect the variety of ESD learning outcomes 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 (max. 138 ticks; "other" not counted) is:

No. of ticks	0–7	8–14	15–35	36–70	71–104	105–138
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 (V) 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 ³⁵	ISCED Levels					
	0	1	2	3	4	5
Discussions	V	V	V	V	V	V
Conceptual and perceptual mapping	V	V	V	V	V	V
Philosophical inquiry		V	V	V	V	V
Value clarification	V	V	V	V	V	V
Simulations; role playing; games	V	V	V	V	V	V
Scenarios; modeling			V	V	V	V
Information and communication technology (ICT)		V	V	V	V	V
Surveys			V	V	V	V
Case studies			V	V	V	V
Excursions and outdoor learning	V	V	V	V	V	V
Learner-driven projects		V	V	V	V	V
Good practice analyses			V	V	V	V
Workplace experience	V	V	V	V	V	V
Problem-solving	V	V	V	V	V	V
Total						
Other <i>(countries to add as many as needed)</i>						

NB: Your response will reflect the variety of ESD teaching/learning methods 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 (max. 84 ticks; “other” not counted) is:

No. of ticks	0–5	6–28	29–35	36–50	51–65	66–84
Scale	A	B	C	D	E	F

³⁵ Please refer to paragraph 33 (e) of the UNECE Strategy for ESD.

Appendix II

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent is ESD implementation a multi-stakeholder process by filling in the table below. Please provide examples of good practice. (Please tick (V) 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	V		V
Local government	V		
Organized labour		V	
Private sector			V
Community-based			V
Faith-based		V	
Media			V
Total	2	2	4
Other (countries to add as many as needed)			

The scoring key for this table (max. 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	V	V	V	V	
Local government		V	V		
Organized labour	V			V	
Private sector				V	
Community-based	V				V
Faith-based					V
Media	V				
Total	4	2	2	3	2
Other (countries to add as many as needed)					

The scoring key for this table (max. 35 ticks; "other" not counted) is:

No. of ticks	0-5	6-11	12-17	18-23	24-29	30-35
Scale	A	B	C	D	E	F

Appendix III

Indicator 3.1, sub-indicator 3.1.3

Please specify to what extent is ESD a part of the initial and/or in-service educator's training, by filling in the table below by ticking (V) as appropriate.

ISCED levels	Percentage of education professionals who have received training ³⁶ to integrate ESD into their practice: (see key below)																	
	Educators												Leaders/administrators ³⁷					
	Initial*						In service**						In service***					
	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																		
Non-formal																		
Informal																		

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

Percentage of educated trainers	0-5	6-10	11-25	26-50	51-75	76-100
Scale	A	B	C	D	E	F

There is a lack of statistics to fill out the table, but general information can be given. As for ISCED 0-3, the environment and sustainability was included in the teacher education programme expected to enter into force 1 July 2011, hence it remains to be seen to what extent ESD will be taken up in the programme. As for higher education (ISCED 5) the Degree Ordinances for engineers and architects include provisions of sustainability, but not for example lawyers and doctors.

- * 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.
- ** 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.
- *** 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.

³⁶ Training is understood to include at least one day (a minimum of five contact hours).

³⁷ See paragraphs 54 and 55 of the UNECE Strategy for ESD.

Appendix IV

Summary and self-assessment³⁸ by countries:

1	Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
2	Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
3	Indicator 1.3	National policies support synergies between processes related to SD and ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
4	Indicator 2.1	SD key themes are addressed in formal education	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
5	Indicator 2.2	Strategies to implement ESD are clearly identified	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
6	Indicator 2.3	A whole-institution approach to ESD/SD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
7	Indicator 2.4	ESD is addressed by quality assessment / enhancement systems	<input checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
8	Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice	<input checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
9	Indicator 2.6	ESD implementation is a multi-stakeholder process	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
10	Indicator 3.1	ESD is included in the training of educators	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
11	Indicator 3.2	Opportunities exist for educators to cooperate on ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
12	Indicator 4.1	Teaching tools and materials for ESD are produced	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
13	Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	<input checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
14	Indicator 4.3	Teaching tools and materials for ESD are accessible	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
15	Indicator 5.1	Research on ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
16	Indicator 5.2	Development of ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
17	Indicator 5.3	Dissemination of research results on ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
18	Indicator 6.1	International cooperation on ESD is strengthened within the UNECE region and beyond	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed

³⁸ 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.