United Nations
Economic Commission for Europe

**REPORT
ON IMPLEMENTATION OF THE UNECE STRATEGY FOR
EDUCATION FOR SUSTAINABLE DEVELOPMENT**[1]

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

SUBMITTED BY SWEDEN

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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A.   This first report on ESD indicators has been elaborated in close collaboration with representatives from the Ministry of Education and Research, Swedish National Agency for Higher Education, the Swedish National Agency for School Improvement, the Swedish National Agency for Education and the nongovernmental organization – the Council of Adult Education (Non-formal and Informal Education).

B.   The decision making structure in Sweden is decentralized. Even though there are several national laws and government appropriation documents which regulates the authorities and their instructions to the universities, primary and secondary schools etc., this gives them an independent role, in terms of making their own priorities, etc. and to how ESD should be transformed in actual education programmes.

C.   When it comes to financial aspects, there is no central money earmarked for ESD and the authorities, universities etc. have their own budgets, sometimes with money that could be used for ESD. This money can be assessable for NGOs, school networks etc, which sometimes can be national, regional etc., some fully open and some open for a more selected audience. This creates several parallel and dynamic processes but could

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[1] This document was not formally edited

probably be strengthened and more efficiently coordinated, in order to get even more synergies, if a national coordination of some sort could be developed.

TEMPLATE FOR REPORTING

ISSUE[2] 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)	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD.	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national[3] language(s)?
Yes ☒ No ☐	*Please specify languages.* Swedish
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes ☐ No ☒	A national focal point has not been appointed, however, the Ministry of Education and Research is acting as a promoter 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 ☐ No ☒	*Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.*
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes ☐ No ☒	*Please specify whether this plan includes implementation of the UNECE Strategy for ESD.*
Sub-indicator 1.1.5	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the UN Decade of ESD,[4] and other policy processes relevant to ESD?
Yes ☐ No ☒	*Please specify.*
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[5] document(s)?
Yes ☒ No ☐	*Please specify and list major document(s))* Yes, in the National Strategy for Sustainable Development, launched in March 2006. This is the third version of the Government's view on sustainable development and plans in order to attain a sustainable development. Education has been given a central role in this work.
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

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	standards/ordinances/ requirements; at all levels of formal education, as understood by your education system in accordance with ISCED?[6]
(a) Yes ☒ No ☐ (b) Yes ☒ No ☐	*Please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.*

ISCED[7]	(a)		(b)[8]	
	Yes	*No*	*Yes*	*No*
0	X		X	
1	X		X	
2	X		X	
3	X		X	
4	X		X	
5[9]	X		X	
6	X		X	
Teacher education	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 ☒ No ☐	*Please specify.* Yes, in the National Strategy for Sustainable Development, launched in March 2006. This is the third version of the Government's view on sustainable development and plans in order to attain a sustainable development. Education has a central role in this work. Yes, in the Government Bill for Adult Education 2005/06:192 " Learn, grow and change" and in the Regulation for State Grants to Liberal Adult Education (1991:977, last change is due 2007-02-01). The reason for State Grants to liberal adult education is specified in 7 fields of action, and one of them is "Health, sustainable development and global justice."
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?

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[6] International Standard Classification of Education (ISCED), UNESCO, 1997 (http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm).

[7] Education level in accordance with ISCED.

[8] National curricula and/or national standards/ordinances/requirements.

[9] For higher education institutions when answering: (1) regarding national legislation: this objective is focussing 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 R&D**, **university organisation and studies acts**, or **general laws of higher educations**.; (2) regarding national and/or national standards/ ordinances/ requirements: special attention shall be devoted to indications of linking systems of **quality assurance and accreditation** (with regard to the Bologna process) for higher educations institutions with ESD, as well as to **regulations of study programmes and study fields** which reflect the principles of ESD.

Yes ☒ No ☐	*Please specify.* The National Strategy for Sustainable Development A development of the national strategy for sustainable development was launched in March 2006. This is the third version of the Government's view on sustainable development and plans in order to attain a sustainable development. Education has a central role in this work. In 2006 The Council of Adult Education made a document called Folkbildning of the future, its role and objectives, where this is addressed. The Council of Adult Education of the future, its role and objectives. This document is about what role and which objectives "folkbildning" – the Swedish liberal, non-formal and voluntary education system comprised of folk high schools and study associations – shall have in the future. The text is a result of a comprehensive process involving 117 conferences nationwide at which 7,000- 8,000 people participated. These conferences have been documented. The majority of those who participated in these conference discussions are themselves active in folk high schools and study associations. This final overall document is consequently the voice of Adult Education.
Sub-indicator 1.2.5	Does a formal structure for interdepartmental[10] cooperation relevant to ESD exist in your government?
Yes ☐ No ☒	*Please specify.* In addition to the regular structure for cooperation between the different ministries, there are no formal interdepartmental cooperation, however a close cooperation between the Ministry for Education and Research and the Ministry for Sustainable Development.
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your government?[11]
Yes ☒ No ☐	*Please specify.* Yes, trough consultations in the preparations of new laws as well as through temporary groups in relation to specific projects.
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes ☐ No ☒	*Please specify.* The Public budget for Adult education is given as a total sum, but as said in 1.2.3 one of the fields of action is supposed to be ESD.
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 ☒ No ☐	*Please specify.* Yes, in the National Strategy for Sustainable Development, launched in March 2006. This is the third version of the Government's view on sustainable development and the plans in order to attain a sustainable development. Education has a central role in this work.

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[10] Between state bodies.
[11] For explanation see paragraph 46 of the Strategy.

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)

The Swedish folk high schools belong to the non-formal learning area and have courses at different levels and with different aims. But all folk high schools have a general course which qualifies a person for university studies and is an important part of the education system. Each semester there are more than 18 000 students enrolled in the general course. As a comparison about 11 000 students take the special courses each semester. The general courses at the folk high schools give formal competence but differ from formal learning by the fact that they have no predefined curriculum's but form them themselves. They are counted in answers to questions about formal education with this reservation.

As there is no predefined curriculum in non-formal education they are not addressed explicitly in that way. But nearly all of the key themes are present in non formal learning, also in the general courses at folk high schools which qualify for university studies. But all schools do not usually promote all of these themes. The expected outcomes that are ticked are not written in some documents, but are what educators aim at anyway.

Indicator 2.1 SD key themes are addressed in formal education.	
Sub-indicator 2.1.1	Are key themes of SD[12] addressed explicitly in the curriculum[13]/programme of study at various levels of formal education?
Yes ☒ No ☐	*Phase II: please specify in the table in Annex 1 (a) and use the scale. Indicate the results in the box below.* A ☐ B ☐ C ☒ D ☐ E ☐ F ☐
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum[14]/programme of study at various levels of formal education?
Yes ☒ No ☐	*Phase II: Please specify in the table in Annex 1 (b) and use the scale. Indicate the results in the box below.* A ☐ B ☐ C ☐ D ☐ E ☒ F ☐
Indicator 2.2 Strategies to implement ESD are clearly identified.	
Sub-indicator 2.2.1	Is ESD addressed through:[15] (a) existing subjects[16]only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project?[17]

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[12] For explanation see paragraph 15 of the Strategy.
[13] At the state level, where relevant.
[14] See footnote 14.
[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.

<table>
<tr><td>(a) Yes ☐ No ☒
(b) Yes ☒ No ☐
(c) Yes ☒ No ☐
(d) Yes ☒ No ☐</td></tr>
</table>

Phase II: For (a)–(d) please specify for different levels of education system in accordance with ISCED in the table by ticking (V) as appropriate.

Data are lacking for ISCED 6 and parts of teachers education.

ISCED levels	(a)		(b)		©		(d)	
	Yes	*No*	*No*	*Yes*	*Yes*	*No*	*Yes*	*No*
0		X	X			X	X	
1		X	X			X	X	
2		X	X			X	X	
3		X	X		X		X	
4		X	X		X		X	
5		X	X		X		X	
6								
Teacher education	X							

Indicator 2.3 A whole-institution approach[18] to ESD/SD is promoted.

Sub-indicator 2.3.1	Do educational institutions[19] adopt a "whole-institution approach" to SD/ESD?

Phase II: please specify for all levels of your education system in accordance with ISCED in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.

Many non formal institutions and workplaces have internal environmental policies. As for institutions for learning this is often combined with efforts to create an awareness among both educators, other staff and students on these matters, and with educational themes on SD.

There are no data available for ISCED 6 and teachers education.

Yes ☒ No ☐

ISCED levels	*Yes*	*No*
0	X	
1	X	
2	X	
3	X	
4	X	
5	X	
6		
Teacher education		

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[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).

Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support "a whole institution approach to SD/ESD"?
Yes ☒ No ☐	*Phase II: Please specify what schemes are available for all levels of your education system in accordance with ISCED in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.* Response to both 2.3.2 and 2.3.3 There are study associations that are profiled on SD, especially on social and global justice. Examples are Swedish Study Promotion Association (Studiefrämjandet), Bilda and Sensus. There is a special Folk high school teacher education at the University of Linköping. They have ESD on their agenda, especially democracy and global solidarity. The ecological part is weaker, and the economic part very weak today. So there is room for more integration.

ISCED levels	Yes	No
0	X	
1	X	
2	X	
3	X	
4		X
5		X
6		X
Teacher education		X

Sub-indicator 2.3.3	Do institutions/learners develop their own SD indicators for their institution/organization?
Yes ☒ No ☐	*Phase II: Please specify for all levels of your education system in accordance with ISCED, in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.* Data are lacking for ISCED 5-6 and teachers education.

ISCED levels	Yes	No
0	X	
1	X	
2	X	
3	X	
4	X	
5		
6		
Teacher education		

Indicator 2.4 ESD is addressed by quality assessment/enhancement systems.	
Sub-indicator 2.4.1	Are there any education quality assessment/enhancement systems that include criteria on ESD[20] in: (a) national systems? (b) other? Some of the study associations have developed their own systems, as also some of the folk high schools. But it has not been the normal case. As from 2007 these non formal institutions have a special aim to develop quality systems with special money from the Council of Adult Education.
(a) Yes ☒ No ☐ (b) Yes ☒ No ☐	*Phase II: Please specify for various levels of your education system in accordance with ISCED, in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.*

ISCED levels	(a)		(b)	
	Yes	No	No	Yes
0	X			X
1	X			X
2	X			X
3		X		X
4		X		X
5		X	X	
6		X	X	
Teacher education		X	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.	
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?

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[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).

Yes ☒ No ☐	*Phase II: Please specify.*[21] SD issues are addressed in public awareness-raising activities Yes. Swedish Adult education (non-formal and informal education) arrange education for information officers, conferences for headmasters and teachers, projects and campaigns, creative drama, theme work together with UR. (The Education Radio), do a lot of information about developing countries with grants from Swedish International Development Cooperation Agency, SIDA, and also some production of material as method manuals, books and videos about ESD themes. (1. Non-formal adult education organizes a number of courses with this aim and educates environmental informers, study circle leaders and project leaders. 2. Folk high schools and study associations reach the public and also the members of their own organizations (labor organizations, churches, other NGOs and so on) with courses on these matters. 3. Some study associations have led or taken part in campaigns and projects with this aim, such as climate campaigns against the greenhouse effect, campaigns about economic driving, eco-tourism, projects for farmers on how to reduce nitrogen and phosphorus. 4. There is quite a lot of materials produced by study associations such as Bio-energy, Eco-fashion. Ecological cultivation, Environmental guide to the Internet, Clever consumers, The essential forest, Shape the future, The chance of the world (about public health), Drugs around the world, Democracy around the World, A world in peace and development to name a few. 5. The Council of Adult Education has had big conferences on ESD for folk high school teachers and study association leaders.)
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 ☒ No ☐	*Phase II: Please specify and provide examples.* Partly, as a possibility for farmer associations and trade unions to get this through their study associations.
Sub-indicator 2.5.3	Are there any instruments (e.g. research, survey, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?

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[21] Please describe how this is done – for example, in press articles, TV and radio programmes or public lectures promoting environmentally friendly goods and services, sustainable lifestyles.

Yes ☒ No ☐	*Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.* Yes, the Council of Adult Education made the first report 2000, and the next 2003. After that there has been annual surveys of how ESD is developing in non formal education. Last year's report shows that - ESD is more and more mainstreamed into ordinary courses and it has become difficult to get students to special courses on SD - there is an evident shift from an ecological perspective to public health and international solidarity. - the comprehensive view of SD is sometimes missing . Usually one or two perspectives are favored at each school or study association. - global solidarity items are present in very different extent on different institutions. There has also been reports on Agenda 21, especially the Baltic Sea Agenda (Agenda 21 Education)..

Indicator 2.6 ESD implementation is a multi-stakeholder process.[22]	
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes ☒ No ☐	*Phase II: Please specify in the table in Annex 2 (a) and (b) and use the scale. Indicate the results in the boxes below.*

(a) according to the UNECE Strategy on ESD

A	B	C	D	E	F
☐	☐	☐	☐	☒	☐

(b) according to the UN DESD

A	B	C	D	E	F
☐	☒	☐	☐	☐	☐

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)	
Indicator 3.1 ESD is included in the training[23] of educators.	
Sub-indicator 3.1.1	Is ESD a part of the initial educators' training?[24]
Yes ☒ No ☐	*Phase II: Please specify by filling in the table in Annex 3.*
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training?[25]
Yes ☒ No ☐	*Phase II: Please specify by filling in the table in Annex 3.*

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[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 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.

Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes ☐ No ☒	*Phase II: Please specify by filling in the table in Annex 3.*
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 ☐	*Phase II: Please specify.* Yes, several networks exists. HU2 – A new network was formed in July 2006, consisting of participants from all universities and university colleges in Sweden.
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way?[26]
Yes ☒ No ☐	*Please specify how. Please list major ones and describe as appropriate.* Yes, Global Challenge, a project for young adults. Support from a national agency to the university, university college network HU2.
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) Due to the character of the situation in Sweden, with a very decentralized system, a larger number and big variety of actors produce there own materials, relevant for their specific situation. These are also spread through various informal and formal networks, websites etc. However, there are also some initiative taken from some of the national authorities, with the aim of supporting the availability of these material.	
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?

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

Yes ☐ No ☒	*Please describe.* No national strategy or national decided mechanism exists in the public area of education (ISCED levels 0-3). However the Swedish National Agency for School Improvement coordinate and publish the Agency's, NGO:s and others material in the Agency's website www.skolutveckling.se The Swedish Parliament has established 16 environmental quality objectives, such as "Clean Air" and "Good-Quality Groundwater", to guide Sweden towards a sustainable society. The 16 environmental objectives will function as benchmarks for all environment-related development in Sweden, regardless of where it is implemented and by whom. The overriding aim is to solve all the major environmental problems within one generation. To encourage the development of ESD in educational system (ISCED levels 0-3) the responsible official body, The Environmental Objectives Council supports the Keep Sweden Tidy Foundation in their work with in-service training of teachers; web based learning materials and developing of the Eco School program in Sweden. The numbers of Eco Schools is one of the 86 official indicators for sustainable development presented by SCB (responsible authority for official statistics). The Eco-Schools program is recognized by the United Nations Environment Program (UNEP) as among its "preferred school-based / children and youth global model programs for environmental education, management, sustainability and certification at the international level. Regarding the in-formal and non-formal education – various study associations produce their own materials.
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes ☒ No ☐	*Phase II: Please specify to what extent public authority money is invested in this activity, by providing an indication of the amount (in USD) referring to the amount of ESD-related research and development expenditures, annually.* The Swedish National Agency for School Improvement have invited NGO:s and other National Agency's that organize activities for principals and teachers in the school (ISCED levels 0-3) to a national network. The aim for the network is to collect and distribute the great amount of literature, other materials, in service training and recourses for support owned and organized by the members. For this purpose the Agency set up a database In 2006. The database, which is still being developed, is available in the Agency's website http://www.skolutveckling.se/demokrati_jamstalldhet_inflytande/hallbarutveckling/material_stod/Sok/ The Agency does also have more materials available http://www.skolutveckling.se/internationellt/den_globala_skolan/material/ and http://www.skolutveckling.se/demokrati_jamstalldhet_inflytande/hallbarutveckling/material_stod/
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?

	Phase I: for (a) and (b) please describe.
	The goals set up for all education in the national educational system (ISCED levels 0-3) are presented in the national school law and in national syllabuses. The different areas of ESD are addressed in these steering documents. The schools themselves formulate their local goals based on national school law and national syllabuses.
	Evaluations of fulfilment of goals are done by the schools and by the local municipality. Each year every municipality has to gather that information and send a quality report to the National Agency for Education.
(a) Yes ☐ No ☒ (b) Yes ☐ No ☒ (c) Yes ☐ No ☒	Beside quality reporting local municipalities and schools are visited and evaluated each sixth year by the National Agency for Education (the unit for inspection). These inspections end in official reports clarifying fulfillments of goals in all areas.
	Concerning ESD there is a special focus in the quality work on democracy, equality of opportunities between boys and girls and equality in general.
	Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c) please also describe.
	c) At compulsory level the teachers are free to make their own decisions and choices of teaching materials such as books, audiovisual materials, ICT, etc. There is no authority that makes teaching material (except for the Swedish Institute for Special Needs Education that produces material for pupils with special needs.
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 ☒ No ☐	*Phase I: For (a) please specify.*

(b) Yes ☒ No ☐	*Phase II: For (b) please specify in the table by ticking (V) as appropriate.*
	Data are lacking for ISCED 4,6 and teachers education.

ISCED levels	(b)	
	No	*Yes*
0		X
1		X
2		X
3		X
4		
5		X
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 ☒ No ☐	*Phase II: Please describe.* No national strategy or national decided mechanism for dissemination of ESD tools and materials exists in the public area of education (ISCED levels 0-3). The Swedish National Agency for School Improvement coordinate and publish tools and materials, 4.1.1 and 4.1.2. Universities decide independently as their teaching material. The informal and non-formal education partly produces their own material, and mostly use original fact books and websites to get what they want. Liberal adult education often use other books and tools than special teaching tools.
Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes ☒ No ☐	*Please specify to what extent by providing an indication of the amount in USD referring to the amount of ESD related R&D expenditures, annually.* Yes within in the annual budget of the Swedish National Agency for School Improvement National Agency.
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?

Yes ☒ No ☐	*Please describe.* A lot of material concerning ESD is available through the Internet offered by authorities, NGOs and by companies producing textbooks and teaching aids. The schools themselves have to decide which Internet sites to use in ESD.
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in national language(s): (a) accessible through the Internet? (b) provided through other channels?
(a) Yes ☒ No ☐ (b) Yes ☒ No ☐	*For (a) and (b) please specify.* Yes, but not a "overall national database". There are databases set up by different actors. LIBRIS, for example, is a national library system making available bibliographic services, such as search facilities, cataloguing and interlibrary lending. The LIBRIS Department at the Royal library (Kungliga Biblioteket), National Library of Sweden is responsible for the maintenance and systems development. http://www.libris.kb.se/english/indexeng.jsp Another example is - The UR (Swedish National Educational Broadcasting Company). UR's free TV and radio programmes range from aiming at pre-school to higher education. Books, exercise books, teacher's handbooks and websites are available in connection with many UR programmes. (Sustainable development is one subject among others in the UR production.) This can add up to an entire educational package, in which the different elements complement one another. http://www5.ur.se/ Finally several educational publishers provide a wide range of material in all subjects for all levels, from pre-school to university. They also produce material for professional training as well as maps and atlases.

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)
Indicator 5.1 Research[27] on ESD is promoted.

Sub-indicator 5.1.1	Is research that addresses content and methods for ESD[28] supported?
Yes ☒ No ☐	*Phase II: Please specify and provide the total amount annually over the reporting period, and if feasible, as % of the total research budget.* Yes, research on sustainable development is a priority. For non-formal and in-formal education there are 5 Million SEK available from the National Scientific Council.
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes ☐ No ☒	*Please specify.*

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[27] These includes 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 ICT; means of evaluation including socio-economic impacts.

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 ☒ No ☐ (b) Yes ☒ No ☐ (2) (a) Yes ☒ No ☐ (b) Yes ☒ No ☐	*Phase II: Please specify for (1) (a) and (b); (2) (a) and (b).* Possibilities exists for all levels but not in a centrally or national coordinated way.
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 ☒ No ☐ (b) Yes ☒ No ☐	*Phase II: Please specify for (a) and (b).* a, b) Possibilities exists for both levels but not in a centrally or national coordinated way.
**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 ☒ No ☐	*Phase II: Please specify and provide the total amount annually over the reporting period.* Non-formal and informal education are to use their public grants for this purpose if the want. Due to the amount of actors from various sectors, it is very hard to get a full picture of the situation regarding this matter, but a fair estimate would be that a few million SEK annually, in different ways and many times in a somewhat broader context, are used for this.
**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 ☒ No ☐	*Phase II: please specify and provide the total amount annually over the reporting period.* Initiatives has been from national authorities developing a central database for various ESD initiatives – research results included, but it is still being developed.
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?
(a) Yes ☒ No ☐ (b) Yes ☒ No ☐	*Phase I: For (a) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.* There are plenty of reports, books and articles.

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

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

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

[32] E.g. 'participatory approach'; links to local, regional and global problems; integrative approach to environmental, economic and social issues; orientation to understanding, preventing and solving problems.

	Phase II: For (b) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones. At this point no central counting is being made, and therefore very hard to give a number.

Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION
If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces) Threw the Swedish International development cooperation agency, a large variety of NGOs, national and regional networks are being supported. Sida also supports the International Council for Adult education (ICAE. ICAE is engaged in education and promotion on human rights and global solidarity, women's education, democracy etc.

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?

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[33] In this context, "international associations, working groups, programmes, partnerships etc. covers "global", "regional" and "subregional".

Yes ☒ No ☐	*Phase II: Please specify for national, subnational and local levels and list major networks.* The Baltic University Programme, a network of more than 180 universities and other institutions focusing on sustainable development. The Swedish National Agency for School Improvement, for example, supports international development work for education for sustainable development. GLOBE GLOBE is a worldwide hands-on, primary and secondary school-based education and science program. There are around 50 schools participating from Sweden. The Baltic Sea Project The purpose of the Baltic Sea Project is to awaken young people's interest in environmental issues and environmental protection, to develop their sense of responsibility for the environment. The Global School The Global School is a joint venture between the National Agency for School Improvement and the Swedish International Development Cooperation Agency (SIDA). The main purpose of the project is to promote learning and school improvement in global issues and sustainable development. The International Council of Adult Education SIDA supports ICAE, The International Council of Adult Education, for this. The Council of Adult Education is mostly this organisation's spokesman on these matters. ICAE organizes conferences and seminars mostly for global justice themes, and their general secretary is often used as a lecturer on many world conferences where adult educators and young adults meet.
Sub-indicator 6.1.2	Do educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD?
Yes ☒ No ☐	*Please specify. List major networks.* There are several examples of participation of Swedish schools and universities in international networks that addresses items concerning SD. Some networks are connected to the EU and other are global. The NGO-sector in Sweden offering ESD in-service training for teachers like the WWF, The Friends of the Earth and the Keep Sweden Tidy Foundation are all involved in several international net works.
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?

Yes ☒ No ☐	*Phase II: Please specify and list the major ones.* Sida is the mayor bilateral Swedish actor– see above. But one could also mention that Sweden is also a mayor donor to multilateral organizations. For example is Sweden among the five largest donors to the majority of all UN agencies.
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?
Yes ☒ No ☐	Southern Africa Development Community Regional Environmental Education Programme. http://www.sadc-reep.org.za/index.asp. International Training Programme for Education for environment and sustainability. //www.rambollnatura.se/homepage/Logon/startpage.htm

Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLE 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.

There is no specific programme or project that targets ESD and the knowledge of indigenous people in Sweden in a specific way, there are however, a number of government funded projects and other initiatives, with the aim to support the traditional way of living and preserving the culture etc. of the Sami people.

The indigenous Sami culture with reindeer herding in remote parts in central and northern Sweden, is strongly connected to the land which where they live. Is hard to replicate these experiences other than on a more general level. Sustainable living, attitude/relationship towards to the land/nature, locally grown food, clothing etc. It is however, mostly up to the local municipality and on a regional level, to initiate and take advantage of these possibilities.

There is parallel school system (ISCED 1-3) for the Sami people – the Sami school which is based on the Sami culture and traditional way of living. One could also mention, that on the ISCED 4 level, a number of possibilities exist, to organize schools with Sami "profile", supported by the municipality. The Sami people has also their own folk high school in Jokkmokk (Northern part of Sweden).

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

Since the sixties the Sami people has gradually gained more cultural rights and educational possibilities in having schools/courses with Sami profile. With the law of 2000, the Sami language (all dialects) has also been recognized as a official minatory language.

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.

Sweden has taken an active part in international work in this area and has formulated a cohesive policy for just and sustainable global development and a national strategy for sustainable development. Education has a prominent role in the national strategy and is a theme in the main features of global policy, social development and security. This engagement was among other things, manifested in the conference *Learning to change our world: International consultation on education for sustainable development, Gothenburg 2004.*

There has been some reports done in this area and this is some of the results – one could particularly mention "Learning to Change our World" SOU 2004:104:

The overall assessment of pre-school, school and adult education shows that there is a great diversity of working methods and that there is a large variation between the different sectors. There are, however, indications that there is scope for broader implementation of the working methods we have highlighted as being key in education for sustainable development, that is to say working methods characterised by a high level of pupil participation and a democratic approach.

The reality-based learning demanded by education for sustainable development appears to be inadequate. Contacts with the local community have been few and far between, although it would appear that the reform of adult education in recent years has resulted in the strengthening of such contacts. Many Swedish schools have formed international connections but these international efforts are, to a great extent, dependent on committed enthusiasts. International cooperation takes place largely within the EU and the OECD and only to a lesser degree with developing countries. However, exceptions do exit, within the non-formal and informal education for example, the majority of the international cooperation is mainly with Africa and Latin America.

There appears to be scope for greater interdisciplinary cooperation. Interdisciplinary working methods appear to be most common in pre-school and the earlier years of compulsory school. In the later years of compulsory school and at upper secondary school, interdisciplinary cooperation is not so common. Many institutions have begun to focus on environmental issues and this has meant that important steps have been taken in education for sustainable development. However, the integration of economic, social and environmental dimensions that are considered necessary, has still not made itself felt on any wider front. Teachers are expressing uncertainty about how the sustainable development perspective should be made more concrete in educational activities and teaching situations and are seeking relevant in-service training.

The report, shows that the systems of governance within the education sector provide good support for education for sustainable development in certain respects, but do not send sufficiently clear signals in others. For the most part, education sector provisions contain potentially great scope for those who teach and those who study in the different education systems to take an active part in the choice of content and working methods. The elements of these provisions that can be described as basic values highlight the values that are essential for sustainable development, such as democracy, gender equality, respect for other people and respect for the natural environment. The concept of sustainable development is not highlighted in any of the provisions in the higher education sector. This is not the case in the sector of non-formal and in-formal education where it explicitly focused on sustainable development, not just environment. When sustainable development is addressed in statements of objectives for the school sector, it is from an environmental perspective. The necessary integration of economic, social and environmental dimensions is missing. A surfeit of objectives at many different levels creates problems in interpretation and setting priorities and this appears to be one of the reasons that the leadership provided by documents such as curricula and syllabuses is often weak.

The resource distribution systems in the field of education are complicated. According to the report, it is essential to focus further studies on the opportunities they provide for education for sustainable development. It is particularly interesting to consider how quality enhancement can be more clearly linked to the distribution of resources and which combinations of qualitative and quantitative criteria best support education for sustainable development.

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

Higher Education:

National level

The concept of SD has generally focussed on the ecological sustainability, but it is being widened to include also social, economic and even cultural dimensions. It is apparent that the revision of the Higher Education Act and the seminars have resulted in discussion about possibilities and problems of integrating SD in higher education and if and how it could be evaluated.

On university level

The survey indicated that of the 28 universities that replied to the survey 27 were aware of the revision of the higher education act, 13 were aware of the UNECE strategy and 22 state they have started working with education for sustainable development.

Even though the "vagueness" of the concepts of SD and ESD causes certain problems, especially the revision of the Higher Education Act together with the national and university level activities has started a process that is now starting to reach university managements and lectures who have previously not been a involved. It is finding its place on the agenda of universities and it is being acknowledged that the work for ESD needs to be a priority. Due to the complexity of the very concept of SD it needs to be recognised that various approaches may be needed to allow different disciplinary perspectives and that it is bound to take some time.

The centres that have been established provide inspiration, competence and in some cases opportunities and legitimacy to promote ESD even in disciplinary faculties and courses outside the university hierarchy.

Surprises reported by universities

The universities report that the policy for SD has mostly been received in a positive way, and some universities, especially those educating teachers and engineers, have taken policies that all students have to have SD in their education. According to the universities students appreciate the courses of SD and realize the need of it when they get to analyse their own life style. It is also noted that students are often more farsighted than lectures. Resources have been made available for integration of SD and the classification of courses appears to have started an individual process for integration of SD among lecturers. SD is being included in learning objectives to all students. The discussion about SD has stimulated cooperation between education and research and over faculty boundaries.

Disappointments reported by universities

The universities bring up several different disappointments or challenges. They report that the number of students registering to educational programs especially in engineering and natural sciences is reducing which causes economic constrains and less resources for development activities. It is also difficult to recruit students to interdisciplinary courses.

It takes a long time to get acceptance for integration of SD and the interest for ESD among teachers and students varies at the same time as there is a lack of support from the management and resources for ESD. Finally there is a lack of interest among faculty to integrate SD and the enthusiasm among the pioneers is not always appreciated among old ideas and structures.

Problems and needs as expressed by universities

- There is no clear definition of SD and there is a discussion about if and to what degree the content can/should be replaced by approach and attitude. This highlights the different traditions and approaches in different disciplines. It creates also a need to cooperate both within and outside the university and exchange ideas and experiences between lecturers, which increases the requirements on individual lecturers.
- Another problem is to assess the students in an examination regarding their competence of SD. Future teachers are expected to have good knowledge and understanding of SD since they will have to be able to teach it further to their students.
- The requirement to integrate several perspectives, for example equality and internationalisation in university education is now including sustainable development is also a problem. But the possibility of including different perspectives under the SD umbrella is also brought up.
- While the work with EMS provides structure for the ESD, there is a risk of the work becoming mechanical and the requirement for a connection and consequences increases.
- It is difficult to make decisions about future activities for ESD due to lack of information about previous efforts.
- SD is seen especially by many representing social sciences as a political buzz word and ESD as a political decision without any real life bearing. There is also an idea that the content of education as well as that of research must not be regulated by political decisions and that they must be assessed within science.

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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.

- Instructions to agencies in field of education should be amended so that their activities promote education for sustainable development.
- Dialogue on education for sustainable development between stakeholders within as well as outside the field of education needs to be developed and deepened.
- Inquires should be conducted to shed light on the importance of informal and non-formal learning for sustainable development.
- Public research funders should be asked to provide further support to interdisciplinary research, particularly on sustainable development and education for sustainable development.
- Basic training and in- service training for those engaged in teaching activities in the field of education should aim to strengthen activities knowledge of sustainable development and how education can promote sustainable development.
- The Education Act (1983:5500) will be amended to specify that education will promote socially, economically and environmentally sustainable development. This means development to guarantee present and future generations a good environment, good health, economic and social welfare and justice.
- The Higher Education Act (1992:5434) will be amended to specify that activities will promote socially, economically and environmentally sustainable development. This means development to guarantee present and future generations a good environment, good health, economic and social welfare and justice.
- The Decree on Government Subsidy for Liberal Adult Education (1993: 999), will be clarified so as to ensure that activities promote socially, economically and environmentally sustainable development, which means that present and future generations are guaranteed a good environment, good health, economic and social welfare and justice.
- School curricula need to be reviewed so that they provide better support for education for sustainable development.
- Appendix 2 to the Higher Education Ordinance (1993:100), the Degree Ordinance, should be reviewed with regard to sustainable development knowledge becoming a requirement fort the issue of a degree certificate.
- The criteria for science centre grants should be reviewed so the centres are better able to support learning for sustainable development.
- UNESCO should be invited to establish an institute in Sweden to act as a node in an international network for education for sustainable development.
- A long – term strategy action plan for work on education for sustainable development over the next ten years should be established.
- A pilot scheme should be established to provide opportunities for stakeholders in the school sector, the higher education sector and liberal adult education to produce methods to permeate the education system with a sustainable development perspective.
- The Government should consider whether there is a need to set up a special proactive coordination body during he United Nations Decade of Education for Sustainable Development.

This list was identified in the report "Learning to Change Our World" as assessments and proposals that need to be addressed. While some of them has already been dealt, for example, the Higher Education Act was amended in 2006, so that HEI:s in theirs activities must promote SD that ensures present and future generations a healthy and good environment, economic and social welfare and justice, some remains to be further investigated and addressed.

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

Sweden has, even in an international perspective, been a driving force in defining and pushing the "environmental agenda" and development for a number of years. The 1992 Rio conference, with launch of the Agenda 21, meant a lot for the development of the concept of sustainable development. During the period of 2002-2005, education was for the first time integrated in a more systematic way and the Swedish government was during this period very active, both nationally as internationally, in the field of ESD. This has resulted in a number of national and international processes and results. Since this fall we have a new government and they are currently in the process of defining its priorities.

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

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 sustainable development.)

Some key themes covered by sustainable development	ISCED Levels					
	0	*1*	*2*	*3*	*4*	*5*
Peace studies (international relations, security and conflict resolution, partnerships, etc.)				X	X	
Ethics and philosophy				X	X	
Citizenship, democracy and governance				X	X	
Human rights, (including gender, racial and inter-generational equity;)				X	X	
Poverty alleviation						
Cultural diversity				X	X	
Biological and landscape diversity						
Environmental Protection (Waste management, etc.)				X	X	
Ecological principles/ecosystem approach						
Natural resource management (including water, soil, mineral, fossil fuels, etc…)				X	X	
Climate change				X	X	
Personal and family health (e.g. HIV/AIDS, drug abuse, …)				X	X	
Environmental health (e.g. food and drinking; water quality; pollution)				X	X	
Corporate social responsibility				X	X	
Production and/or consumption patterns						
Economics				X	X	
Rural/urban development						
Total				12	12	
Other (*countries to add as many as needed*)						

NB The indicator will be reflected by (a) a scale based on the sum of ticks and (b) changes in the pattern of response between subsequent reports.

The assessment key for this table (max. 102 ticks; "other" not counted) is: 24

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

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[34]/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 sustainable development.)

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	X	X	X	X	X	
	- understanding complexity/systemic thinking	X	X	X	X		
	- overcoming obstacles/problem-solving	X	X	X	X	X	
	- managing change/problem-setting	X	X	X	X	X	
	- creative thinking/future-oriented thinking	X	X	X	X	X	
	- understanding interrelationships across disciplines/holistic approach	X	X	X	X	X	
	Total	6	6	6	6	5	
	- 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	X	X	X	X	X	
	- decision making, including in situations of uncertainty			X	X	X	
	- dealing with crises and risks				X	X	
	- acting responsibly	X	X	X	X	X	
	- acting with self-respect	X	X	X	X	X	
	- acting with determination			X	X	X	
	Total	3	3	5	6	6	
	- 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	X	X	X	X	X	
	- self-expression and communication	X	X	X	X	X	
	- coping under stress				X		
	- ability to identify and clarify values (*for phase III*)					X	
	Total	2	2	2	3	3	
	- other (*countries to add as many as needed*)						

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[34] At state level, where relevant.

	Expected outcomes	0	1	2	3	4	5
	-						
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	
	- acting with respect for others	X	X	X	X	X	
	- identifying stakeholders and their interests				X		
	- collaboration/team working	X	X	X	X	X	
	- participation in democratic decision making	X	X	X	X	X	
	- negotiation and consensus building	X	X	X	X	X	
	- distributing responsibilities (subsidiarity)	X	X	X	X	X	
	Total	6	6	6	7	6	
	- other (*countries to add as many as needed*)						
	-						

NB The indicator will be reflected by (a) a scale based on the sum of ticks and (b) changes in the pattern of response between subsequent reports.

The assessment key for this table (max. 138 ticks; "other" not counted) is: 95

No. of ticks	0–7	8–14	15–35	36–70	71–104	105–138
Scale	A	B	C	D	**E**	F

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent is ESD implementation is a multi-stakeholder process, by filling in the table below? Please provide examples of good practice.

(Please tick (V) in what type of education stakeholders are involved in both (a) and (b) template-tables.)

Table (a) According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	Formal	Non-formal	Informal
NGOs	X	X	
Local government	X	X	
Organized labour	X	X	
Private sector	X	X	
Community-based	X	X	
Faith-based	X	X	
Media	X	X	
Total	7	7	
Other (*countries to add as many as needed*)			

The assessment key for this table (max. 21 ticks; "other" not counted) is: 14

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 UN DESD

Stakeholders	Classification by UN DESD				
	Public awareness	Quality education	Reorienting education	Training	Social learning
NGOs	X		X	X	X
Local government	X		X		
Organized labour					
Private sector	X				
Community-based	X		X		
Faith-based					
Media					
Total	**4**	**0**	**3**	**1**	**1**
Other (*countries to add as many as needed*)					

The assessment key for this table (max. 35 ticks; "other" not counted) is: 9

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

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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.

Due to Sweden's decentralized, it is not possible to answer this question for formal and non-formal and informal learning in numbers of percentages.
One can say, however, that ESD is included in the training of new folk high school teachers, although it is still not very systematic. It will be changed in the future.

The active educators have not had any training initially. Some have had ESD in-service training, but not many.

Regarding the formal sector, there will be more information available on this matter, as soon as the teachers education programmes will undertake an evaluation with a special focus on SD.

ISCED levels	% of education professionals who have received training[35] to integrate ESD into their practice: *(see key below)*																	
	Educators												Leaders/administrators[36]					
	*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 assessment key for this table (max. 100%) is: -

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

* Please indicate the % of educators who have received initial training on ESD to total number of educators by the reporting date.

** Please indicate the % of educators who have received training on ESD to total number of educators who received in-service teacher training by the reporting date.

*** Please indicate the % of leaders/administrators who have received training on ESD to total number of leaders/administrators who received in-service teacher training by the reporting date.

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[35] Training is understood to include at least one day (a minimum of 5 contact hours).
[36] Paragraphs 54 and 55 of the UNECE Strategy on ESD.

Annex 4

Summary and self-assessment[37] by countries:

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

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[37] 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. For the self-assessment, the sub-indicators having the status of "proposed" should be ignored.