INFORMAL COUNTRY REPORT

(Denmark)

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

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

1. Has there been any significant advancement made with regard introducing/extending ESD as a part of educators’ initial training?
   No X
   • ESD was already a widely integrated part of educators’ initial training.

2. Have there been any significant advances made with regard to introducing/extending ESD as a part of educators’ in-service training?
   No X

3. Are there any recently produced materials/resources that are accessible to a wider audience (e.g., online)?
   No X

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

1. Has the number of schools adopting a “whole-institution approach” to sustainable development (SD)/ESD increased?
   No X
   Over 250 Danish primary and secondary school institutions are part of the so-called ‘Green Flag-network’.
   Green Flag is the largest network in Denmark working with issues regarding the environment and sustainable development. A map of all the participating institutions can be found on:

2. Have any (additional) incentives and assistance measures (guidelines, award scheme, funding, training, technical support) been made available that support ESD school plans?
   No X
II. Priority action area (b) to ensure that there is an ESD school plan in every school by 2015: Advances made and challenges encountered since the eighth Steering Committee meeting in March 2013

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

Yes X

- Materials (in Danish language) can be found on the teaching material platform EMU: http://emu.dk/tema/uddannelse-beredgigt-udvikling. In addition NTSnet.dk provides inspiration and materials for teaching within nature, science and health, incl. sustainability

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

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

No X

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

No X

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

No X

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

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

Yes X

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

No X