National Implementation Report

(As submitted by: Sweden)

Format for reporting on implementation of the
UNECE Strategy for Education for Sustainable Development

Phase III: 2011–2015

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

Name of officer (national focal point) responsible
for submitting the report: Per Magnusson

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Date: 17th of November 2014

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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, 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.

☒ Governmental institutions (please specify): Ministry of Education and Research, Ministry of Environment, Ministry of Rural Affairs

☒ Stakeholders: Sida, Swedish National Council of Adult Education, Swedish National Agency for Education, The Global School

☒ NGOs (please specify): WWF Sweden, OMEP Sweden, Swedish Society for nature Conservation

☒ Academia (please specify): SWEDESD at Uppsala University, Stockholm University, Lund University

☐ Business (please specify) _____

☐ Other (please specify) _____

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 higher education institutions, 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] 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 ☒ 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 ☒	*If yes, please specify in which ministrie(s)/department(s) the focal point(s) are located.* A national focal point has not been appointed. However, the Swedish National Commission for UNESCO 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 and please indicate the Internet address where it is accessible.*
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the UNESCO global process on the United Nations Decade of ESD,[3] and other policy processes relevant to ESD?
Yes ☒ No ☐	As mentioned in 1.1.2, the Swedish National Commission for UNESCO has taken a role as promoter for ESD and ESD related issues. For example, in Sweden's UNESCO Strategy for 2014-2017, ESD is clearly stated as a high priority both within Sweden and internationally. Other synergies of the mentioned processes above are highly probable but difficult to assess.

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

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

[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.

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 ☒ No ☐	*Please specify and list any major document(s).* - 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). - Sweden's UNESCO Strategy 2014-2017 manifests the importance of education in finding solutions for global problems. ESD is one of Sweden's top priorities and proclaimed to have a key role in developing new methods and solutions within the educational system to address sustainable development issues. - In liberal adult education, sustainable development and global justice are among the specific motivations included in the Ordinance (1991:977) for financial support to adult education in the form of folk high schools and study associations.
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]

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

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

(a) Yes ☒ No ☐	*If yes, please specify details for (a) and (b).*

(b) Yes ☒ No ☐

- ISCED 0-3: The new Education Act (2010:800) doesn't state objectives for ESD explicitly. However, ESD principles are included in the knowledge objectives of the syllabuses and curricula. In the revised curricula and syllabuses for pre-school and 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. (b).
- ISCED 4: In liberal adult education, "the public health, sustainable development and global justice" are among the specific motivations in the Ordinance (1991:977) for 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).
- ISCED 5-8: In the Higher Education Act (1992:1434) 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 educational programmes and courses, but at the discretion of the universities. In the Higher Education Ordinance (1993:100), Annex 2 Qualifications Ordinance, SD is included in the outcomes of engineering and teachers education (b).

Please also fill in the table by ticking (✓) as appropriate.

ISCED levels	(a) Yes	(b) Yes
0. Early childhood education		V
1. Primary education		V
2. Lower secondary education		V
3. Upper secondary education		V
4. Post secondary non-tertiary education	V	V
5. Short-cycle tertiary education	V	V
6. Bachelor's or equivalent level	V	V
7. Master's or equivalent level	V	V
8. Doctoral or equivalent level	V	V

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 ☐	As for liberal adult education (folkbildning) "public health, sustainable development and global justice" is among the specific motivations for financial support to liberal adult education, which use the support at their own discretion and report to the government (Ordinance 1991:977). The Government Bill on liberal adult education (2013/14:172) states that folkbildning organisations, such as folk high schools and study associations, should continue their activities (courses, study circles, lectures and others) to increase citizens knowledge and understanding of sustainable development at a local to a global level. Liberal adult

	education organisations are recognized to have both the competence and capacity to be a central actor in this field in Sweden.
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes ☒ No ☐	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 Ordinance 1991:977. However, in terms of raising awareness through the media, Sweden pursues media's 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[6] cooperation relevant to ESD exist in your Government?
Yes ☐ No ☒	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 of Education and Research and the Ministry for the Environment.
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government?[7]
Yes ☒ No ☐	There are existing networks that involve various actors from public educational to private sector but none with direct governmental involvement.
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes ☒ No ☐	- The Swedish International Development Cooperation Agency, Sida, finances several research and management projects on ESD. Since 2004 and up to 2013 the support to ESD and ESD-related activities has increased dramatically from almost 15 million in 2004 to 158 million SEK in 2013, although with some fluctuations over time. Also contributions specifically marked with ESD show a positive trend between 2004-2013, rising from 390 000 SEK in 2004 to 102 000 000 SEK in 2013, giving a yearly average during the ten years of 42,5 million SEK. - Sida contributes annually to a large number of organizations, programmes and projects that work with ESD in one way or another and there has been an significant increase of Sida's support to ESD related initiatives between 2004-2013. Contributions to ESD are to be found in many of Sida's sectors, although the majority of the ESD support is within the sectors of Education (33%), Environment (29%), Agriculture and Forestry (19%), and Sustainable Infrastructure and Services (16%). The implementing partners for Sida´s support to ESD goes mainly through International Training Programmes (ITP), followed by Donor Country Governments, where the Swedish Chemicals Agency receives the largest support, and the third largest share goes to Universities and Research - The Swedish International Centre on Education for Sustainable Development (SWEDESD) at Uppsala University is such a research project. Through collaboration with Swedish and international partners in the field of ESD, SWEDESD intertwines research development, knowledge exchange, capacity building and policy development to enhance social transformation towards sustainability. - Within liberal adult education, folk high schools and study associations are entitled to decide on course/study circle content within the framework of a Government decree on state funding of folkbildning activities. The folk high schools have furthermore allocated common resources to FOLAC (Folkbildning – Learning for Active Citizenship), a common body for international cooperation and learning for sustainable development. - Sida is also supporting International Training Programmes (ITP´s) in Environmental Education and ESD. The first programme, was focused on schools and was implemented in partnership with CEE (as coordinator for the Asia counties) and SADC REEP (as coordinator for the African countries) and a number of Swedish organisations were involved in the Swedish component of the program. The second programme, the Higher Education program was implemented with

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

Rhodes University (South Africa) as coordinator for the African countries and Tunji University (Shanghai) as coordinator for the Asian countries. The universities of Uppsala, Stockholm and Gothenburg/Chalmers are involved in the Swedish component of this program. This programme is finishing in 2014.

- At a local level there are also municipalities that allocate resources to support schools in ESD.

Indicator 1.3	**National policies support synergies between processes related to sustainable development (SD) and ESD**
Sub-indicator 1.3.1	Is ESD part of SD policy(ies) if these exist in your country?
Yes ☒ No ☐	The Strategy for Sustainable Development (Government Communication 2005/06:126) emphasizes on the high importance of education as a tool for provoking active participation and critical thinking about building a sustainable society.
Concluding remarks on issue 1	*Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD*
	Please address in particular the following questions: – *Which actions/initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *Which other considerations have to be taken into account in future ESD implementation concerning this objective?* During the period 2005-2014 there has been an increased support for SD within national policies and they have also had a focus on education as a mean for SD. At the same time, the Swedish National Agency for Education and the Swedish Higher Education Authority for example, have limited resources for promoting ESD or to follow up how schools and higher education institutions comply with the regulations concerning ESD. A lot of work on ESD in Sweden has been carried out by NGO:s, individual teachers and devoted individuals in different organizations during the last years. In higher education, several institutions have included SD and/or ESD in their strategic plan and are actively promoting students learning in this area, as well as research. But it can be observed that without a more active support from the political level, it is a challenge to successfully implement and reinforce ESD.

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).

There are several authorities involved and responsible for educational revision and implementation in Sweden. The Swedish National Agency for Education is the central administrative authority for the public school system, publicly organized preschooling, school-age childcare and for adult education. The mission of the agency is to actively work for the attainment of the educational goals and guidelines set by the Swedish Parliament and the Government. The agency does not primarily work in direct contact with schools but rather in contact with the local authorities and independent organizations responsible for the organization of schools. They also conduct in-depth studies, analyses and evaluate schooling to identify areas where national development is needed. They are responsible for ESD-related activities (for example the Sustainable School Award). Overall, there are also many national policy documents that support the promotion of SD and ESD within formal learning (see 1.2.2).

The School Inspectorate, which was established in 2008, is the central agency responsible for ensuring that local authorities and independent schools follow existing laws and regulations. Though the Schools Inspectorate has not yet been specifically instructed to evaluate ESD or SD issues. Finally, the Swedish Council for Higher Education is responsible for certain ESD-related activities, most notably the Global School Programme, which supports teaching of ESD and global SD-issues.

As for non-formal education, Sweden has a long tradition of liberal adult education (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. However, as mentioned in 1.2.3, "the public health, sustainable development and global justice" are among the specific motivations in the Ordinance (1991:977) for financial support to liberal adult education.

Indicator 2.1	SD key themes are addressed in formal education
Sub-indicator 2.1.1	Are key themes of SD[8] addressed explicitly in the curriculum/programme of study at various levels[9] of formal education?
Yes ☒ No ☐	*Please specify what SD issues are important in the country (i.e., biodiversity, gender, consumption/production, etc.) and how they are addressed in the curricula.*
	Key themes of SD are being taught on various levels of the Swedish educational system and can be found in several curriculum and study programmes.
	Please update the table in appendix I (a) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.
	As seen in Appendix 1a, SD issues are being addressed on almost all levels except for 0-3 ISCED levels. This doesn't exclude SD

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[8] For details, see paragraph 15 of the UNECE Strategy for ESD.
[9] For the State or federal level, where relevant.

issue from being part of the educational program and being discussed at 0-3 ISCED.

Within higher education, these issues are prominent. Though in regard of higher education, the curricula are decided upon at each higher education institution and their structure therefor varies greatly.

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[10]/programme of study at various levels of formal education?

Yes ☒ No ☐

Please specify what competences as learning outcomes are important in your country.

Activities in and about the natural environment – involving outdoor play, gardening and natural science practices, are profoundly rooted in environmental education traditions in Sweden. In the national curriculum for early childhood education, a continuing focus on nature and environment is expressed as: environmental and nature conservation issues and an ecological approach; and a positive belief in the future and acquiring a caring attitude towards nature and the environment. Swedish preschools are also expected to work with democratic values and child participation as foundations for learning and interactions.

The curriculum for compulsory education and upper secondary education explicitly states that students should have acquired knowledge and take into consideration perspectives' on SD. Students should also have the ability to act and take action on ideas in a creative way and be knowledgeable in several of the sciences. As for higher education, knowledge in different aspects of sustainable development is addressed in expected learning outcomes in the Qualifications Ordinance. However, in the Degree Ordinances for teachers' it is explicitly stated that the student should have acquired knowledge to make judgments on SD. Other learning outcomes concern aspects of democratic processes, human rights and critical thinking.

Please update the table in appendix I (b) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.

Appendix 1(b) updated to ISCED 2011 levels.

A	B	C	D	E	F
☐	☐	☐	☐	☐	☒

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[10] Idem.

Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum[11]/programme of study at various levels of formal education?
Yes ☐ No ☒	*Please specify what methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.* The Swedish national curricula expects teaching to be based on research and verified experience, but does not specify learning methods, and relies instead on the professionalism of the teachers. However, on all educational levels the curriculum expects teachers to work with democratic values and student participation as foundations for learning and interactions. For example in the preschool curricula, children are described as individuals with competencies - active human beings with experiences, interests, knowledge, skills and understandings that should be the starting-point for everyday activities in early childhood settings. Additionally, in the Government Bill 2009/10:89 on the new teacher education programme, principles, values and methods for sustainable development are addressed as important and ought to be integrated into various aspects of education and learning. Also the importance of teaching for shaping attitudes, knowledge and behaviour in relation to the environment and sustainability is addressed. *Please also update the table in appendix I (c) that was used to report on implementation phase II, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.* Appendix 1(c) updated to ISCED 2011 levels.

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

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[11] Idem.

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

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

(a) Yes ☐ No ☒

(b) Yes ☒ No ☐

(c) Yes ☐ No ☒

(d) Yes ☐ No ☒

(e) Yes ☒ No ☐

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

ISCED levels 2011	(a)	(b)	(c)	(d)	(e)
	Yes	*Yes*	*Yes*	*Yes*	*Yes*
0. Early childhood education		V			V
1. Primary education		V			V
2. Lower secondary education		V			V
3. Upper secondary education		V	V		V
4. Post-secondary non-tertiary education	V	V	V	V	V
5. Short-cycle tertiary education	V	V	V	V	V
6. Bachelor's or equivalent level	V	V	V	V	V
7. Master's or equivalent level	V	V	V	V	V

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

Indicator 2.3	**A whole-institution approach[14] to SD/ESD is promoted**
Sub-indicator 2.3.1	Do educational institutions[15] adopt a "whole-institution approach" to SD/ESD?

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[14] A "whole institution approach" means that all aspects of an institution's internal operations and external relationships are reviewed and revised in the 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).

[15] For higher education institutions: whole-university, whole-college or whole-faculty approach (including inter-faculty approaches).

Yes ☒ No ☐

The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2015. ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.

There are schools and other institutions, which have taken a whole-institutional approach, but given the decentralised Swedish school system it is difficult to assess how many. Many Swedish schools and universities are applying principles of Environmental Management Systems, such as EMAS and ISO 14001. Educational institutions that can be considered to have a close-to 'whole-institution approach' are for example, Chalmers University of Technology and University of Gothenburg. They have together created the Centre for Environment and Sustainability to promote research and education for sustainable development while working actively with SD issues for the universities.

Also the Centre for Environmental and Development Studies (CEMUS) at Uppsala University, which is a unique student-driven centre that works with environmental and sustainability issues, works with ESD methods and has broad 'whole-institution approach'. Several other educational institutions offer courses, bachelor and master programmes on SD issues that are structured with a 'whole-institution approach'. The structure and degree of these vary.

As for non-formal education, there are folk high schools and study associations working with SD-issues and taking a whole-institution approach, but there is no available data to what extent and how many they are. However, some of the study associations are particularly profiled on SD, notably Studiefrämjandet.

In pre-school, compulsory school and upper secondary, NGOs, such as Swedish Outdoor Life Association and World Association for Early Childhood Education (OMEP Sweden), are involved in working with schools. A further example is Keep Sweden Tidy, who organises the "Green Flag" award, which is the Swedish version of the Eco Schools initiative, currently involving over 2500 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.

Also, please provide information for all levels of your education system in accordance with ISCED by ticking (✓) in the table as appropriate and specify for non-formal and informal education, as appropriate.

ISCED levels 2011	*Yes*
0. Early childhood education	V
1. Primary education	V
2. Lower secondary education	V
3. Upper secondary education	V
4. Post-secondary non-tertiary education	V

		5. Short-cycle tertiary education	V
		6. Bachelor's or equivalent level	V
		7. Master's or equivalent level	V
		8. Doctoral or equivalent level	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, including the implementation of ESD school plans?
Yes ☐ No ☒	*If yes, please specify what schemes are available for all levels of your education system.* Sweden has a decentralized school system where the responsibility lays on the local municipalities to provide economic support for ESD in schools. However, there are no direct economic incentives to promote ESD in Sweden even though SD objectives and concerns are mentioned in the school curriculum and syllabuses. However there is the Sustainable School Award, to encourage schools to implement ESD, which is awarded by the Swedish National Agency for Education. Around 200 schools have been awarded. Some NGO's, like WWF Sweden, provide guidelines and voluntary award schemes on ESD (see 2.3.1). *Please also provide information on all education levels in accordance with ISCED by ticking (✔) in the table as appropriate.*

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

Please also specify for non-formal and informal education, as appropriate. If relevant information is available please also specify (provide examples).

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?
Yes ☒ No ☐	*Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.* Preschools and schools that sign up to ESD-related programmes are free to further develop their own learning outcomes and indicators. Other than this, all public authorities have to comply with the governmental regulation concerning Environmental Management Systems. Since almost all higher education institutions are public authorities in Sweden, they have to report on the Environmental Management Systems. However, it is not possible to assess the extent of these systems and how successful they are. Since Sweden has a decentralized educational system, where the municipalities are responsible for the management and practices of the primary to upper secondary education, there is no clear overview of the development of SD/ESD indicators on a national level. *Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate:* There is no available information for question b) because there is no structured evaluation system connected with non-formal educational institutions in Sweden. *(a) For formal institutions:*

(a) For formal institutions:

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

(b) For non-formal institutions:

ISCED levels 2011	Yes
0. Early childhood education	
1. Primary education	

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?	
	2. Lower secondary education	
	3. Upper secondary education	
	4. Post-secondary non-tertiary education	
	5. Short-cycle tertiary education	
	6. Bachelor's or equivalent level	
	7. Master's or equivalent level	
	8. Doctoral or equivalent level	

Indicator 2.4	ESD is addressed by quality assessment/enhancement systems
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems?:[16] (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?

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[16] 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).

(a) Yes ☒ No ☐

(b) Yes ☒ No ☐

(c) Yes ☐ No ☒

Please elaborate.

Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.

ISCED levels 2011	(a) Yes	(b) Yes	(c) Yes
0. Early childhood education	V	V	
1. Primary education	V	V	
2. Lower secondary education	V	V	
3. Upper secondary education	V	V	
4. Post-secondary non-tertiary education	V	V	
5. Short-cycle tertiary education	V	V	V
6. Bachelor's or equivalent level	V	V	V
7. Master's or equivalent level	V	V	V
8. Doctoral or equivalent level			V

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).

- ISCED 0-3: The Schools Inspectorate reviews the quality of schools but so far there has not been any specific assessment on how Swedish schools actually work with ESD. (a) For clarification, the Inspectorate doesn't explicitly address ESD, though they do review schools in accordance with the syllabuses and curricula, where ESD is an included component. (b)

- 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. (a)

- ISCED 5-8: As for higher education, the Swedish Higher Education Authority assesses to what extent the learning outcomes achieved by the students correspond to the intended learning outcomes. For example, within engineering and teachers education SD is included in the learning outcomes. Also, as previously mentioned, all public authorities are instructed by the government to review and report on their environmental impact (Environmental Management Systems), 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. (a)

Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?

Yes ☒ No ☐	*Please specify and provide information on new developments and good practice examples.* There are plenty of seminars and conferences as well as news items and other activities addressing SD in Sweden. For example, Swedish Adult Education arrange education for information officers, conferences for headmasters and teachers, projects and campaigns etc. UR (The Education Radio) issue programs on developing countries and also some production of material as method manuals, books and videos about ESD themes. There are many NGO's in Sweden working with awareness-raising activities. To name a few, The Swedish Society for Nature Conservation (SSNC), the Global School, The Swedish International Centre on Education for Sustainable Development (SWEDESD), World Organization for Early Childhood Educations (OMEP Sweden) and the Swedish National Commission for UNESCO are actors who work actively with awareness-raising activities on SD and ESD in different ways. For example, WWF Sweden organised an awareness raising campaign together with television channel TV4 and the daily newspaper Aftonbladet. Rather recently the Global School, SWEDESD, the Swedish National Commission for UNESCO and WWF Sweden collaborated in preparing for the World Conference on ESD in Nagoya. They arranged two conferences that gathered over 120 participants from the ESD field in Sweden to create recommendations for the Swedish Delegation participating in Nagoya.

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 ☐	*Please specify and provide information on new developments and good practice examples.* Folk high schools and study associations addressing SD in their courses, which are organised by political organisations, environmental organisations, religious organisations, free churches and other non-governmental organisations and have courses that offer work-based learning. Also within higher education there are possibilities for work-based learning through internships, projects and field work.
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 ☐ No ☒	*Please specify in particular what instruments were the most effective in assessing the outcomes of ESD as a result of non-formal/ informal learning.*
Indicator 2.6	**ESD implementation is a multi-stakeholder process**[17]
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?

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[17] 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).

Yes ☒ No ☐	Public authorities, higher education institutions, civil society and NGO's and various educational institutions are working together in implementing ESD. These stakeholders have a great impact on the implementation on ESD in Sweden. There are also many local city-based ESD initiatives, such as in Malmö, Lund, Gothenburg, Stockholm, Umeå and Uppsala. While addressing a wide range of SD issues, they have a strong educational, informational and learning orientation. More often than not they are supported by multi-stakeholder coalitions and/or RCEs. Some examples: An example is Sida who is planning a grant to Stockholm International Water Institute, SIWI, in dialogue with textile retail companies in Sweden to work together with Chinese textile supplier factories. Their objectives is to plan a jointly-implemented training course on water management in the textile industry in China. Also, in regard of ESD, there was a consortium consisting of four public and civil society organisations, in 2014, that organized a countrywide multi-stakeholder consultation on ESD in preparation of the UNESCO WCESD/Aichi-Nagoya (November 2014). This resulted in the adoption of 32 recommendations addressed to the government and its agencies, schools and universities, civil society organisations, firms and corporate business, media, local governments and professional organisations. Other processes that have been conducted is by OMEP Sweden, which is an NGO focusing on children from birth to eight. They arranged a number of conferences and projects during the DESD in collaboration with multi-stakeholders. The first international meeting addressing ESD was arranged by OMEP Sweden in 2010, the World Congress Children – citizen in a challenged world. The conference assembled 775 participants from 75 countries. They are working on four projects, focusing on child participation for ESD, and have held four annual conferences together with local stakeholders and authorities in different cities. Theses ESD projects have introduced and promoted new methods for working with young children on ESD. As well as resulted in scientific articals, and book which report on OMEP's ESD projects. Sweden is also actively working within the frame of the Foundation for Environmental Education (FEE). For example, in Sweden there are 2500 Eco Schools and the project is driven by Keep Sweden Tidy Foundation, which is a collaboration with the Swedish National Agency for Education, the Swedish Environmental Protection Agency, STF (Swedish Tourist Association) and several other actors. As for liberal adult education a recently adopted common policy document (Folkbildning's Direction & Intent. 2013) states that folk high schools and study associations are willing and able to meet the need for learning for sustainable development. These organisations have to a large extent strong ties to major parts of Swedish civil society. Many learning activities are also carried out in cooperation with these organisations.
Concluding remarks on issue 2	*Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning*

	Please address in particular the following questions:
	– *Which actions/initiatives have been particularly successful and why?*
	– *What challenges did your country encounter when implementing this objective?*
	– *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*

Issue 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[18] of educators**
Sub-indicator 3.1.1	Is ESD a part of educators' initial training?[19]

| Yes ☒ No ☐ | In the Government Bill on teachers' education (2009/10:89), the government states that the environment and sustainability are fundamental points for the teacher education programme. The policy states that values and methods for SD could be integrated in the core courses of the educational programme for teachers, where methods among other aspects are taught. However, the implementation rests upon the educational institutions themselves and to what extent ESD is integrated within the teacher's programme has not been assessed. In practice this means that SD and ESD- issues are/ought to be available through optional and/or compulsory courses within the programme. But there is no available information on the actually implementation.

As a consequence of the Gov. Bill on teachers' education, the Government decided to revise the Higher Education Ordinance (1993:100) in 2011, which now states that teacher students should have acquired the capacity within the pedagogical work to make judgements in relation to SD issues. This indicates that methods and understanding of ESD ought to be integrated and acquired.

Besides national policy regulation on educators' training, there are other institutions that are a part of the educational training process in Sweden. The Global School is a part of this process and the institution trains teachers to use educational material from them. They work specifically with ESD methods and learning. |
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[18] ESD is addressed by content and/or by methodology.

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

Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training?[20]
Yes ☒ No ☐	*In particular specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.* During their professional working-life, teacher training on ESD is available through the involvement for example the Global School Programme as well as through projects initiated by NGO's. *Please also update the information provided under the phase II national implementation reporting in appendix III.*
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes ☒ No ☐	*Please specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional.* A special education program for school principals is mandatory for newly employed principals in the compulsory school systems. This education programme ultimately aims at helping the principals to contribute to the realisation of the goals in the curricula and syllabuses, which include elements of ESD, though they are not explicitly mentioned within the programme.
Indicator 3.2	**Opportunities exist for educators to cooperate on ESD**
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?
Yes ☒ No ☐	*Please specify.* There are many networks formed between professionals on a voluntary basis and at various levels of education. For example there is HU2, a voluntary network of researchers and administrators at university level, involving a majority of universities and institutes of higher education. The Network for Learning for Sustainable Development, gathers around 250 participants from various levels of the educational system. Other examples are also four Swedish regions that are a part of the Regional Centres on Expertise on Education for Sustainable Development (RCE), which is global network that creates regional platforms to share information and experiences and promote partnerships on ESD. The Global School Programme also has its own network of over 15 000 people, mostly educators, which is focused on ESD and global SD-issues. Also, SWEDESD is in the lead of establishing a cross-sectoral and cross-boundary Baltic Sea Regional Network on ESD.
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way?[21]
Yes ☐ No ☒	*Please specify how, listing the major ones, and describing them as appropriate.*

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[20] 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.

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

Concluding remarks issue 3	*Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching*
	Please address in particular the following questions: – *Which actions/initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*

Issue 4.	**Ensure that adequate tools and materials for ESD are accessible**

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

Indicator 4.1	**Teaching tools and materials for ESD are produced**
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?
Yes ☐ No ☒	*Please describe.*

Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes ☒ No ☐	*Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in United States dollars (USD)) for annual expenditures on ESD-related research and development.* There are public authorities that invest resources in education as part of their activities to reach their environmental and sustainability targets. The Swedish International Development Cooperation Agency, Sida, supports financially ESD projects conducted by WWF Sweden and the Global School programme (approx.30 million SEK, in USD 4,5 million, in direct support during 2004-2014). SWEDESD, which is funded through *Sida* (in total over 60 million SEK, in USD 8,1 million, 2004-2013) is an actor 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).
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 ☐ No ☒ (b) Yes ☐ No ☒ (c) Yes ☐ No ☒	*Please specify.*
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 ☐	*Please specify.*
(b) Yes ☒ No ☐	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.(a)

OMEP Sweden has produced two books for professional learning, one in Swedish and one in English, which reports on the ESD projects they have conducted within early childhood education.(a)

SWEDESD is also conducting research and creating teaching material for a development context. Together with southern African partners it has produced "The Parts and The Whole – A Holistic Approach to Environmental and Sustainability Education" (a teacher educator's handbook and student worksheets). (a) Besides these institutions there are plenty more organisations and actors involved with creating ESD material.

There is educational material for all ISCED levels, however, to what extent these materials are being used and implemented is difficult to assess. (b)

If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.

ISCED levels 2011[22]	*Yes*
0. Early childhood education	V
1. Primary education	V
2. Lower secondary education	V
3. Upper secondary education	V
4. Post-secondary non-tertiary education	V
5. Short-cycle tertiary education	V
6. Bachelor's or equivalent level	V
7. Master's or equivalent level	V
8 Doctoral or equivalent level	

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?

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[22] Education level in accordance with ISCED.

Yes ☐ No ☒	*Please describe and in particular highlight what measures are the most efficient for dissemination.* Several disseminations of ESD tools and materials exist, but there is no national strategy for it.

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, and please also mention any other significant sources of funding.* The Swedish International Development Cooperation Agency, Sida, finances many projects and contributes to the development of tools and materials (4.1.2). 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 ☐ No ☒	*Please describe and name in particular official Internet sites.* A lot of ESD teaching materials are produced in Sweden and some are available on the Internet, but there is no public authority 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 ☒ No ☐ (b) Yes ☒ No ☐	*For (a) and (b) please specify and mention by whom it was established and by whom it is managed.* There is a website collecting ESD activities and materials in Sweden, www.wwfs.se/esdsverige, 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. (a) Teaching tools and materials on ESD are provided through the various initiatives and projects organised at education institutions (see 4.2.2). (b)
Concluding remarks issue 4	*Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible*
	Please address in particular the following questions: – *Which actions/initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*
Issue 5.	**Promote research on and development of ESD**
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 5.1	**Research[23] on ESD is promoted**

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

Sub-indicator 5.1.1	Is research that addresses content and methods for ESD[24] supported?
Yes ☒ No ☐	*Please specify in particular the most important outcomes of supported research.* Since 2009, the Swedish Research Council finances the Graduate school in Education and Sustainable Development (GRESD) which has gathered 9 PhD students from different disciplines at eight universities. Formas, the Swedish Research Council for Environment, Agricultural Sciences and Spatial Planning, supports scientifically significant research related to sustainable development. The Swedish International Centre on Education for Sustainable Development (SWEDESD) also has the mandate to support ESD through research. The National Research School of Childhood, Learning and Didactics', co-ordinated by Malmo University, has produced some dissertations related to early childhood education for sustainability.
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes ☐ No ☒	*Please specify what subjects were investigated and list major reports.*
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD:[25] (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 ☐	*Please specify what programmes are available and list the most important academic dissertations that address ESD.* (1) At Chalmers University of Technology, sustainable development is included in all Master's programmes. At Uppsala University and The Swedish University of Agricultural Sciences (SLU) there is a specific interdisciplinary Master's Programme in Sustainable Development and at Stockholm Resilience Centre (SRC) there is a Master's Programme in Social-Ecological Resilience for Sustainable Development. (a) (1) For example, GRESD (see 5.1.1) (b) (2) Numerous. (a) (2) Numerous (b) In addition, SWEDESD 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)

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institutions.

[24] E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology ;and means of evaluation, including socioeconomic impacts.

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

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 ☒	*Please provide information on (a) and (b).* At the Master's level, there are no specific grants directed towards ESD. (a) At the doctorate level, scholarships are available but none are specifically directed towards ESD. (b)
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?[26]

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

Yes ☒ No ☐	*Please specify what main projects were/are being implemented to that end.*
	Sweden has 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 Global School Programme, as mentioned earlier, is a programme within the Swedish Council for Higher Education, and works actively with schools on capacity-building activities. For example they have a network of 15 000 people, mostly educators, and they conduct over 100 seminars per year. Sida is the financer of both the Global School Programme and SWEDESD and they also has supported a secondment of an expert at UNESCO. The Lake Victoria Catchment Environmental Education Programme (LVCEEP), a WWF programme supported by Sida, was a regional transboundary programme working in the catchment of the Lake Victoria in the East African countries of Kenya, Uganda, Rwanda and Tanzania from 2004-2014. The aim of the programme was to promote the conservation of the Lake Victoria catchment while at the same time promoting sustainable livelihoods. In each country, a core-team network of eight members from communities, schools and local governments was formed and received training in EE/ESD methods for spearheading in schools and communities sectors in the four countries. Another project is Education for Sustainable Development in Action (ESDA). It is a project implemented by Teachers for Democracy and Partnership (TAP), in cooperation with the international organisation Global Action Plan (GAP) and with support from Sida. The aim of the project is to develop and introduce ESD in Ukraine in line with the objectives of the UNESCO ESD Decade. The outcome was to contribute to an "enhanced understanding of sustainable development issues and ecologically sound lifestyle in state institutions, selected regional authorities and the general public; and reductions in water/electricity use and waste production" and to "sustainable development and environment-friendly policy-making in selected areas, including the Autonomous republic of Crimea" The project Education on Sustainable Development in Action (ESDA) started on a small scale in Ukraine and in 2009 Sida offered to enlarge the project in seven oblasts in Ukraine. The first cycle of ESDA project was from 2009-2012 and the current cycle goes from 2013 to 2015. Furthermore since 2001, Sida has supported implementation of a total of 25 Advanced International Training Programmes (ITP´s) in Environmental Education and Education for Sustainable Development (ESD).
Indicator 5.3	**Dissemination of research results on ESD is promoted**
Sub-indicator 5.3.1	Is there any public authority support for mechanisms[27] to share the results of research and examples of good practices in ESD[28] among authorities and stakeholders?

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[27] E.g., conferences, summer schools, journals, periodicals, networks.
[28] 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.

Yes ☒ No ☐	*Please specify and provide information about where published research and dissertations are accessible.* In Sweden there are no large programmes or authorities actively working with sharing ESD results. However, Sida, finances SWEDESD and they support ESD through capacity development, research and policy development on ESD. Also the Swedish Research Council publishes and spread research within various fields such as ESD. Though there are no support mechanisms there is still work being spread and published. For example, *Sida* published a research overview on ESD, entitled "Education for Sustainable Development, Research Overview" (Sida Review 2010:13) in 2010 to expand the knowledge on ESD in relation to 'development' and 'globalization'.

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
(a) Yes ☐ No ☒ (b) Yes ☒ No ☐	*Please name the major publications for (a) and (b).* There is no periodical publication issued in Sweden specifically on ESD. (a) There are plenty of scientific articles and books addressing ESD published in Sweden. (b)
Concluding remarks on issue 5	*Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.*
	– *Which actions/initiatives have been particularly successful and why?* – *What challenges did your country encounter when implementing this objective?* – *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*
Issue 6.	**Strengthen cooperation on ESD at all levels within the ECE region**
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 6.1	**International cooperation on ESD is strengthened within the ECE region and beyond**
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international[29] networks on ESD?
Yes ☒ No ☐	*Please specify concrete networks and explain who supports these networks.* Swedish International Development Cooperation Agency, Sida, finances the Swedish International Centre of Education for Sustainable Development (SWEDESD) at Uppsala University. SWEDESD started in January 2008. Through collaboration with Swedish and international partners in the field of ESD, SWEDESD intertwines research development, knowledge exchange, capacity building and policy development to enhance social transformation towards sustainability. Sida also finances, as mentioned earlier, an International Training Programmes on ESD. One on formal education, through Niras Natura, providing opportunities for professional, institutional and network development in Asia and Africa. Other than this Sweden has four Regional Centres of Expertise (RCE), which organize local and regional authorities with universities in an international exchange with other foreign RCEs.
Sub-indicator 6.1.2	Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?

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

Yes ☒ No ☐	*Please specify. List major networks.*
	- Apart from the co-operation mentioned in 6.1.1, there are several examples of participation of Swedish preschools, 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 World Organization on Early Childhood Education (OMEP Sweden), 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 education throughout the Baltic Sea region. The Programme focuses on questions of sustainable development, environmental protection, and democracy in the Baltic Sea region and is partly funded by the Swedish Government. 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.
	- Sweden has four Regional Centres of Expertise on Education on Sustainable Development (RCE) appointed by the United Nations University.
	- Tied to the 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. - 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.
	- There are 150 folk high schools in Sweden and they have a common mission to promote international cooperation and sustainable development. This is organised through FOLAC (Folkbildning-Learning for Active Citizenship). ICAE (International Council of Adult Education) and EAEA (European Association for the Education of Adults are important partners. A network project together with folk high school organisations in the other Nordic countries focuses on folk high schools as "global" centers for transition activities to promote a sustainable lifestyle and a sustainable development of society, through pedagogical efforts linking theory and practise and linking a local and a global perspective.
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes ☒ No ☐	*Please specify and list the major ones.* 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 ECE region?

Yes ☒ No ☐

Please list and describe.

In general terms, Sweden has adopted a policy for global development (Politik för global utveckling) with the overall objective to contribute to equitable and sustainable global development. The policy commits all policy areas to take these objectives into account within the framework of their own policy areas objectives. This means for example finding ways to strengthen Sweden's contribution to the Millennium Development Goals (MDGs). Sweden is also very active in promoting their 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.

As an example, 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 case studies, carried out in developing and developed countries focused mainly on education, communication and information.

Besides ESD-related capacity development, SWEDESD's mandate includes also research and knowledge development, nationally and internationally. SWEDESD is an active member of international networks such as the Partnership for Education and Research about Responsible Living (PERL) and the Ecosystem Services Partnership (ESP). As part of the support to SWEDESD – there is a Climate Change Education (CCE) research network in Southern Africa. This network, comprising researchers from Southern Africa and Sweden, was launched in 2009. Its purpose is to encourage research that should inform the actual teaching, instruction and learning related to the people that are actually experiencing climate change. SWEDESD is planning to continue its financial and intellectual support for the network meeting scheduled in the margin of the annual conference of the Environmental Education Association of Southern African (EEASA). At the same time it will explore whether a similar network for Asia can be established or supported.

Furthermore, Sida has supported the Southern African Development Community Regional Environmental Education Programme (SADC-REEP). The purpose of the programme was to enable environmental education practitioners in the SADC region to strengthen environmental education processes for equitable and sustainable environmental management choices. From a research perspective, the programme has established an active research network involving some 50 active researchers in the SADC region, across 10 academic institutions, all of whom are located in Faculties of Education.
www.sadc-reep.org.za

Since 2001, Sida has also supported the implementation of a total of 25 Advanced International Training Programmes (ITP´s) in Environmental Education and Education for Sustainable Development. The programmes have been attended by decision makers, planners, specialists, trainers and managers involved in formulation and implementation of ESD at all levels of the formal education system – from primary education to teacher education. The programmes have provided an opportunity to exchange knowledge and experiences in ESD in the formal education sector.
http://www.niras.com/business-areas/development-consulting/international-training-programmes

Concluding remarks on issue 6	*Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region*
	Please address in particular the following questions: - *Which actions/ initiatives have been particularly successful and for which reason?* - *What challenges did your country encounter when implementing this objective?* - *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*

Issue 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 Sámi. Since 1962 there is a parallel school system (ISCED 1-3) for the Sámi and since 1976 the teaching in the Saami language is legally regulated. Since 2000, the Sámi language (all varieties) is recognised as a national minority language. At the ISCED 4 level, a number of possibilities exist to organize schools with Sámi "profile", supported by the municipality. The Sámi people also have their own folk high school in Jokkmokk.

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

The Sámi people have an important heritage and knowledge of the natural environment, which is of high relevance for SD. This has resulted in a programme that the Swedish government launched in 2005 called Naptek, which is a national programme on local and traditional knowledge concerning the conservation and sustainable use of biological diversity. The national programme has the aim to safeguard relevant traditional knowledge, innovations and practices and knowledge in small-scale use of the biological resources. Though this programme doesn't specifically address ESD it addresses SD-issues from a local and traditional perspective.

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

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

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, Education on citizenship, Child Participation and Democracy, Development Studies or Gender Issues. Although there are many activities on ESD in Sweden, ESD is sometimes perceived as a politicized concept that collides with the independence of higher education and therefore meets resistance. During the period of the Strategy there has been a decrease of the political interest for ESD. Though there are several institutions and instruments in place to work with the issue the implementation has been rather slow. However, one should 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. What has also been prominent is that ESD is being addressed implicitly within curricula and national policy documents.

As for public awareness, there has been a tremendous rise in media attention and public engagement about climate change and sustainability, including the participatory role of children and students. 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.

Please in particular discuss any challenges and obstacles encountered that were not yet mentioned in the concluding remarks on the implementation of the Strategy's main objectives (issues 1–6).

Issue 9.	Future implementation of Education for Sustainable Development

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

Sweden is a strong advocate for a further implementation of the Global Action Programme (GAP) and the 10 year Framework for Sustainable Production and Consumption. Also in Sweden's UNESCO Strategy 2014-2017, ESD is a prominent component that will be further prioritized during the period of 2014-2017. The newly elected Government in the autumn of 2014 yet has a strong environmental and educational agenda, though there are no clear political commitments in place, it seems that the Government aims to continue to prioritize and actively implement ESD.

Appendix I (a)

Indicator 2.1, sub-indicator 2.1.1

Please specify which key themes of SD are addressed explicitly in the curriculum/programme of study at various levels of formal education by filling in the table below. *(Please tick (✔) relevant themes for each level. Use the blank rows to insert additional themes that are considered to be key themes in addressing learning for SD.)*

Also, could you specify which specific themes are of critical importance in your country and why?

Some key themes covered by sustainable development	ISCED Levels 2011								
	0	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*
Peace studies (e.g., international relations, security and conflict resolution, partnerships)			V	V	V	V	V	V	
Ethics and philosophy	V	V	V	V	V	V	V	V	
Citizenship, democracy and governance	V	V	V	V	V	V	V	V	
Human rights (e.g., gender and racial and intergenerational equity)	V	V	V	V	V	V	V	V	
Poverty alleviation			V	V	V	V	V	V	
Cultural diversity	V	V	V	V	V	V	V	V	
Biological and landscape diversity			V	V	V	V	V	V	
Environmental protection (waste management, etc.)	V	V	V	V	V	V	V	V	
Ecological principles/ecosystem approach	V	V	V	V	V	V	V	V	
Natural resource management (e.g., water, soil, mineral, fossil fuels)	V	V	V	V	V	V	V	V	
Climate change			V	V	V	V	V	V	
Personal and family health (e.g., HIV/AIDS, drug abuse)		V	V	V	V	V	V	V	
Environmental health (e.g., food and drinking; water quality; pollution)	V	V	V	V	V	V	V	V	
Corporate social responsibility				V	V	V	V	V	
Production and/or consumption patterns	V	V	V	V	V	V	V	V	
Economics		V	V	V	V	V	V	V	
Rural/urban development			V	V	V	V	V	V	
Total									
Other (*countries to add as many as needed*)									

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (maximum 153 ticks; "other" categories not counted) is:

No. of ticks	0–9	10–16	17–39	40–75	76–112	113–153
Scale	A	B	C	D	E	F

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[30]/programme of study at various levels of formal education, by filling in the table below. *(Please tick (✔) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)*

Table of learning outcomes

Competence	Expected outcomes	ISCED Levels								
		0	1	2	3	4	5	6	7	8
Learning to learn Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?		V	V	V	V	V	V	V	
	- understanding complexity/systemic thinking?		V	V	V	V	V	V	V	
	- overcoming obstacles/problem-solving?	V	V	V	V	V	V	V	V	
	- managing change/problem-setting?		V	V	V	V	V	V	V	
	- creative thinking/future-oriented thinking?	V	V	V	V	V	V	V	V	
	- understanding interrelationships across disciplines/holistic approach?	V	V	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:	- applying learning in a variety of life-wide contexts?		V	V	V	V	V	V	V	
	- decision-making, including in situations of uncertainty?				V	V	V	V	V	
	- dealing with crises and risks?				V	V	V	V	V	
	- acting responsibly?		V	V	V	V	V	V	V	
	- acting with self-respect?		V	V	V	V	V	V	V	
	- acting with determination?						V	V	V	
	Total									
	- other (*countries to add as many as needed*)?									

[30] At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels								
		0	1	2	3	4	5	6	7	8
Learning to be Does education at each level enhance learners' capacity for:	- self-confidence?	V	V	V	V	V	V	V	V	
	- self-expression and communication?	V	V	V	V	V	V	V	V	
	- coping under stress?						V	V	V	
	- ability to identify and clarify values *(for phase III)?*	V	V	V	V	V	V	V	V	
	Total									
	- other (*countries to add as many as needed*)?									
	-									
Learning to live and work together Does education at each level enhance learners' capacity for:	- acting with responsibility (locally and globally)?	V	V	V	V	V	V	V	V	
	- acting with respect for others?	V	V	V	V	V	V	V	V	
	- identifying stakeholders and their interests?			V	V	V	V	V	V	
	- collaboration/team working?	V	V	V	V	V	V	V	V	
	- participation in democratic decision-making?	V	V	V	V	V	V	V	V	
	- negotiation and consensus-building?	V	V	V	V	V	V	V	V	
	- distributing responsibilities (subsidiarity)?	V	V	V	V	V	V	V	V	
	Total									
	- other (*countries to add as many as needed*)?									
	-									

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (maximum 207 ticks; "other" not counted) is:

No. of ticks	0–11	12–21	22–53	54–105	106–156	157–207
Scale	A	B	C	D	E	F

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

Please indicate the teaching/learning methods used for ESD at the different ISCED levels. *(Please tick (✔) relevant teaching/learning methods for each level. Use the blank rows to insert additional teaching/learning methods that are considered to be key methods in your country in teaching-learning for sustainable development.)*

Table of teaching-learning methods

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

   Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

   [a] Please refer to paragraph 33(e) of the UNECE Strategy for ESD.

The scoring key for this table (maximum 126 ticks; "other" not counted) is:

No. of ticks	0–8	9–42	43–53	54–76	77–98	99–126
Scale	A	B	C	D	E	F

Appendix II

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent ESD implementation is a multi-stakeholder process by filling in the table below. Please provide examples of good practice. *(Please tick (✔) in both (a) and (b) template-tables to indicate what types of education stakeholders are involved.)*

Table (a)
According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	Formal	*Non-formal*	*Informal*
NGOs	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 (maximum 21 ticks; "other" not counted) is:

No. of ticks	0–1	2	3–5	6–10	11–15	16–21
Scale	A	B	C	D	E	F

Table (b)
According to United Nations Decade of ESD

Stakeholders	Classification by United Nations Decade of ESD				
	Public awareness	*Quality education*	*Reorienting education*	*Training*	*Social learning*
NGOs	V	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 (maximum 35 ticks; "other" not counted) is:

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

Appendix III

Indicator 3.1, sub-indicator 3.1.3

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

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 5-7) the Degree Ordinances for engineers and architects include provisions of sustainability, but not for example lawyers and doctors.

	Percentage of education professionals who have received training[a] to integrate ESD into their practice																	
	Educators												Leaders/administrators[b]					
	Initial[c]						In service[d]						In service[e]					
ISCED levels	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0.																		
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
7.																		
8.																		
Non-formal																		
Informal																		

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

[b] See paras. 54 and 55 of the UNECE Strategy for ESD.

[c] Please indicate the number of educators who have received initial training on ESD as a percentage of the total number of educators by the reporting date.

[d] Please indicate the number of educators who have received training on ESD as a percentage of the total number of educators who received in-service teacher training by the reporting date.

[e] Please indicate the number of leaders/administrators who have received training on ESD as a percentage of total number of leaders/administrators who received in-service teacher training by the reporting date.

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

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

Appendix IV

Summary and self-assessment by countries

Please specify the status of efforts to implement the sub-indicators listed in the table below by ticking (✓) as appropriate.

On the basis of the answers to the sub-indicators, please self-assess the status of the implementation of the respective indicator in your country. If feasible, please specify the methodology used for the self-assessment.

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