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Committee on Environmental Policy

United Nations Economic Commission for Europe Steering Committee on Education for Sustainable Development

Thirteenth meeting
Geneva, 3 and 4 May 2018
Item 6 of the provisional agenda
Preparations for the next (2017–2019) mandatory reporting cycle under the Strategy

Format for reporting on the implementation of the UNECE Strategy for Education for Sustainable Development (2017–2019)

Summary

By its terms of reference, the United Nations Economic Commission for Europe (ECE) Steering Committee for Education for Sustainable Development is charged with monitoring progress in the implementation of the UNECE Strategy for Education for Sustainable Development (ECE/CEP/BATUMI.CONF/2016/11, annex II, para. 4 (d)).

On 1 November 2018, States participating in the Strategy are due to submit their national implementation reports. Reports are expected to reflect the progress made in the implementation of the Strategy at the national or State level during the next implementation phase (2017–2019). The present document sets out the format for reporting (annex I). The set of indicators, on which the reporting format is based, was developed by the ECE Expert Group on Indicators for Education for Sustainable Development. The reporting format has been updated by the secretariat in consultation with the Bureau to meet the reporting needs of the current phase.

Based on national reports submitted, the secretariat will prepare a synthesis report in 2019, highlighting progress made, identifying challenges and drawing up recommendations. The synthesis report is vital for monitoring the progress made since the previous implementation phases and setting future priorities for implementing the Strategy and is expected to be presented at the fourteenth meeting of the Steering Committee in 2019.

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Contents

Introduction

1.   The present document presents a format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development for the next implementation phase (2017–2019). It was developed based on the procedure for the review of implementation of the Strategy contained in the draft workplan for 2017–2019 (ECE/CEP/AC.13/2018/3). The reporting format also takes into account the two previous reporting exercises in 2010 and 2014, the related reporting templates (ECE/CEP/AC.13/2009/10 and ECE/CEP/AC.13/2014/5, respectively) and the feedback from countries following those exercises on the workability and feasibility of the indicators and the requested information for reporting.

2.   In addition, the workplan for implementation of the current phase of the Strategy sets out the timeline for the reporting exercise in 2018 (ibid., para. 46).

3.   The set of indicators was developed by the ECE Expert Group on Indicators for Education for Sustainable Development set up by the High-level Meeting of Environment and Education Ministries (Vilnius, 17–18 March 2005). Three complementary progress reports provide information on the development of the indicators (see CEP/AC.13/2005/9, ECE/CEP/AC.13/2006/5 and ECE/CEP/AC.13/2008/4).

4.   In 2014, to reflect the requirements the third phase (2011–2015) of the Strategy's initial implementation period (2005–2015), in consultation with the Expert Group on Indicators the secretariat introduced the following changes to the reporting template developed by the Group:

        (a)   The reporting template was updated to use the revised International Standard Classification of Education (ISCED), as adopted by United Nations Educational, Scientific and Cultural Organization (UNESCO) member States in 2011;

        (b)   To gather important analytical information for the implementation of education for sustainable development (ESD) after the third phase of implementation came to an end, countries were given the possibility to add concluding remarks, i.e., on the main successes, challenges and implications for future implementation for each of the Strategy's objectives;

        (c)   Where appropriate, references to educator competences in ESD as developed by the ECE Expert Group on Competences were added (indicator 3.1);

        (d)   Where appropriate, references to the priority action areas as adopted by the Steering Committee at its seventh meeting (Geneva, 1–2 March 2012) (ECE/CEP/AC.13/2012/2, para. 48) were included (indicator 2.3);

        (e)   Descriptive remarks on indicators that referred only to phases I and II of the first implementation period were revised to reflect the requirements of phase III, i.e., focusing on an analysis of implementation and implementation outcomes;

        (f)   Issue 9 of the 2010 reporting template ("Describe any assistance needed to improve implementation") was revised to read "Future implementation of education for sustainable development", focusing on priorities for the future ESD implementation framework.

5.   In 2018, to reflect the requirements and priorities of the 2017–2019 implementation phase, outlined in the framework for the future implementation of the Strategy (ECE/BATUMI.CONF/2016/11), in consultation with the Bureau, the secretariat has introduced the following changes to the 2014 reporting template developed by the Expert Group:

(a)	The tables with ISCED levels provided in the "yes/no" part of indicators 1.2.2, 2.2.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1 and 4.2.2 have been updated to reflect the growing interest in technical and vocational education and training by adding the relevant ISCED programme orientation category for vocational education, as follows: 25. Lower secondary vocational education; 35. Upper secondary vocational education; 45. Post-secondary non-tertiary vocational education; 55. Short-cycle tertiary vocational education. Similarly, the tables containing a breakdown by ISCED levels provided in appendixes I (a), (b) and (c) and appendix III have been also updated with the inclusion of these additional levels 25, 35, 45 and 55 for vocational education. Countries are invited to assess these levels if they have relevant information and data. Additional change was proposed during the thirteenth meeting of the Steering Committee (3-4 May 2018): where appropriate, the tables with ISCED levels have been updated by adding one option for the answer "9. No information available";

(b)	The title of indicator 1.3 "National policies support synergies between processes related to sustainable development (SD) and ESD" has been revised to read "National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD";

(c)	A new sub-indicator 1.3.1 "Does your country have a stand-alone 'sustainable development', 'global understanding', 'international understanding' policy, plan or law in place, in each case using 'sustainable development' language?" has been added;

(d)	Former sub-indicator 1.3.1 "Is ESD part of SD policy(ies) if these exist in your country?" has been renamed as sub-indicator 1.3.2;

(e)	A new sub-indicator 2.4.2 "Which of the following dimensions of learning is your country planning to reinforce in student assessment or examinations in the next five years, in relation to ESD?" has been added, which includes the following options for an answer: (a) Knowledge; (b) Skills and competencies; (c) Values and attitudes; (d) Behaviours; (e) None; and (f) No information available;

(f)	Issue 9 of the 2014 reporting template ("Future implementation of education for sustainable development") has been revised to read "Describe any assistance needed in implementing the Strategy in your countries", as the political mandate for the future implementation of the Strategy has since been agreed at the High-level Meeting of Education and Environment Ministries in 2016;

(g)	Appendix I (a) has been revised and several new themes have been added to the listing of proposed themes, as follows: "Sustainable lifestyles"; "Gender equality"; "Oceans and sea"; "Renewable energy"; Sustainable cities and communities"; and "Culture's contribution to sustainable development". Also, several themes have been revised as follows: "Ethics and philosophy" has been revised to read "Environmental ethics and philosophy"; "Citizenship, democracy and governance" has been revised to read "Global citizenship, democracy and governance"; "Environmental protection (waste management, etc.) has been revised to read "Environmental protection (waste management, environmental monitoring, risk assessment, etc.)"; "Climate change" has been revised to read "Climate change and desertification"; and "Economics" has been revised to read "Economic growth and good jobs".

6.	The main elements of the reporting procedure are as follows:

(a)	ECE member States should prepare reports through a transparent consultative process involving all relevant stakeholders at the national or State level;

(b)	Although the "yes/no" part of sub-indicators was required to be reported on in the initial phase I (2007) and the "descriptive" part in phase II (by 2010) and phase III (by 2015), countries are encouraged to report on the full set of indicators at the end of each phase, to the extent possible, in line with a country's progress in implementing the Strategy for ESD;

(c)   Thirty-eight member States reported on a voluntary basis by preparing reports for the Environment for Europe Ministerial Conference in Batumi in 2016. Thirty-six member States submitted national implementation reports for the Environment for Europe Ministerial Conference in Belgrade in 2007, and 36 member States responded to the first formal call for reporting in 2010. Countries are requested to prepare an updated version of their most recent report for 2018;

(d)   Reports should be submitted to the secretariat electronically in Word format. The text should be in English. Member States are also encouraged to provide the text in the two other official languages of ECE, French and Russian. Reports will be made available in the languages in which they are received. No editing will be provided;

(e)   The deadline for submission of reports to the secretariat, taking into account United Nations document management procedures, is 1 November 2018;

(f)   The ECE secretariat will post the reports on its website;

(g)   The ECE secretariat will prepare a synthesis report for 2019, highlighting achievements, identifying challenges and drawing conclusions regarding future ESD implementation. It is expected that the reporting results will be presented at the fourteenth meeting of the Steering Committee in 2019;

(h)   Key stakeholders are encouraged to provide the secretariat with their reports on programmes or activities that support the implementation of the Strategy.

7.   The key documents for the preparation of the 2018 national implementation reports include the following:

(a)   The UNECE Strategy for Education for Sustainable Development (CEP/AC.13/2005/3/Rev.1);

(b)   The format for reporting presented in annex I to the present document;

(c)   The guidance for reporting on the implementation of the UNECE Strategy for Education for Sustainable Development (ECE/CEP/AC.13/2009/5);

(d)   The first progress report on the implementation of the Strategy (2005–2007), "Learning from each other: achievements, challenges and the way forward" (ECE/BELGRADE.CONF/2007/INF/3-ECE/CEP/AC.13/2007/2 and Add.1 and Corr.1);

(e)   The second evaluation report on the implementation of the Strategy (2008–2010), "Learning from each other: achievements, challenges and ways forward" (ECE/CEP/AC.13/2012/3);

(f)   The third evaluation report on the implementation of the Strategy (2011–2015), "Learning from each other: achievements, challenges and ways forward" (ECE/CEP/AC.13/2016/3);

(g)   The publication: *Ten Years of the UNECE Strategy for Education for Development — Evaluation Report on the Implementation of the UNECE Strategy for Education for Sustainable Development from 2005 to 2015* (ECE/CEP/179).

8.   A proposed timeline for reporting is provided in annex II to the present document.

Annex I

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

Implementation phase: 2017–2019

The following report is submitted on behalf of the Government of FINLAND 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:

Hannu Vainonen
(on behalf of Raija Meriläinen, national focal point, who is on leave of absence to the beginning of the year 2019)

Signature:

Date:
2 November 2018

Full name of the institution:
Ministry of Education and Culture of Finland

Postal address:
P.O.Box 29
FI-00023 Government. Finland

Telephone:
+358 295 330 323

Email:
hannu.vainonen@minedu.fi

Website:
https://minedu.fi/en/frontpage

Contact officer for national report (if different from above):

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 Culture, Ministry of the Environment, Finnish National Agency for Education

☐ Stakeholders: _____

☐ NGOs (please specify) _____

☐ Academia (please specify) _____

☐ 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.)

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).	
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 X☐	*Please specify languages.*
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes ☐ No X ☐	*If yes, please specify in which ministry(ies)/department(s) the focal point(s) is(are) located.*
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
YesX ☐ No ☐	*There is a working group in the Ministry of Education and Culture, with the task of promoting the SDG's of Agenda 2030 (including the SDG4), as well as another working group on ESD within the Finnish National Agency for Education.*
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes ☐ No X☐	*Earlier ESD plans have become outdated. However, there is a preparation going on for a common framework for SD within the whole administration branch of the Ministry of Education and Culture, including SDG4 and ESD. Additionally there is a national implementation plan of Agenda 2030 which also includes education.*
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade of Education for Sustainable Development after 2014,[3] and other policy processes relevant to ESD?
Yes X ☐ No ☐	*We have always considered them as a package of intertwined objectives.*
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)?
YesX ☐ No ☐	*The National Society's Commitment to Sustainability, approved by the National Commission on Sustainable Development in 2013 and updated in 2016 to respond to the requirements of the implementation of the UN Agenda 2030 nationally, includes elements*

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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] See A/69/76.

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

	related to ESD. ESD is mainstreamed to the whole strategy through its values and principles. The Society's Commitment to Sustainability is available in English at http://www.ym.fi/en-US/The_environment/Sustainable_development *ESD is also addressed in most of the central policies addressing different levels of education. The recently updated national core curricula for basic education and upper secondary school are very ESD oriented. Sustainable development is also one of the key competences within TVET, being part of the criteria of professional qualifications. Higher Education Institutions need to address sustainability in all their tasks (education, research, societal impact).*

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 or requirements at all levels of formal education, as understood by your education system in accordance with ISCED?[5]
(a) Yes**X** ☐ No ☐ (b) Yes**X** ☐ No ☐	*If yes, please specify details for (a) and (b).* *Sustainable development is a thematic entity in the national core curricula for basic education and upper secondary school.* *In Finland education for sustainable development is embedded in the "transversal competences" defined in the curriculum for both* **comprehensive education and general upper secondary education**. *The transversal competences need to be taken into account by all teachers, in all subjects. they cover areas such as learning-to-learn; cultural competence, interaction and expression; taking care of oneself and managing daily life; multiliteracy (covers also media and information literacy); ICT competence, and participation, involvement and building a sustainable future.* *They help defining the operational culture of schools and priorities that span the boundaries between subjects, thus helping to make teaching more unified. The goals and contents of sustainable development are present in the different subjects from their characteristic perspectives. Necessity of a sustainable way of living is defined as one of the underlying values of education. The eco-social approach serves as a value basis for the national core curricula. The goal is to augment the pupil´s abilities and motivation to act for the good of environment and human well-being. The school must foster future-oriented learning in which the future is to be built up on ecologically, economically, socially and culturally sustainable premises.* *The* **qualification requirement system of vocational education and training** *consists of the national qualification requirement, each education provider's locally approved curricula and the students' personal study plans. All the national qualification requirements for upper secondary vocational education include sustainable development as one of the key competences for life-long learning. Sustainable development is also included in the competence based qualifications based on the competences required in working life in the specific field.* ***The Institutions for Higher Education are autonomous in Finland***, *deciding each on their curricula and research activities. Hence the situation between the Higher Education Institutes (polytechnics and universities) varies. The HEI's conduct negotiations with the Ministry of Education and Culture at the beginning of every four-year agreement term, in which operational and qualitative targets are set for the university and resources required are determined. The performance agreements include common targets concerning all HEI's, one of them being sustainable development.* *Please also fill in the table by ticking (✓) as appropriate.* **ISCED levels 2011** | **(a)** | **(b)**

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5 See http://uis.unesco.org/en/topic/international-standard-classification-education-isced.

			Yes	Yes	
		0. Early childhood education			
		1. Primary education	x		
		2. Lower secondary education	x		
		25. Lower secondary vocational education	x		
		3. Upper secondary education	x		
		35. Upper secondary vocational education	x		
		4. Post secondary non-tertiary education			
		45. Post-secondary non-tertiary vocational education			
		5. Short-cycle tertiary education			
		55. Short-cycle tertiary vocational education			
		6. Bachelor's or equivalent level	x		
		7. Master's or equivalent level	x		
		8. Doctoral or equivalent level	x		
		9. No information available			

Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?
Yes X ☐ No ☐	*The importance of non-formal education is stated in many documents, and the representatives of the non-formal education have been included in the national working groups and other ESD related processes. ESD is understood in Finland as a wide and common challenge and commitment for many stakeholders, including civil society actors.*
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes X ☐ No ☐	*Public awareness is generally well captured in all ESD relevant strategies and programmes.*
Sub-indicator 1.2.5	Does a formal structure for interdepartmental[6] cooperation relevant to ESD exist in your Government?
Yes X ☐ No ☐	*There is continuous cooperation between Ministry of Education and Culture and Ministry of the Environment as well as with other relevant Ministries and governmental agencies like Finnish National Agency for Education. Another important forum is the National Commission on Sustainable Development that includes all the ministries together with a wide range of other stakeholders.*
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government?[7]
Yes X ☐ No ☐	*During the years there has been many working groups gathering different stakeholders, including NGOs. In 2018 the Ministry of Education and Culture organised three workshops for all interested stakeholders of the Ministry's wide branch of administration in order to prepare a common framework and vision for promotion of SD, including ESD.*
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?

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[6] Between State bodies.

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

Yes X ☐ No ☐	*As to the budgeting in general, a whole new approach is under development by the Ministry of Finance for SD sensitive budgeting in Finland within the whole State administration.*
	Several specific opportunities for funding for ESD exist also. The Ministry of the Environment provides allowances for environmental education projects. The Ministry of Education and Culture supports for example the work of the national youth centres in Finland (10 centres) with allowances. The centres promote ESD and SD through their work. Also organisations, working with the centres, as well as special ESD projects can be supported with allowances.
	The National Agency for Education provides funding for in-service training of basic and vocational education teachers. Sustainable development is one of the themes to which funding is provided for.
	There are also certain certificates, like Green Flag for schools, that serve as incentives.

Indicator 1.3	**National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD**
Sub-indicator 1.3.1	Does your country have a stand-alone "sustainable development", "global understanding", "international understanding" policy, plan or law in place, in each case using "sustainable development" language?
YesX ☐ No ☐	*There is a "Government Report on the implementation of the 2030 Agenda for Sustainable Development" from 2017 with clear targets, including the aspect of enhancing citizens' competence, skills and knowledge in SD (a task related to ESD). More information: https://kestavakehitys.fi/en/agenda2030/implementation-finland*
	"Society's Commitment to Sustainability" is one tool to implement the above-mentioned national implementation plan. The tool has been prepared by a wide-ranging group of actors. Through the commitment, the government and the administration, in collaboration with various other societal actors, pledge to promote sustainable development in all their work and operations.
	The Commitment includes a vision, shared objectives, indicators and a mechanism to present and report on individual commitments and actions. In order to reach the eight objectives, operational commitments are established with administrative sectors and other actors, such as companies, municipalities, other organisations, educational institutions and local operators. The operational commitments include concrete measures, changes in operating procedures and innovative trials that promote the shared goals. The commitments have to be new and measurable. Many operational commitments are related to education.
	The Finnish approach and experience in Society´s Commitment to sustainable development is unique, and should be shared with others. More information: https://kestavakehitys.fi/en/commitment2050
Sub-indicator 1.3.2	Is ESD part of SD policy(ies) if these exist in your country?
YesX ☐ No ☐	
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 and/or initiatives have been particularly successful and why?* *Cooperation between various stakeholders (government, agencies, universities and civil society). The aim has always been in Finland to avoid thresholds and to promote open dialogue, direct contacts and discussions – doing and learning together. This has been realised within the functioning and composition of many groups, including the National Commission for Sustainable Development, chaired by the Prime Minister. More information: https://kestavakehitys.fi/en/commission* – *What challenges did your country encounter when implementing this objective?* *Lack of unequivocal national indicators for measuring the achieved results in a realiable way.* – *What other considerations have to be taken into account in future ESD implementation concerning this objective?* *Mitähän tähän – hurautetaanko Gaian raportti Google-kääntäjällä tähän… haa haa ☺..*

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).

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?

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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.

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.* *Please update the table in appendix I (a) that was used for implementation phases II and III 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.* The indicator is left blanc. Please refer to appendix for more detailed explanations. In general terms all the themes are in principle covered by all levels of education but not necessarily by all degrees and programmes. If the general approach applies, F would be the right category. <table><tr><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td></tr><tr><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐X</td></tr></table>
Sub-indicator 2.1.2	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.* *Please update the table in appendix I (b) that was used for implementation phases II and III 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.* Possibilities to use all the methods exits at all levels in Finland, but the table is left blanc as the teachers have autonomy with regards to the teaching methods they use. If the possibility to use the methods would apply, F would be the right category. <table><tr><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td></tr><tr><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐X</td></tr></table>

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[10] Idem.

Sub-indicator 2.1.3	Are teaching and learning methods that support ESD addressed explicitly in the curriculum[11] or programme of study at various levels of formal education?
Yes ☐ No ☐	*Please specify which methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.* Schools, education institutions and teachers have autonomy in Finland regarding the learning methods they use. Therefore it is not possible to give exact information. Most of the methods are in use. Most of the methods are included for example in the core curricula for basic education. *Please also update the table in appendix I (c) that was used to report on implementation phases II and III, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.* <table><tr><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td></tr><tr><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐ X</td><td>☐</td></tr></table>

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?
(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) Yes	(b) Yes	(c) Yes	(d) Yes	(e) Yes
0. Early childhood education		x			x
1. Primary education	x	x	x	x	x
2. Lower secondary education	x	x	x	x	x

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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 or learning method.

25. Lower secondary vocational education						
3. Upper secondary education	x	x	x	x	x	
35. Upper secondary vocational education						
4. Post-secondary non-tertiary education		x			x	
45. Post-secondary non-tertiary vocational education						
5. Short-cycle tertiary education						
55. Short-cycle tertiary vocational education						
6. Bachelor's or equivalent level	x	x	x	x		
7. Master's or equivalent level	x	x	x	x		
8. Doctoral or equivalent level						
9. No information available						

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?
Yes ☐ No ☐	*The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2019.[16] 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.* The Finnish National Agency for Education has required that all schools should draw up a SD plan. Initiatives like the Green Flag and Sustainable Development Certificate are available for schools and

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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).

[16] See paragraph 20 of the framework for the future implementation of the UNECE Strategy for Education for Sustainable Development.

educational institutions. Green Flag is available also for the day care centres and other actors like playgrounds. The Sustainable Development Certificate has in recent years been developed to include applications that suite inter alia for vocational institutes or non-formal adult education institutes.

Many Higher Education Institutes consider sustainable development as a wide-ranging issue covering all their activities and they have their own action plans, programmes as well as quality systems. The evaluation system of HEI's quality system includes a possibility to evaluate also SD.

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	x
1. Primary education	x
2. Lower secondary education	x
25. Lower secondary vocational education	x
3. Upper secondary education	x
35. Upper secondary vocational education	x
4. Post secondary non-tertiary education	x
45. Post-secondary non-tertiary vocational education	x
5. Short-cycle tertiary education	x
55. Short-cycle tertiary vocational education	x
6. Bachelor's or equivalent level	x
7. Master's or equivalent level	x
8. Doctoral or equivalent level	x
9. No information available	

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.*

There are plenty of resources available for schools, including webpages and handbooks that help setting up programmes on SD in the schools, for integrating SD into teaching and for developing the operational culture and everyday activities. Furthermore, a set of criteria has been developed to help schools evaluate their activities and progress regarding SD and help them apply for a SD certificate.

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	x
1. Primary education	x
2. Lower secondary education	x
25. Lower secondary vocational education	x
3. Upper secondary education	x
35. Upper secondary vocational education	x
4. Post secondary non-tertiary education	x
45. Post-secondary non-tertiary vocational education	x
5. Short-cycle tertiary education	x
55. Short-cycle tertiary vocational education	x
6. Bachelor's or equivalent level	x
7. Master's or equivalent level	x
8. Doctoral or equivalent level	x
9. No information available	

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.*

The schools have the local autonomy and the HEI's are autonomous as such; meaning that schools, other educational institutions and HEI's can create indicators if they find it useful.

In higher education, many institutions have embedded ESD in their own internal strategies. The implementation varies from whole institution certification, to faculty and/or subject-wise systems.

For instance, the SD Certificate System offers a frame-work, which supports the staff and learners of the non-formal adult education institution in forming indicators to suit their specific context, values, type of activities etc.

The table has been left blanc as it is considered that opportunities exist but there is no reliable information available.

Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✔) in the table as appropriate:

(a) For formal institutions:

ISCED levels 2011	Yes
0. Early childhood education	
1. Primary education	
2. Lower secondary education	
25. Lower secondary vocational education	
3. Upper secondary education	
35. Upper secondary vocational education	
4. Post secondary non-tertiary education	
45. Post-secondary non-tertiary vocational education	
5. Short-cycle tertiary education	
55. Short-cycle tertiary vocational education	
6. Bachelor's or equivalent level	

	7. Master's or equivalent level	
	8. Doctoral or equivalent level	
	9. No information available	

(b) For non-formal institutions:

ISCED levels 2011	*Yes*
0. Early childhood education	
1. Primary education	
2. Lower secondary education	
25. Lower secondary vocational education	
3. Upper secondary education	
35. Upper secondary vocational education	
4. Post secondary non-tertiary education	
45. Post-secondary non-tertiary vocational education	
5. Short-cycle tertiary education	
55. Short-cycle tertiary vocational education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	
9. No information available	

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?:[17] (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?

(a) Yes X ☐ No ☐
(b) Yes X ☐ No ☐
(c) Yes ☐ No X ☐

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	x		
1. Primary education	x	x	
2. Lower secondary education	x	x	
25. Lower secondary vocational education			
3. Upper secondary education	x	x	
35. Upper secondary vocational education	x	x	
4. Post-secondary non-tertiary education			
45. Post-secondary non-tertiary vocational education			
5. Short-cycle tertiary education			
55. Short-cycle tertiary vocational education			
6. Bachelor's or equivalent level	x	x	
7. Master's or equivalent level	x	x	
8. Doctoral or equivalent level	x	x	
9. No information available			

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).

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[17] 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).

Sub-indicator 2.4.2	Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to ESD?: (a) Knowledge, (b) Skills and competencies; (c) Values and attitudes; (d) Behaviours; (e) None; (f) No information available.

(a) Yes**X** ☐ No ☐

(b) Yes**X** ☐ No ☐

(c) Yes ☐ No**X** ☐

(d) Yes ☐ No ☐

(e) Yes ☐ No ☐

(f) Yes ☐ No ☐

Please elaborate.

We have an independent Finnish Education Evaluation Centre (FINEEC), which tasks are to actively disseminate the results of evaluations, evaluate activities of education providers and higher education institutions, undertake evaluations of learning outcomes, audit quality systems, conduct thematic evaluations and evaluations of educational fields, support education providers and higher education institutions and to develop the evaluation of education.

Basic education: In Finland the quality of education and training is seen as a key factor related to the efficiency of education and training as well as the equality of individuals. Local autonomy in education is extensive in Finland. We have no nationally standardized testing in basic education, no ranking systems or school inspections and teachers enjoy broad autonomy in their work. Assessment is a natural part of daily school work Education providers are responsible for the quality of the education provided, as stipulated in legislation and by the National Core Curriculum. In addition to the quality assurance that education providers have to carry out, sample-based national assessments of learning outcomes are done regularly. Also the implementation of cross-curricular themes has been evaluated. The main aim of the national ESD assessments of learning outcomes is to follow at national level how well the ESD objectives have been reached as set in the core curricula. The assessments are most commonly carried out in years six and nine of basic education.

For the upper secondary vocational education national criteria for quality control and continuous development of quality have been developed. Sustainable development is included as one of the evaluated items under strategic management. The SD criteria relates to the level SD integration to the quality assurance system of the institute as well as to extent of SD is steering the operations and decision making of the institute.

Under the Finnish Universities Act and Polytechnics Act, higher education institutions are responsible for the quality and continuous development of their education and other operations. Legislation also requires them to regularly perform external evaluations of their operations and quality systems and to publish the results of such evaluations. The audits conducted by the Finnish Education Evaluation Centre (FINEEC, established in 2014) include the possibility of a voluntary evaluation target that among other things can be sustainable development. The HEI's can also use other evaluators than FINEEC (or the former The Finnish Higher Education Evaluation Council (FINHEEC)).

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

ISCED levels 2011	**(a)**	**(b)**	**(c)**	**(d)**	**(e)**	**(f)**
	Yes	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*
0. Early childhood education						x
1. Primary education	x	x				

2. Lower secondary education	x	x					
25. Lower secondary vocational education	x	x					
3. Upper secondary education	x	x					
35. Upper secondary vocational education						x	
4. Post-secondary non-tertiary education						x	
45. Post-secondary non-tertiary vocational education						x	
5. Short-cycle tertiary education						x	
55. Short-cycle tertiary vocational education						x	
6. Bachelor's or equivalent level	x	x					
7. Master's or equivalent level	x	x					
8. Doctoral or equivalent level	x	x					
9. No information available							

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).

Some informal education and liberal adult education institutions have ISO 9001-sertificate or apply other quality assessment.

Indicator 2.5	**ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice**
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?
Yes X ☐ No ☐	*Please specify and provide information on new developments and good practice examples.* SD related issues are quite often addressed both in informal and public awareness-raising activities. In addition, many stakeholders have had common awareness-raising activities (like Finnish National Agency for Education, Motiva Oy, liberal adult education institutions, etc.)
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?
YesX ☐ No ☐	*Please specify and provide information on new developments and good practice examples.* Sustainable development, green economy and major societal challenges are central nowadays and areas where life-long learning and training is needed. Hence many companies, trade unions, etc. are very keen on advancing SD nowadays and to strengthen skills related to SD. *Rural Development Programme for mainland Finland takes in to account sustainable development and arranges seminars and courses for farmers, rural societies and rural entrepreneurs in the part of programme implementation.*
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 ☐X	*Please specify in particular which instruments were the most effective in assessing the outcomes of ESD as a result of non-formal or informal learning.*
Indicator 2.6 ESD implementation is a multi-stakeholder process[18]	
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes X ☐ No ☐	*Please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please update the information provided in the previous table for appendix II as appropriate.* A multi-stakeholder approach is very important. Many actors, including NGO's, provide for support, educational materials and teaching that is available for the schools, educators and other professionals working with children and young people to use. These include for example nature school, climate and forest ambassadors, Teachers without borders -network etc. The non-formal adult education institutions co-operate regularly with NGOs and /or other local and regional actors of food and other production, commerce, sanitation, recycling, etc. on the issues of ESD. All major actors in society (including NGOs and liberal adult education institutions) have also been encouraged (October 2018) to comment directly the position paper by UNESCO on the future of ESD (GAP2030 framework beyond 2019).

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[18] 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).

<table>
<tr>
<td></td>
<td>As part of national development programs on basic education and teacher education, schools and teachers are encouraged to increasingly collaborate with various stakeholders, including NGO's. Finnish National Agency for Education coordinates the activities of the national UNESCO Associated Schools Network. It is one of the various school networks, aiming to pilot and share good practices on ESD.</td>
</tr>
<tr>
<td>*Concluding remarks on issue 2*</td>
<td>*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.*</td>
</tr>
<tr>
<td></td>
<td>*Please address in particular the following questions:*

– *Which actions and/or initiatives have been particularly successful and why?*

The SD Certificate System for Schools and Non-formal Adult Education Institutions covers all aspects of SD and the main areas of activities of an educational institution, including teaching and learning.

http://koulujaymparisto.fi/in-english/

– *What challenges did your country encounter when implementing this objective?*

– *What other considerations have to be taken into account in future ESD implementation concerning this objective?*</td>
</tr>
</table>

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[19] of educators**
Sub-indicator 3.1.1	Is ESD a part of educators' initial training?[20]
Yes X No ☐	*In particular specify what ESD competences[21] are explicitly included in the study programmes.* Initial teacher education in Finland is provided by the Higher Education Institutions that have autonomy, also regarding their curricula. Hence, not enough information is available to report on the inclusion of specific ESD competences. However, all teacher

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

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

[21] For a set of core competences in ESD please see the report by the ECE Expert Group on Competences, *Learning for the future: Competences in Education for Sustainable Development* (ECE/CEP/AC.13/2011/6), available online from http://www.unece.org/education-for-sustainable-development-esd/publications.html.html.

education programs must be based on national regulation on education and the national core curricula. Therefore, it is fair to say that all teachers in Finland will reflect several SD related aspects during their studies. As an example, the University of Turku has since 2014 integrated sustainable development fully into its teacher education and University of Oulu has since the 1990's had an international Master's degree programme for primary school teachers, with a strong focus on SD.

The Ministry of Education and Culture has appointed a national Teacher Education Forum until the end of the year 2018 to reform the basic education, orientation and continuing education of teachers. The forum brings together all relevant stakeholders concerning teacher education and teachers' profession. A national policy for developing teacher education was launched in 2016, based on preparatory work by the Teacher Forum. One of the goals is to reinforce the multiprofessional collaboration, as well as collaboration with stakeholders. The goals are implemented through 20 sub-programmes aiming at change. In these "change programmes", the higher education institutions and the education providers together develop models for the degree education programmes and the continuing education programmes from early childhood education to vocational teacher education. The students are also involved in carrying out the change programmes. These development programs cover issues such as innovative pedagogies, teaching and learning across subjects, human rights education and cultural and liguistic sensitivity.

Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training?[22]
Yes X No ☐	*In particular specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.* The Finnish National Agency for Education finances, follows up and develops in-service training targeted for principals, teachers, study advisors and personnel responsible for support services in schools and institutions (except for personnel of higher education institutions). One of the focus areas for the training has for several years been sustainable development. This applies also to the in-service training of vocational educators. Also other actors provide for in-service training. *Please also update the information provided under the phase II national implementation reporting in appendix III.*
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes X No ☐	*Please specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional.* Please see 3.1.2
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 X No ☐	*Please specify.* There are several ESD –related networks in Finland both at international, national and regional level. Also some local networks are in place. Some examples, by no means exhaustive: Around 60 active schools in the national UNESCO Associated Schools Network, coordinated by the Finnish National Agency for Education. UN Association coordinates a network of "UN schools", consisting of more than hundred schools. Finnish Church Aid coordinates the "teachers without Borders" network with hundreds of teachers and education experts in their roster. The city of Espoo is a member of UNESCO's international Learning Cities network, which aims to foster SD through lifelong learning at municipal level. Finnish National agency for Education represents Finland in networks such as GENE (Global Education network Europe), with a focus on ESD/ GCED. One of the NGO's receiving support from the Ministry for Foreign Affairs is "Kepa", Finnish civil society's leading expert organisation on sustainability issues, coordinates among others a ESD/GCED network comprising over 150 organizations. Through

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[22] 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.

	a material bank with examples of hundreds of Global Education materials and methods, Kepa helps disseminate educational materials and good practices. http://www.globaalikasvatus.fi/node/930.
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way?[23]
Yes X No ☐	*Please specify how, listing the major ones, and describing them as appropriate.* As an example, the coordination activities of the SD network of the HEI's is supported through budget funding. Coordination of or participation in networks coordinated by the national or local authorities, are supported by state or municipal budgets. NGO's receive funding from Ministries, yet often also from various other sources, including citizens and private sector.
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 X No ☐	*Please describe.* There has been discussion on the issue and the earlier national strategies for ESD encouraged to develop ESD tools and materials. (A possible new strategy is under consideration.) There is also material already for ESD and openly available.

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

Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes X No ☐	*Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in United States dollars (USD)) for annual expenditures on ESD-related research and development.* National funding has been used to produce handbooks, teachers' guides, learning materials, etc. Most of the materials and tools are produced in projects that have several funding sources. Exact data on the amount of funding is not available. Most publications are in Finnish and/or in Swedish. Regarding the SD plans by schools, the Green Flag initiative has been supported though the NGO support by the Finnish National Agency for Education.
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 X (b) Yes ☐ No X (c) Yes ☐ No X	*Please specify.* There is no national inspection/quality control for the teaching materials. The educational institutions and teachers decide themselves what materials they use.
Sub-indicator 4.2.2	Are ESD teaching tools/materials available: (a) in national languages?; (b) for all levels of education according to ISCED?
(a) Yes X No ☐ (b) Yes X No ☐	*Please specify. If the answer is yes for (b), please specify by ticking (✔) in the table as appropriate.* For a) there are materials mainly in Finnish or English, not all materials are produced in Swedish which is a national language in Finland. This applies foremost to the higher education.

ISCED levels 2011[24]	Yes
0. Early childhood education	
1. Primary education	X
2. Lower secondary education	X
3. Upper secondary education	X
4. Post-secondary non-tertiary education	X
5. Short-cycle tertiary education	X
6. Bachelor's or equivalent level	X
7. Master's or equivalent level	X
8 Doctoral or equivalent level	X

Indicator 4.3	Teaching tools and materials for ESD are accessible
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?

Yes ☐ No X	*Please describe and in particular highlight what measures are the most efficient for dissemination.*
	No specific strategy or mechanism exist. SD related materials can be found in several web sources and material banks. Hereunder a few of them are mentioned:
	The web portal (by the Finnish National Agency for Education) www.edu.fi includes a section on ESD that has links to teaching tools and materials related to SD that cover basic education and vocational education.
	For HEI's the national www.bup.fi/index.php/sd-esd-resources -portal includes materials relevant for ESD. Additionally several actors have ESD related tools on their web pages.
	Recently there a new material bank MAPPA has been launched: www.mappa.fi
	"Kepa", Finnish civil society's leading expert organisation on sustainability issues, coordinates among others a ESD/GCED network and a material bank, http://www.globaalikasvatus.fi/node/930.
	In addition there are several regional material banks as well as those orivided by organisations and foundations.

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[24] Education level in accordance with ISCED.

Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes X No ☐	*Please specify to what extent by providing an indication of the amount in USD, and please also mention any other significant sources of funding.* The webportal mentioned in 4.3.1 belongs to the National Agency for Education. In addition the funding targeted for environmental education projects by the Ministry of the Environment has been utilized for this purpose. It is not possible to estimate the amount of funding as there is no specific budget or resources allocated exclusively to the dissemination activity or dissemination of specifically ESD related tools and materials.
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes ☐ No X☐	*Please describe and name in particular official Internet sites.* The government does not "approve" the teaching materials, there is no inspection system in Finland. In terms of textbooks, teachers are fully involved in their production.
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 X (b) Yes X No ☐	*For (a) and (b) please specify and mention by whom it was established and by whom it is managed.* There is no all-inclusive register or database, but the National Agency for Education as well as many stakeholders have ESD materials and tools available through internet. see 4.3.1
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).

Finland invests in knowledge-based competence and aims to increase the overall standard of education. The Government Programme stresses the role of research as the foundation of knowledge and know-how, which in turn promote sustainable economic growth and immaterial as well as material welfare.

Academy of Finland (www.aka.fi) is the main funder of scientific research in Finland. The Academy allocates research funding to leading-edge scientific research, promotes scientific research and research environments and the application of research results, supports international scientific cooperation and acts as an expert in science policy. Academy of Finland also supports all stages of researcher career. Hence, the funding is to a large

extent **based on bottom-up approach; to the applications of the scientist.** Also thematic research programmes are in place. Since 2018 Academy of Finland encourages all applicants to specify in their applications how the proposed research project is linked to and supports sustainable development.

Indicator 5.1	Research[25] on ESD is promoted
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD[26]supported?
Yes X No ☐	*Please specify in particular the most important outcomes of supported research.* Mostly not specifically on ESD but on knowledge and methods supporting sustainability and ESD. Some research groups with focus on ESD exist.
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes ☐ No X	*Please specify what subjects were investigated and list major reports.*
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD:[27] (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 X No ☐ (b) Yes X No ☐ (2) (a) Yes X No ☐ (b) Yes X No ☐	*Please specify what programmes are available and list the most important academic dissertations that address ESD.* University postgraduate education aims at a doctoral degree. Universities also offer fee-charging continuing education and open university instruction, which do not lead to qualifications but can be included in undergraduate or postgraduate degree. Only universities can confer doctoral degrees. The master level education of polytechnics can be started only after working experience. The master level degree in polytechnics contains elements of independent research and development work, as well, as it is conducted as a development project of working life in collaboration with the student's workplace. Examples: The University of Helsinki Doctoral Programme of School, Education, Society and Culture (SEDUCE) is to provide PhD candidates with an in-depth knowledge on research-based teaching and learning. SEDUCE has the following main focus areas for research: • Finnish schooling and education • School pedagogy

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

[26] 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.

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

	• Encountering diversities, social justice and equality(involves multi-layered research on politics, cultures and practices)ted to: • Ethics of education that focuses on a sustainable future related on for example active citizenship, global education and education in sustainable development. Also universities of Jyväskylä and Oulu have international, strongly ESD-orientated academic Master's degree programs on education.
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?
(a) Yes X☐ No ☐ (b) Yes X☐ No ☐	*Please provide information on (a) and (b).* Bachelors' and Master's –level education in Finland is free of charge for EU or EEA citizens. Financing for Graduate Schools is part of budgetary funding of the universities in Finland. The Universities have autonomy in the way they organise their graduate schools. The Academy of Finland has financing opportunities for all stages of researcher careers. Academy funding is allocated on a competitive basis to the best researchers and research teams and to the most promising young researchers for carrying out scientifically ambitious projects. High-level international peer review is the Academy's key tool for identifying the best and most promising research. In addition, several foundations and other organisations provide for scholarships. There is no specifically targeted funding for ESD, but ESD related funding is possible.
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?[28]
Yes X☐ No ☐	*Please specify what main projects were/are being implemented to that end.* Higher education networks for ESD (see above)
Indicator 5.3	**Dissemination of research results on ESD is promoted**
Sub-indicator 5.3.1	Is there any public authority support for mechanisms[29] to share the results of research and examples of good practices in ESD[30] among authorities and stakeholders?

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

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

[30] 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 X No ☐	*Please specify and provide information about where published research and dissertations are accessible.*
	The Government has set a principle according to which all publicly financed research results and data should be made openly available for the use of stakeholders. Open access and open data policies and practices are currently under development. There is no specific data bank specifically on ESD studies.

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
(a) Yes X No ☐	*Please name the major publications for (a) and (b).*
(b) Yes X No ☐	The list below provides some examples of recent publications and is not to any extent to be taken as complete list of **scientific** publications. In addition, the Finnish researchers focusing on ESD publish scientific articles in international scientific journals and in international publications.

Holm, Tove (2014): Enabling Change in Universities: Enhancing education for sustainable development with tools of quality assurance. Annales Universitasis Turkuensis. ser AII: 289. Academic dissertation.

Håfman, Maria (2012): Hållbar utveckling I den finländska lärarutbildningen – politisk retorik eller verklighet? (Sustainable development in Finnish teacher education – political rhetoric or reality? Abstract available in English). Academic dissertation. Arkmedia Ab.

Kimaryo L.A. (2011). Integrating environmental education in primary school education in Tanzania. Dissertation. Åbo Akademi University Press.

Palmberg I & Jeronen, E (ed) (2008). Harmoni eller konflikt. Forskning om miljömedvetenhet I skolan och lärarutbildningen. Reports from the Faculty of Education / Åbo Akademi University, nr 24. (Harmony or conflict? Research on the environmental awareness in school and teacher education. Includes text also in english)

Rauma, A-L, Pöllänen S & Seitamaa-Hakkarainen P. (eds.) (2006). Human perspectives on sustainable future. Research report 99. University of Joensuu, Faculty of education.

Salonen A. (2010): Sustainable development and its promotion in a welfare society in a global age. Dissertation. University of Helsinki. Abstract available in english.

Examples of articles in international journals and publications:

Salonen, A. & Tast, S. (2013). Finnish Early Childhood Educators and Sustainable Development. Journal of Sustainable Development 6(2), 70-85. (pdf)

Salonen, A. (upcoming). Ecosocial approach in education. Teoksessa Reiner Mathar ja Rolf Jucker (toim.) Schooling for Sustainable Development: A focus on Europe. Berlin-Heidelberg: Springer.

Alppi, A. & Åhlberg, M. 2012 Learning from Local and Global Collaborations. In: Murray, J., Cawthorne, G., Dey, C. & Andrew, C. (eds.). Enough for All Forever: A Handbook for Learning about Sustainability. Champaign, IL: COMMON GROUND PUBLISHING LLC , s. 305-317

Rouhinen, Sauli (2014); On the Path Towards a Model Country? How Sustainable Development Took Root in Finland 313 p; University of Eastern Finland; Faculty of Social Sciences and Business Studies |
| *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[31] networks on ESD?
Yes X No ☐	*Please specify concrete networks and explain who supports these networks.* The National Board of Education is involved in international projects like ENSI. Finnish universities take part in Baltic University Programme (BUP). Ministry of Education and Culture supports this activity through budgetary funding for the national coordinating university. Finnish University Partnership for International Devleopment www.unipid.fi/ & www.unipid.fi/en/page/48/virtual_studies/ is a university driven process financed through membership fees and external project funding. Nordic Network for Adult Learning NVL has a thematic network on SD. The activities are funded by the Nordic Council of Ministers which Finland is a member of. Finland's International strategy for higher education and research 2017–2025 emphasises the international collaboration as a necessary tool for seeking solutions to global sustainability challenges. file:///C:/Users/03039788/AppData/Local/Microsoft/Windows/INetCache/IE/QAABL8KL/Better%20Together%20for%20Better%20World%20-%20Leaflet%202018.pdf The Finnish University Partnership for International Development (UniPID), coordinated by the University of Jyväskylä, is a partnership network between Finnish Universities. UniPID was established in response to the Johannesburg Summit on Sustainable Development in 2002, where institutional partnerships for development were encouraged. The UniPID collaboration supports Finnish universities in the promotion and implementation of sustainable development in higher education. http://www.unipid.fi/en/page/6/finnish_university_partnership_for_international_development_unipid/ The Ministry for Foreign Affairs provides funding for the development research through the Academy of Finland. The Ministry of Education and Culture funds the "FinCEAL Plus" project with the purpose of increasing support for Finnish researchers focusing on Africa, Asia and the Latin America and the Caribbean regions. The project is coordinated by three universities: University of

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

	Jyväskylä (Africa), University of Eastern Finland (Asia) and the University of Helsinki (Latin America and the Caribbean). The FinCEAL Plus: http://www.unipid.fi/en/page/157/developing_finnish_science_technology_and_innovation_cooperation_between_europe_africa_asia_and_the_lac_region/ Funded by the Ministry for Foreign Affairs, coordinated by the Finnish National Agency for Education, the Higher Education Institutions Institutional Cooperation Instrument (HEI ICI) supports cooperation projects between higher education institutions in Finland and the developing world that are designed to enhance the capacity of higher education in these countries. Projects promote SD in many ways. http://www.cimo.fi/programmes/hei_ici
Sub-indicator 6.1.2	Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes X No ☐	*Please specify. List major networks.* The BUP is a network of universities and other institutes of higher learning throughout the Baltic Sea region. BUP focuses on questions of sustainable development, environmental protection, and democracy in the Baltic Sea region. http://www.bup.fi/index.php/nordic-esd-campus-greening/nordic-networks-on-esd-3 RCE Helsinki Metropolitan network (Regional Centres of Expertise on Education for Sustainable Development), which includes universities – like Laurea University of Applied Sciences, Helsinki Metropolia University of Applied Sciences, Aalto University; and University of Helsinki and Omnia http://rcenetwork.org/portal/rce-profile-detail/1003
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes XNo ☐	*Please specify and list the major ones.* Both Nordic Council of Ministers and the European Union have their strategies on sustainable development. ESD is in central focus especially in the Nordic SD strategy.
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes X No ☐	*Please list and describe.* Finland is supporting the work of UNESCO and the Education 2030 Agenda.
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.

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

There is around 5 800 representatives of the Saami indigenous people in Finland. The constitution of Finland states that the Saami people have a right to maintain and develop their own language and culture. Their language and culture is also taken into account in the provision of education.

The ministry of the Environment has set a working group to promote the implementation of the article 8j of the United Nation Convention on Biological Diversity (CBD) that handles the conservation, use and promotion of knowledge of indigenous people related to biodiversity.

Traditional knowledge is not as such included in the national ESD strategies but is included in the national biodiversity strategy.

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

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

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

Issue 9.	**Describe any assistance needed in implementing the Startegy in your country**

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.)*

Conserning the secondary vocational education, the inclusion of the themes is depending on the qualification. Not all the themes are covered in all of the qualifications. Ethics, different cultures, active citizenship and entrepreneurship are included in all qualifications as part of the key skills of life-long learning. The same principle is applicable in higher education as well.

The table is filled only considering basic education and general secondary education because there is no adequate information available on all levels of education and there might be differences between institutions. In general terms, all the themes are covered in all levels of education, but not necessarily in all degrees and programmes.

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

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

Appendix I (b)

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum[32]/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?	x	X	X	X	x	x	x	x	x
	- understanding complexity/systemic thinking?	x	X	X	X	x	x	x	x	x
	- overcoming obstacles/problem-solving?	X	X	X	x	x	x	x	x	x
	- managing change/problem-setting?	x	X	X	X	x	x	x	x	x
	- creative thinking/future-oriented thinking?	X	X	X	X	x	x	x	x	x
	- understanding interrelationships across disciplines/holistic approach?	x	X	X	X	x	x	x	x	x
	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?	X	X	X	X	x	x	x	x	x
	- decision-making, including in situations of uncertainty?	x	X	X	X	x	x	x	x	x
	- dealing with crises and risks?	x	X	X	X	x	x	x	x	x
	- acting responsibly?	X	X	X	X	x	x	x	x	x
	- acting with self-respect?	X	X	X	X	x	x	x	x	x
	- acting with determination?									
	Total									
	- other (*countries to add as many as needed*)?									

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[32] 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?	X	X	X	X			x	x	x
	- self-expression and communication?	X	X	X	X	x	x	x	x	x
	- coping under stress?							x	x	x
	- ability to identify and clarify values *(for phase III)?*	X	X	X	X	x	x	x	x	x
	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)?	X	X	X	X	x	x	x	x	x
	- acting with respect for others?	X	X	X	X	x	x	x	x	x
	- identifying stakeholders and their interests?	X	X	X	X	x	x	x	x	x
	- collaboration/team working?	X	X	X	X	x	x	x	x	x
	- participation in democratic decision-making?	X	X	X	X	x	x	x	x	x
	- negotiation and consensus-building?	X	X	X	X	x	x	x	x	x
	- distributing responsibilities (subsidiarity)?									
	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.)*

The teachers have autonomy in terms of deciding the learning methods used.

In universities and polytechnics teaching is based on research and higher education institutions have autonomy that covers also learning methods. Possibilities to use the methods below exist basically at all levels, but it not possible to give exact information especially at school level.

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									
Conceptual and perceptual mapping									
Philosophical inquiry									
Value clarification									
Simulations; role playing; games									
Scenarios; modelling									
Information and communication technology (ICT)									
Surveys									
Case studies									
Excursions and outdoor learning									
Learner-driven projects									
Good practice analyses									
Workplace experience									
Problem-solving									
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.)*

The ticks under are indicative.

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			
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 X	F

Table (b)

According to United Nations Decade of ESD

The ticks below are indicative. Opportunities exist for all issues for all stakeholders.

Stakeholders	Classification by United Nations Decade of ESD				
	Public awareness	*Quality education*	*Reorienting education*	*Training*	*Social learning*
NGOs	X	X	X	X	
Local government	X	X	X	X	
Organized labour			X	X	
Private sector			X	X	
Community-based					
Faith-based					
Media	X	X	X	X	
Total					
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	CX	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.

It is difficult to respond to these questions, as there is no precise data available. Higher Education Institutes providing pre-service teacher training have an autonomy in Finland, in terms of planning their curricula. However, added to legislation, the national core curricula in Finland are the single most-important normative frames to be taken into account by every teacher (all levels) in their profession. The national core curricula are naturally also reflected in teacher training programs at all levels. The national core curricula are produced by the Finnish National Agency for Education in broad collaboration with stakeholders and they are extremely well in line with the Agenda 2030 and thus, SD, as understood by the UNECE ESD strategy..

Additionally, teachers' in-service programs for professional development, teachers own professional networks, the national teacher education development program, as well as the national Teacher Forum (2016-2018) with its numerous national development projects, seek in many ways solutions for improving the teachers' capacity in responding to changing sustainability challenges.

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

Annex II

Proposed timeline for reporting

The proposed timeline for the preparation and submission of national implementation reports set out below aims to facilitate the reporting exercise at the national level. Member States are asked to respect the deadline of 1 November 2018 to ensure sufficient time for the preparation of the report on progress in implementation during the first post-2015 phase of implementation of the Strategy at the regional level, and the reflection of any review of implementation in the discussions on education for sustainable development within the framework of the Steering Committee.

National preparation process	Time required	Tentative timing
First draft of the report	1 month	June 2018
Multi-stakeholder consultation on the draft	1–3 months	July-September 2018
Final report preparation (including translation, where required)	1 month	October 2018
Deadline for submission of national implementation reports to ECE		1 November 2018