

National Implementation Report

(As submitted by: Denmark)

Format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development Phase III: 2011–2015

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

Signature: Irene Holse

Date: 31 October 2014

Full name of the institution:
Ministry of Education

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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, Denmark_____)
- 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.)

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	DANISH
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The Ministry of Education
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</i>
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD and please indicate the Internet address where it is accessible. UBU-2008 Strategy</i> In Denmark the Adult vocational training programme (the AMU-programme) offer adults opportunities to obtain skills and competences leading to vocational qualifications (from low-skilled – skilled workers). The AMU-programme contribute to solve transition and adaptation problems on the labour market in a short and a long term perspective. In AMU there are approximately 3.400 training programmes provided by vocational colleges and training centres, in order to meet the needs of the local labour market and companies. Out of these approximately 290 training programmes are directly centered around education for sustainable development (ESD), and thus embedded in the development and provision of training programmes. Therefore ESD within the Danish adult vocational training programme does not consist of an individual project/initiative but are as mentioned embedded in the programme.” The same applis for TVET.
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the UNESCO global process on the United Nations Decade of ESD, ³ and other policy processes relevant to ESD?

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

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

³ The United Nations General Assembly in its resolution 57/254 of 20 December 2002 proclaimed the 10-year period beginning on 1 January 2005 the United Nations Decade of Education for Sustainable Development.

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Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	From 2015/16 a new curriculum for the primary and lower secondary school will be in use. For several subjects, ESD is part of the curriculum ESD is included in the central goals for learning outcomes in the national teacher training programme
Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD	
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and list any major document(s).</i> - The government's program - Green Growth
Sub-indicator 1.2.2	Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards/ordinances/requirements at all levels of formal education, as understood by your education system in accordance with ISCED? ⁵

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

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

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(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>If yes, please specify details for (a) and (b). In order of curriculum for certain subjects</i></p> <p><i>Please also fill in the table by ticking (✓) as appropriate.</i></p> <table border="1"> <thead> <tr> <th rowspan="2">ISCED levels</th> <th>(a)</th> <th>(b)</th> </tr> <tr> <th><i>Yes</i></th> <th><i>Yes</i></th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>X</td> <td></td> </tr> <tr> <td>1. Primary education</td> <td>X</td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td>X</td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td>X</td> <td></td> </tr> <tr> <td>4. Post secondary non-tertiary education</td> <td></td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>X</td> <td>X</td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> <td></td> </tr> </tbody> </table>	ISCED levels	(a)	(b)	<i>Yes</i>	<i>Yes</i>	0. Early childhood education	X		1. Primary education	X		2. Lower secondary education	X		3. Upper secondary education	X		4. Post secondary non-tertiary education			5. Short-cycle tertiary education			6. Bachelor's or equivalent level	X	X	7. Master's or equivalent level			8. Doctoral or equivalent level		
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Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?																																
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify.</i>																																
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?																																
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify.</i>																																

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Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁶ cooperation relevant to ESD exist in your Government?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i>
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ⁷
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify.</i>
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i>
Indicator 1.3 National policies support synergies between processes related to sustainable development (SD) and ESD	
Sub-indicator 1.3.1	Is ESD part of SD policy(ies) if these exist in your country?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify.</i>
<i>Concluding remarks on issue 1</i>	<i>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</i>
	<i>Please address in particular the following questions:</i> <ul style="list-style-type: none"> — <i>Which actions/initiatives have been particularly successful and why?</i> — <i>What challenges did your country encounter when implementing this objective?</i> — <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i>

⁶ Between State bodies.

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

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<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>													
Issue 2. Promote SD through formal, non-formal and informal learning													
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Indicator 2.1 SD key themes are addressed in formal education													
Sub-indicator 2.1.1	Are key themes of SD ⁸ addressed explicitly in the curriculum/programme of study at various levels ⁹ of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>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.</i></p> <p><i>Please update the table in appendix I (a) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what competences as learning outcomes are important in your country.</i></p> <p><i>Please update the table in appendix I (b) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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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.

¹⁰ Idem.

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Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum ¹¹ /programme of study at various levels of formal education?																																																					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please specify what methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.</i></p> <p><i>Please also update the table in appendix I (c) that was used to report on implementation phase II, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																																									
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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 <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (d) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (e) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> <th>(d)</th> <th>(e)</th> </tr> <tr> <th><i>Yes</i></th> <th><i>Yes</i></th> <th><i>Yes</i></th> <th><i>Yes</i></th> <th><i>Yes</i></th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> <td style="text-align: center;">X</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Primary education</td> <td style="text-align: center;">X</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td></td> </tr> </tbody> </table>	ISCED levels 2011	(a)	(b)	(c)	(d)	(e)	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	0. Early childhood education		X				1. Primary education	X					2. Lower secondary education	X	X				3. Upper secondary education	X	X				4. Post-secondary non-tertiary education						5. Short-cycle tertiary education	X	X	X	X		6. Bachelor's or equivalent level	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/learning method.

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Indicator 2.3 A whole-institution approach¹⁴ to SD/ESD is promoted							
Sub-indicator 2.3.1	Do educational institutions ¹⁵ adopt a “whole-institution approach” to SD/ESD?						

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).

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Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2015. ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.</i></p> <p><i>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.</i></p> <table border="1"> <thead> <tr> <th>ISCED levels 2011</th> <th><i>Yes</i></th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>X</td> </tr> <tr> <td>1. Primary education</td> <td>X</td> </tr> <tr> <td>2. Lower secondary education</td> <td>X</td> </tr> <tr> <td>3. Upper secondary education</td> <td>X</td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> </tr> </tbody> </table>	ISCED levels 2011	<i>Yes</i>	0. Early childhood education	X	1. Primary education	X	2. Lower secondary education	X	3. Upper secondary education	X	4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level	
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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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>If yes, please specify what schemes are available for all levels of your education system.</i></p> <p><i>Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="981 483 1561 903"> <thead> <tr> <th>ISCED levels 2011</th> <th><i>Yes</i></th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>X</td> </tr> <tr> <td>1. Primary education</td> <td>X</td> </tr> <tr> <td>2. Lower secondary education</td> <td>X</td> </tr> <tr> <td>3. Upper secondary education</td> <td>X</td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant information is available please also specify (provide examples).</i></p>	ISCED levels 2011	<i>Yes</i>	0. Early childhood education	X	1. Primary education	X	2. Lower secondary education	X	3. Upper secondary education	X	4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level	
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Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																																								
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.</i></p> <p><i>Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate:</i></p> <p><i>(a) For formal institutions:</i></p> <table border="1" data-bbox="981 443 1563 863"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>X</td> </tr> <tr> <td>1. Primary education</td> <td>X</td> </tr> <tr> <td>2. Lower secondary education</td> <td>X</td> </tr> <tr> <td>3. Upper secondary education</td> <td>X</td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> </tr> </tbody> </table> <p><i>(b) For non-formal institutions:</i></p> <table border="1" data-bbox="981 954 1563 1374"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> </tr> <tr> <td>1. Primary education</td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> </tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education	X	1. Primary education	X	2. Lower secondary education	X	3. Upper secondary education	X	4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level		ISCED levels 2011	Yes	0. Early childhood education		1. Primary education		2. Lower secondary education		3. Upper secondary education		4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level	
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Indicator 2.4 ESD is addressed by quality assessment/enhancement systems																																												
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems?: ¹⁶ (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?																																											
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please elaborate.</i></p> <p><i>Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> </tr> <tr> <th><i>Yes</i></th> <th><i>Yes</i></th> <th><i>Yes</i></th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Primary education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td></td> <td></td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> <td></td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this data (i.e., provide examples on how the data was compiled).</i></p>	ISCED levels 2011	(a)	(b)	(c)	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	0. Early childhood education				1. Primary education				2. Lower secondary education				3. Upper secondary education				4. Post-secondary non-tertiary education				5. Short-cycle tertiary education				6. Bachelor's or equivalent level				7. Master's or equivalent level				8. Doctoral or equivalent level			
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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 <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify and provide information on new developments and good practice examples.</i>																																											

¹⁶ For higher education institutions: either national centres for quality assessment in higher education or cooperation with general quality assessment agencies, such as the European Foundation for Quality Management (EFQM).

Sub-indicator 2.5.2	Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) which addresses SD issues?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify and provide information on new developments and good practice examples.</i>
Sub-indicator 2.5.3	Are there any instruments (e.g. research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify in particular what instruments were the most effective in assessing the outcomes of ESD as a result of non-formal/informal learning.</i>
Indicator 2.6 ESD implementation is a multi-stakeholder process¹⁷	
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>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.</i>
Concluding remarks on issue 2	<i>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</i>
	<i>Please address in particular the following questions:</i> — <i>Which actions/initiatives have been particularly successful and why?</i> — <i>What challenges did your country encounter when implementing this objective?</i> — <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
Issue 3. Equip educators with the competence to include SD in their teaching	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 3.1 ESD is included in the training¹⁸ of educators	
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ¹⁹
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>In particular specify what ESD competences²⁰ are explicitly included in the study programmes.</i>

¹⁷ For higher education institutions: this covers the issue of university “outreach” (meaning a wide spectrum from regional integration, business cooperation and transdisciplinarity to eco-procurement and research-education-cooperation).

¹⁸ ESD is addressed by content and/or by methodology.

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

²⁰ 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>.

Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²¹
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>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.</i> <i>Please also update the information provided under the phase II national implementation reporting in appendix III.</i>
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>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.</i>
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i>
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²²
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify how, listing the major ones, and describing them as appropriate.</i> WWW.EMU.DK,
Concluding remarks issue 3	<i>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</i>
	<i>Please address in particular the following questions:</i> <ul style="list-style-type: none"> – 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	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
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?

²¹ 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.

²² Including assistance through direct funding, in-kind help, political and institutional support.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe.</i></p> <p><i>See www.groentflag.dk / Friluftsrådet</i></p> <p><i>Different projects about ESD is launched by The Ministry of Education</i></p>
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Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?																				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>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.</i> A part of the overall education economy																				
Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist																					
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities?; (b) approved by public authorities?; (c) tested and recommended for selection by educational institutions?																				
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify.</i> FREE MARKET FOR TEACHING MATERIALS																				
Sub-indicator 4.2.2	Are ESD teaching tools/materials available: (a) in national languages?; (b) for all levels of education according to ISCED?																				
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.</i> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>ISCED levels 2011²³</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0. Early childhood education</td><td></td></tr> <tr><td>1. Primary education</td><td></td></tr> <tr><td>2. Lower secondary education</td><td></td></tr> <tr><td>3. Upper secondary education</td><td></td></tr> <tr><td>4. Post-secondary non-tertiary education</td><td></td></tr> <tr><td>5. Short-cycle tertiary education</td><td></td></tr> <tr><td>6. Bachelor's or equivalent level</td><td></td></tr> <tr><td>7. Master's or equivalent level</td><td></td></tr> <tr><td>8 Doctoral or equivalent level</td><td></td></tr> </tbody> </table>	ISCED levels 2011 ²³	Yes	0. Early childhood education		1. Primary education		2. Lower secondary education		3. Upper secondary education		4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8 Doctoral or equivalent level	
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Indicator 4.3 Teaching tools and materials for ESD are accessible																					
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?																				
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please describe and in particular highlight what measures are the most efficient for dissemination.</i>																				

²³ Education level in accordance with ISCED.

Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify to what extent by providing an indication of the amount in USD, and please also mention any other significant sources of funding.</i>
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please describe and name in particular official Internet sites.</i> WWW.EMU.DK, VBU-page
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 <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>For (a) and (b) please specify and mention by whom it was established and by whom it is managed.</i> MATERIAL PLATFORM ON EMU.DK MANAGED BY MINISTRY OF EDUCATION.
<i>Concluding remarks issue 4</i>	<i>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</i>
	<i>Please address in particular the following questions:</i> – <i>Which actions/initiatives have been particularly successful and why?</i> – <i>What challenges did your country encounter when implementing this objective?</i> – <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
Issue 5. Promote research on and development of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 5.1 Research²⁴ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁵ supported?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify in particular the most important outcomes of supported research.</i> <i>By ministerial founded projects</i>
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify what subjects were investigated and list major reports.</i>

²⁴ These include support from various sources, such as State, local authorities, business and non-governmental organizations or institutions.

²⁵ 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.

Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: ²⁶ (a) for the master's level?; (b) for the doctorate level?; (2) addressing ESD: (a) for the master's level?; (b) for the doctorate level?
(1) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify what programmes are available and list the most important academic dissertations that address ESD.</i> There is no central registry for available study programmes or dissertations. But there are most certainly being conducted programmes addressing ESD in the institutions of Higher 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 <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please provide information on (a) and (b).</i>
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? ²⁷
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify what main projects were/are being implemented to that end.</i>
Indicator 5.3	Dissemination of research results on ESD is promoted
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ²⁸ to share the results of research and examples of good practices in ESD ²⁹ among authorities and stakeholders?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify and provide information about where published research and dissertations are accessible.</i>

²⁶ ESD is addressed by substance and/or by approach.

²⁷ Activities may include projects, action research, social learning and multi-stakeholder teams.

²⁸ E.g., conferences, summer schools, journals, periodicals, networks.

²⁹ 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.

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please name the major publications for (a) and (b).</i>
(b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<i>Concluding remarks on issue 5</i>	<i>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.</i>
	<ul style="list-style-type: none"> – <i>Which actions/initiatives have been particularly successful and why?</i> – <i>What challenges did your country encounter when implementing this objective?</i> – <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
Issue 6.	Strengthen cooperation on ESD at all levels within the ECE region
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international ³⁰ networks on ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify concrete networks and explain who supports these networks.</i>
Sub-indicator 6.1.2	Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Occasionally participating in international meetings</i>
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify and list the major ones.</i>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please list and describe.</i>
<i>Concluding remarks on issue 6</i>	<i>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</i>

³⁰ In this context, international associations, working groups, programmes, partnerships, etc., means those at the global, regional and subregional levels.

	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> - <i>Which actions/ initiatives have been particularly successful and for which reason?</i> - <i>What challenges did your country encounter when implementing this objective?</i> - <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
Issue 7.	Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD
<i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i>	
<i>What the role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.</i>	
Issue 8.	Describe any challenges and obstacles encountered in the implementation of the Strategy
<i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i>	
<i>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).</i>	
Issue 9.	Future implementation of Education for Sustainable Development
<i>Is there a political commitment/an indication that ESD implementation will continue to be supported after the end of phase III of the UNECE Strategy for ESD and after the United Nations Decade of ESD in your country? If yes, is there already an indication of implementation priorities?</i>	

Appendix I (a)

Indicator 2.1, sub-indicator 2.1.1

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

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

Some key themes covered by sustainable development	ISCED Levels 2011								
	0	1	2	3	4	5	6	7	8
Peace studies (e.g., international relations, security and conflict resolution, partnerships)				X			X	X	X
Ethics and philosophy				X			X	X	X
Citizenship, democracy and governance				X		X	X	X	X
Human rights (e.g., gender and racial and intergenerational equity)				X		X	X	X	X
Poverty alleviation							X	X	X
Cultural diversity				X		X	X	X	X
Biological and landscape diversity				X		X	X	X	X
Environmental protection (waste management, etc.)				X		X	X	X	X
Ecological principles/ecosystem approach				X		X	X	X	X
Natural resource management (e.g., water, soil, mineral, fossil fuels)				X			X	X	X
Climate change				X			X	X	X
Personal and family health (e.g., HIV/AIDS, drug abuse)							X	X	X
Environmental health (e.g., food and drinking; water quality; pollution)				X		X	X	X	X
Corporate social responsibility				X		X	X	X	X
Production and/or consumption patterns				X		X	X	X	X
Economics				X		X	X	X	X
Rural/urban development				X			X	X	X
Total				15					
Other (<i>countries to add as many as needed</i>)									

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 curriculum³¹/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
	- understanding complexity/systemic thinking?				X		X	X	X	X
	- overcoming obstacles/problem-solving?				X		X	X	X	X
	- managing change/problem-setting?				X		X	X	X	X
	- creative thinking/future-oriented thinking?				X		X	X	X	X
	- understanding interrelationships across disciplines/holistic approach?				X		X	X	X	X
	Total									
- 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?									
	- decision-making, including in situations of uncertainty?				X		X	X	X	X
	- dealing with crises and risks?				X		X	X	X	X
	- acting responsibly?				X		X	X	X	X
	- acting with self-respect?				X		X	X	X	X
	- acting with determination?									
Total										
- other (countries to add as many as needed)?										

³¹ 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?										
	- self-expression and communication?				X						
	- coping under stress?										
	- ability to identify and clarify values (<i>for phase III</i>)?				X						
	Total										
Learning to live and work together Does education at each level enhance learners' capacity for:	- other (<i>countries to add as many as needed</i>)?										
	-										
	- acting with responsibility (locally and globally)?				X						
	- acting with respect for others?				X						
	- identifying stakeholders and their interests?				X						
	- collaboration/team working?				X						
	- participation in democratic decision-making?				X						
	- negotiation and consensus-building?				X						
	- distributing responsibilities (subsidiarity)?				X						
	Total										
- other (<i>countries to add as many as needed</i>)?											
-											

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

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

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

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

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

Table of teaching-learning methods

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

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

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

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

Appendix II

Indicator 2.6, sub-indicator 2.6.1

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

Table (a)

According to the UNECE Strategy for ESD

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

The scoring key for this table (maximum 21 ticks; “other” not counted) is:

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

Table (b)

According to United Nations Decade of ESD

Stakeholders	Classification by United Nations Decade of ESD				
	<i>Public awareness</i>	<i>Quality education</i>	<i>Reorienting education</i>	<i>Training</i>	<i>Social learning</i>
NGOs					
Local government					
Organized labour					
Private sector					
Community-based					
Faith-based					
Media					
Total					
Other (<i>countries to add as many as needed</i>)					

The scoring key for this table (maximum 35 ticks; “other” not counted) is:

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

Appendix III

Indicator 3.1, sub-indicator 3.1.3

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

ISCED levels	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					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0.																		
1.																		
2.																		
3.			X						X				X					
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	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 1.3	National policies support synergies between processes related to SD and ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.1	SD key themes are addressed in formal education	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.2	Strategies to implement ESD are clearly identified	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.3	A whole-institution approach to ESD/SD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.4	ESD is addressed by quality assessment/enhancement systems	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> 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	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.6	ESD implementation is a multi-stakeholder process	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 3.1	ESD is included in the training of educators	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 3.2	Opportunities exist for educators to cooperate on ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.1	Teaching tools and materials for ESD are produced	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.3	Teaching tools and materials for ESD are accessible	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.1	Research on ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.2	Development of ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.3	Dissemination of research results on ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed