

Reporting on the progress in the implementation of the UNECE Strategy for Education for Sustainable Development under agenda item 2 (Norway)

1. In which way are the recommendations of the Expert Group on Competences implemented at the national level and adopted to national contexts?

Competences related to sustainable development are part of the national curriculum guidelines for primary and secondary education (The Knowledge Promotion, 2006).

For teacher education it is stated that when graduated, the candidate should have a good understanding of global issues and sustainable development.

2. By what means is the cooperation between governmental departments in the field of ESD promoted?

The Ministry of Education and Research together with the Ministry of Environment has initiated and funded a joint project called the Natural Satchel (more in-depth information attached below).

The responsibility for coordinating Norway's work on sustainable development lies with the Minister of Finance. The Norwegian policies for sustainable development are described in the National strategy for sustainable development presented in our National Budget white paper (2007). ESD is also an integrated part of the strategy. The Government has decided to revise the strategy for sustainable development, and this revised strategy will be presented in the White Paper on national budget for 2012.

3. Are there any ESD activities carried out or planned to respond to the demands of a green economy, especially as regards technical and vocation education and training.

Schools are offered to take part in activities such as Consumption and resources and Energy. These are activities that relate to green economy and are also suited for technical and vocational education and training.

4. Has the economic downturn impacted ESD activities?

The economic downturn has so far not impacted ESD activities.

The Natural Satchel

The Natural Satchel has existed in Norwegian schools since the academic year of 2008 / 2009, when 11 schools started their pilot projects. Today more than 100 schools participate. Teacher Education institutions are also involved.

This is a project initiated and funded by the Ministry of Education and Ministry of Environment. The homepage for the project is www.naturesekken.no.

Other important stakeholders are NGOs and voluntary organizations, among them The Norwegian Society for the Conservation of Nature, The Association of Intermunicipal Outdoor Recreation Boards, The Norwegian Biodiversity Network

(SABIMA), The Norwegian Association of Hunters and Anglers (NJFF) and the Norwegian Trekking Association.

The target group for The Natural Satchel is pupils in primary and secondary school. The main goals are to develop curiosity and knowledge about nature, awareness of sustainable development and increased commitment to the environment. It also acts as an umbrella for Education for sustainable development, and for different initiatives within the area of climate change and environmental issues. It provides schools with digital based resources and access to sustain.no, an educational tool for sustainable development. The site includes activities complete with guidelines for how the pupils can investigate, discuss and communicate their results.

Projects should be based on the Knowledge Promotion 2006, both the core curriculum and subject curricula. Science and social studies are considered as the main subjects, but schools are encouraged to create multidisciplinary projects in which the Food and Health and Physical Education plays a role. The schools and teachers are challenged to make use of exploratory learning methods, just as in The Budding Researcher, a main topic in the science curriculum.

This involves that pupils will work with formulation of hypotheses, experimentation, systematic observations, openness, discussions, critical assessment, argumentation, grounds for conclusion and presentation.

The Natural Satchel will help to exploit the school community as a learning arena and use different regional and national resources. It should pave the way for voluntary organizations expertise to be used, so that schools can have access to updated and necessary competences in order to make learning more relevant and inspiring.
