

National Implementation Report

(As submitted by: Finland)

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 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:

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Date:

19.11.2014

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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 and Culture, Ministry of the Environment, Finnish National Board of Education, Central Finland Centre for Economic Development, Transport and the Environment _____

Stakeholders:

Finnish Association of Environmental Education, Finnish Adult Education Association _____

NGOs (please specify) _____

Academia (please specify)

Åbo Akademi (university), Novia Yrkehögskola (polytechnic)

Business (please specify)

Motiva Oy, Expert Company _____

Other (please specify)

Espoo Regional Centre of Expertice (RCE Espoo)

B. Report any particular circumstances that help clarify the context of the report — for example, whether the decision-making structure is federal and/or decentralized, and whether financial constraints are a significant obstacle to implementation. (This information should not exceed half a page.)

The members of the voluntary contact group for ESD under the Ministry of Education and Culture have contributed to the report.

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 type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify languages.</i> The UNECE Strategy for ESD is taken into account and integrated into the national ESD strategies in Finland (see 1.1.4).
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"/>	<i>If yes, please specify in which ministrie(s)/department(s) the focal point(s) are located.</i> There are two focal points, one located in Ministry of Education and Culture and other in Ministry of the Environment
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> A national contact group, based on voluntarity between the main actors of the ESD, has been gathered by the Ministry of Education and Culture. The contact group on ESD has been operational since 2008. The group comprises of several actors (governmental and non-governmental, national, regional and local) within the field of ESD and covers practically all levels of education. The group serves as an umbrella, enhancing the cooperation and information sharing between the different bodies. All stakeholders have thus a shared responsibility for promoting ESD.
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.</i> There are two national strategies in Finland: A working group of Education for Sustainable Development set by the Ministry of Education drafted a strategy "Sustainable development in education; Implementation of Baltic 21E programme and Finnish strategy for decade of Education for Sustainable Development 2005-2014". The strategy was adopted in 2006. http://www.minedu.fi/OPM/Julkaisut/2006/kestavan_kehityksen_edistaminen_koulutuksessa_baltic_21e_-ohjel?lang=fi&extra_locale=en

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.

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>	
	<p>In addition, a Sub-Committee for Education under the Finnish National Commission on Sustainable Development (NCSD) for the period of 2004- 2007, produced a "Strategy for education and Training for Sustainable development and Implementation Plan 2006-2014". It was also accepted in 2006. http://www.oph.fi/download/47693_engnetKekekajako.pdf</p> <p>The strategies complete each other and are concurrent with the UNECE strategy. An independent evaluation of the strategies was conducted in 2012.</p>
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the UNESCO global process on the United Nations Decade of ESD, ³ and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and list major documents.</i></p> <p>Both processes are considered in Finland as forming one common international framework for ESD. The Finnish national strategies are closely related to the international strategies and programmes. In addition, some other international processes such as Education for All (UNESCO), Rio+20 process and the SDG-process are closely related to the ESD objectives.</p>

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

Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD	
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and list any major document(s).</i></p> <p>The National Society's Commitment to Sustainability, approved by the National Commission on Sustainable Development in 2013, includes elements related to ESD and shares the same aspirations and values. 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</p> <p>ESD is also addressed in many sectoral strategies, including the national strategy and action plan for the conservation and sustainable use of biodiversity, entitled "Saving Nature for People", that was approved by a government resolution in December 2012.</p>
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>.

(a) Yes X No *If yes, please specify details for (a) and (b).*(b) Yes X No *Please also fill in the table by ticking (✓) as appropriate.*

In Finland education for sustainable development is one of the cross-curricular themes involved in the curriculum for both **comprehensive education and general upper secondary education**. The cross curricular themes are principles that help to define the operational culture of schools and priorities that span the boundaries between subjects, thus helping to make teaching more unified. They should be taken into consideration in the teaching of all subjects. The national core curriculum for basic education specifies the objectives and core content of the cross curricular theme “Responsibility for the environment, human wellbeing and a sustainable future”. The goal is to augment the pupil’s abilities and motivation to act for the good of environment and human wellbeing. One objective of basic education is to generate environmentally conscious citizens who are committed to a sustainable way of life. The school must teach future-oriented thinking in which the future is to be built up on ecologically, economically, socially and culturally sustainable premises. The aim of sustainable development is seen at the upper secondary school level as being to guarantee present and future generations full opportunities for a good life. Human beings must learn how to adapt to the conditions and limits dictated by nature and global sustainability. Upper secondary school should encourage students to pursue a sustainable lifestyle and to take action to ensure sustainable development. In order to be encouraged to become active in promoting sustainable development, students need experiences showing that their own ethical, practical, economic, social and occupational choices make a difference. In addition to instruction, sustainable lifestyles will be encouraged by means of an environmental program or sustainable development program and an environmentally aware operational culture in the upper secondary school.

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 which for the agreement period of 2013-2016 state that the principles of sustainable development are central to all activities of HEI’s.

From the year 2007 HEI’s have intensified their cooperation in the area of ESD. Through this cooperation ESD has become more visible both to the academic community and the public. The HEI’s are actively involved in the Society’s Commitment to Sustainability –process. In addition, cooperation between university networks on development policy education and research is ongoing.

Please also note that the renewed ISCED classification is not applied in Finland.

		ISCED levels	(a)	(b)
			Yes	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		
		5. Short-cycle tertiary education		
		6. Bachelor's or equivalent level	X	
		7. Master's or equivalent level	X	
		8. Doctoral or equivalent level	X	
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 <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>The importance of non-formal adult 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 for many stakeholders.</p>			
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?			
Yes X No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>Public awareness is generally well captured in all ESD relevant strategies and programmes. Disseminating information on ESD is also part of the Finnish ESD strategies.</p>			

Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁶ cooperation relevant to ESD exist in your Government?
Yes X No <input type="checkbox"/>	<i>Please specify.</i> 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 Board of Education. In addition a voluntary based contact group on ESD includes several ministries. Another important forum is the National Commission on Sustainable Development that includes all the ministries together with a wide range of 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 <input type="checkbox"/>	<i>Please specify.</i> See previous answers, especially 1.1.3.
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes X No <input type="checkbox"/>	<i>Please specify.</i> Several opportunities for funding exist and the examples below are indicative. The Ministry of the Environment provides allowances for environmental education. 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 Board of 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. Finland takes in to account sustainable development also in implementing European Union's Structural Fund and Rural Development programmes on national level.
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 X No <input type="checkbox"/>	<i>Please specify.</i> Finland's national strategy for sustainable development "Towards sustainable choices - A nationally and globally sustainable Finland" has been revised. Along with the revision of the strategy, a national concept "Society's Commitment to Sustainability" has

⁶ Between State bodies.

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

	<p>been launched.</p> <p>Society's Commitment to Sustainability has been prepared by a wide-ranging strategy group. Through the commitment, the government and the administration, in collaboration with various societal actors, pledge to promote sustainable development in all their work and operations.</p> <p>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. By far most of the operational commitments are related to education (more than 30 % of all. Situation in October 2014).</p> <p>The Finnish approach and experience in Society's Commitment to sustainable development is unique, but could and should be shared with others.</p> <p>Society's Commitment to Sustainability was officially accepted in December 2013.</p> <p>http://www.ym.fi/en-US/The_environment/Sustainable_development</p>
<p><i>Concluding remarks on issue 1</i></p>	<p><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></p>
	<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 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 2. Promote SD through formal, non-formal and informal learning													
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>													
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> <p>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.</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 checked="" 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 checked="" type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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> <p>Possibilities to use all the methods exists 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.</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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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								

⁸ For details, see paragraph 15 of the UNECE Strategy for ESD.

⁹ For the State or federal level, where relevant.

¹⁰ Idem.

Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum ¹¹ /programme of study at various levels of formal education?																																															
Yes <input checked="" type="checkbox"/> No <input 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>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.</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" data-bbox="976 523 1574 632"> <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 checked="" 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 checked="" 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 checked="" type="checkbox"/> No <input 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" data-bbox="790 807 1753 1224"> <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></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Primary education</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>3. Upper secondary education</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td></td> <td><input checked="" type="checkbox"/></td> <td></td> <td></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td></td> <td></td> <td></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						1. Primary education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		2. Lower secondary education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3. Upper secondary education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	4. Post-secondary non-tertiary education		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	5. Short-cycle tertiary education					
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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.

		6. Bachelor's or equivalent level	X	X	X	X	
		7. Master's or equivalent level	X	X	X	X	
	<p><i>Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).</i></p> <p>Schools and teacher are autonomous to arrange their methods of education, thus most of the suggested approaches are possible and in use. In addition, there are nation-wide projects to embed and raise the awareness to issues related to SD. Furthermore, all schools are encouraged to draw up a SD plan of their own. For further details see indicator 2.3.1.</p> <p>As to the informal education and liberal adult education the options b-d are in use.</p>						
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).

Yes No

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

The National ESD strategies (2006) set the target that all schools should draw up a SD plan by the end of 2010. According to the independent evaluation conducted in 2012 of the national ESD strategies it is evident that the goal was not achieved but significant progress has been made. Initiatives like the Green Flag and Sustainable Development Certificate are available for schools and educational institutions. Graan 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. Green Flag currently (August 2014) includes 328 actors and 70 educational institutions have acquired SD certificate.

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 now 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	<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	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

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="981 379 1563 799"> <thead> <tr> <th data-bbox="981 379 1464 453">ISCED levels 2011</th> <th data-bbox="1471 379 1563 453">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="981 458 1464 496">0. Early childhood education</td> <td data-bbox="1471 458 1563 496">X</td> </tr> <tr> <td data-bbox="981 501 1464 539">1. Primary education</td> <td data-bbox="1471 501 1563 539">X</td> </tr> <tr> <td data-bbox="981 544 1464 582">2. Lower secondary education</td> <td data-bbox="1471 544 1563 582">X</td> </tr> <tr> <td data-bbox="981 587 1464 625">3. Upper secondary education</td> <td data-bbox="1471 587 1563 625">X</td> </tr> <tr> <td data-bbox="981 630 1464 668">4. Post-secondary non-tertiary education</td> <td data-bbox="1471 630 1563 668">X</td> </tr> <tr> <td data-bbox="981 673 1464 711">5. Short-cycle tertiary education</td> <td data-bbox="1471 673 1563 711">X</td> </tr> <tr> <td data-bbox="981 716 1464 754">6. Bachelor's or equivalent level</td> <td data-bbox="1471 716 1563 754">X</td> </tr> <tr> <td data-bbox="981 759 1464 798">7. Master's or equivalent level</td> <td data-bbox="1471 759 1563 798">X</td> </tr> <tr> <td data-bbox="981 802 1464 841">8. Doctoral or equivalent level</td> <td data-bbox="1471 802 1563 841">X</td> </tr> </tbody> </table> <p>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. A national target is that 15 % of schools will have a SD certificate or the international Eco-school Green Flag by 2014.</p> <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> <p>The informal education and liberal adult education use the certificate systems and Eco-school Green Flag. The SD Certificate for schools includes nowadays a version designed specifically for informal education institutes. Some Swedish speaking institutions use the Nordic Balansakten system. The SD Certificate (by the OKKA Foundation) has a version applied to non-formal or liberal adult education institutes.</p>	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	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
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Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																								
Yes <input checked="" type="checkbox"/> No <input 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>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.</p> <p>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.</p> <p>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.</p> <p>The table has been left blanc as it is considered that opportunities exist but there is no reliable information available.</p> <p><i>(a) For formal institutions:</i></p> <table border="1" data-bbox="981 778 1563 1198"> <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> <p><i>(b) For non-formal institutions:</i></p> <table border="1" data-bbox="981 1294 1563 1404"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0. Early childhood education</td><td></td></tr> </tbody> </table>	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		ISCED levels 2011	Yes	0. Early childhood education	
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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?

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

- (a) Yes No
 (b) Yes No
 (c) Yes No

Please elaborate.

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. In addition to practical teaching arrangements education providers are responsible for the effectiveness and quality of the education provided. In addition to the quality assurance that education providers have to carry out, national assessments of learning outcomes are done regularly. Also the implementation of cross-curricular themes has been evaluated. The assessments are not regular from the school's perspective, as they are sample-based. 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 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. In 2015 both self-evaluation and an independent validation will be carried out in order to assess the level of quality systems of the secondaryvocational education providers.

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)
	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
0. Early childhood education			
1. Primary education	x	x	
2. Lower secondary education	x	x	
3. Upper secondary education	x	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	X	X	
8. Doctoral or equivalent level	X	X	

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-certificate 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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p>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 Board of Education, Motiva Oy, liberal adult education institutions, etc.)</p>

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 checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p>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.</p> <p>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.</p>
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 checked="" type="checkbox"/> No <input type="checkbox"/>	<p><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></p> <p>The evaluation of the national ESD strategies revealed that the attitude towards and ownership of the sustainability issues is reflected to the possibilities of especially of elementary schools to include ESD in their education and operations. Hence the cooperation and multi-stakeholder approach is important. Many actors including the NGO's provide for support, educational materials and teaching that is available for the schools to use. These include for example nature school, climate and forest ambassadors etc.</p> <p>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.</p>
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>

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).

	<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 why?Tähän voi kaikki tarjota halutessaan lyhyitä esimerkkejä, mielellään linkkeineen.</i> <p>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://www.koulujaymparisto.fi/sivu.php?id=1820</p> <ul style="list-style-type: none"> – <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"/>	<p><i>In particular specify what ESD competences²⁰ are explicitly included in the study programmes.</i></p> <p>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. As an example, the University of Turku has in 2014 decided to start a process to integrate sustainable development fully into its teacher education.</p>

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 checked="" type="checkbox"/> No <input type="checkbox"/>	<p><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></p> <p>The National Board of 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.</p> <p>In 2013 the National Board of Education financed ESD related in-service training for basic education teachers with 238 000 € and for vocational educators with 258 000 €. The number of participants was 665 and 1440 (respectively). The National Board of Education has also financed in-service training for the educators of non-formal adult education.</p> <p><i>Please also update the information provided under the phase II national implementation reporting in appendix III.</i></p>
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><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></p> <p>Please see 3.1.2</p>
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"/>	<p><i>Please specify.</i></p> <p>There are several ESD –related networks in Finland both at national and regional level. Also some local networks are in place.</p>
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"/>	<p><i>Please specify how, listing the major ones, and describing them as appropriate.</i></p> <p>As an example, the coordination activities of the SD network of the HEI's is supported through budget funding.</p>
<i>Concluding remarks issue 3</i>	<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>

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.

	<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 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 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?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe.</i></p> <p>Both National strategies for ESD encourage to develop ESD tools and materials.</p>

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"/>	<p><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></p> <p>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.</p> <p>Most publications are in Finnish and/or in Swedish.</p> <p>Regarding the SD plans by schools, the Green Flag initiative has been supported through the NGO support by the National Board of Education.</p>
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"/>	<p><i>Please specify.</i></p> <p>There is no national inspection/quality control for the teaching materials. The educational institutions decide themselves what materials they use.</p>

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 checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.</i></p> <p>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.</p> <table border="1" data-bbox="981 336 1563 754"> <thead> <tr> <th data-bbox="981 336 1464 411">ISCED levels 2011²³</th> <th data-bbox="1464 336 1563 411">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="981 411 1464 451">0. Early childhood education</td> <td data-bbox="1464 411 1563 451"></td> </tr> <tr> <td data-bbox="981 451 1464 491">1. Primary education</td> <td data-bbox="1464 451 1563 491">X</td> </tr> <tr> <td data-bbox="981 491 1464 531">2. Lower secondary education</td> <td data-bbox="1464 491 1563 531">X</td> </tr> <tr> <td data-bbox="981 531 1464 571">3. Upper secondary education</td> <td data-bbox="1464 531 1563 571">X</td> </tr> <tr> <td data-bbox="981 571 1464 611">4. Post-secondary non-tertiary education</td> <td data-bbox="1464 571 1563 611">X</td> </tr> <tr> <td data-bbox="981 611 1464 651">5. Short-cycle tertiary education</td> <td data-bbox="1464 611 1563 651">X</td> </tr> <tr> <td data-bbox="981 651 1464 691">6. Bachelor's or equivalent level</td> <td data-bbox="1464 651 1563 691">X</td> </tr> <tr> <td data-bbox="981 691 1464 730">7. Master's or equivalent level</td> <td data-bbox="1464 691 1563 730">X</td> </tr> <tr> <td data-bbox="981 730 1464 754">8. Doctoral or equivalent level</td> <td data-bbox="1464 730 1563 754">X</td> </tr> </tbody> </table>	ISCED levels 2011 ²³	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
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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"/>	<p><i>Please describe and in particular highlight what measures are the most efficient for dissemination.</i></p> <p>Developing and disseminating of ESD teaching tools and materials are promoted by the national strategies on ESD. 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:</p> <p>The web portal (by the National Board of 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</p> <p>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.</p> <p>the framework of the BUP-network: http://www.bup.fi/index.php/sd-esd-resources/about-sd-esd-resources</p> <p>Recently there a new material bank MAPPA has been launched: www.mappa.fi</p> <p>In addition there are several regional material banks as well as those provided by organisations and foundations.</p>																				

²³ Education level in accordance with ISCED.

Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><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></p> <p>The webportal mentioned in 4.3.1 belongs to the National Board of Education. In addition the funding targeted for environmental education organisations 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.</p>
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please describe and name in particular official Internet sites.</i></p> <p>The government does not approve the teaching materials.</p>
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 <input checked="" type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>For (a) and (b) please specify and mention by whom it was established and by whom it is managed.</i></p> <p>There is no all-inclusive register or database, but the National Board of Education as well as many stakeholders have ESD materials and tools available through internet. see 4.3.1</p>
Concluding remarks issue 4	<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>
	<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 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

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.

In 2012, research and development expenditure represented 3.6 % of the gross domestic product (GPD) and that of public research funding was around 1 %.

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.

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> mostly not specifically on ESD but on knowledge and methods supporting sustainability and ESD
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> The national ESD strategies of Finland that also form the national implementation framework of the ECE strategy in Finland were evaluated in 2012. More in depth and/or scientific research on the ECE ESD strategy has not taken place.
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?

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.

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

<p>(1) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Please specify what programmes are available and list the most important academic dissertations that address ESD.</i></p> <p>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.</p> <p>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.</p> <p>Examples:</p> <p>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:</p> <ul style="list-style-type: none"> • Finnish schooling and education • School pedagogy • 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. <p>Most recent academic dissertations:</p> <p>Holm, Tove 2014: Enabling change in Universities. Enhancing education for sustainable development with tools for quality assurance. University of Turku)</p>
<p>Sub-indicator 5.1.4</p>	<p>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?</p>
<p>(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <input type="checkbox"/></p> <p>(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <input type="checkbox"/></p>	<p><i>Please provide information on (a) and (b).</i></p> <p>Master's –level education in Finland is free of charge.</p> <p>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.</p> <p>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.</p> <p>In addition, several foundations and other organisations provide for scholarships.</p> <p>There is no sepcifically targeted funding for ESD, but ESD related funding is possible.</p>
<p>Indicator 5.2</p>	<p>Development of ESD is promoted</p>

Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? ²⁷
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify what main projects were/are being implemented to that end.</i> 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 ²⁸ to share the results of research and examples of good practices in ESD ²⁹ among authorities and stakeholders?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and provide information about where published research and dissertations are accessible.</i> 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. The Baltic University Programme in Finland (www.bup.fi) in its ESD resources section.

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 checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please name the major publications for (a) and (b).</i>
(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>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.</p> <p>Holm, Tove (2014): Enabling Change in Universities: Enhancing education for sustainable development with tools of quality assurance. Annales Universitatis Turkuensis. ser AII: 289. Academic dissertation.</p> <p>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.</p> <p>Kimaryo L.A. (2011). Integrating environmental education in primary school education in Tanzania. Dissertation. Åbo Akademi University Press.</p> <p>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)</p> <p>Rauma, A-L, Pöllänen S & Seitamaa-Hakkarainen P. (eds.) (2006). Human perspectives on sustainable future. Research report 99. University of Joensuu, Faculty of education.</p> <p>Salonen A. (2010): Sustainable development and its promotion in a welfare society in a global age. Dissertation. University of Helsinki. Abstract available in english.</p> <p>Examples of articles in international journals and publications:</p> <p>Salonen, A. & Tast, S. (2013). Finnish Early Childhood Educators and Sustainable Development. Journal of Sustainable Development 6(2), 70-85. (pdf)</p> <p>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.</p> <p>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</p>
<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 X No <input type="checkbox"/>	<p><i>Please specify concrete networks and explain who supports these networks.</i></p> <p>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.</p> <p>Finnish University Partnership for International Deveopment www.unipid.fi/ & www.unipid.fi/en/page/48/virtual_studies/ is a university driven process financed through membership fees and external project funding.</p> <p>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.</p>
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 <input type="checkbox"/>	<p><i>Please specify. List major networks.</i></p> <p>Universities take part to international and Nordic networks. Through RCE-Espoo municipal authorities and education providers of all levels cooperate with the global RCE-network.</p>
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes X No <input type="checkbox"/>	<p><i>Please specify and list the major ones.</i></p> <p>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.</p>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes X No <input type="checkbox"/>	<p><i>Please list and describe.</i></p> <p>Finland is supporting the work of UNESCO, including its EfA –programme.</p>

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

<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>
	<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	
<p><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></p>	
<p><i>What the role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.</i></p> <p>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.</p> <p>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.</p> <p>Traditional knowledge is not as such included in the national ESD strategies but is included in the national biodiversity strategy.</p>	
Issue 8. Describe any challenges and obstacles encountered in the implementation of the Strategy	
<p><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></p> <p>The evaluation conducted in 2012 identified three main challenges in implementation of the national strategies:</p> <p>The implementation plans have not been adequate</p> <p>Lack of transformative leadership</p> <p>The concept of sustainable development is hard for the teachers to concretize</p> <p><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></p>	
Issue 9. Future implementation of Education for Sustainable Development	

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

Education is well integrated to the current Society's Commitment to Sustainability and the process of operational commitments linked to the process showcases that the education sector is taking its responsibility in advancing sustainable development seriously. Sustainable development is also central issue in the revision of the core curricula for basic education that are expected to be finalised by the end of 2014.

There are currently no specific plans to draw a separate revised strategy on ESD.

Appendix I (a)

Indicator 2.1, sub-indicator 2.1.1

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

Concerning 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					
Ethics and philosophy			X	x					
Citizenship, democracy and governance			X	X					
Human rights (e.g., gender and racial and intergenerational equity)			X	X					
Poverty alleviation			X	X					
Cultural diversity			X	x					
Biological and landscape diversity		X	X	X					
Environmental protection (waste management, etc.)		X	X	x					
Ecological principles/ecosystem approach			X	X					
Natural resource management (e.g., water, soil, mineral, fossil fuels)			X	X					
Climate change		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					
Corporate social responsibility			X	X					
Production and/or consumption patterns			X	X					
Economics			X	x					
Rural/urban development			X	X					

Total									
<i>Other (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	x	x
	- understanding complexity/systemic thinking?				X	x	x	x	x	x
	- overcoming obstacles/problem-solving?		X	X	x	x	x	x	x	x
	- managing change/problem-setting?		X	X	X	x	x	x	x	x
	- creative thinking/future-oriented thinking?		X	X	X	x	x	x	x	x
	- understanding interrelationships across disciplines/holistic approach?			X	X	x	x	x	x	x
	Total									
- other (countries to add as many as needed)? creating a need and desire to learn (life-long learning)???		x	x	x	x	x	x	x	x	
-										
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
	- decision-making, including in situations of uncertainty?			X	X	x	x	x	x	x
	- dealing with crises and risks?			X	X	x	x	x	x	x
	- acting responsibly?		X	X	X	x	x	x	x	x
	- acting with self-respect?		X	X	X	x	x	x	x	x
	- acting with determination?									
	Total									

³¹ At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels								
		0	1	2	3	4	5	6	7	8
	- other (<i>countries to add as many as needed</i>)?									

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
	- self-expression and communication?		X	X	X	x	x	x	x	x
	- coping under stress?							x	x	x
	- ability to identify and clarify values (<i>for phase III</i>)?		X	X	X	x	x	x	x	x
	Total									
	- other (<i>countries to add as many as needed</i>)?									
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
	- acting with respect for others?		X	X	X	x	x	x	x	x
	- identifying stakeholders and their interests?			X	X	x	x	x	x	x
	- collaboration/team working?		X	X	X	x	x	x	x	x
	- participation in democratic decision-making?		X	X	X	x	x	x	x	x
	- negotiation and consensus-building?		X	X	X	x	x	x	x	x
	- distributing responsibilities (subsidiarity)?									
	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.)

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 <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 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				
	<i>Public awareness</i>	<i>Quality education</i>	<i>Reorienting education</i>	<i>Training</i>	<i>Social learning</i>
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 (<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	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.

Information at this level of detail is not available. Ticks are only included for non-formal.

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.																		
4.																		
5.																		
6.																		
7.																		
8.																		
Non-formal		X							X					X				
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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed