FORMAT FOR REPORTING
ON IMPLEMENTATION OF THE UNECE STRATEGY FOR
EDUCATION FOR SUSTAINABLE DEVELOPMENT

Within the framework of the
United Nations Decade of Education for Sustainable Development (2005–2014)

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

Name of officer (national focal point) responsible
for submitting the report: Chief Adviser Gunvor Barnholt
Signature:
Date: 23 November 2010
Full name of the institution: Ministry of Education
Postal address: Frederiksholms Kanal 26, DK-1220 Copenhagen, Denmark
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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; on 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)* _____

Stakeholders:

☐ NGOs *(please specify)* _____

☐ Academia *(please specify)* _____

☐ Business *(please specify)* _____

☐ Other *(please specify)* _____

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

TEMPLATE FOR REPORTING

ISSUE[1] 1. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD	
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national[2] language(s)?
Yes X No ☐	*Please specify languages.* The national ESD strategy is available in Danish and English language
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes X No ☐	The national focal point is as mentioned above: Chief Adviser Gunvor Barnholt
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes X No ☐	*Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.* The coordinating body in Denmark is called Dialogue Forum. Their mandate is mostly of informative character
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes X No ☐	*Please specify whether this plan includes implementation of the UNECE Strategy for ESD.* The Danish ESD strategy contains some elements of implementation, but there is no specific Danish implementation plan
Sub-indicator 1.1.5	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the United Nations Decade of ESD,[3] and other policy processes relevant to ESD?
Yes X No ☐	*Please specify.* The synergies consist of a close cooperation between the people working with UNESCO and people working with UNECE. They work in the same division.
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 X No ☐	*Please specify and list major document(s).* ESD is included in all curricula from pre-school to upper secondary education, teacher training education, and vocational education for youth and adults.

[1] Issues 1 to 6 are in accordance with the objectives of the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1).
[2] For countries with a federal government structure, all references to "national" apply to "State", as appropriate. In this context, "data at the national level" means aggregated data received from sub-State entities.
[3] The United Nations General Assembly in its resolution 57/254 of 20 December 2002 proclaimed the 10-year period beginning on 1 January 2005 the United Nations Decade of Education for Sustainable Development.
[4] Policy documents may include national strategies, plans, programmes, guidelines and the like.

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]
(a) Yes X No ☐ (b) Yes X No ☐	*If yes, please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.* **ISCED levels**[6] / **(a)** *Yes* / **(b)**[7] *Yes* **0** / / / **1** / X / X **2** / X / X **3** / X / X **4** / / / **5**[8] / / / **6** / / / **Teacher education** / X / 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 ☐	*Please specify.* There are guidelines and examples for ESD
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes X No ☐	*Please specify.* ESD is included in the Danish Government's strategy for SD from 2009
Sub-indicator 1.2.5	Does a formal structure for interdepartmental[9] cooperation relevant to ESD exist in your Government?
Yes ☐ No X	*Please specify.*
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government?[10]
Yes ☐ No ☐	*Please specify.* The Danish Dialogue Forum consist of stakeholders from the education sector, from NGOs and other Danish Ministries.
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes X No ☐	*Please specify.* Each year there are a small amount of Ministry of Education's budget available for initiatives related to ESD

[5] International Standard Classification of Education (ISCED), UNESCO, 1997 (http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm).
[6] Education level in accordance with ISCED.
[7] National curricula and/or national standards/ordinances/requirements.
[8] For higher education institutions when answering: (1) regarding national legislation: this objective is focusing equally at the first stage of tertiary education (Bachelor), the second stage (MSc) and the third stage (PhD) while covering various aspects such as **service agreements/contracts**, **national strategies of Research and Development**, **university organization and studies acts**, or **general laws of higher educations**; (2) regarding national
and/or subnational standards/ordinances/requirements: special attention shall be devoted to indications of linking systems of **quality assurance and accreditation** (with regard to the Bologna process; see http://www.coe.int/t/dg4/highereducation/EHEA2010/BolognaPedestrians_en.asp for information) for higher education institutions with ESD, as well as to **regulations of study programmes and study fields** which reflect the principles of ESD.
[9] Between State bodies.
[10] For explanation see paragraph 46 of the UNECE Strategy for ESD.

Indicator 1.3 National policies support synergies between processes related to SD and ESD	
Sub-indicator 1.3.1	Is ESD part of SD policy(s) if such exist in your country?
Yes X No ☐	*Please specify.*
Issue 2. PROMOTE SD THROUGH FORMAL, NON-FORMAL AND INFORMAL LEARNING	
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 2.1 SD key themes are addressed in formal education	
Sub-indicator 2.1.1	Are key themes of SD[11] addressed explicitly in the curriculum[12]/programme of study at various levels of formal education?
Yes X No ☐	*Phase II: Please specify in the table in appendix I (a) and use the scale. Indicate the results in the box below.* A ☐ B ☐ C ☐ D ☐ E ☐ F ☐
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum[13]/programme of study at various levels of formal education?
Yes ☐ No ☐	*Phase II: Please specify in the table in appendix I (b) and use the scale. Indicate the results in the box below.* A ☐ B ☐ C ☐ D ☐ E ☐ F ☐
Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum[14]/programme of study at various levels of formal education?
Yes ☐ No ☐	*Phase II: Please specify in the table in appendix I (c) what methods are of particular significance in your country and use the scale. Indicate the results in the box below.* A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ *Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).*

[11] For explanation see paragraph 15 of the UNECE Strategy for ESD.
[12] At the State level, where relevant.
[13] See footnote 12.
[14] See footnote 12.

<table>
<tr><th colspan="2">Indicator 2.2 Strategies to implement ESD are clearly identified</th></tr>
<tr><td>Sub-indicator 2.2.1</td><td>Is ESD addressed through:[15] (a) existing subjects[16]only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project?[17] (e) other approaches?</td></tr>
<tr><td>(a) Yes ☐ No ☐
(b) Yes ☐ No ☐
(c) Yes ☐ No ☐
(d) Yes ☐ No ☐
(e) Yes ☐ No ☐</td><td>Phase II: If yes, please specify for different levels of education system in accordance with ISCED by ticking (V) in the table as appropriate.
<table>
<tr><th rowspan="2">ISCED levels</th><th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th><th>(e)</th></tr>
<tr><th>Yes</th><th>Yes</th><th>Yes</th><th>Yes</th><th>Yes</th></tr>
<tr><td>0</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>1</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>2</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>3</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>4</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>5</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>6</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Teacher education</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
If you ticked (e), please specify the approaches.</td></tr>
</table>

[15] For higher education institutions: These distinctions would be equal to: (a) **courses and disciplines**; (b) **interdisciplinary courses**; (c) **separate, specified SD courses or seminars**; and (d) **stand-alone projects** implemented by the department, faculty or inter-faculty structures.
[16] E.g. geography or biology. For higher education, "subject" means "course".
[17] A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

<table>
<tr><th colspan="2">Indicator 2.3 A whole-institution approach[18] to SD/ESD is promoted</th></tr>
<tr><td>Sub-indicator 2.3.1</td><td>Do educational institutions[19] adopt a “whole-institution approach” to SD/ESD?</td></tr>
<tr><td>Yes ☐ No ☐</td><td>Phase II: If yes, please specify for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.
<table>
<tr><th>ISCED levels</th><th>Yes</th></tr>
<tr><td>0</td><td></td></tr>
<tr><td>1</td><td></td></tr>
<tr><td>2</td><td></td></tr>
<tr><td>3</td><td></td></tr>
<tr><td>4</td><td></td></tr>
<tr><td>5</td><td></td></tr>
<tr><td>6</td><td></td></tr>
<tr><td>Teacher education</td><td></td></tr>
</table>
Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify (provide examples on how it is done).</td></tr>
<tr><td>Sub-indicator 2.3.2</td><td>Are there any incentives (guidelines, award scheme, funding, technical support) that support “a whole institution approach to SD/ESD”?</td></tr>
<tr><td>Yes ☐ No ☐</td><td>Phase II: If yes, please specify what schemes are available for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.
<table>
<tr><th>ISCED levels</th><th>Yes</th></tr>
<tr><td>0</td><td></td></tr>
<tr><td>1</td><td></td></tr>
<tr><td>2</td><td></td></tr>
<tr><td>3</td><td></td></tr>
<tr><td>4</td><td></td></tr>
<tr><td>5</td><td></td></tr>
<tr><td>6</td><td></td></tr>
<tr><td>Teacher education</td><td></td></tr>
</table>
Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).</td></tr>
</table>

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

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

<table>
<tr><td>Sub-indicator 2.3.3</td><td>Do institutions/learners develop their own SD/ESD indicators for their institution/organization?</td></tr>
<tr><td>Yes ☐ No ☐</td><td>

Phase II: If yes, please specify for all levels of your education system in accordance with ISCED, by ticking (V) in the table as appropriate:

(a) For formal institutions.

ISCED levels	*Yes*
0	
1	
2	
3	
4	
5	
6	
Teacher education	

(b) For non-formal institutions for non-formal and informal education.

ISCED levels	*Yes*
0	
1	
2	
3	
4	
5	
6	
Teacher education	

If relevant data are available, please also specify (i.e. provide examples on how it is done).

</td></tr>
</table>

<table>
<tr><th colspan="2">Indicator 2.4 ESD is addressed by quality assessment/enhancement systems</th></tr>
<tr><td>Sub-indicator 2.4.1</td><td>(a) Are there any education quality assessment/enhancement systems? (b) Do they address ESD[20]? (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?</td></tr>
<tr><td>(a) Yes ☐ No ☐
(b) Yes ☐ No ☐
(c) Yes ☐ No ☐</td><td>Phase II: If yes, please specify for various levels of your education system in accordance with ISCED, by ticking (V) in the table as appropriate.
<table>
<tr><th>ISCED levels</th><th>(a)
Yes</th><th>(b)
Yes</th><th>(c)
Yes</th></tr>
<tr><td>0</td><td></td><td></td><td></td></tr>
<tr><td>1</td><td></td><td></td><td></td></tr>
<tr><td>2</td><td></td><td></td><td></td></tr>
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<tr><td>5</td><td></td><td></td><td></td></tr>
<tr><td>6</td><td></td><td></td><td></td></tr>
<tr><td>Teacher education</td><td></td><td></td><td></td></tr>
</table>
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).</td></tr>
<tr><th>Indicator 2.5</th><th>ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice</th></tr>
<tr><td>Sub-indicator 2.5.1</td><td>Are SD issues addressed in informal and public awareness-raising activities?</td></tr>
<tr><td>Yes ☐ No ☐</td><td>Phase II: Please specify.[21]</td></tr>
<tr><td>Sub-indicator 2.5.2</td><td>Is there any support for work-based learning (e.g. for small companies, farmers, trade unions, associations) which addresses SD issues?</td></tr>
<tr><td>Yes ☐ No ☐</td><td>Phase II: Please specify and provide examples.</td></tr>
<tr><td>Sub-indicator 2.5.3</td><td>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?</td></tr>
<tr><td>Yes ☐ No ☐</td><td>Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.</td></tr>
</table>

[20] 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).

[21] Please describe how this is done, e.g. in press articles, TV and radio programmes or public lectures promoting environmentally friendly goods and services, sustainable lifestyles.

Indicator 2.6 ESD implementation is a multi-stakeholder process[22]	
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes ☐ No ☐	*Phase II: Please specify in the table in appendix II (a) and (b) and use the scale. Indicate the results in the boxes below.* (a) According to the UNECE Strategy on ESD A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ (b) According to the UN DESD A ☐ B ☐ C ☐ D ☐ E ☐ F ☐
Issue 3. EQUIP EDUCATORS WITH THE COMPETENCE TO INCLUDE SD IN THEIR TEACHING	
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 3.1 ESD is included in the training[23] of educators	
Sub-indicator 3.1.1	Is ESD a part of educators' initial training?[24]
Yes ☐ No ☐	*Phase II: Please specify by filling in the table in appendix III.*
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training?[25]
Yes ☐ No ☐	*Phase II: Please specify by filling in the table in appendix III.*
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes ☐ No ☐	*Phase II: Please specify by filling in the table in appendix III.*
Indicator 3.2 Opportunities exist for educators to cooperate on ESD	
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?
Yes ☐ No ☐	*Phase II: Please specify (provide examples on how this is done).*
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way?[26]
Yes ☐ No ☐	*Please specify how, listing the major ones, and describing them as appropriate.*
Issue 4. ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE	
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	

[22] 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).
[23] ESD is addressed by content and/or by methodology.
[24] For higher education institutions: The focus is here on existing **teacher training at universities/colleges** regarding SD and ESD for university/college teachers.
[25] 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.
[26] Including assistance through direct funding, in-kind help, political and institutional support.

<table>
<tr><th colspan="2">Indicator 4.1 Teaching tools and materials for ESD are produced</th></tr>
<tr><td>Sub-indicator 4.1.1</td><td>Does a national strategy/mechanism for encouragement of development and production of ESD tools and materials exist?</td></tr>
<tr><td>Yes ☐ No ☐</td><td>Please describe.</td></tr>
<tr><td>Sub-indicator 4.1.2</td><td>Is public (national, subnational, local) authority money invested in this activity?</td></tr>
<tr><td>Yes ☐ No ☐</td><td>Phase II: Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in USD) for annual expenditures on ESD-related research and development.</td></tr>
<tr><th colspan="2">Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist</th></tr>
<tr><td>Sub-indicator 4.2.1</td><td>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?</td></tr>
<tr><td rowspan="2">(a) Yes ☐ No ☐
(b) Yes ☐ No ☐
(c) Yes ☐ No ☐</td><td>Phase I: For (a) and (b), please describe.</td></tr>
<tr><td>Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c), please also describe. Please also provide your own examples, as appropriate.</td></tr>
<tr><td>Sub-indicator 4.2.2</td><td>Are ESD teaching tools/materials available: (a) in national languages? (b) for all levels of education according to ISCED?</td></tr>
<tr><td rowspan="2">(a) Yes ☐ No ☐
(b) Yes ☐ No ☐</td><td>Phase I: For (a) please specify.</td></tr>
<tr><td>Phase II: If yes for (b), please specify by ticking (V) in the table as appropriate.
<table>
<tr><th>ISCED levels</th><th>(b)
Yes</th></tr>
<tr><td>0</td><td></td></tr>
<tr><td>1</td><td></td></tr>
<tr><td>2</td><td></td></tr>
<tr><td>3</td><td></td></tr>
<tr><td>4</td><td></td></tr>
<tr><td>5</td><td></td></tr>
<tr><td>6</td><td></td></tr>
<tr><td>Teacher education</td><td></td></tr>
</table></td></tr>
<tr><th colspan="2">Indicator 4.3 Teaching tools and materials for ESD are accessible</th></tr>
<tr><td>Sub-indicator 4.3.1</td><td>Does a national strategy/mechanism for dissemination of ESD tools and materials exist?</td></tr>
<tr><td>Yes ☐ No ☐</td><td>Phase II: Please describe.</td></tr>
<tr><td>Sub-indicator 4.3.2</td><td>Is public authority money invested in this activity?</td></tr>
<tr><td>Yes ☐ No ☐</td><td>Please specify to what extent by providing an indication of the amount in USD, giving the annual expenditures for ESD-related research and development.</td></tr>
</table>

Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes ☐ No ☐	*Please describe.*
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet? (b) provided through other channels?
(a) Yes ☐ No ☐ (b) Yes ☐ No ☐	*For (a) and (b) please specify.*
Issue 5. PROMOTE RESEARCH ON AND DEVELOPMENT OF ESD	
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 5.1 Research[27] on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD[28] supported?
Yes ☐ No ☐	*Phase II: Please specify what kind of research (content and methods). Please provide the total amount annually over the reporting period, and if feasible, as a percentage of the total research budget.*
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes ☐ No ☐	*Please specify what kind of research (content and methods).*
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD:[29] (a) for the master's level? (b) for the doctorate level? (2) addressing ESD: (a) for the master's level? (b) for the doctorate level?
(1) (a) Yes ☐ No ☐ (b) Yes ☐ No ☐ (2) (a) Yes ☐ No ☐ (b) Yes ☐ No ☐	*Phase II: Please specify what kind of programmes are available for (1) (a) and (b); (2) (a) and (b).*
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?
(a) Yes ☐ No ☐ (b) Yes ☐ No ☐	*Phase II: Please specify for (a) and (b).*
Indicator 5.2 Development of ESD is promoted	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice?[30]
Yes ☐ No ☐	*Phase II: Please specify and provide the total amount annually over the reporting period.*

[27] These include support from various sources, such as State, local authorities, business and non-governmental sources.
[28] E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology; means of evaluation including socio-economic impacts.
[29] ESD is addressed by substance and/or by approach.
[30] Activities may include pilot projects, action research, social learning and multi-stakeholder teams.

Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms[31] to share the results of research and examples of good practices in ESD[32] among authorities and stakeholders?
Yes ☐ No ☐	*Phase II: Please specify and provide the total amount annually over the reporting period.*
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?
(a) Yes ☐ No ☐ (b) Yes ☐ No ☐	*Phase I: For (a), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.*
	Phase II: For (b), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.
Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION	
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 6.1 International cooperation on ESD is strengthened within the UNECE region and beyond	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international[33] networks on ESD?
Yes ☐ No ☐	*Phase II: Please specify for national, subnational and local levels and list major networks.*
Sub-indicator 6.1.2	Do educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD?
Yes ☐ No ☐	*Please specify. List major networks.*
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes ☐ No ☐	*Phase II: Please specify and list the major ones.*
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?
Yes ☐ No ☐	*Please list and describe.*
Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLES, AS WELL AS LOCAL AND TRADITIONAL KNOWLEDGE, IN ESD	
Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.	
Phase II: Please provide the updated information to indicate changes over time.	
Phase III: Please provide the updated information to indicate changes over time.	

[31] E.g. conferences, summer schools, journals, periodicals, networks.
[32] 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.
[33] In this context, international associations, working groups, programmes, partnerships, etc. means those at the global, regional and subregional levels.

Issue 8. DESCRIBE ANY CHALLENGES AND OBSTACLES ENCOUNTERED IN THE IMPLEMENTATION OF THE STRATEGY
Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible.
Phase II: Please provide the updated information to indicate changes over time.
Phase III: Please provide the updated information to indicate changes over time.
Issue 9. DESCRIBE ANY ASSISTANCE NEEDED TO IMPROVE IMPLEMENTATION
Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible.
Phase II: Please provide the updated information to indicate changes over time.
Phase III: Please provide the updated information to indicate changes over time.

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 (V) 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.)

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

NB: 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 (max. 102 ticks; “other” not counted) is:

No. of ticks	0–5	6–10	11–25	26–50	51–75	76–100
Scale	A	B	C	D	E	F

Could you specify which specific themes are of critical important in your countries and why? Please specify for different ISCED levels, as appropriate.

Appendix I (b)

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum[34]/programme of study at various levels of formal education, by filling in the table below.

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

[34] At the State level, where relevant.

	Expected outcomes	0	1	2	3	4	5
Learning to live and work together Does education at each level enhance learners' capacity for:	- acting with responsibility (locally and globally)?						
	- acting with respect for others?						
	- identifying stakeholders and their interests?						
	- collaboration/team working?						
	- participation in democratic decision-making?						
	- negotiation and consensus-building?						
	- distributing responsibilities (subsidiarity)?						
	Total						
	- other (*countries to add as many as needed*)?						
	-						

NB: Your response will reflect the variety of ESD learning outcomes 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 (max. 138 ticks; "other" not counted) is:

No. of ticks	0–7	8–14	15–35	36–70	71–104	105–138
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 (V) relevant teaching/learning methods for each level. Use the blank rows to insert additional teaching/learning methods that are considered to be key methods in your country in teaching-learning for sustainable development.)

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy[35]	ISCED Levels					
	0	**1**	**2**	**3**	**4**	**5**
Discussions						
Conceptual and perceptual mapping						
Philosophical inquiry						
Value clarification						
Simulations; role playing; games						
Scenarios; modeling						
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*)						

NB: Your response will reflect the variety of ESD teaching/learning methods 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 (max. 84 ticks; “other” not counted) is:

No. of ticks	0–5	6–28	29–35	36–50	51–65	66–84
Scale	A	B	C	D	E	F

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

Appendix II

Indicator 2.6, sub-indicator 2.6.1

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

Table (a) According to the UNECE Strategy for ESD

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

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

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

Table (b) According to United Nations Decade of ESD

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

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

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

Appendix III

Indicator 3.1, sub-indicator 3.1.3

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

ISCED levels	Percentage of education professionals who have received training[36] to integrate ESD into their practice: *(see key below)*																	
	Educators												Leaders/administrators[37]					
	*Initial**						*In service***						*In service****					
	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																		
Non-formal																		
Informal																		

The scoring key for this table (max. 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

* 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.

** 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.

*** 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.

[36] Training is understood to include at least one day (a minimum of five contact hours).
[37] See paragraphs 54 and 55 of the UNECE Strategy for ESD.

Appendix IV

Summary and self-assessment[38] by countries:

1	**Indicator 1.1**	**Prerequisite measures are taken to support the promotion of ESD**	☐ Not started ☐ In progress ☐ Developing ☐ Completed
2	**Indicator 1.2**	**Policy, regulatory and operational frameworks support the promotion of ESD**	☐ Not started ☐ In progress ☐ Developing ☐ Completed
3	**Indicator 1.3**	**National policies support synergies between processes related to SD and ESD**	☐ Not started ☐ In progress ☐ Developing ☐ Completed
4	**Indicator 2.1**	**SD key themes are addressed in formal education**	☐ Not started ☐ In progress ☐ Developing ☐ Completed
5	**Indicator 2.2**	**Strategies to implement ESD are clearly identified**	☐ Not started ☐ In progress ☐ Developing ☐ Completed
6	**Indicator 2.3**	**A whole-institution approach to ESD/SD is promoted**	☐ Not started ☐ In progress ☐ Developing ☐ Completed
7	**Indicator 2.4**	**ESD is addressed by quality assessment / enhancement systems**	☐ Not started ☐ In progress ☐ Developing ☐ Completed
8	**Indicator 2.5**	**ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice**	☐ Not started ☐ In progress ☐ Developing ☐ Completed
9	**Indicator 2.6**	**ESD implementation is a multi-stakeholder process**	☐ Not started ☐ In progress ☐ Developing ☐ Completed
10	**Indicator 3.1**	**ESD is included in the training of educators**	☐ Not started ☐ In progress ☐ Developing ☐ Completed
11	**Indicator 3.2**	**Opportunities exist for educators to cooperate on ESD**	☐ Not started ☐ In progress ☐ Developing ☐ Completed
12	**Indicator 4.1**	**Teaching tools and materials for ESD are produced**	☐ Not started ☐ In progress ☐ Developing ☐ Completed
13	**Indicator 4.2**	**Quality control mechanisms for teaching tools and materials for ESD exist**	☐ Not started ☐ In progress ☐ Developing ☐ Completed
14	**Indicator 4.3**	**Teaching tools and materials for ESD are accessible**	☐ Not started ☐ In progress ☐ Developing ☐ Completed
15	**Indicator 5.1**	**Research on ESD is promoted**	☐ Not started ☐ In progress ☐ Developing ☐ Completed
16	**Indicator 5.2**	**Development of ESD is promoted**	☐ Not started ☐ In progress ☐ Developing ☐ Completed
17	**Indicator 5.3**	**Dissemination of research results on ESD is promoted**	☐ Not started ☐ In progress ☐ Developing ☐ Completed
18	**Indicator 6.1**	**International cooperation on ESD is strengthened within the UNECE region and beyond**	☐ Not started ☐ In progress ☐ Developing ☐ Completed

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[38] 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.

Annex

1)The Folkeskole is, in cooperation with the parents, to provide students with the
The Folkeskole
The ”Folkeskole” is the Danish municipal primary and lower seconda ry schoolknowledge and skills that will prepare them for further education and training and instil in them the desire to learn more; familiarise them with Danish culture and history; give them an understanding of other countries and cultures; contribute to their understanding of the interrelationship between human beings and the environment; and promote the well-rounded development of the individual student.

2) The Folkeskole is to endeavour to develop the working methods and create a framework that provides opportunities for experience, in-depth study and allows for initiative so that students develop awareness and imagination and a confidence in their own possibilities and backgrounds such that they are able to commit themselves and are willing to take action.

3) The Folkeskole is to prepare the students to be able to participate, demonstrate mutual responsibility and understand their rights and duties in a free and democratic society. The daily activities of the school must, therefore, be conducted in a spirit of intellectual freedom, equality and democracy.

4) The Folkeskole is the responsibility of the municipalities, cf, however, article 20, paragraph 3. The municipal board is responsible for ensuring every child in the municipality a free education in the Folkeskole. The municipal board is responsible for setting the targets and framework for the activities of the school within the provisions of this Act, cf article 40 and article 40a.

Each school is responsible for ensuring the quality of the education in accordance with the aims of the Folkeskole, within the framework of the Act, cf article 1, and also bears the responsibility for determining the planning and organisation of the programme of education.
Students and parents are to work together with the school in order to live up to the aims of the Folkeskole.

As object for ESD the Danish translation include teaching surroundings, emvironment, democracy, social science.
These subjects are taught as cross curricular subjects in schools, but they are also included in the dayli life in local society and via NGOs and leisure time activities as sport, scouts and creative activities.
A brief description of the Danish 'Folkeskole' and the thaughts behind it, you may find on this link:
http://eng.uvm.dk/~/media/Files/English/Fact%20sheets/080101_fact_sheet_the_folkeskole.ashx

Through the Danish Ministry of Education's teaching website EMU.dk all kinds of educational materials are available free of charge for teachers.
An example of offers for teaching ESD you may find on this link.
http://www.teacherscop15.dk/events/conferences/support-final.html
Of course the teaching materials are in Danish language since the target group is Danish teachers.