

National Implementation Report

(As submitted by: Iceland)

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 Iceland 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: Björg Pétursdóttir.

Signature:

Date: 29 January 2015

Full name of the institution: Ministry of Education, Science and Culture.

Postal address: Sölvhólgata 4, 101 Reykjavík, Iceland.

Telephone: +354 545 9500

E-mail: bjorg.petursdottir@mrn.is

Website: www.menntamalaraduneyti.is

Contact officer for national report (if different from above): Björg Pétursdóttir and Sigríður Lára Ásbergisdóttir.

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: Ministry of Education, Science and Culture.
- 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.)

The decision-making is federal. Both Ministry of Education, Science and Culture and Ministry of Environment are involved in policymaking in ESD.

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>	
http://www.forsaetisraduneyti.is/media/2020/iceland2020.pdf	
Last revision of Iceland’s National Strategy for Sustainable Development (2002), took place in 2009, placing particular emphasis on sustainable consumption and production and education on sustainable development. Iceland 2020 is a newly adopted governmental policy statement encompassing a future vision with 20 measurable macro objectives. Three objectives are directly related to sustainability and green economy (http://www.uncsd2012.org/content/documents/625ICELAND%20-%20contribution%20Rio20.pdf)	
“In 2011, the Icelandic Ministry of Education, Science, and Culture issued a new National Curriculum Guide for pre-, compulsory, and upper secondary school levels. It included a joint part in which six fundamental pillars of education, i.e., literacy, sustainability, democracy and human rights, equality, health and welfare, and creativity, formed an ideological foundation for these three school levels. This presentation traces a story behind one of the pillars – sustainability – from when a group of university professors initiated a research and school development project in 2007, called GETA (in English: ActionESD), until two rewritten governmental policies included some of the basic findings of the project. These two policies are the sustainability policy entitled Welfare for the Future in 2010 and the National Curriculum Guide in 2011. When the GETA project was initiated in 2007, in the spirit of UNESCO’s Decade of Education for Sustainable Development, not much was found on sustainability education in the existing curricula from 1999, 2004, and 2006–2007. The GETA group, therefore, set out to analyze the possibilities for installing sustainability education in the curricula (Jóhannesson et al. 2011). The school development work was noticed by the Ministry of Education, and a curriculum analysis key, created by the GETA group, became partly written into the 2010 version (3rd edition) of Welfare for the future where education became a new focus. The existence of the GETA group and its key was not the only factor behind sustainability becoming a fundamental pillar in the curriculum. After the economic collapse, a new left-of-center government came into power. In autumn 2009, its education minister appointed focus groups to work on how the fundamental pillars would appear in the curriculum guides. The ministry appointed two GETA group members, including the presenter, to the focus group on sustainability. The report of the focus group included much of the curriculum analysis key. This is a story where a window of opportunity for sustainability education was opened through research and development, political circumstances, and the expertise of individuals researchers and policy makers. It is based partly on an comparison of relevant documents and partly on participant observations of the presenter who was a member of the research group as well as an advisor to the Ministry of Education, Science, and Culture when the fundamental pillars’ policy was being prepared for the curriculum guide.” (http://www.aare.edu.au/publications-database.php/9465/academic-action-for-sustainability-education-and-the-political-conjuncture-of-opportunities-in-icela).	
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"/>	

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.

Issue ¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<p><i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i></p> <p>http://www.forsaetisraduneyti.is/media/2020/iceland2020.pdf</p> <p>Last revision of Iceland's National Strategy for Sustainable Development (2002), took place in 2009, placing particular emphasis on sustainable consumption and production and education on sustainable development. Iceland 2020 is a newly adopted governmental policy statement encompassing a future vision with 20 measurable macro objectives. Three objectives are directly related to sustainability and green economy (http://www.uncsd2012.org/content/documents/625ICELAND%20-%20contribution%20Rio20.pdf)</p> <p>"In 2011, the Icelandic Ministry of Education, Science, and Culture issued a new National Curriculum Guide for pre-, compulsory, and upper secondary school levels. It included a joint part in which six fundamental pillars of education, i.e., literacy, sustainability, democracy and human rights, equality, health and welfare, and creativity, formed an ideological foundation for these three school levels. This presentation traces a story behind one of the pillars – sustainability – from when a group of university professors initiated a research and school development project in 2007, called GETA (in English: ActionESD), until two rewritten governmental policies included some of the basic findings of the project. These two policies are the sustainability policy entitled Welfare for the Future in 2010 and the National Curriculum Guide in 2011. When the GETA project was initiated in 2007, in the spirit of UNESCO's Decade of Education for Sustainable Development, not much was found on sustainability education in the existing curricula from 1999, 2004, and 2006–2007. The GETA group, therefore, set out to analyze the possibilities for installing sustainability education in the curricula (Jóhannesson et al. 2011). The school development work was noticed by the Ministry of Education, and a curriculum analysis key, created by the GETA group, became partly written into the 2010 version (3rd edition) of Welfare for the future where education became a new focus. The existence of the GETA group and its key was not the only factor behind sustainability becoming a fundamental pillar in the curriculum. After the economic collapse, a new left-of-center government came into power. In autumn 2009, its education minister appointed focus groups to work on how the fundamental pillars would appear in the curriculum guides. The ministry appointed two GETA group members, including the presenter, to the focus group on sustainability. The report of the focus group included much of the curriculum analysis key. This is a story where a window of opportunity for sustainability education was opened through research and development, political circumstances, and the expertise of individuals researchers and policy makers. It is based partly on an comparison of relevant documents and partly on participant observations of the presenter who was a member of the research group as well as an advisor to the Ministry of Education, Science, and Culture when the fundamental pillars' policy was being prepared for the curriculum guide." (http://www.aare.edu.au/publications-database.php/9465/academic-action-for-sustainability-education-and-the-political-conjuncture-of-opportunities-in-icela).</p>	
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"/>	Ministry of Education, Science and Culture.
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</i>
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD and please indicate the Internet address where it is accessible.</i> The Ministry of Education, Science and Culture implemented ESD in new curriculum for pre-school, compulsory school and upper secondary school, which was published in 2011 and contains six fundamental pillars, one of them is ESD (file:///C:/Users/r02suvi/Downloads/adalnrsk_greinask_ens_2014.pdf).

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<p><i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i></p> <p>http://www.forsaetisraduneyti.is/media/2020/iceland2020.pdf</p> <p>Last revision of Iceland’s National Strategy for Sustainable Development (2002), took place in 2009, placing particular emphasis on sustainable consumption and production and education on sustainable development. Iceland 2020 is a newly adopted governmental policy statement encompassing a future vision with 20 measurable macro objectives. Three objectives are directly related to sustainability and green economy (http://www.uncsd2012.org/content/documents/625ICELAND%20-%20contribution%20Rio20.pdf)</p> <p>“In 2011, the Icelandic Ministry of Education, Science, and Culture issued a new National Curriculum Guide for pre-, compulsory, and upper secondary school levels. It included a joint part in which six fundamental pillars of education, i.e., literacy, sustainability, democracy and human rights, equality, health and welfare, and creativity, formed an ideological foundation for these three school levels. This presentation traces a story behind one of the pillars – sustainability – from when a group of university professors initiated a research and school development project in 2007, called GETA (in English: ActionESD), until two rewritten governmental policies included some of the basic findings of the project. These two policies are the sustainability policy entitled Welfare for the Future in 2010 and the National Curriculum Guide in 2011. When the GETA project was initiated in 2007, in the spirit of UNESCO’s Decade of Education for Sustainable Development, not much was found on sustainability education in the existing curricula from 1999, 2004, and 2006–2007. The GETA group, therefore, set out to analyze the possibilities for installing sustainability education in the curricula (Jóhannesson et al. 2011). The school development work was noticed by the Ministry of Education, and a curriculum analysis key, created by the GETA group, became partly written into the 2010 version (3rd edition) of Welfare for the future where education became a new focus. The existence of the GETA group and its key was not the only factor behind sustainability becoming a fundamental pillar in the curriculum. After the economic collapse, a new left-of-center government came into power. In autumn 2009, its education minister appointed focus groups to work on how the fundamental pillars would appear in the curriculum guides. The ministry appointed two GETA group members, including the presenter, to the focus group on sustainability. The report of the focus group included much of the curriculum analysis key. This is a story where a window of opportunity for sustainability education was opened through research and development, political circumstances, and the expertise of individuals researchers and policy makers. It is based partly on an comparison of relevant documents and partly on participant observations of the presenter who was a member of the research group as well as an advisor to the Ministry of Education, Science, and Culture when the fundamental pillars’ policy was being prepared for the curriculum guide.” (http://www.aare.edu.au/publications-database.php/9465/academic-action-for-sustainability-education-and-the-political-conjuncture-of-opportunities-in-icela).</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 type="checkbox"/> No X	<i>Please specify and list major documents.</i>

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"/>	<i>Please specify and list any major document(s).</i> The Ministry of Education, Science and Culture implemented ESD in new curriculum for pre-school, compulsory school and upper secondary school, which was published in 2011 and contains six fundamental pillars, one of them is ESD (file:///C:/Users/r02suvi/Downloads/adalnrsk_greinask_ens_2014.pdf). Governmental agreement – environmental issues/umhverfismál: http://www.stjornarrad.is/Stefnuyfirlýsing/ . Green economy – action plan for ESD 2013: http://www.forsaetisraduneyti.is/verkefni/graena-hagkerfid/																																
Sub-indicator 1.2.2	<i>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?</i> ⁵ The Ministry of Education, Science and Culture implemented ESD in new curriculum for pre-school, compulsory school and upper secondary school, which was published in 2011 and contains six fundamental pillars, one of them is ESD (file:///C:/Users/r02suvi/Downloads/adalnrsk_greinask_ens_2014.pdf).																																
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>If yes, please specify details for (a) and (b).</i></p> <p><i>Please also fill in the table by ticking (✓) as appropriate.</i></p> <table border="1" data-bbox="943 762 1599 1182"> <thead> <tr> <th rowspan="2">ISCED levels</th> <th>(a)</th> <th>(b)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> <td>X</td> </tr> <tr> <td>1. Primary education</td> <td></td> <td>X</td> </tr> <tr> <td>2. Lower secondary education</td> <td></td> <td>X</td> </tr> <tr> <td>3. Upper secondary education</td> <td></td> <td>X</td> </tr> <tr> <td>4. Post secondary non-tertiary education</td> <td></td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td></td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> <td></td> </tr> </tbody> </table>	ISCED levels	(a)	(b)	Yes	Yes	0. Early childhood education		X	1. Primary education		X	2. Lower secondary education		X	3. Upper secondary education		X	4. Post secondary non-tertiary education			5. Short-cycle tertiary education			6. Bachelor's or equivalent level			7. Master's or equivalent level			8. Doctoral or equivalent level		
ISCED levels	(a)		(b)																														
	Yes	Yes																															
0. Early childhood education		X																															
1. Primary education		X																															
2. Lower secondary education		X																															
3. Upper secondary education		X																															
4. Post secondary non-tertiary education																																	
5. Short-cycle tertiary education																																	
6. Bachelor's or equivalent level																																	
7. Master's or equivalent level																																	
8. Doctoral or equivalent level																																	
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?																																

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>.

Yes X No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>In local Agenda 21 and NGOs that work in the environmental sector. It is also welcomed that all the fundamental pillars are included in adult learning course plans.</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>In the agreement between the parties in the new government from 2013.</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> Between the Ministry of Education, Science and Culture and Ministry of Environment.
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> Through a forum on environmental education . There are representatives from different stakeholders , Ministry of Education, Science and Culture and Ministry of Environment.
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> For the forum mentioned in 1.2.6 and through several funds supporting education or NGOs.
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> There is an action plan for SD published by the Prime Minister's Office in 2012 (http://www.forsaetisraduneyti.is/media/Skyrslur/graena-hagkerfid-lokaskyrsla-feb13.pdf). There are representatives from several ministries that take part in the work.
<i>Concluding remarks on issue 1</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD</i>
	<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> The new curriculum for all school levels has been successful because the schools are ready to implement ESD at local level. – <i>What challenges did your country encounter when implementing this objective?</i> It was difficult to reach a common understanding on ESD on all levels. – <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i>

⁶ Between State bodies.

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

Issue 2.	Promote SD through formal, non-formal and informal learning
<p><i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces)</i></p> <p>The University of Iceland now offers a Master’s degree in environmental studies, and many secondary schools and professional schools offer courses in the same, or place a special emphasis on environmental issues in their curriculum. Studies of environmental issues in primary schools are included in many subjects, especially natural sciences but also in subjects such as life skills and home economics. In addition many schools have shown initiative in harmonizing environmental education and general education. Non-governmental organizations also play an important role in disseminating information to the public.</p> <p>“Eco-Schools is one of the five educational programs run by the Foundation for Environmental Education (FEE). It is an international award program that guides schools on their journey towards a sustainable school environment. The program provides a simple framework to help make sustainability an integral part of school life. Eco-Schools can help enhance the curriculum and get the whole school united behind important environmental issues. The program strives to bring about changes in the behavior of young people and those connected to them so that good habits learned in schools are followed through into homes and communities.</p> <p>More than 11 million students in 53 countries around the world participate in the program, which makes it the largest environmental education program in the world. In Iceland, the Eco-School program is run by Landvernd. Each Eco-School forms an environmental committee, and works towards an Eco-Code within the school. Schools can choose to work on up to ten themes and set two-year goals for one or two of them at a time. Landvernd assesses their work and recognizes those who meet the requirements with a Green Flag. The themes are: Water, energy, waste (garbage), native place (local community), transportation, public health (health and wellness), climate change, biodiversity, Local Agenda 21 and landscapes.</p> <p>Eco-Schools is funded by the Ministry for the Environment and Natural Resources and the Ministry of Education, Science and Culture, as well as municipalities throughout the country.” (http://landvernd.is/en/Environmental-Education/Eco-Schools).</p> <p>A study of the role of two non- governmental organisations (NGOs), the Red Cross in Iceland and the Icelandic Church Aid, in promoting education for sustainable development. It is an exploration of whether, and how, the work of NGOs facilitates learning for sustainability. The research framework was developed by consulting theories and research literature on education, human rights, sustainable development, the work of NGOs and evidence of educational actions for sustainable development in the work done by NGOs. The aim of the research project was to explore the way these NGOs work, to consider whether they support bottom-up or top-down development, whether learning is promoted, and what might be learnt from them with regard to UNESCOs’ ideas of education for sustainable development. The main findings of the study are that life-long learning and formal, non-formal and informal education is sustained by the NGOs which prompt cooperation among people and organisations. The NGOs promote democratic behaviour and have a transformative influence on participants, including volunteers and the environment. The findings from the study also show that these two NGOs strengthen the voice of minority groups, influence authorities and promote bottom up development and learning.</p>	
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>Information about ISCED 6, 7 and 8 not available.</p> <table border="1" data-bbox="974 411 1574 523"> <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><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>X</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>								
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹⁰ /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what competences as learning outcomes are important in your country.</i></p> <p><i>Please update the table in appendix I (b) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <p>Information about ISCED 6, 7 and 8 not available.</p> <table border="1" data-bbox="974 842 1574 944"> <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><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>X</td> <td><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"/>	X	<input type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<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>Please specify what methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.</p> <p>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.</p> <p>Information about ISCED 6, 7 and 8 not available.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								

Indicator 2.2 Strategies to implement ESD are clearly identified

Sub-indicator 2.2.1 Is ESD addressed through: (a) existing subjects¹² only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project¹³; (e) other approaches?

(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> <th>(d)</th> <th>(e)</th> </tr> <tr> <th></th> <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>X</td> <td>X</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Primary education</td> <td>X</td> <td>X</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td>X</td> <td>X</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td>X</td> <td>X</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td></td> <td>X</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td>X</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>NA</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>NA</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	X	X				1. Primary education	X	X				2. Lower secondary education	X	X				3. Upper secondary education	X	X	X			4. Post-secondary non-tertiary education		X	X			5. Short-cycle tertiary education		X	X			6. Bachelor's or equivalent level	NA					7. Master's or equivalent level	NA				
ISCED levels 2011		(a)	(b)	(c)	(d)	(e)																																																							
		<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>																																																							
0. Early childhood education		X	X																																																										
1. Primary education		X	X																																																										
2. Lower secondary education		X	X																																																										
3. Upper secondary education		X	X	X																																																									
4. Post-secondary non-tertiary education			X	X																																																									
5. Short-cycle tertiary education			X	X																																																									
6. Bachelor's or equivalent level	NA																																																												
7. Master's or equivalent level	NA																																																												
(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>																																																													
(c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>																																																													
(d) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>																																																													
(e) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>																																																													

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.

	<i>Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).</i>
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.

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	
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	

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>http://www.graenfaninn.landvernd.is/</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="981 443 1561 863"> <thead> <tr> <th data-bbox="981 443 1464 517">ISCED levels 2011</th> <th data-bbox="1464 443 1561 517">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="981 517 1464 560">0. Early childhood education</td> <td data-bbox="1464 517 1561 560">X</td> </tr> <tr> <td data-bbox="981 560 1464 603">1. Primary education</td> <td data-bbox="1464 560 1561 603">X</td> </tr> <tr> <td data-bbox="981 603 1464 646">2. Lower secondary education</td> <td data-bbox="1464 603 1561 646">X</td> </tr> <tr> <td data-bbox="981 646 1464 689">3. Upper secondary education</td> <td data-bbox="1464 646 1561 689">X</td> </tr> <tr> <td data-bbox="981 689 1464 732">4. Post-secondary non-tertiary education</td> <td data-bbox="1464 689 1561 732"></td> </tr> <tr> <td data-bbox="981 732 1464 775">5. Short-cycle tertiary education</td> <td data-bbox="1464 732 1561 775"></td> </tr> <tr> <td data-bbox="981 775 1464 818">6. Bachelor's or equivalent level</td> <td data-bbox="1464 775 1561 818"></td> </tr> <tr> <td data-bbox="981 818 1464 861">7. Master's or equivalent level</td> <td data-bbox="1464 818 1561 861"></td> </tr> <tr> <td data-bbox="981 861 1464 904">8. Doctoral or equivalent level</td> <td data-bbox="1464 861 1561 904"></td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant information is available please also specify (provide examples).</i></p>	ISCED levels 2011	Yes	0. Early childhood education	X	1. Primary education	X	2. Lower secondary education	X	3. Upper secondary education	X	4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level	
ISCED levels 2011	Yes																				
0. Early childhood education	X																				
1. Primary education	X																				
2. Lower secondary education	X																				
3. Upper secondary education	X																				
4. Post-secondary non-tertiary education																					
5. Short-cycle tertiary education																					
6. Bachelor's or equivalent level																					
7. Master's or equivalent level																					
8. Doctoral or equivalent level																					

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. This is included in the local school curriculum plan.</i></p> <p><i>Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate:</i></p> <p><i>(a) For formal institutions:</i></p> <table border="1" data-bbox="981 475 1563 893"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0. Early childhood education</td><td>X</td></tr> <tr><td>1. Primary education</td><td>X</td></tr> <tr><td>2. Lower secondary education</td><td>X</td></tr> <tr><td>3. Upper secondary education</td><td>X</td></tr> <tr><td>4. Post-secondary non-tertiary education</td><td>X</td></tr> <tr><td>5. Short-cycle tertiary education</td><td>X</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="981 986 1563 1404"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0. Early childhood education</td><td>X</td></tr> <tr><td>1. Primary education</td><td>X</td></tr> <tr><td>2. Lower secondary education</td><td>X</td></tr> <tr><td>3. Upper secondary education</td><td>X</td></tr> <tr><td>4. Post-secondary non-tertiary education</td><td>X</td></tr> <tr><td>5. Short-cycle tertiary education</td><td>X</td></tr> <tr><td>6. Bachelor's or equivalent level</td><td></td></tr> <tr><td>7. Master's or equivalent level</td><td></td></tr> <tr><td>8. Doctoral or equivalent level</td><td></td></tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education	X	1. Primary education	X	2. Lower secondary education	X	3. Upper secondary education	X	4. Post-secondary non-tertiary education	X	5. Short-cycle tertiary education	X	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	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		7. Master's or equivalent level		8. Doctoral or equivalent level	
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																																									
7. Master's or equivalent level																																									
8. Doctoral or equivalent level																																									
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																																									
7. Master's or equivalent level																																									
8. Doctoral or equivalent level																																									

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?

Indicator 2.4 ESD is addressed by quality assessment/enhancement systems																																												
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems?: ¹⁶ (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?																																											
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please elaborate.</i> Assessment of ESD is included in the school evaluation of individual schools (http://www.namsmat.is/vefur/ytra_mat_skola/ytra_mat.html).</p> <p><i>Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> </tr> <tr> <th><i>Yes</i></th> <th><i>Yes</i></th> <th><i>Yes</i></th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Primary education</td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td></td> <td></td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> <td></td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this data (i.e., provide examples on how the data was compiled).</i></p>	ISCED levels 2011	(a)	(b)	(c)	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	0. Early childhood education				1. Primary education	X	X		2. Lower secondary education	X	X		3. Upper secondary education	X	X		4. Post-secondary non-tertiary education	X			5. Short-cycle tertiary education	X			6. Bachelor's or equivalent level				7. Master's or equivalent level				8. Doctoral or equivalent level			
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	X																																											
5. Short-cycle tertiary education	X																																											
6. Bachelor's or equivalent level																																												
7. Master's or equivalent level																																												
8. Doctoral or equivalent level																																												
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"/>	<i>Please specify and provide information on new developments and good practice examples.</i> The new evaluation of individual schools (http://www.namsmat.is/vefur/ytra_mat_skola/ytra_mat.html).																																											

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

Sub-indicator 2.5.2	Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) which addresses SD issues?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and provide information on new developments and good practice examples.</i> http://www.lbhi.is/?q=en/vocational_programmes
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 checked="" type="checkbox"/> No <input 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> Related to eco schools in Iceland there is a survey every second year that measures the outcomes of ESD in the schools.
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"/>	<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> Local government and NGOs.
<i>Concluding remarks on issue 2</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning.</i>
	<i>Please address in particular the following questions:</i> <ul style="list-style-type: none"> – <i>Which actions/initiatives have been particularly successful and why?</i> The fundamental pillars in the National Curriculum for all school levels and the implementation phase. – <i>What challenges did your country encounter when implementing this objective?</i> The definition of ESD is very different and no common understanding is in the society for what ESD really means. – <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

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).

If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces). ESD courses are not obligatory in initial teacher training nor in service training, but there are plenty of opportunities for schools to organize teaching and training in this field which the student can attend depending on his interest and motivation. A recent study shows that Icelandic teachers value the educational potentials of the outdoors much more than they fear the possible dangers children could be exposed to. These teachers saw diverse opportunities of the outdoor environment for children's learning, not only as a place for stimulating their play, learning, health, and well-being, but also as a place that could affect children's views and action regarding their environment in a sustainable way. Among the most important implications of this study for school curricula is that many outdoor places afford opportunities for children's learning beyond that which can be done indoors. According to the teachers, these places offer different experiences that children could learn from directly, or these experiences can be used as grounds for discussions that are important for children's learning in many subject areas. This is something that teachers of all school levels can take notice of in their teaching and use the opportunities the neighbourhood offers for children's learning. This should also be considered when schools and their surroundings are designed. Another important implication is to consider whether these findings may focus attention away from the potential risks and dangers connected to the outdoors. The risk discourse seems dominant in relation to using the outdoors in the school curriculum in many countries. Of course, it is important to be aware of the dangers children can face outdoors and take proper precautions to avoid them. Nevertheless, it is important to note the importance of providing children with an opportunity to tackle such dangers instead of avoiding them. Thus circumstances that some teachers may find dangerous can be used to further children's self-esteem and courage. The third implication of the study that we wish to draw attention to concerns how the outdoors can be used in ESD. These teachers' experiences in an ESD project gave them opportunities to connect ESD and the use of the outdoors in children's learning, something that is of value for the design of the school curricula. Teachers' views of how experience and knowledge gained outdoors could affect children's views and action regarding their environment in a sustainable way. Also important are teachers' views about the outdoors as a place for children's participation in society, where they can experience themselves as actors of change. This approach to school curricula can help to make the school a part of the society – as well as help to build a sustainable society. It would be of interest to follow up some of the findings in this study, such as how the teachers saw the connection between indoor and outdoor learning and how they consider the role of the schoolyard or the playground in their teaching. Why teachers in some countries are more afraid to take children outside than those in other countries also needs further investigation (<http://skrif.hi.is/geta>).

Indicator 3.1	ESD is included in the training¹⁸ of educators
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ¹⁹
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>In particular specify what ESD competences²⁰ are explicitly included in the study programmes.</i> No information available.

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 X No	<i>In particular specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.</i> <i>Please also update the information provided under the phase II national implementation reporting in appendix III.</i>
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes X No <input type="checkbox"/>	<i>Please specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional. No information available.</i>
Indicator 3.2 Opportunities exist for educators to cooperate on ESD	
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?
Yes X No <input type="checkbox"/>	<i>Please specify. http://skrif.hi.is/geta/getu_verkefnid/</i>
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²²
Yes X No <input type="checkbox"/>	<i>Please specify how, listing the major ones, and describing them as appropriate. Landvernd is a member Foundation for Environmental Education http://www.landvernd.is/graenfaninn/, Conservation Service of Iceland http://www.land.is/index.php?option=com_content&view=article&id=135 http://www.scientix.eu/web/guest;jsessionid=92F6CC45B1A3B2A41E2F5A3D00123268 http://natturutorg.is/</i>
Concluding remarks issue 3	<i>Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching</i>
	<i>Please address in particular the following questions:</i> – <i>Which actions/initiatives have been particularly successful and why?</i> When municipalities interested in ESD involve teachers of all school levels and other stakeholders to implement the key pillars in the curriculum. – <i>What challenges did your country encounter when implementing this objective?</i> In-service teacher's course for interested teachers. The concept of ESD is complicated and there is a lot of confusion in the discussion. It is a big challenge to keep the discussion at a professional level and not as a political debate. – <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> To motivate all stakeholders for long-term discussion and development.

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.

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"/>	<i>Please describe.</i> The National Centre for Educational Materials, http://nams.is/Languages/English-information/

Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?																					
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in United States dollars (USD)) for annual expenditures on ESD-related research and development. It is a state institution.</i>																					
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 checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	The National Centre for Educational Materials has its own quality control mechanism for teaching material.																					
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 type="checkbox"/> No <input checked="" 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>No information on ISCED 6, 7 and 8.</p> <table border="1" data-bbox="981 683 1563 1098"> <thead> <tr> <th>ISCED levels 2011²³</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>1. Primary education</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>2. Lower secondary education</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>3. Upper secondary education</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td><input type="checkbox"/></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td><input type="checkbox"/></td> </tr> <tr> <td>8 Doctoral or equivalent level</td> <td><input type="checkbox"/></td> </tr> </tbody> </table>		ISCED levels 2011 ²³	Yes	0. Early childhood education	<input checked="" type="checkbox"/>	1. Primary education	<input checked="" type="checkbox"/>	2. Lower secondary education	<input checked="" type="checkbox"/>	3. Upper secondary education	<input checked="" type="checkbox"/>	4. Post-secondary non-tertiary education	<input checked="" type="checkbox"/>	5. Short-cycle tertiary education	<input checked="" type="checkbox"/>	6. Bachelor's or equivalent level	<input type="checkbox"/>	7. Master's or equivalent level	<input type="checkbox"/>	8 Doctoral or equivalent level	<input type="checkbox"/>
ISCED levels 2011 ²³	Yes																					
0. Early childhood education	<input checked="" type="checkbox"/>																					
1. Primary education	<input checked="" type="checkbox"/>																					
2. Lower secondary education	<input checked="" type="checkbox"/>																					
3. Upper secondary education	<input checked="" type="checkbox"/>																					
4. Post-secondary non-tertiary education	<input checked="" type="checkbox"/>																					
5. Short-cycle tertiary education	<input checked="" type="checkbox"/>																					
6. Bachelor's or equivalent level	<input type="checkbox"/>																					
7. Master's or equivalent level	<input type="checkbox"/>																					
8 Doctoral or equivalent level	<input type="checkbox"/>																					
Indicator 4.3	Teaching tools and materials for ESD are accessible																					
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?																					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please describe and in particular highlight what measures are the most efficient for dissemination.</i>																					

²³ Education level in accordance with ISCED.

Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify to what extent by providing an indication of the amount in USD, and please also mention any other significant sources of funding.</i> The Fund for educational materials and the Fund for school development have funded various projects in connection with implementing the fundamental pillars.
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please describe and name in particular official Internet sites.</i> The home page of Námsgagnastofnun: The National Centre for Educational Materials, http://nams.is/Languages/English-information/
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet?; (b) provided through other channels?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>For (a) and (b) please specify and mention by whom it was established and by whom it is managed.</i> (a) homepage of Námsgagnastofnun, The National Centre for Educational Materials, http://nams.is/Languages/English-information/ (b) Soil Conservation Service of Iceland http://www.land.is/index.php?option=com_content&view=article&id=135 , Landvernd is a member Foundation for Environmental Education http://www.landvernd.is/graenfaninn/ , Orkuveita Reykjavíkur http://www.or.is/English/
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>
	<i>Please address in particular the following questions:</i> – Which actions/initiatives have been particularly successful and why? No information available. – What challenges did your country encounter when implementing this objective? To promote materials and tools to the school community. – Which other considerations have to be taken into account in future ESD implementation concerning this objective? In Iceland we are organizing a new school institution, merging of The National Centre for Educational Materials and The Institution of Evaluation and Testing. This new institution is supposed to develop methods of producing quality educational materials using modern technology.
Issue 5.	Promote research on and development of ESD
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 5.1	Research²⁴ on ESD is promoted

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

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> Various projects within The School of Education at the University of Iceland http://netla.hi.is/greinar/2009/007/01/index.htm http://www.aare.edu.au/publications-database.php/9465/academic-action-for-sustainability-education-and-the-political-conjuncture-of-opportunities-in-icela http://vefir.hi.is/kennaramenntun/bryn-mal/mikilv%C3%A6gir-malaflokkar/menntun-til-sjalfb%C3%A6rni/ http://skrif.hi.is/geta/
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>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: ²⁶ (a) for the master's level?; (b) for the doctorate level?; (2) addressing ESD: (a) for the master's level?; (b) for the doctorate level?
(1) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify what programmes are available and list the most important academic dissertations that address ESD.</i> School for renewable energy science in collaboration of the University of Iceland and University of Akureyri Master of Coastal and Marine Management http://hsvest.is/masters_program/ A master's degree in environmental and natural resources, http://www.hi.is/en/von/faculty_of_earth_sciences/studies/environment_and_natural_resources
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?

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.

(a) Yes No X (b) Yes No X	<i>Please provide information on (a) and (b).</i>
Indicator 5.2 Development of ESD is promoted	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? ²⁷
Yes <input type="checkbox"/> No X	<i>Please specify what main projects were/are being implemented to that end.</i>
Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ²⁸ to share the results of research and examples of good practices in ESD ²⁹ among authorities and stakeholders?
Yes <input type="checkbox"/> No X	<i>Please specify and provide information about where published research and dissertations are accessible.</i>

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

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

²⁹ E.g., the “participatory approach”; links to local, regional and global problems; an integrative approach to environmental, economic and social issues; an orientation to understanding, preventing and solving problems.

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
(a) Yes <input type="checkbox"/> No X (b) Yes <input type="checkbox"/> No X	<i>Please name the major publications for (a) and (b).</i>
<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> Cooperation between universities (http://skrif.hi.is/geta/) – <i>What challenges did your country encounter when implementing this objective?</i> To promote a long term commitment on the subject. – <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"/>	<i>Please specify concrete networks and explain who supports these networks. UNICE, Committee on environmental policy, Nordic Baltic committee on sustainable development on education.</i>
Sub-indicator 6.1.2	Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes X No <input type="checkbox"/>	<i>Please specify. List major networks. No information.</i>
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes <input type="checkbox"/> No X	<i>Please specify and list the major ones.</i>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?

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

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please list and describe.</i> The Geothermal Training Programme of the United Nations University, http://unugtp.is/ The UNU Fisheries Training Programme is a postgraduate training programme, http://www.unuftp.is/ The United Nations University - Land Restoration Training programme, http://www.unulrt.is/
<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>
	<i>Please address in particular the following questions:</i> - <i>Which actions/ initiatives have been particularly successful and for which reason?</i> There are various networks within the Nordic countries based on Nordic support. - <i>What challenges did your country encounter when implementing this objective?</i> Since 2008 there are difficulties in financing international cooperation because of long distance and it is also a challenge to find a number of qualified individuals because of the size of the nation. - <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> It's a consideration for the country to increase global thinking and awareness and promote international networks.
Issue 7. Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD	
<i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i> There are no indigenous people in Iceland.	
<i>What the role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.</i>	
Issue 8. Describe any challenges and obstacles encountered in the implementation of the Strategy	
<i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i>	
<i>Please in particular discuss any challenges and obstacles encountered that were not yet mentioned in the concluding remarks on the implementation of the Strategy's main objectives (issues 1–6). There are no further remarks.</i>	
Issue 9. Future implementation of Education for Sustainable Development	
<i>Is there a political commitment/an indication that ESD implementation will continue to be supported after the end of phase III of the UNECE Strategy for ESD and after the United Nations Decade of ESD in your country? If yes, is there already an indication of implementation priorities? Yes, because our commitment is through the National Curriculum Guide for all school levels and there are no plans to change them. There are no particular implementation priorities.</i>	

Appendix I (a)

Indicator 2.1, sub-indicator 2.1.1

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

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

Some key themes covered by sustainable development	ISCED Levels 2011								
	0	1	2	3	4	5	6	7	8
Peace studies (e.g., international relations, security and conflict resolution, partnerships)									
Ethics and philosophy	X	X	X	X	X	X			
Citizenship, democracy and governance	X	X	X	X	X	X			
Human rights (e.g., gender and racial and intergenerational equity)	X	X	X	X	X				
Poverty alleviation		X	X	X					
Cultural diversity	X	X	X	X	X	X			
Biological and landscape diversity					X	X			
Environmental protection (waste management, etc.)	X	X	X	X	X	X			
Ecological principles/ecosystem approach					X	X			
Natural resource management (e.g., water, soil, mineral, fossil fuels)			X	X	X	X			
Climate change		X	X	X	X	X			
Personal and family health (e.g., HIV/AIDS, drug abuse)		X	X	X					
Environmental health (e.g., food and drinking; water quality; pollution)	X	X	X	X	X	X			
Corporate social responsibility		X	X	X	X	X			
Production and/or consumption patterns		X	X	X	X	X			
Economics				X	X	X			
Rural/urban development			X	X	X	X			
Total	6	11	13	14	14	13			
Other <i>(countries to add as many as needed)</i>									

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

The scoring key for this table (maximum 153 ticks; “other” categories not counted) is:

No. of ticks	0–9	10–16	17–39	40–75	76–112	113–153
Scale	A	B	C	D	E	F

Appendix I (b)

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum³¹/programme of study at various levels of formal education, by filling in the table below. (Please tick (✓) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)

Table of learning outcomes

Competence	Expected outcomes	ISCED Levels								
		0	1	2	3	4	5	6	7	8
Learning to learn Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?	X	X	X	X	X	X			
	- understanding complexity/systemic thinking?		X	X	X	X	X			
	- overcoming obstacles/problem-solving?		X	X	X	X	X			
	- managing change/problem-setting?		X	X	X	X	X			
	- creative thinking/future-oriented thinking?		X	X	X	X	X			
	- understanding interrelationships across disciplines/holistic approach?		X	X	X	X	X			
	Total	1	6	6	6	6	6			
	- other (countries to add as many as needed)?									
- No information on ISCED 6, 7 and 8.										
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			
	- decision-making, including in situations of uncertainty?		X	X	X	X	X			
	- dealing with crises and risks?		X	X	X	X	X			
	- acting responsibly?	X	X	X	X	X	X			
	- acting with self-respect?	X	X	X	X	X	X			
	- acting with determination?	X	X	X	X	X	X			
	Total	3	6	6	6	6	6			
	- other (countries to add as many as needed)?									

³¹ At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels									
		0	1	2	3	4	5	6	7	8	
Learning to be Does education at each level enhance learners' capacity for:	- self-confidence?	X	X	X	X	X	X				
	- self-expression and communication?	X	X	X	X	X	X				
	- coping under stress?										
	- ability to identify and clarify values (<i>for phase III</i>)?		X	X	X	X	X				
	Total	2	3	3	3	3	3				
	- 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				
	- acting with respect for others?	X	X	X	X	X	X				
	- identifying stakeholders and their interests?			X	X	X	X				
	- collaboration/team working?	X	X	X	X	X	X				
	- participation in democratic decision-making?	X	X	X	X	X	X				
	- negotiation and consensus-building?	X	X	X	X	X	X				
	- distributing responsibilities (subsidiarity)?	X	X	X	X	X	X				
	Total	6	6	7	7	7	7				
	- other (<i>countries to add as many as needed</i>)?										
	-										

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

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

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

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

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

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy ^a	ISCED Levels								
	0	1	2	3	4	5	6	7	8
Discussions	X	X	X	X	X	X			
Conceptual and perceptual mapping									
Philosophical inquiry									
Value clarification				X	X	X			
Simulations; role playing; games	X	X	X						
Scenarios; modelling	X	X	X						
Information and communication technology (ICT)	X	X	X	X	X	X			
Surveys				X	X	X			
Case studies			X	X					
Excursions and outdoor learning	X	X	X	X	X	X			
Learner-driven projects	X	X	X	X	X	X			
Good practice analyses									
Workplace experience			X	X	X	X			
Problem-solving	X	X	X	X	X	X			
Total									
Other (countries to add as many as needed)	7	7	9	9	8	8			

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

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

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

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

Appendix II

Indicator 2.6, sub-indicator 2.6.1

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

Table (a)

According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	<i>Formal</i>	<i>Non-formal</i>	<i>Informal</i>
NGOs		✓	✓
Local government	✓		
Organized labour		✓	✓
Private sector		✓	✓
Community-based		✓	✓
Faith-based			
Media			✓
Total	1	4	5
Other <i>(countries to add as many as needed)</i>			

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

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

Table (b)

According to United Nations Decade of ESD

Stakeholders	Classification by United Nations Decade of ESD				
	<i>Public awareness</i>	<i>Quality education</i>	<i>Reorienting education</i>	<i>Training</i>	<i>Social learning</i>
NGOs	X			X	
Local government	X			X	
Organized labour	X				
Private sector	X				
Community-based	X				
Faith-based	X				
Media	X				
Total	6			2	
Other (<i>countries to add as many as needed</i>)					

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

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

Appendix III

Indicator 3.1, sub-indicator 3.1.3

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

ISCED levels	Percentage of education professionals who have received training ^a to integrate ESD into their practice																	
	<i>Educators</i>						<i>Leaders/administrators^b</i>											
	<i>Initial^c</i>			<i>In service^d</i>			<i>In service^e</i>											
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0.												X						X
1.												X						X
2.												X						X
3.												X						X
4.											X						X	
5.									X						X			
6.									X						X			
7.									X						X			
8.									X						X			
Non-formal									X						X			
Informal									X						X			

^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 checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 1.3	National policies support synergies between processes related to SD and ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.1	SD key themes are addressed in formal education	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.2	Strategies to implement ESD are clearly identified	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.3	A whole-institution approach to ESD/SD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.4	ESD is addressed by quality assessment/enhancement systems	<input checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice	<input checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.6	ESD implementation is a multi-stakeholder process	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 3.1	ESD is included in the training of educators	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 3.2	Opportunities exist for educators to cooperate on ESD	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.1	Teaching tools and materials for ESD are produced	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.3	Teaching tools and materials for ESD are accessible	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.1	Research on ESD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.2	Development of ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input 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 checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed