

INFORMAL COUNTRY REPORTS

DENMARK

Report on the progress in the implementation of the UNECE Strategy for Education for Sustainable Development

(a) To ensure that there is an education for sustainable development (ESD) school plan in every school by 2015

Since 2005, sustainable development has been incorporated in connection with the revision of goal descriptions, curricula and guidelines. The curricula for the Danish Folkeskole's (primary and lower secondary school) teaching of natural science/technology, biology, geography, physics/chemistry has been coordinated concerning progression and to formulate identical goals. Sustainable development is incorporated as an element in the curricula for the subjects of biology, physics, natural geography and social sciences in upper secondary education. Different associations work together with the Ministry of Education to help schools to implement ESD including conferences for teachers, developing teaching materials etc.

A special web-site for teachers on ESD has been developed: <http://ubu.emu.dk>. The site also includes projects, special information for different parts of the school system, links to main actors including municipal efforts, calendar for activities, link to international websites.

(b) To promote the introduction of ESD into teacher education;

ESD can be found in relevant subjects within the new Danish teacher education. In some subjects, like wood- & metal work, ESD plays a major role, constituting one of four areas of competence (each with several "knowledge"- and "skill"-objectives for the student). In other subjects, like social studies, ESD plays a more limited role. Here ESD is expressed in a few "knowledge"- and "skill"- objectives. Thus, the role of ESD in the Danish ITE will depend to a great deal on the main subjects of the students. Furthermore, the new Danish ITE introduces the idea of cross-subject modules. This means that "sustainable development" could be an obvious theme of a module that links several subjects of study, including e.g. home economics, biology and social studies.

(c) To reorient technical and vocational education and training in support of sustainable development and the transition to a green economy.

To reorient technical and vocational education and training in support of sustainable development and the transition to a green economy. The VET-education in Denmark is a dual education changing between theoretical education at a school and practical education in a

company. The education has very much content on the basis of cooperation with the social partners. Subjects as sustainability and green economy are therefore parts of the on-going process with adapting the education to the labour market's needs. Examples of specific reorientation are: Centres of Excellence challenges qualified students from vocational schools to be engaged in subjects about sustainability and green economic subjects. Different projects about innovation and sustainability in VET funded by the Ministry.
