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Sixth Ministerial Conference
“Environment for Europe”
Belgrade, 10 – 12 October 2007
Item 3 of the provisional agenda

Steering Committee on Education
for Sustainable Development

JOINT SESSION ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

**IMPLEMENTATION OF THE UNECE STRATEGY FOR
EDUCATION FOR SUSTAINABLE DEVELOPMENT: FIRST PHASE (2007) ***

Report submitted by Norway

Note by the secretariat

This report is submitted in accordance with the decisions of the UNECE Steering Committee on Education for Sustainable Development (ESD) at its first and second sessions, which took place in Geneva from 13 to 14 December 2005 and from 4 to 5 December 2006 respectively (CEP/AC.13/2005/7 and ECE/CEP/AC.13/2006/3). According to these decisions, a pilot reporting exercise by countries was launched to assess progress in the implementation of the UNECE Strategy for ESD. The Steering Committee decided to make these reports available as input documents for the joint session on ESD at the Sixth Ministerial Conference “Environment for Europe”. The pilot reporting exercise has been carried out in cooperation with UNESCO within the framework of the United Nations Decade of Education for Sustainable Development (2005-2014).

This report was submitted by the Norwegian Directorate for Education and Training.

* This report is reproduced in the language in which it was received and its text is submitted as received from the authors.



(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 on or contributed to its preparation; how the stakeholders were consulted and how the outcome of this consultation was taken into account; and the material used as a basis for the report.

In order to ensure good quality of the National Implementation Report, the Norwegian Directorate for Education and Training has evaluated the implementation of the UNECE strategy for ESD in a participatory manner. The report has been prepared through a transparent consultative process involving a group of members from the Ministry of Education, the Ministry of Environment and the Norwegian University of Life Sciences. Other relevant stakeholders who have been consulted include institutions involved in the networking resource www.miljolare.no, such as the Ministry of Children and Equality, Ministry of Agriculture and Food, the Norwegian Consumer Council, Ideas Bank, Green Lifestyle and the biological consortium Sabima. The outcomes of these consultations have been taken into account and various documents have been used as a basis for the report:

- a. The UNECE Strategy for ESD (CEP/AC.13/2005/3/ Rev.1).
- b. Vilnius framework for the implementation of the Strategy for ESD (CEP/AC.13/2005/2/Rev.1).
- c. Explanatory notes to the draft UNECE Strategy on ESD (CEP/AC.13/2004/8/Add.2).
- d. Draft Work Plan for the implementation of the UNECE Strategy on ESD (CEP/AC.13/2005/8).
- e. UNECE Strategy for ESD: Guidance for reporting.

The curriculum for the 10-year compulsory school in Norway.

(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.)

A strong policy framework exists in Norway calling for interdisciplinary values- and action-oriented ESD for all children. The Norwegian national curriculum guideline for primary, lower and upper secondary schools contains a separate chapter on the environmentally aware human being, which stresses that the principles for ESD should be implemented in all Norwegian schools. However, insufficient annual financial support from central authorities is an obstacle to the implementation.

Issue ² 1. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD	
A strong policy framework exists in Norway calling for interdisciplinary, values- and action-oriented ESD for all children. Given this official framework of legitimacy for ESD, the central policy question then becomes how to mainstream and implement this kind of education for all children in all schools.	
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 ³ language(s)?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify languages</i> .In Norway, we use the English version.
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"/>	We have two focal points: Astrid Sandås from the Norwegian Directorate for Education and Training and Sylvi Ofstad from the Ministry of Environment.
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</i> The participating institutions involved in the resource network www.miljolare.no , which includes 12 themes related to ESD (e.g. consumption, resources and global distribution, conflicts of interest, energy, biological diversity, participation and democracy, and climate and air quality) represent a coordinating body.
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.</i> There is an implementation plan for primary, lower secondary and secondary schools.
Sub-indicator 1.1.5	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the UN Decade of ESD ⁴ , and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> The curriculum is based on the concepts of ESD as defined by the UN Decade for Education for Sustainable Development, the European strategy for ESD by the United Nations Economic Commission for Europe.

³ 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 substate entities.

⁴ 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 ⁵ document(s)?																																																	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and list major document(s)</i></p> <p>“National action plan for education for sustainable development in the primary, lower secondary and secondary school”</p> <p>Report to the Stortinget 30 (2003-2004) “Culture for learning”</p> <p>The curriculum for the 10-year compulsory school in Norway.</p>																																																	
Sub-indicator 1.2.2	Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards/ordinances/ requirements; at all levels of formal education, as understood by your education system in accordance with ISCED? ⁶																																																	
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.</i></p> <table border="1"> <thead> <tr> <th rowspan="2">ISCED⁷</th> <th colspan="2">(a)</th> <th colspan="2">(b)⁸</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>x</td> <td></td> <td>x</td> <td></td> </tr> <tr> <td>2</td> <td>x</td> <td></td> <td>x</td> <td></td> </tr> <tr> <td>3</td> <td>x</td> <td></td> <td>x</td> <td></td> </tr> <tr> <td>4</td> <td>x</td> <td></td> <td>x</td> <td></td> </tr> <tr> <td>5⁹</td> <td>x</td> <td></td> <td>x</td> <td></td> </tr> <tr> <td>6</td> <td>x</td> <td></td> <td>x</td> <td></td> </tr> <tr> <td>Teacher education</td> <td></td> <td>x</td> <td></td> <td>x</td> </tr> </tbody> </table>	ISCED ⁷	(a)		(b) ⁸		Yes	No	Yes	No	0					1	x		x		2	x		x		3	x		x		4	x		x		5 ⁹	x		x		6	x		x		Teacher education		x		x
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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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>The importance of non-formal and informal learning is recognized, and aims to be achieved through organizations and services complementing the formal system.</p>																																																	

⁵ Policy documents may include national strategies, plans, programmes, guidelines and the like.

⁶ International Standard Classification of Education (ISCED), UNESCO, 1997 (http://www.unesco.org/education/information/nfsunesco/doc/iscsed_1997.htm).

⁷ Education level in accordance with ISCED.

⁸ National curricula and/or national standards/ordinances/requirements.

⁹ For higher education institutions when answering: (1) regarding national legislation: this objective is focussing 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 R&D, university organisation and studies acts, or general laws of higher educations.**; (2) regarding national and/or national standards/ ordinances/ requirements: special attention shall be devoted to indications of linking systems of **quality assurance and accreditation** (with regard to the Bologna process) for higher educations institutions with ESD, as well as to **regulations of study programmes and study fields** which reflect the principles of ESD.

Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> Awareness rising is addressed in order to change behaviour in favour of sustainable development.
Sub-indicator 1.2.5	Does a formal structure for interdepartmental ¹⁰ cooperation relevant to ESD exist in your government?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> There is a cooperation between the Ministry of Education, the Norwegian Directorate for Education and Training and the Ministry of Environment.
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your government? ¹¹
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> www.miljolare.no
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> The Financial Department has provided a separate section in this year's budget for SD, including 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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i>
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>A National Plan has been developed for ESD relating to the Lifelong Learning Programme. Subject curricula specifies topics and methods for integrating an interdisciplinary sustainable development perspective in various school subjects. The curriculum is based on and endorses the principles of sustainable development as set forth by the World Commission on Environment and Development and the Rio and Johannesburg conferences, as well as Norway's own official Strategy for Sustainable Development, launched in spring 2004. Principles such as pupil participation in forming their own learning processes, an inquiry approach, global perspectives and education for citizenry are well integrated into the curriculum.</p>	

¹⁰Between state bodies.

¹¹For explanation see paragraph 46 of the Strategy.

Indicator 2.1 SD key themes are addressed in formal education.													
Sub-indicator 2.1.1	Are key themes of SD ¹² addressed explicitly in the curriculum ¹³ /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: please specify in the table in Annex 1 (a) and use the scale. Indicate the results in the box below.</i> <table border="1"> <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><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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹⁴ /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify in the table in Annex 1 (b) and use the scale. Indicate the results in the box below.</i> <table border="1"> <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><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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								

¹² For explanation see paragraph 15 of the Strategy.

¹³ At the state level, where relevant.

¹⁴ See footnote 14.

Indicator 2.2 Strategies to implement ESD are clearly identified.																																																																																																		
Sub-indicator 2.2.1	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																																																																																																	
(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"/> (d) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: For (a)–(d) please specify for different levels of education system in accordance with ISCED in the table by ticking (V) as appropriate.</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th rowspan="2">ISCED levels</th> <th colspan="2">(a)</th> <th colspan="2">(b)</th> <th colspan="2">(c)</th> <th colspan="2">(d)</th> </tr> <tr style="background-color: #cccccc;"> <th>Yes</th> <th>No</th> <th>No</th> <th>Yes</th> <th>Yes</th> <th>No</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr><td style="background-color: #cccccc;">0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="background-color: #cccccc;">1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="background-color: #cccccc;">2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="background-color: #cccccc;">3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="background-color: #cccccc;">4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="background-color: #cccccc;">5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="background-color: #cccccc;">6</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="background-color: #cccccc;">Teacher education</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>									ISCED levels	(a)		(b)		(c)		(d)		Yes	No	No	Yes	Yes	No	Yes	No	0									1									2									3									4									5									6									Teacher education								
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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.

Indicator 2.3 A whole-institution approach ¹⁸ to ESD/SD is promoted.																													
Sub-indicator 2.3.1	Do educational institutions ¹⁹ adopt a “whole-institution approach” to SD/ESD?																												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: please specify for all levels of your education system in accordance with ISCED in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</i></p> <table border="1"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> </tr> <tr> <td>Teacher education</td> <td></td> <td></td> </tr> </tbody> </table>		ISCED levels	Yes	No	0			1			2			3			4			5			6			Teacher education		
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¹⁸A “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).

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

Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support “a whole institution approach to SD/ESD”?																											
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify what schemes are available for all levels of your education system in accordance with ISCED in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</i></p> <table border="1"> <thead> <tr> <th>ISCED levels</th><th>Yes</th><th>No</th></tr> </thead> <tbody> <tr><td>0</td><td></td><td></td></tr> <tr><td>1</td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td></tr> <tr><td>Teacher education</td><td></td><td></td></tr> </tbody> </table>	ISCED levels	Yes	No	0			1			2			3			4			5			6			Teacher education		
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Sub-indicator 2.3.3	Do institutions/learners develop their own SD indicators for their institution/organization?																											
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Phase II: Please specify for all levels of your education system in accordance with ISCED, in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</i></p> <table border="1"> <thead> <tr> <th>ISCED levels</th><th>Yes</th><th>No</th></tr> </thead> <tbody> <tr><td>0</td><td></td><td></td></tr> <tr><td>1</td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td></tr> <tr><td>Teacher education</td><td></td><td></td></tr> </tbody> </table>	ISCED levels	Yes	No	0			1			2			3			4			5			6			Teacher education		
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Indicator 2.4 ESD is addressed by quality assessment/enhancement systems.					
Sub-indicator 2.4.1	Are there any education quality assessment/enhancement systems that include criteria on ESD ²⁰ in: (a) national systems? (b) other?				
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify for various levels of your education system in accordance with ISCED, in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</i>				
	ISCED levels	(a)		(b)	
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	6				
	Teacher education				
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>Phase II: Please specify.</i> ²¹				
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>Phase II: Please specify and provide examples.</i>				
Sub-indicator 2.5.3	Are there any instruments (e.g. research, survey, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?				
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.</i>				

²⁰For 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).

²¹Please describe how this is done – for example, 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 <input checked="" type="checkbox"/> No <input type="checkbox"/>		Phase II: Please specify in the table in Annex 2 (a) and (b) and use the scale. Indicate the results in the boxes below.										
		(a) according to the UNECE Strategy on ESD						(b) according to the UN DESD				
		A	B	C	D	E	F	A	B	C	D	E
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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)												
Teacher training in ESD has still not been fully developed and integrated.												
Indicator 3.1 ESD is included in the training ²³ of educators.												
Sub-indicator 3.1.1		Is ESD a part of the initial educators' training? ²⁴										
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Phase II: Please specify by filling in the table in Annex 3.										
Sub-indicator 3.1.2		Is ESD a part of the educators' in-service training? ²⁵										
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Phase II: Please specify by filling in the table in Annex 3.										
Sub-indicator 3.1.3		Is ESD a part of training of leaders and administrators of educational institutions?										
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Phase II: Please specify by filling in the table in Annex 3.										
Indicator 3.2 Opportunities exist for educators to cooperate on ESD.												
Sub-indicator 3.2.1		Are there any networks / platforms of educators and/or leaders/administrators who are involved in ESD in your country?										
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Phase II: Please specify.										
Sub-indicator 3.2.2		Are ESD networks/platforms supported by the government in any way? ²⁶										
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Please specify how. Please list major ones and describe as appropriate. The resource network www.miljolare.no is supported by the Norwegian Directorate for Education and Training. Participation in Comenius II activities, promoting teacher training, are encouraged. The National Agency, Senter for internasjonalisering av høyere utdanning (SIU) provides funding for this.										

²²For 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).

²³ESD is addressed by content and/or by methodology.

²⁴For higher education institutions: The focus is here on existing **teacher training universities/colleges** regarding SD and ESD for university/college teachers.

²⁵For 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.

²⁶Including assistance through direct funding, in-kind help, political and institutional support.

Issue 4. ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE																															
<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>Using the websites www.miljolare.no and www.sustain.no, pupils find information about themes related to sustainable development and enter the results of their own work. The intention of the programmes are to promote intersectoral co-operation and action-oriented learning in the local environment, and to integrate global perspectives. The school has the opportunity to present its work to the public and to exchange ideas and co-operate with other schools. Up-to-date environmental information is ensured by linking www.miljolare.no with www.miljostatus.no, the Ministry of Environment's website providing information on the Norwegian state of the environment.</p>																															
Indicator 4.1 Teaching tools and materials for ESD are produced.																															
Sub-indicator 4.1.1	Does a national strategy/ mechanism for encouragement of development and production of ESD tools and materials exist?																														
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe.</i></p> <p>“National action plan for education for sustainable development in the primary, lower secondary and secondary school”</p>																														
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?																														
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify to what extent public authority money is invested in this activity, by providing an indication of the amount (in USD) referring to the amount of ESD-related research and development expenditures, annually.</i></p>																														
Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist.																															
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities? (b) approved by public authorities? (c) tested and recommended for selection by educational institutions?																														
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase I: for (a) and (b) please describe. All material in www.miljolare.no have been quality assured based on guidelines developed by public authorities.</i></p>																														
(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c) please also describe.</i></p>																														
(c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>																															
Sub-indicator 4.2.2	Are ESD teaching tools / materials available: (a) in national languages? (b) for all levels of education according to ISCED?																														
	<p><i>Phase I: For (a) please specify. www.miljolare.no</i></p>																														
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: For (b) please specify in the table by ticking (V) as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th style="padding: 5px;">ISCED levels</th> <th colspan="2" style="padding: 5px;">(b)</th> </tr> <tr style="background-color: #cccccc;"> <th style="padding: 5px;"></th> <th style="padding: 5px;">No</th> <th style="padding: 5px;">Yes</th> </tr> </thead> <tbody> <tr><td style="padding: 5px;">0</td><td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">1</td><td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">2</td><td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">3</td><td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">4</td><td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">5</td><td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">6</td><td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> <tr style="background-color: #cccccc;"><td style="padding: 5px;">Teacher education</td><td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> </tbody> </table>	ISCED levels	(b)			No	Yes	0			1			2			3			4			5			6			Teacher education		
ISCED levels	(b)																														
	No	Yes																													
0																															
1																															
2																															
3																															
4																															
5																															
6																															
Teacher education																															
(b) Yes <input checked="" type="checkbox"/> No <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 checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please describe.</i>
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 referring to the amount of ESD related R&D expenditures, annually.</i> About 250,000 EURO per year
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.</i> www.miljolare.no www.sustain.no
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in 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. A) www.miljolare.no b) The Norwegian Broadcasting Corporation (NRK), and other media.</i>
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 Research ²⁷ on ESD is promoted.	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁸ supported?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period, and if feasible, as % of the total research budget.</i>
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.</i>

²⁷These includes support from various sources, such as state, local authorities, business and non-governmental sources.

²⁸E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of ICT; means of evaluation including socio-economic impacts.

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 <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>Phase II: Please specify for (1) (a) and (b); (2) (a) and (b).</i>
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 <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify for (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? ³⁰
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period.</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 ³¹ to share the results of research and examples of good practices in ESD ³² among authorities and stakeholders?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: please specify and provide the total amount annually over the reporting period.</i>
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase I: For (a) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i> <i>Phase II: For (b) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i>

²⁹ ESD is addressed by substance and/or by approach.

³⁰ Activities may include pilot projects, action research, social learning, multi-stakeholder teams.

³¹ E.g. conferences, summer schools, journals, periodicals, networks.

³² E.g. 'participatory approach'; links to local, regional and global problems; integrative approach to environmental, economic and social issues; orientation to understanding, preventing and solving problems.

Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION	
<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 Norwegian Directorate for Education and Training and Noragric (Department for International Environment and development Studies) at the Norwegian University of Life Sciences have the coordinating responsibility for the Comenius 3 network “Schools as Centres for Developing a Sustainable Tomorrow”, which will expectantly be launched in September 2007. In order to establish international common educational goals and practices, a group of public authorities, research institutions, higher educational institutions, NGOs and private companies from 16 EU Member States and 3 non-EU Member States representing 33 institutions, has cooperated in developing this network, which is a part of the ENSI strategic plan 2006-2010. The vision for SCDST is to promote an education system that contributes to sustainable development. The network aims to endorse schools as science and knowledge centres in their local community, and to support effective cooperation among schools, between schools and research institutions, and between schools and their communities consisting of management agencies, NGOs and local businesses.</p>	
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify for national, subnational and local levels and list major networks.</i>
Sub-indicator 6.1.2	Do educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify. List major networks.</i> ENSI, Baltic 21, IUCNs Consumer network CEE, the Globe Programme and the United Nation’s YouthXchange programme.
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: 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 UNECE region?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please list and describe.</i> By participating in ENSI and by coordinating the Comenius 3 network SCDST, Norway has establish cooperation with countries outside the UNECE region such as Australia, Costa Rica, Malaysia, Macedonia, and Switzerland.
Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLE IN ESD	
<p><i>Provide relevant information on your country situation regarding this specific issue. (up to 2,000 characters with spaces). Please be as specific as possible.</i></p> <p>The curriculum for the 10-year compulsory school in Norway considers the specific need for the Sami people. The Directorate for Integration plays an essential role in promoting knowledge of Norway’ s indigenous people in ESD.</p>	
<i>Phase II: Please provide the updated information to indicate changes over time.</i>	
<i>Phase III: please provide the updated information to indicate changes over time.</i>	

³³ In this context, “international associations, working groups, programmes, partnerships etc. covers “global”, “regional” and “subregional”.

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. Lack of research into ESD issues, lack of competencies in teacher education and interdisciplinary cooperation are challenges and obstacles related to the implementation of ESD in Norway.
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.

Annex 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 sustainable development.)

Some key themes covered by sustainable development	ISCED Levels					
	0	1	2	3	4	5
Peace studies (international relations, security and conflict resolution, partnerships, etc.)						
Ethics and philosophy						
Citizenship, democracy and governance						
Human rights, (including gender, 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 (including water, soil, mineral, fossil fuels, etc...)						
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 The indicator will be reflected by (a) a scale based on the sum of ticks and (b) changes in the pattern of response between subsequent reports.

The assessment 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

Annex 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 curriculum³⁴/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 sustainable development.)

Table of learning outcomes

Competence	Expected outcomes	ISCED Levels					
		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)						
Learning to do Does education at each level enhance learners' capacity for:	-						
	Expected outcomes	0	1	2	3	4	5
	- 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						
Learning to be Does education at each level enhance learners' capacity for:	Total						
	- other (countries to add as many as needed)						
	-						
	Expected outcomes	0	1	2	3	4	5
	- self-confidence						
	- self-expression and communication						
	- coping under stress						
	- ability to identify and clarify values (for phase III)						

³⁴ At state level, where relevant.

Learning to live and work together Does education at each level enhance learners' capacity for:	Total						
	- other (<i>countries to add as many as needed</i>)						
	-						
	Expected outcomes	0	1	2	3	4	5
	- 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 (<i>countries to add as many as needed</i>)						
	-						

NB The indicator will be reflected by (a) a scale based on the sum of ticks and (b) changes in the pattern of response between subsequent reports.

The assessment 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

Annex II

Indicator 2.6, sub-indicator 2.6.1

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

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 assessment 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 UN DESD

Stakeholders	Classification by UN DESD				
	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 assessment 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

Annex 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	% of education professionals who have received training ³⁵ to integrate ESD into their practice: (see key below)																	
	Educators												Leaders/administrators ³⁶					
	<i>Initial*</i>						<i>In service**</i>						<i>In service***</i>					
	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 assessment key for this table (max. 100%) is:

% 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 % of educators who have received initial training on ESD to total number of educators by the reporting date.
- ** Please indicate the % of educators who have received training on ESD to total number of educators who received in-service teacher training by the reporting date.
- *** Please indicate the % of leaders/administrators who have received training on ESD to total number of leaders/administrators who received in-service teacher training by the reporting date.

³⁵ Training is understood to include at least one day (a minimum of 5 contact hours).

³⁶ Paragraphs 54 and 55 of the UNECE Strategy on ESD.

Annex IV

Summary and self-assessment ³⁷ by countries:

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

³⁷ 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. For the self-assessment, the sub-indicators having the status of "proposed" should be ignored.