



# Economic and Social Council

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## Economic Commission for Europe

### Committee on Environmental Policy

#### United Nations Economic Commission for Europe Steering Committee on Education for Sustainable Development

##### Thirteenth meeting

Geneva, 3 and 4 May 2018

Item 6 of the provisional agenda

**Preparations for the next (2017–2019) mandatory reporting cycle under the Strategy**

### **Format for reporting on the implementation of the UNECE Strategy for Education for Sustainable Development (2017–2019)**

#### *Summary*

By its terms of reference, the United Nations Economic Commission for Europe (ECE) Steering Committee for Education for Sustainable Development is charged with monitoring progress in the implementation of the UNECE Strategy for Education for Sustainable Development (ECE/CEP/BATUMI.CONF/2016/11, annex II, para. 4 (d)).


On 1 October 2018, States participating in the Strategy are due to submit their national implementation reports. Reports are expected to reflect the progress made in the implementation of the Strategy at the national or State level during the next implementation phase (2017–2019). The present document sets out the format for reporting (annex I). The set of indicators, on which the reporting format is based, was developed by the ECE Expert Group on Indicators for Education for Sustainable Development. The reporting format has been updated by the secretariat in consultation with the Bureau to meet the reporting needs of the current phase.

Based on national reports submitted, the secretariat will prepare a synthesis report in 2019, highlighting progress made, identifying challenges and drawing up recommendations. The synthesis report is vital for monitoring the progress made since the previous implementation phases and setting future priorities for implementing the Strategy and is expected to be presented at the fourteenth meeting of the Steering Committee in 2019.

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## Introduction

1. The present document presents a format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development for the next implementation phase (2017–2019). It was developed based on the procedure for the review of implementation of the Strategy contained in the draft workplan for 2017–2019 (ECE/CEP/AC.13/2018/3). The reporting format also takes into account the two previous reporting exercises in 2010 and 2014, the related reporting templates (ECE/CEP/AC.13/2009/10 and ECE/CEP/AC.13/2014/5, respectively) and the feedback from countries following those exercises on the workability and feasibility of the indicators and the requested information for reporting.

2. In addition, the workplan for implementation of the current phase of the Strategy sets out the timeline for the reporting exercise in 2018 (*ibid.*, para. 46).

3. The set of indicators was developed by the ECE Expert Group on Indicators for Education for Sustainable Development set up by the High-level Meeting of Environment and Education Ministries (Vilnius, 17–18 March 2005). Three complementary progress reports provide information on the development of the indicators (see CEP/AC.13/2005/9, ECE/CEP/AC.13/2006/5 and ECE/CEP/AC.13/2008/4).

4. In 2014, to reflect the requirements the third phase (2011–2015) of the Strategy's initial implementation period (2005–2015), in consultation with the Expert Group on Indicators the secretariat introduced the following changes to the reporting template developed by the Group:

(a) The reporting template was updated to use the revised International Standard Classification of Education (ISCED), as adopted by United Nations Educational, Scientific and Cultural Organization (UNESCO) member States in 2011;

(b) To gather important analytical information for the implementation of education for sustainable development (ESD) after the third phase of implementation came to an end, countries were given the possibility to add concluding remarks, i.e., on the main successes, challenges and implications for future implementation for each of the Strategy's objectives;

(c) Where appropriate, references to educator competences in ESD as developed by the ECE Expert Group on Competences were added (indicator 3.1);

(d) Where appropriate, references to the priority action areas as adopted by the Steering Committee at its seventh meeting (Geneva, 1–2 March 2012) (ECE/CEP/AC.13/2012/2, para. 48) were included (indicator 2.3);

(e) Descriptive remarks on indicators that referred only to phases I and II of the first implementation period were revised to reflect the requirements of phase III, i.e., focusing on an analysis of implementation and implementation outcomes;

(f) Issue 9 of the 2010 reporting template ("Describe any assistance needed to improve implementation") was revised to read "Future implementation of education for sustainable development", focusing on priorities for the future ESD implementation framework.

5. In 2018, to reflect the requirements and priorities of the 2017–2019 implementation phase, outlined in the framework for the future implementation of the Strategy (ECE/BATUMI.CONF/2016/11), in consultation with the Bureau, the secretariat has introduced the following changes to the 2014 reporting template developed by the Expert Group:

(a) The tables with ISCED levels provided in the “yes/no” part of indicators 1.2.2, 2.2.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1 and 4.2.2 have been updated to reflect the growing interest in technical and vocational education and training by adding the relevant ISCED programme orientation category for vocational education, as follows: 25. Lower secondary vocational education; 35. Upper secondary vocational education; 45. Post-secondary non-tertiary vocational education; 55. Short-cycle tertiary vocational education. Similarly, the tables containing a breakdown by ISCED levels provided in appendixes I (a), (b) and (c) and appendix III have been also updated with the inclusion of these additional levels 25, 35, 45 and 55 for vocational education. Countries are invited to assess these levels if they have relevant information and data. Additional change was proposed during the thirteenth meeting of the Steering Committee (3-4 May 2018): where appropriate, the tables with ISCED levels have been updated by adding one option for the answer “9. No information available”;

(b) The title of indicator 1.3 “National policies support synergies between processes related to sustainable development (SD) and ESD” has been revised to read “National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD”;

(c) A new sub-indicator 1.3.1 “Does your country have a stand-alone ‘sustainable development’, ‘global understanding’, ‘international understanding’ policy, plan or law in place, in each case using ‘sustainable development’ language?” has been added;

(d) Former sub-indicator 1.3.1 “Is ESD part of SD policy(ies) if these exist in your country?” has been renamed as sub-indicator 1.3.2;

(e) A new sub-indicator 2.4.2 “Which of the following dimensions of learning is your country planning to reinforce in student assessment or examinations in the next five years, in relation to ESD?” has been added, which includes the following options for an answer: (a) Knowledge; (b) Skills and competencies; (c) Values and attitudes; (d) Behaviours; (e) None; and (f) No information available;

(f) Issue 9 of the 2014 reporting template (“Future implementation of education for sustainable development”) has been revised to read “Describe any assistance needed in implementing the Strategy in your countries”, as the political mandate for the future implementation of the Strategy has since been agreed at the High-level Meeting of Education and Environment Ministries in 2016;

(g) Appendix I (a) has been revised and several new themes have been added to the listing of proposed themes, as follows: “Sustainable lifestyles”; “Gender equality”; “Oceans and sea”; “Renewable energy”; “Sustainable cities and communities”; and “Culture’s contribution to sustainable development”. Also, several themes have been revised as follows: “Ethics and philosophy” has been revised to read “Environmental ethics and philosophy”; “Citizenship, democracy and governance” has been revised to read “Global citizenship, democracy and governance”; “Environmental protection (waste management, etc.)” has been revised to read “Environmental protection (waste management, environmental monitoring, risk assessment, etc.)”; “Climate change” has been revised to read “Climate change and desertification”; and “Economics” has been revised to read “Economic growth and good jobs”.

6. The main elements of the reporting procedure are as follows:

(a) ECE member States should prepare reports through a transparent consultative process involving all relevant stakeholders at the national or State level;

(b) Although the “yes/no” part of sub-indicators was required to be reported on in the initial phase I (2007) and the “descriptive” part in phase II (by 2010) and phase III (by 2015), countries are encouraged to report on the full set of indicators at the end of each phase, to the extent possible, in line with a country’s progress in implementing the Strategy for ESD;

(c) Thirty-eight member States reported on a voluntary basis by preparing reports for the Environment for Europe Ministerial Conference in Batumi in 2016. Thirty-six member States submitted national implementation reports for the Environment for Europe Ministerial Conference in Belgrade in 2007, and 36 member States responded to the first formal call for reporting in 2010. Countries are requested to prepare an updated version of their most recent report for 2018;

(d) Reports should be submitted to the secretariat electronically in Word format. The text should be in English. Member States are also encouraged to provide the text in the two other official languages of ECE, French and Russian. Reports will be made available in the languages in which they are received. No editing will be provided;

(e) The deadline for submission of reports to the secretariat, taking into account United Nations document management procedures, is 1 November 2018;

(f) The ECE secretariat will post the reports on its website;

(g) The ECE secretariat will prepare a synthesis report for 2019, highlighting achievements, identifying challenges and drawing conclusions regarding future ESD implementation. It is expected that the reporting results will be presented at the fourteenth meeting of the Steering Committee in 2019;

(h) Key stakeholders are encouraged to provide the secretariat with their reports on programmes or activities that support the implementation of the Strategy.

7. The key documents for the preparation of the 2018 national implementation reports include the following:

(a) The UNECE Strategy for Education for Sustainable Development (CEP/AC.13/2005/3/Rev.1);

(b) The format for reporting presented in annex I to the present document;

(c) The guidance for reporting on the implementation of the UNECE Strategy for Education for Sustainable Development (ECE/CEP/AC.13/2009/5);

(d) The first progress report on the implementation of the Strategy (2005–2007), “Learning from each other: achievements, challenges and the way forward” (ECE/BELGRADE.CONF/2007/INF/3-ECE/CEP/AC.13/2007/2 and Add.1 and Corr.1);

(e) The second evaluation report on the implementation of the Strategy (2008–2010), “Learning from each other: achievements, challenges and ways forward” (ECE/CEP/AC.13/2012/3);

(f) The third evaluation report on the implementation of the Strategy (2011–2015), “Learning from each other: achievements, challenges and ways forward” (ECE/CEP/AC.13/2016/3);

(g) The publication: *Ten Years of the UNECE Strategy for Education for Development — Evaluation Report on the Implementation of the UNECE Strategy for Education for Sustainable Development from 2005 to 2015* (ECE/CEP/179).

8. A proposed timeline for reporting is provided in annex II to the present document.

## Annex I

### **Format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development**

#### **Implementation phase: 2017–2019**

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: Sigurveig Gunnarsdóttir

Signature: Sigurveig Gunnarsdóttir

Date: 5 July 2019

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

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Telephone: +354 545 9500

Email: sigurveig.gunnarsdottir@mrn.is

Website: <https://www.stjornarradid.is/raduneyti/mennta-og-meningarmalaraduneytid/>

Contact officer for national report (if different from above):

Björg Pétursdóttir – bjorg.petursdottir@mrn.is

Sigríður Lára Ásbergisdóttir – sigridur.lara@mrn.is

A. Provide brief information (not more than half a page) on the process by which this report has been prepared, including information on which types of public authorities were consulted or contributed to its preparation, how the stakeholders were consulted and how the outcome of this consultation was taken into account and on the material used as a basis for the report.

Governmental institutions (please specify) Ministry of The Environment and National Resources and the Steering committee of the Global sustainable goals.

Stakeholders: \_\_\_\_\_

NGOs (please specify) Landvernd (Icelandic Environment Association)

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 the Environment and Natural Resources are involved in policymaking in ESD. No changes have been made in the National Curriculum in Iceland since the last report.

Coinciding with the historic Paris Agreement on climate change, the Sustainable Development Goals are the promise our young people are calling for, of sustainability, equality and wellbeing for all. The SDGs are also an important reminder that sustainable development is not just an issue for faraway places. Each and everyone of us has both rights and obligations in this context. While some of the SDGs might feel distant from our daily lives, they encompass everything that makes life worthwhile, such as education, water, peace and equality, to name just a few. The SDGs also call for new solutions, through research and innovation, in order to secure more sustainable lifestyles and inclusive communities. Iceland's commitment to the SDGs is demonstrated in the first Voluntary National Review to the UN. An inter-ministerial working group has mapped Iceland's position for all 169 targets and specified 65 priority targets. These include a focus on human economic and social well-being for all, protection of the rights of children and marginalised groups, conservation of the natural environment and combating climate change. The SDGs are also at the heart of Iceland's development co-operation. An Icelandic Youth Council for the SDGs was established to ensure the formal participation of young people in the promotion and realisation of the goals. Our success is dependent upon our ability to involve municipalities, businesses, civil society and individuals. The current government is deeply committed to the 2030 Agenda of Sustainable Development and to creating a more equal, prosperous and inclusive world.

<b>Issue<sup>1</sup> 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD</b>	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
<a href="http://www.forsaetisraduneyti.is/media/2020/iceland2020.pdf">http://www.forsaetisraduneyti.is/media/2020/iceland2020.pdf</a>	
Iceland is fully committed to the implementation of Agenda 2030 for Sustainable Development both nationally and internationally. The Sustainable Development Goals (SDGs) have been integrated into government policy on social, economic and environmental affairs, with a particular emphasis on building a peaceful and just society, free from fear and violence. Domestically, the Government aims to identify and better serve marginalised groups in society and to build partnerships to address the large environmental footprint of modern lifestyle. Iceland is still a net contributor to climate change, but heads for carbon-neutrality at the latest in 2040. Internationally, Iceland shares its expertise in gender equality, land restoration and the use of sustainable natural marine and energy resources through its international co-operation, contributing to global progress on SDGs 5, 7, 13, 14 and 15. The promotion of human rights for all, including LGBTI persons, is a cornerstone in Iceland's foreign policy and its international development co-operation – in line with Agenda 2030 and the Government's domestic priorities. In particular, Iceland has been a vocal champion of gender equality and the empowerment of women, a key driver for the achievement of the SDGs.	
<a href="https://sustainabledevelopment.un.org/content/documents/23408VNR_Iceland_report_140619.pdf">https://sustainabledevelopment.un.org/content/documents/23408VNR_Iceland_report_140619.pdf</a>	
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.	
The adoption of the fundamental pillars of education has been successful but the main challenge is to integrate these with day-to-day school work by sustaining active collaboration between all parties in the school community. It is also an on-going task to maintain good school spirit where focused efforts are directed at the reduction of bullying and other forms of violence.	
<b>Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD</b>	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national <sup>2</sup> language(s)?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify languages.</i>
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>If yes, please specify in which ministry(ies)/department(s) the focal point(s) is(are) located.</i>
	The Ministry of Education, Science and Culture.

<sup>1</sup> 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).

<sup>2</sup> 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.



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 Ministry of Education, Science and Culture and The Directorate of Education ( <a href="https://mms.is/directorate-education">https://mms.is/directorate-education</a> ).
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 the new curriculum for pre-school, compulsory school and upper secondary school, which was published in 2011 and contains six fundamental pillars, of which one of them is ESD. <a href="https://www.stjornarradid.is/verkefni/menntamal/namskrar/#Tab3">https://www.stjornarradid.is/verkefni/menntamal/namskrar/#Tab3</a>  The Icelandic school system places considerable emphasis on education in sustainability, including on climate change. According to the National Curriculum Guide, sustainability is one of the six foundations of education in Iceland.  Mention could also be made of the project by the Icelandic Environment Association Landvernd, Eco-Schools, which provides education in environmental issues and sustainability at all school levels. Participation in this voluntary project has been good. One-third of preschool pupils and half of the country's compulsory and upper secondary school pupils have taken part. The country's universities have a plentiful supply of programmes in environmental and sustainability studies. Iceland hosts four study programs under the auspices of the UNU Training Programmes: <a href="https://unu.edu/about/unu-system/ftp-gtp-lrt#overview">https://unu.edu/about/unu-system/ftp-gtp-lrt#overview</a> (the Geothermal Training Programme, Gender Equality Studies and Training Programme Eurostat, World Resources Institute, <a href="http://wri.org">wri.org</a> . "The environment is important. I don't care to get an education if I can't use it in a world that matters." Stefán Borgar Brynjólfsson, 12 years old Land Restoration Training Programme and the Fisheries Training Programme) which all, directly and indirectly, address issues related to sustainability and climate change. A project presenting Icelandic glaciers as a living classroom emphasises, among other things, models for glacier disappearance, isostatic adjustment, uplift and more. Special emphasis is placed on making the findings visible and using them for education.  <a href="https://sustainabledevelopment.un.org/content/documents/23408VNR_Iceland_report_140619.pdf">https://sustainabledevelopment.un.org/content/documents/23408VNR_Iceland_report_140619.pdf</a>
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade of Education for Sustainable Development after 2014, <sup>3</sup> and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and list major documents.</i>

	<p>Various new government policies and programmes have been linked to the SDGs, including a new development cooperation policy, a draft of a new education policy and innovation policy, as well as Iceland's climate action plan with actions on education for sustainable development at all school levels and a national awareness campaign on sustainable development and climate change. Iceland holds the Presidency of the Nordic Council of Ministers in 2019 and has linked three areas of emphasis in its Presidency program to the SDGs, for example SDG 4 on education for all and sustainable development, as well as emphasising the SDG 12, which is the focus of Nordic cooperation on sustainable development until 2020.</p> <p>The goal of the project Education for All is to have the Nordic countries lead the way in implementing the UN's fourth Global Goal, with particular emphasis on target 4.7. It covers all levels of education, which means first-class services and support for the countries' education systems and providing individuals with a variety of inclusive study and work options. In order to promote the democratic society, the basis needs to be laid for active participation at all levels of education, giving children and young people appropriate preparation and varied opportunities for further education or work. The three-part project involves a common Nordic mapping of the implementation of Global target 4.7, discussion amongst youth about the goal and educational materials with quality indicators for the future on its implementation.</p> <p><a href="https://www.stjornarradid.is/lisalib/getfile.aspx?itemid=04fe5615-dc6e-11e8-942e-005056bc4d74">https://www.stjornarradid.is/lisalib/getfile.aspx?itemid=04fe5615-dc6e-11e8-942e-005056bc4d74</a></p>
<b>Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD</b>	
Sub-indicator 1.2.1	Is ESD reflected in any national policy <sup>4</sup> document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and list any major document(s).</i></p> <p>The Ministry of Education, Science and Culture implemented ESD in the 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: <a href="https://www.stjornarradid.is/verkefni/menntamal/namskrar/#Tab3">https://www.stjornarradid.is/verkefni/menntamal/namskrar/#Tab3</a></p> <p>Governmental agreement – environmental issues/umhverfismál: <a href="http://www.stjornarradid.is/Stefnuyfirlysing/">http://www.stjornarradid.is/Stefnuyfirlysing/</a></p> <p>A common path. Iceland's Presidency of the Nordic Council of Ministers in 2019. Emphasis on UN Sustainable Development Goal 4.7: <a href="https://www.stjornarradid.is/lisalib/getfile.aspx?itemid=04fe5615-dc6e-11e8-942e-005056bc4d74">https://www.stjornarradid.is/lisalib/getfile.aspx?itemid=04fe5615-dc6e-11e8-942e-005056bc4d74</a></p> <p>A action plan on climate change 2018-2030. Aðgerðaáætlun í loftslagsmálum (only in Icelandic): <a href="https://www.stjornarradid.is/lisalib/getfile.aspx?itemid=b1bda08c-b4f6-11e8-942c-005056bc4d74">https://www.stjornarradid.is/lisalib/getfile.aspx?itemid=b1bda08c-b4f6-11e8-942c-005056bc4d74</a></p> <p>New legislation on environmental responsibility: <a href="https://www.althingi.is/altxt/stjt/2012.055.html">https://www.althingi.is/altxt/stjt/2012.055.html</a> <a href="https://www.ust.is/umhverfisstofnun/log-og-reglur/umhverfisabyrgd/">https://www.ust.is/umhverfisstofnun/log-og-reglur/umhverfisabyrgd/</a></p> <p>International agreement: <a href="https://www.ust.is/umhverfisstofnun/log-og-reglur/althjodlegir-samningar/">https://www.ust.is/umhverfisstofnun/log-og-reglur/althjodlegir-samningar/</a></p>

<sup>4</sup> Policy documents may include national strategies, plans, programmes, guidelines and the like.

Sub-indicator 1.2.2	<p>Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards, ordinances or requirements at all levels of formal education, as understood by your education system in accordance with ISCED?<sup>5</sup></p> <p>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, of which one is ESD:  <a href="https://www.stjornarradid.is/verkefni/menntamal/namskrar/#Tab3">https://www.stjornarradid.is/verkefni/menntamal/namskrar/#Tab3</a></p>																																												
<p>(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>If yes, please specify details for (a) and (b). Yes</i></p> <p><i>Please also fill in the table by ticking (✓) as appropriate.</i></p> <table border="1" data-bbox="884 560 1727 1345"> <thead> <tr> <th rowspan="2">ISCED levels 2011</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>x</td> <td>x</td> </tr> <tr> <td>1. Primary education</td> <td>x</td> <td>x</td> </tr> <tr> <td>2. Lower secondary education</td> <td>x</td> <td>x</td> </tr> <tr> <td>25. Lower secondary vocational education</td> <td>x</td> <td>x</td> </tr> <tr> <td>3. Upper secondary education</td> <td>x</td> <td>x</td> </tr> <tr> <td>35. Upper secondary vocational education</td> <td>x</td> <td>x</td> </tr> <tr> <td>4. Post secondary non-tertiary education</td> <td>x</td> <td>x</td> </tr> <tr> <td>45. Post-secondary non-tertiary vocational education</td> <td>x</td> <td>x</td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td></td> </tr> <tr> <td>55. Short-cycle tertiary vocational 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 2011	(a)	(b)	Yes	Yes	0. Early childhood education	x	x	1. Primary education	x	x	2. Lower secondary education	x	x	25. Lower secondary vocational education	x	x	3. Upper secondary education	x	x	35. Upper secondary vocational education	x	x	4. Post secondary non-tertiary education	x	x	45. Post-secondary non-tertiary vocational education	x	x	5. Short-cycle tertiary education			55. Short-cycle tertiary vocational education			6. Bachelor's or equivalent level			7. Master's or equivalent level			8. Doctoral or equivalent level		
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<sup>5</sup> See <http://uis.unesco.org/en/topic/international-standard-classification-education-isced>.

	<table border="1"><tr><td data-bbox="884 146 1512 204">9. No information available</td><td data-bbox="1512 146 1624 204"></td><td data-bbox="1624 146 1729 204"></td></tr></table>	9. No information available		
9. No information available				

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>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> <p>In the Government's action plan on climate change there is a specific action on awareness raising among the general public on climate change and better understanding the reasons for climate change. The focus is also on that behaviour and habits of every individual matters in reducing their carbon footprint.</p> <p>The global SDG goals. Particular emphasis is placed on awareness raising and disseminating information on the UN's Sustainable Development Goals, as it is clear that they will not be achieved without the widespread participation of the general public, academia, civil society and the private sector. To this end, in 2018, a special communications officer for the SDGs was appointed by the Ministry for Foreign Affairs, to develop and produce information material to raise awareness and understanding of the goals and to pay specific attention to their integration with the activities of Government Offices.</p> <p>Standards for description of study lines of adult education from 2013:  <a href="https://www.stjornarradid.is/media/menntamalaraduneyti-media/media/mrn-pdf/vidmid-um-gerd-namskraa-i-framhaldsfraedslu.pdf">https://www.stjornarradid.is/media/menntamalaraduneyti-media/media/mrn-pdf/vidmid-um-gerd-namskraa-i-framhaldsfraedslu.pdf</a></p>
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"/>	<p><i>Please specify.</i></p> <p>In the agreement between the parties in the new government from 2018:  <a href="https://www.stjornarradid.is/rikisstjorn/stefnuyfirlysing/">https://www.stjornarradid.is/rikisstjorn/stefnuyfirlysing/</a></p> <p>The working group for the Sustainable Development Goals consists of representatives from all ministries, the Association of Local Authorities in Iceland and Statistics Iceland, as well as observers from the Youth Council for the SDGs and the UN Association in Iceland. The Prime Minister is responsible.</p> <p>The working group on climate change consists of representatives from all ministries and the Association of Local Authorities. The Minister of the Environment is responsible.</p>
Sub-indicator 1.2.5	Does a formal structure for interdepartmental <sup>6</sup> cooperation relevant to ESD exist in your Government?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i>

<sup>6</sup> Between State bodies.

	Between the Ministry of Education, Science and Culture and Ministry of the Environment and Natural Recourses on the steering committee on the eco schools (Green flag schools). Also, on implementing the project on young reporters on Environmental issues. In the Steering group there are representatives from various stakeholders, for example the Directorate of Education, The Teacher Union, the municipalities and NGOs.
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? <sup>7</sup>
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>Between the Ministry of Education, Science and Culture and Ministry of the Environment and Natural Recourses on the steering committee on the eco schools (Green flag schools). The co-operation extends also to the Directorate of Education and the Icelandic Teachers' Union.</p> <p>In general, the co-operation is wide-range spanning all ministries, local government and other stakeholders, with emphasis on the UN Sustainable Development Goal 4.7 but not specifically on ESD. Among stakeholders involved are UNA Iceland (Félag Sameinuðu þjóðanna á Íslandi) and Innovation Centre Iceland (Nýsköpunarmiðstöð Íslands).</p>
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"/>	<p><i>Please specify.</i></p> <p>For the forum mentioned in 1.2.6, state contribution to the eco schools (Green flag schools) and through several funds supporting education or NGOs such as The Icelandic Centre for Research (Rannís): <a href="https://www.rannis.is/">https://www.rannis.is/</a>, Sprotasjóður: <a href="http://www.sprotasjodur.is/">http://www.sprotasjodur.is/</a>, Þróunarsjóður námsgagna: <a href="https://www.rannis.is/sjodir/rannsoknir/throunarsjodur-namsgagna/">https://www.rannis.is/sjodir/rannsoknir/throunarsjodur-namsgagna/</a>, Nordplus and Erasmus+.</p> <p>Aðgerðaráætlun í loftlagsmálum: <a href="https://www.stjornarradid.is/lisalib/getfile.aspx?itemid=b1bda08c-b4f6-11e8-942c-005056bc4d74">https://www.stjornarradid.is/lisalib/getfile.aspx?itemid=b1bda08c-b4f6-11e8-942c-005056bc4d74</a></p> <p>Loftslagssjóður: <a href="https://www.stjornarradid.is/raduneyti/nefndir/nanar-um-nefnd/?itemid=a8ebea7e-3915-11e9-9436-005056bc4d74">https://www.stjornarradid.is/raduneyti/nefndir/nanar-um-nefnd/?itemid=a8ebea7e-3915-11e9-9436-005056bc4d74</a></p>
<b>Indicator 1.3 National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD</b>	
Sub-indicator 1.3.1	Does your country have a stand-alone “sustainable development”, “global understanding”, “international understanding” policy, plan or law in place, in each case using “sustainable development” language?

<sup>7</sup> For an explanation, see paragraph 46 of the UNECE Strategy for ESD.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>The National Curriculum Guidelines from 2011 with the same fundamental pillars of education for all school levels, including education for sustainable development.  <a href="https://www.stjornarradid.is/verkefni/menntamal/namskrar/#Tab3">https://www.stjornarradid.is/verkefni/menntamal/namskrar/#Tab3</a></p>
Sub-indicator 1.3.2	Is ESD part of SD policy(ies) if these exist in your country?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>In the autumn of 2018 the Minister of Education, Science and Culture launched the process of preparing a new education policy for Iceland which will be valid until 2030. The education policy will address and prioritise the challenges that Icelandic society faces in education and welfare with regards for the UN Sustainable Development Goals. The policy covers all levels of education, including teacher education. The goal is to provide access to good education at all levels, which optimally meets the needs of individuals, society and the business sector, and to ensure Iceland has an excellent educational system where teachers play a key role. The complete policy is expected to be available in the spring of 2020.</p> <p>The government's first step towards the implementation of the Sustainable Development Goals in Iceland was to establish a working group for the SDGs. The working group's national status report was published in June 2018 and provides insight into Iceland's position vis-à-vis the targets in both the domestic and international arena. (Report only available in Icelandic).</p> <p><a href="https://www.stjornarradid.is/lisalib/getfile.aspx?itemid=14565f37-7dd6-11e8-942c-005056bc530c">https://www.stjornarradid.is/lisalib/getfile.aspx?itemid=14565f37-7dd6-11e8-942c-005056bc530c</a></p>
<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> <p>– <i>Which actions and/or initiatives have been particularly successful and why?</i></p> <p>The new curriculum for all school levels has been successful because the schools are ready to implement ESD at local level.</p> <p>The Eco Schools funded jointly by the Ministry of Education, Science and Culture and the Ministry of The Environment and National Resources and local municipalities. Successful and professional support by Landvernd (The Icelandic Environmental Association).</p> <p>– <i>What challenges did your country encounter when implementing this objective?</i></p> <p>It is difficult to reach a common understanding on ESD on all levels.</p>

	<p>The schools claimed that they lacked qualification and suitable educational material.</p> <p>Difficulties in finding time for this within the traditional working framework in schools, for cross curricular activity.</p> <p>— <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i></p> <p>Linking to the work on the Global Sustainable goals 2030, the new educational policy in Iceland 2030 and links to the action plan on climate issues, cross sectoral.</p>
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**Issue 2. Promote SD through formal, non-formal and informal learning**

*If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).*

The Youth Council for the SDGs

A decision was taken to mobilise young people to participate in Iceland through the Youth Council for the Sustainable Development Goals. This accords with the government's coalition platform, which stipulates that the UN Convention on the Rights of the Child should be enforced, in part regarding the increased impact of children in society. The main objective of the Youth Council is to draw attention to the SDGs and sustainable development, both among young people and within the entire community. The Youth Council is intended to be an active forum, where the SDGs and the UN Convention on the Rights of the Child are discussed critically and constructively. In this way, youth is given a platform to draw attention to the SDGs and sustainable development, thus creating an opportunity for their peers to make their voices heard. The Youth Council consists of twelve representatives from around the country, aged 13-18 years. The Council meets six times a year, including an annual meeting with the government. The role of the Council is to acquaint itself with and discuss the SDGs, as well as to produce and disseminate interactive material on social media about the goals and sustainable development. The Youth Council also provides the government, through the SDG working group, with supervision and advice on the implementation of the goals.

The University of Iceland 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.

Eco schools make a huge impact in implementing education for sustainable development at all school levels and in Iceland increased focus is on issues connected to climate change, biodiversity and more complicated themes of the National Curriculum in ESD.

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 behaviour of young people and those connected to them so that good habits learned in schools are followed through into homes and communities.

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 (Icelandic Environmental Association). 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.

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>).

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.

Indicator 2.1 SD key themes are addressed in formal education													
Sub-indicator 2.1.1	Are key themes of SD <sup>8</sup> addressed explicitly in the curriculum/programme of study at various levels <sup>9</sup> of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>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.</p> <p>Please update the table in appendix I (a) that was used for implementation phases II and III 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.</p> <p>Information about ISCED 6, 7 and 8 not available.</p> <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 checked="" type="checkbox"/></td> </tr> </tbody> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum <sup>10</sup> /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Please specify what competences as learning outcomes are important in your country.</p> <p>Please update the table in appendix I (b) that was used for implementation phases II and III 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.</p> <p>Information about ISCED 6, 7 and 8 not available.</p> <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 checked="" type="checkbox"/></td> </tr> </tbody> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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<sup>8</sup> For details, see paragraph 15 of the UNECE Strategy for ESD.

<sup>9</sup> For the State or federal level, where relevant.

<sup>10</sup> Idem.

Sub-indicator 2.1.3	Are teaching and learning methods that support ESD addressed explicitly in the curriculum <sup>11</sup> or programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify which methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.</i></p> <p><i>Please also update the table in appendix I (c) that was used to report on implementation phases II and III, 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="1133 536 1733 644"> <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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
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<sup>11</sup> Idem.

<b>Indicator 2.2 Strategies to implement ESD are clearly identified</b>																																																																																																
Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects <sup>12</sup> only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project <sup>13</sup> ; (e) other approaches?																																																																																															
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (d) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (e) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.</p> <table border="1"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> <th>(d)</th> <th>(e)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> <td>x</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Primary education</td> <td></td> <td>x</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td></td> <td>x</td> <td></td> <td></td> <td></td> </tr> <tr> <td>25. Lower secondary vocational education</td> <td></td> <td>x</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td></td> <td>x</td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>35. Upper secondary vocational education</td> <td></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></td> <td></td> <td></td> </tr> <tr> <td>45. Post-secondary non-tertiary vocational education</td> <td></td> <td>x</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>55. Short-cycle tertiary vocational education</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>X</td> <td>x</td> <td>x</td> <td>X</td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>x</td> <td>x</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>9. No information available</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	ISCED levels 2011	(a)	(b)	(c)	(d)	(e)	Yes	Yes	Yes	Yes	Yes	0. Early childhood education		x				1. Primary education		x				2. Lower secondary education		x				25. Lower secondary vocational education		x				3. Upper secondary education		x	x			35. Upper secondary vocational education		x	x			4. Post-secondary non-tertiary education		x				45. Post-secondary non-tertiary vocational education		x				5. Short-cycle tertiary education						55. Short-cycle tertiary vocational education						6. Bachelor's or equivalent level	X	x	x	X		7. Master's or equivalent level	x	x	X	X	X	8. Doctoral or equivalent level	x	x	x	x	x	9. No information available					
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<sup>12</sup> E.g., geography or biology. For higher education, "subject" means "course".

<sup>13</sup> A project is interpreted as a discrete activity with its own time allocation rather than a teaching or learning method.

<b>Indicator 2.2 Strategies to implement ESD are clearly identified</b>	
	<i>Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).</i>
<b>Indicator 2.3 A whole-institution approach<sup>14</sup> to SD/ESD is promoted</b>	
<b>Sub-indicator 2.3.1</b>	<b>Do educational institutions<sup>15</sup> adopt a “whole-institution approach” to SD/ESD?</b>
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2019.<sup>16</sup> 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.</i></p> <p>There are examples of schools and institutions that have adopted the whole-institution approach to SD/ESD such as Kvennaskólinn í Reykjavík:  <a href="https://www.kvenno.is/kvennaskolinn/skolinn/stefnur-og-aaetlanir/stefnur/umhverfisstefna/">https://www.kvenno.is/kvennaskolinn/skolinn/stefnur-og-aaetlanir/stefnur/umhverfisstefna/</a></p> <p>Refer also to eco-schools (Green Flag):  <a href="https://graenfaninn.landvernd.is/">https://graenfaninn.landvernd.is/</a></p> <p><i>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.</i></p>

<sup>14</sup> 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).

<sup>15</sup> For higher education institutions: whole-university, whole-college or whole-faculty approach (including inter-faculty approaches).

<sup>16</sup> See paragraph 20 of the framework for the future implementation of the UNECE Strategy for Education for Sustainable Development.

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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>ESD was a priority for some years in the School development fund for pre-schools, primary, lower secondary and upper secondary schools funded by the Ministry of Education, Science and Culture.</p> <p>Refer also to:  Eco-schools (Green Flag):  <a href="https://graenfaninn.landvernd.is/">https://graenfaninn.landvernd.is/</a>  Loftslagssjóður:  <a href="https://www.stjornarradid.is/raduneyti/nefndir/nanar-um-nefnd/?itemid=a8ebea7e-3915-11e9-9436-005056bc4d74">https://www.stjornarradid.is/raduneyti/nefndir/nanar-um-nefnd/?itemid=a8ebea7e-3915-11e9-9436-005056bc4d74</a></p>																														

**Indicator 2.2 Strategies to implement ESD are clearly identified**

Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.

ISCED levels 2011	Yes
0. Early childhood education	X
1. Primary education	X
2. Lower secondary education	X
25. Lower secondary vocational education	X
3. Upper secondary education	X
35. Upper secondary vocational education	X
4. Post secondary non-tertiary education	
45. Post-secondary non-tertiary vocational education	
5. Short-cycle tertiary education	
55. Short-cycle tertiary vocational education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	
9. No information available	

Please also specify for non-formal and informal education, as appropriate. If relevant information is available please also specify (provide examples).

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																														
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.</i></p> <p>This is included in the local school curriculum plan and in self evaluation process that is obligated.</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="1099 512 1774 1295"> <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>25. Lower secondary vocational education</td> <td>x</td> </tr> <tr> <td>3. Upper secondary education</td> <td>X</td> </tr> <tr> <td>35. Upper secondary vocational education</td> <td>x</td> </tr> <tr> <td>4. Post secondary non-tertiary education</td> <td>X</td> </tr> <tr> <td>45. Post-secondary non-tertiary vocational education</td> <td>x</td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td>X</td> </tr> <tr> <td>55. Short-cycle tertiary vocational education</td> <td>X</td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>X</td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>X</td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td>X</td> </tr> <tr> <td>9. No information available</td> <td></td> </tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education	X	1. Primary education	X	2. Lower secondary education	X	25. Lower secondary vocational education	x	3. Upper secondary education	X	35. Upper secondary vocational education	x	4. Post secondary non-tertiary education	X	45. Post-secondary non-tertiary vocational education	x	5. Short-cycle tertiary education	X	55. Short-cycle tertiary vocational education	X	6. Bachelor's or equivalent level	X	7. Master's or equivalent level	X	8. Doctoral or equivalent level	X	9. No information available	
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Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																														
<p><i>(b) For non-formal institutions:</i>  <i>All below isced levels are within the formal education system but not non-formal institutions.</i></p> <table border="1" data-bbox="1108 292 1765 1077"> <thead> <tr> <th data-bbox="1108 292 1659 343">ISCED levels 2011</th> <th data-bbox="1659 292 1765 343">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="1108 343 1659 394">0. Early childhood education</td> <td data-bbox="1659 343 1765 394"></td> </tr> <tr> <td data-bbox="1108 394 1659 445">1. Primary education</td> <td data-bbox="1659 394 1765 445"></td> </tr> <tr> <td data-bbox="1108 445 1659 496">2. Lower secondary education</td> <td data-bbox="1659 445 1765 496"></td> </tr> <tr> <td data-bbox="1108 496 1659 547">25. Lower secondary vocational education</td> <td data-bbox="1659 496 1765 547"></td> </tr> <tr> <td data-bbox="1108 547 1659 598">3. Upper secondary education</td> <td data-bbox="1659 547 1765 598"></td> </tr> <tr> <td data-bbox="1108 598 1659 649">35. Upper secondary vocational education</td> <td data-bbox="1659 598 1765 649"></td> </tr> <tr> <td data-bbox="1108 649 1659 700">4. Post secondary non-tertiary education</td> <td data-bbox="1659 649 1765 700"></td> </tr> <tr> <td data-bbox="1108 700 1659 751">45. Post-secondary non-tertiary vocational education</td> <td data-bbox="1659 700 1765 751"></td> </tr> <tr> <td data-bbox="1108 751 1659 802">5. Short-cycle tertiary education</td> <td data-bbox="1659 751 1765 802"></td> </tr> <tr> <td data-bbox="1108 802 1659 853">55. Short-cycle tertiary vocational education</td> <td data-bbox="1659 802 1765 853"></td> </tr> <tr> <td data-bbox="1108 853 1659 904">6. Bachelor's or equivalent level</td> <td data-bbox="1659 853 1765 904"></td> </tr> <tr> <td data-bbox="1108 904 1659 956">7. Master's or equivalent level</td> <td data-bbox="1659 904 1765 956"></td> </tr> <tr> <td data-bbox="1108 956 1659 1007">8. Doctoral or equivalent level</td> <td data-bbox="1659 956 1765 1007"></td> </tr> <tr> <td data-bbox="1108 1007 1659 1058">9. No information available</td> <td data-bbox="1659 1007 1765 1058"></td> </tr> </tbody> </table>		ISCED levels 2011	Yes	0. Early childhood education		1. Primary education		2. Lower secondary education		25. Lower secondary vocational education		3. Upper secondary education		35. Upper secondary vocational education		4. Post secondary non-tertiary education		45. Post-secondary non-tertiary vocational education		5. Short-cycle tertiary education		55. Short-cycle tertiary vocational education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level		9. No information available	
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<b>Indicator 2.4 ESD is addressed by quality assessment/enhancement systems</b>																																																									
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems?: <sup>17</sup> (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></p> <p>Assessment of ESD is included in the school evaluation of individual schools:  <a href="https://mms.is/ytra-mat-skola-3">https://mms.is/ytra-mat-skola-3</a></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" data-bbox="965 628 1906 1300"> <thead> <tr> <th data-bbox="965 628 1603 676"><b>ISCED levels 2011</b></th> <th data-bbox="1603 628 1700 676"><b>(a)</b></th> <th data-bbox="1700 628 1798 676"><b>(b)</b></th> <th data-bbox="1798 628 1906 676"><b>(c)</b></th> </tr> <tr> <td></td> <td data-bbox="1603 676 1700 724"><i>Yes</i></td> <td data-bbox="1700 676 1798 724"><i>Yes</i></td> <td data-bbox="1798 676 1906 724"><i>Yes</i></td> </tr> </thead> <tbody> <tr> <td data-bbox="965 724 1603 772">0. Early childhood education</td> <td data-bbox="1603 724 1700 772">x</td> <td data-bbox="1700 724 1798 772">x</td> <td data-bbox="1798 724 1906 772"></td> </tr> <tr> <td data-bbox="965 772 1603 820">1. Primary education</td> <td data-bbox="1603 772 1700 820">X</td> <td data-bbox="1700 772 1798 820">X</td> <td data-bbox="1798 772 1906 820"></td> </tr> <tr> <td data-bbox="965 820 1603 868">2. Lower secondary education</td> <td data-bbox="1603 820 1700 868">X</td> <td data-bbox="1700 820 1798 868">X</td> <td data-bbox="1798 820 1906 868"></td> </tr> <tr> <td data-bbox="965 868 1603 916">25. Lower secondary vocational education</td> <td data-bbox="1603 868 1700 916">x</td> <td data-bbox="1700 868 1798 916">x</td> <td data-bbox="1798 868 1906 916"></td> </tr> <tr> <td data-bbox="965 916 1603 963">3. Upper secondary education</td> <td data-bbox="1603 916 1700 963">X</td> <td data-bbox="1700 916 1798 963">X</td> <td data-bbox="1798 916 1906 963"></td> </tr> <tr> <td data-bbox="965 963 1603 1011">35. Upper secondary vocational education</td> <td data-bbox="1603 963 1700 1011">x</td> <td data-bbox="1700 963 1798 1011">x</td> <td data-bbox="1798 963 1906 1011"></td> </tr> <tr> <td data-bbox="965 1011 1603 1059">4. Post-secondary non-tertiary education</td> <td data-bbox="1603 1011 1700 1059">X</td> <td data-bbox="1700 1011 1798 1059">x</td> <td data-bbox="1798 1011 1906 1059"></td> </tr> <tr> <td data-bbox="965 1059 1603 1107">45. Post-secondary non-tertiary vocational education</td> <td data-bbox="1603 1059 1700 1107">x</td> <td data-bbox="1700 1059 1798 1107">x</td> <td data-bbox="1798 1059 1906 1107"></td> </tr> <tr> <td data-bbox="965 1107 1603 1155">5. Short-cycle tertiary education</td> <td data-bbox="1603 1107 1700 1155">X</td> <td data-bbox="1700 1107 1798 1155"></td> <td data-bbox="1798 1107 1906 1155"></td> </tr> <tr> <td data-bbox="965 1155 1603 1203">55. Short-cycle tertiary vocational education</td> <td data-bbox="1603 1155 1700 1203">X</td> <td data-bbox="1700 1155 1798 1203"></td> <td data-bbox="1798 1155 1906 1203"></td> </tr> <tr> <td data-bbox="965 1203 1603 1251">6. Bachelor's or equivalent level</td> <td data-bbox="1603 1203 1700 1251">X</td> <td data-bbox="1700 1203 1798 1251"></td> <td data-bbox="1798 1203 1906 1251"></td> </tr> <tr> <td data-bbox="965 1251 1603 1300">7. Master's or equivalent level</td> <td data-bbox="1603 1251 1700 1300">X</td> <td data-bbox="1700 1251 1798 1300"></td> <td data-bbox="1798 1251 1906 1300"></td> </tr> </tbody> </table>	<b>ISCED levels 2011</b>	<b>(a)</b>	<b>(b)</b>	<b>(c)</b>		<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		25. Lower secondary vocational education	x	x		3. Upper secondary education	X	X		35. Upper secondary vocational education	x	x		4. Post-secondary non-tertiary education	X	x		45. Post-secondary non-tertiary vocational education	x	x		5. Short-cycle tertiary education	X			55. Short-cycle tertiary vocational education	X			6. Bachelor's or equivalent level	X			7. Master's or equivalent level	X		
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<sup>17</sup> 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 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?			
	8. Doctoral or equivalent level	x		
	9. No information available			
<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>				

Sub-indicator 2.4.2	Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to ESD?: (a) Knowledge, (b) Skills and competencies; (c) Values and attitudes; (d) Behaviours; (e) None; (f) No information available.
---------------------	---

- (a) Yes  No   
 (b) Yes  No   
 (c) Yes  No   
 (d) Yes  No   
 (e) Yes  No   
 (f) Yes  No

*Please elaborate.*

There is a standardised examination for students of 4<sup>th</sup>, 6<sup>th</sup> and 9<sup>th</sup> grade held in all compulsory schools in Iceland. These examinations are under revision and the dimensions are to be reinforced during the revision.

*Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.*

ISCED levels 2011	(a)	(b)	(c)	(d)	(e)	(f)
	Yes	Yes	Yes	Yes	Yes	Yes
0. Early childhood education					x	
1. Primary education		x	x	x		
2. Lower secondary education		x	x	x		
25. Lower secondary vocational education	x	x	x	x		
3. Upper secondary education					x	
35. Upper secondary vocational education					x	
4. Post-secondary non-tertiary education					x	
45. Post-secondary non-tertiary vocational education					x	
5. Short-cycle tertiary education					X	
55. Short-cycle tertiary vocational education					X	
6. Bachelor's or equivalent level					X	
7. Master's or equivalent level					X	
8. Doctoral or equivalent level					X	
9. No information available						

*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).*

<b>Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice</b>	
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p>The Icelandic National Broadcasting Service – Ríkisútvarpið (RÚV: <a href="https://www.ruv.is/ruv-okkar-allra/about-ruv">https://www.ruv.is/ruv-okkar-allra/about-ruv</a>) produces television programmes that address SD issues such as:</p> <p>KrakkaRÚV: <a href="http://krakkaruv.spilari.ruv.is/krakkaruv/">http://krakkaruv.spilari.ruv.is/krakkaruv/</a> a programme for kids including news for kids, educational programmes etc. and</p> <p>Ævar vísindamaður: <a href="https://www.ruv.is/thaettir/aevar-visindamadur">https://www.ruv.is/thaettir/aevar-visindamadur</a></p>
Sub-indicator 2.5.2	Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) which addresses SD issues?

Yes  No

*Please specify and provide information on new developments and good practice examples.*

As an example:

Landbúnaðarháskóli Íslands – courses such as:

Mengun - uppsprettur og áhrif - Meðhöndlun úrgangs - Vatnsöflun og vatnsmengun -

[http://www.lbhi.is/namskeid\\_i\\_bodi](http://www.lbhi.is/namskeid_i_bodi)

[http://www.lbhi.is/study\\_aui](http://www.lbhi.is/study_aui)

Landvernd (Icelandic Environmental Association) – a number of different projects including eco-schools (Green Flag):

<http://landvernd.is/en/Projects>

Landgræðslan:

<https://www.land.is/sjalfbaerni-2/>

Náttúrulækningafélag Íslands:

<https://nlfi.is/natturan/lifraen-raektun/>

Bandalag íslenskra skáta:

<https://www.skatamal.is/ungt-folk-og-umhverfismal/>

[http://www.skatamal.is/wp-content/uploads/2018/10/Byggjum-\\_betri\\_heim\\_vefur.pdf](http://www.skatamal.is/wp-content/uploads/2018/10/Byggjum-_betri_heim_vefur.pdf)

Landsvirkjun – National Power Company of Iceland:

<https://www.landsvirkjun.is/samfelag-og-nattura/umhverfisstefna>

<http://www.sjalfbaerni.is/>

Plokk á Íslandi:

Individuals picking up trash (“plogging”).

Orkuveita Reykjavíkur:

<https://www.or.is/english/environment/environmental-and-resource-policy>

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"/>	<p><i>Please specify in particular which instruments were the most effective in assessing the outcomes of ESD as a result of non-formal or informal learning.</i></p> <p>As an example, in related to eco schools in Iceland there is a survey every second year that measures the outcomes of ESD in the eco schools.</p> <p>Sjálfbær samfélög:  <a href="http://www.sjalbfaerni.is/media/frodleikur/Menntun-i-dreifbyli-og-ahrif-menntunar-a-byggdarthroun-og-sjalbfaerni-.pdf">http://www.sjalbfaerni.is/media/frodleikur/Menntun-i-dreifbyli-og-ahrif-menntunar-a-byggdarthroun-og-sjalbfaerni-.pdf</a>  <a href="https://www.samband.is/verkefning/umhverfis--og-taeknimal/sjalbfaer-throun---std-21/">https://www.samband.is/verkefning/umhverfis--og-taeknimal/sjalbfaer-throun---std-21/</a>  <a href="https://www.samband.is/verkefning/umhverfis--og-taeknimal/sjalbfaer-throun---std-21/frettir---sjalbfaer-sveitarfelog/">https://www.samband.is/verkefning/umhverfis--og-taeknimal/sjalbfaer-throun---std-21/frettir---sjalbfaer-sveitarfelog/</a></p>
<b>Indicator 2.6 ESD implementation is a multi-stakeholder process<sup>18</sup></b>	
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please update the information provided in the previous table for appendix II as appropriate.</i></p> <p>Local government, local authorities, state institutions and NGOs.</p>

<sup>18</sup> For higher education institutions: this covers the issue of university “outreach” (meaning a wide spectrum from regional integration, business cooperation and transdisciplinarity to eco-procurement and research-education-cooperation).



<p><i>Concluding remarks on issue 2</i></p>	<p><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></p>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> <li>– <i>Which actions and/or initiatives have been particularly successful and why?</i></li> </ul> <p>The fundamental pillars in the National Curriculum for all school levels and the implementation phase.</p> <ul style="list-style-type: none"> <li>– <i>What challenges did your country encounter when implementing this objective?</i></li> </ul> <p>The definition of ESD is very different and no common understanding is in the society for what ESD really means.</p> <ul style="list-style-type: none"> <li>– <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i></li> </ul> <p>Aware raising among the general public in Iceland.</p> <p>Active participation and involvement of the youth, both formal and informal.</p> <p>Links to the Global Sustainable goals 2030 and the Icelandic Steering group.</p> <p>Links to the Government's action plan on climate change.</p> <p>Increased Nordic co operation in the field of ESD.</p>

**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).*

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.

<https://www.ki.is/skolamal/starfid/stefna-ki-um-kennarastarfid-kennaramenntun-og-starfsadstaedur-kennarastettarinnar>

<http://vefir.hi.is/kennaramenntun/bryn-mal/mikilvaegir-malaflokkar/menntun-til-sjalfbærni/vefsiður-um-sjalfbæra-þroun/>

<http://netla.hi.is/greinar/2009/013/index.htm>

<http://menntamidja.is/>

Indicator 3.1 ESD is included in the training <sup>19</sup> of educators	
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? <sup>20</sup>
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>In particular specify which ESD competences<sup>21</sup> are explicitly included in the study programmes.</i></p> <p>Different part of the pillars of ESD is included in teaching of the various subjects through different routes such as outdoor learning, projects, sports, nature, games etc.</p> <p>Teachers use the national curriculum which addresses ESD:  <a href="https://www.stjornarradid.is/verkefni/menntamal/namskrar/">https://www.stjornarradid.is/verkefni/menntamal/namskrar/</a>  <a href="https://vefir.mms.is/flettibaekur/namsefni/sjalfbaerni/sjalfbaerni.html">https://vefir.mms.is/flettibaekur/namsefni/sjalfbaerni/sjalfbaerni.html</a>  <a href="https://mms.is/namsefni/sjalfbaerni-rit-um-grunnthaetti-menntunar-rafbok">https://mms.is/namsefni/sjalfbaerni-rit-um-grunnthaetti-menntunar-rafbok</a>  <a href="https://namtilframtidar.is/#!/sjalfbaerni">https://namtilframtidar.is/#!/sjalfbaerni</a></p> <p><a href="https://ugla.hi.is/kennsluskra/index.php?tab=skoli&amp;chapter=content&amp;id=40955">https://ugla.hi.is/kennsluskra/index.php?tab=skoli&amp;chapter=content&amp;id=40955</a>  <a href="https://ugla.unak.is/kennsluskra/index.php?tab=skoli&amp;chapter=content&amp;id=-2019&amp;kennsluar=2019">https://ugla.unak.is/kennsluskra/index.php?tab=skoli&amp;chapter=content&amp;id=-2019&amp;kennsluar=2019</a>  <a href="https://www.lhi.is/kennsluskra">https://www.lhi.is/kennsluskra</a></p> <p><a href="https://www.ki.is/skolamal/starfid/stefna-ki-um-kennarastarfid-kennaramenntun-og-starfsadstaedur-kennarastettarinnar">https://www.ki.is/skolamal/starfid/stefna-ki-um-kennarastarfid-kennaramenntun-og-starfsadstaedur-kennarastettarinnar</a></p> <p><a href="http://vefir.hi.is/kennaramenntun/bryn-mal/mikilvaegir-malaflokkar/menntun-til-sjalfbaerni/vefsiður-um-sjalfbæra-proun/">http://vefir.hi.is/kennaramenntun/bryn-mal/mikilvaegir-malaflokkar/menntun-til-sjalfbaerni/vefsiður-um-sjalfbæra-proun/</a>  <a href="http://netla.hi.is/greinar/2009/013/index.htm">http://netla.hi.is/greinar/2009/013/index.htm</a></p>

<sup>19</sup> ESD is addressed by content and/or by methodology.

<sup>20</sup> For higher education institutions: the focus is here on existing teacher training at universities/colleges regarding SD and ESD for university/college teachers.

<sup>21</sup> 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>.

Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? <sup>22</sup>
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>In particular specify which ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.</i></p> <p><i>Please also update the information provided under the phase III national implementation reporting in appendix III.</i></p> <p>Different part of the pillars of ESD is included in teaching of the various subjects through different routes such as outdoor teaching, projects, sports, nature, games etc.</p> <p>Teachers use the national curriculum which addresses ESD:  <a href="https://www.stjornarradid.is/verkefni/menntamal/namskrar/">https://www.stjornarradid.is/verkefni/menntamal/namskrar/</a>  <a href="https://vefir.mms.is/flettibaekur/namsefni/sjalfbaerni/sjalfbaerni.html">https://vefir.mms.is/flettibaekur/namsefni/sjalfbaerni/sjalfbaerni.html</a>  <a href="https://mms.is/namsefni/sjalfbaerni-rit-um-grunnthaetti-menntunar-rafbok">https://mms.is/namsefni/sjalfbaerni-rit-um-grunnthaetti-menntunar-rafbok</a>  <a href="https://namtilframtidar.is/#!/sjalfbaerni">https://namtilframtidar.is/#!/sjalfbaerni</a></p> <p><a href="https://ugla.hi.is/kennsluskra/index.php?tab=skoli&amp;chapter=content&amp;id=40955">https://ugla.hi.is/kennsluskra/index.php?tab=skoli&amp;chapter=content&amp;id=40955</a>  <a href="https://ugla.unak.is/kennsluskra/index.php?tab=skoli&amp;chapter=content&amp;id=-2019&amp;kennsluar=2019">https://ugla.unak.is/kennsluskra/index.php?tab=skoli&amp;chapter=content&amp;id=-2019&amp;kennsluar=2019</a>  <a href="https://www.lhi.is/kennsluskra">https://www.lhi.is/kennsluskra</a></p> <p><a href="https://www.ki.is/skolamal/starfid/stefna-ki-um-kennarastarfid-kennaramenntun-og-starfsadstaedur-kennarastettarinnar">https://www.ki.is/skolamal/starfid/stefna-ki-um-kennarastarfid-kennaramenntun-og-starfsadstaedur-kennarastettarinnar</a></p> <p><a href="http://vefir.hi.is/kennaramenntun/bryn-mal/mikilvaegir-malaflokkar/menntun-til-sjalfbaerni/vefsiour-um-sjalfbæra-proun/">http://vefir.hi.is/kennaramenntun/bryn-mal/mikilvaegir-malaflokkar/menntun-til-sjalfbaerni/vefsiour-um-sjalfbæra-proun/</a></p> <p><a href="http://netla.hi.is/greinar/2009/013/index.htm">http://netla.hi.is/greinar/2009/013/index.htm</a>  <a href="http://menntamidja.is/">http://menntamidja.is/</a></p>
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify which ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional.</i></p> <p>No information available.          Refer to 3.1.1 and 3.1.2.</p>

<sup>22</sup> 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.

Indicator 3.2 Opportunities exist for educators to cooperate on ESD	
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>MenntaMiðja - Network/platform of educators, leaders, researchers, strategic planners, post-graduate students in educational studies. The aim is to gather together group of specialists with the knowledge and interest to share ideas and take part in various discussions on development of education and school matters:</p> <p><a href="http://menntamidja.is/">http://menntamidja.is/</a></p> <p>GETA:</p> <p><a href="http://gert.menntamidja.is/">http://gert.menntamidja.is/</a></p> <p><a href="http://netla.hi.is/greinar/2009/013/index.htm">http://netla.hi.is/greinar/2009/013/index.htm</a></p> <p>Teachers use the national curriculum which addresses ESD and encourage co-operation between teachers cross-subjects:</p> <p><a href="https://www.stjornarradid.is/verkefni/menntamal/namskrar/">https://www.stjornarradid.is/verkefni/menntamal/namskrar/</a></p> <p><a href="https://vefir.mms.is/flettibaekur/namsefni/sjalfbaerni/sjalfbaerni.html">https://vefir.mms.is/flettibaekur/namsefni/sjalfbaerni/sjalfbaerni.html</a></p> <p><a href="https://mms.is/namsefni/sjalfbaerni-rit-um-grunnthaetti-menntunar-rafbok">https://mms.is/namsefni/sjalfbaerni-rit-um-grunnthaetti-menntunar-rafbok</a></p> <p><a href="https://namtilframtidar.is/#!/sjalfbaerni">https://namtilframtidar.is/#!/sjalfbaerni</a></p>

Sub-indicator 3.2.2	Are ESD networks/platforms supported by the Government in any way? <sup>23</sup>
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify how, listing the major ones, and describing them as appropriate.</i></p> <p>As an example</p> <p>MenntaMiðja - Network/platform of educators, leaders, researchers, strategic planners, post-graduate students in educational studies. The aim is to gather together group of specialists with the knowledge and interest to share ideas and take part in various discussions on development of education and school matters:</p> <p><a href="http://menntamidja.is/">http://menntamidja.is/</a></p> <p>GETA:</p> <p><a href="http://gert.menntamidja.is/">http://gert.menntamidja.is/</a></p> <p><a href="http://netla.hi.is/greinar/2009/013/index.htm">http://netla.hi.is/greinar/2009/013/index.htm</a></p> <p>Landvernd is a member <i>Foundation for Environmental Education</i></p> <p><a href="https://graenfaninn.landvernd.is/">https://graenfaninn.landvernd.is/</a></p> <p><i>Conservation Service of Iceland</i></p> <p><a href="https://www.land.is/sjalfbaerni-2/">https://www.land.is/sjalfbaerni-2/</a></p> <p><a href="http://natturutorg.is/">http://natturutorg.is/</a></p> <p>The Directorate of Education</p> <p><a href="https://mms.is/directorate-education">https://mms.is/directorate-education</a></p> <p><a href="https://vefir.mms.is/flettibaekur/namsefni/sjalfbaerni/sjalfbaerni.html">https://vefir.mms.is/flettibaekur/namsefni/sjalfbaerni/sjalfbaerni.html</a></p> <p><a href="https://mms.is/namsefni/sjalfbaerni-rit-um-grunnthaetti-menntunar-rafbok">https://mms.is/namsefni/sjalfbaerni-rit-um-grunnthaetti-menntunar-rafbok</a></p> <p><a href="https://namtilframtidar.is#!/sjalfbaerni">https://namtilframtidar.is#!/sjalfbaerni</a></p> <p><a href="https://mms.is/laesisverkefni">https://mms.is/laesisverkefni</a></p>

<sup>23</sup> Including assistance through direct funding, in-kind help, political and institutional support.

<p>Concluding remarks issue 3</p>	<p>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.</p>
	<p>Please address in particular the following questions:</p> <ul style="list-style-type: none"> <li>– Which actions and/or initiatives have been particularly successful and why?</li> </ul> <p>When municipalities interested in ESD involve teachers of all school levels and other stakeholders to implement the fundamental pillars in the curriculum.</p> <ul style="list-style-type: none"> <li>– What challenges did your country encounter when implementing this objective?</li> </ul> <p>In-service teacher’s course for interested teachers. The concept of ESD is complicated and there is 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.</p> <p>Some of the in-service courses for teachers had to be cancelled due to lack of interest.</p> <ul style="list-style-type: none"> <li>– What other considerations have to be taken into account in future ESD implementation concerning this objective?</li> </ul> <p>To motivate all stakeholders for long-term discussion and development.</p> <p>Youth involvement</p> <p>Nordic co operation</p> <p>Use of Media awareness raising.</p>

<b>Issue 4. Ensure that adequate tools and materials for ESD are accessible</b>	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
<b>Indicator 4.1 Teaching tools and materials for ESD are produced</b>	
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe.</i></p> <p>The Directorate of Education, <a href="http://www.mms.is">www.mms.is</a>, has replaced the National Centre for Educational Material (old homepage <a href="http://nams.is/Languages/English-information/">http://nams.is/Languages/English-information/</a>)</p> <p>The Directorate of Education was established on October 1st 2015, following the adoption of Act no. 91/2015. The Directorate is an administrative institution in the field of education and its main objective is to improve quality and support progress in education in accordance with law and government policies, best evidence and international standards.</p> <p>The Directorate of Education has taken over responsibilities from the former Education Testing Institute and The National Centre for Educational Materials. The Directorate has also assumed responsibility for certain administrative tasks from the Ministry of Education, Science and Culture and for new projects such as the implementation of the National agreement on literacy.</p> <p>The Directorates main tasks are to:</p> <ul style="list-style-type: none"> <li>• Provide all school children with diverse and quality education material in accordance with the Icelandic national curriculum guide.</li> <li>• Monitor and evaluate school progress. Conduct national coordinated examinations and international studies such as PISA.</li> <li>• Collect, analyze and disseminate information on education and to provide educational authorities, professionals and the public with information and guidance in educational matters.</li> <li>• Conduct administrative tasks related to the implementation of the national curriculum and qualifications, accreditation of private schools, licensing of teachers and services to students.</li> </ul>
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in United States dollars (USD)) for annual expenditures on ESD-related research and development.</i></p> <p>No information available.</p>



<b>Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist</b>	
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"/>	<i>Please specify.</i>  The Directorate of Education has its own quality control mechanism for teaching material.
Sub-indicator 4.2.2	Are ESD teaching tools and materials available: (a) in national languages?; (b) for all levels of education according to ISCED?

(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.</i></p> <p>No information on ISCED 6, 7 and 8.</p> <table border="1" data-bbox="1088 284 1783 1066"> <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>25. Lower secondary vocational education</td> <td>x</td> </tr> <tr> <td>3. Upper secondary education</td> <td>x</td> </tr> <tr> <td>35. Upper secondary vocational education</td> <td>x</td> </tr> <tr> <td>4. Post secondary non-tertiary education</td> <td>x</td> </tr> <tr> <td>45. Post-secondary non-tertiary vocational education</td> <td>x</td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> </tr> <tr> <td>55. Short-cycle tertiary vocational education</td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> </tr> <tr> <td>9. No information available</td> <td></td> </tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education	x	1. Primary education	x	2. Lower secondary education	x	25. Lower secondary vocational education	x	3. Upper secondary education	x	35. Upper secondary vocational education	x	4. Post secondary non-tertiary education	x	45. Post-secondary non-tertiary vocational education	x	5. Short-cycle tertiary education		55. Short-cycle tertiary vocational education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level		9. No information available	
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<b>Indicator 4.3 Teaching tools and materials for ESD are accessible</b>																															
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 which measures are the most efficient for dissemination.</i>																														

Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify to what extent by providing an indication of the amount in USD, and please also mention any other significant sources of funding.</i></p> <p>The Fund for educational materials and the Fund for school development have funded various projects in connection with implementing the fundamental pillars.</p>
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe and name in particular official Internet sites.</i></p> <p>The home page of The Directorate of Education:  <a href="https://mms.is/namsefni">https://mms.is/namsefni</a>  <a href="https://namtilframtidar.is/#!/sjalfbaerni">https://namtilframtidar.is/#!/sjalfbaerni</a>  <a href="https://vefir.mms.is/flettibaekur/namsefni/sjalfbaerni/sjalfbaerni.html">https://vefir.mms.is/flettibaekur/namsefni/sjalfbaerni/sjalfbaerni.html</a>  <a href="https://mms.is/namsefni/sjalfbaerni-rit-um-grunnthaetti-menntunar-rafbok">https://mms.is/namsefni/sjalfbaerni-rit-um-grunnthaetti-menntunar-rafbok</a></p>

Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet?; (b) provided through other channels?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>For (a) and (b) please specify and mention by whom it was established and by whom it is managed.</i></p> <p>a) The home page of the Directorate of Education:  <a href="https://mms.is/namsefni">https://mms.is/namsefni</a>  <a href="https://namtilframtidar.is/#!/sjalfbaerni">https://namtilframtidar.is/#!/sjalfbaerni</a>  <a href="https://vefir.mms.is/flettibaekur/namsefni/sjalfbaerni/sjalfbaerni.html">https://vefir.mms.is/flettibaekur/namsefni/sjalfbaerni/sjalfbaerni.html</a>  <a href="https://mms.is/namsefni/sjalfbaerni-rit-um-grunnthaetti-menntunar-rafbok">https://mms.is/namsefni/sjalfbaerni-rit-um-grunnthaetti-menntunar-rafbok</a></p> <p>b) Soil Conservation Service of Iceland  <a href="https://www.land.is/english/">https://www.land.is/english/</a></p> <p>Landvernd (Icelandic Environmental Association) is a member Foundation for Environmental Education <a href="https://graenfaninn.landvernd.is/">https://graenfaninn.landvernd.is/</a>,</p> <p>Orkuveita Reykjavíkur <a href="http://www.or.is/English/">http://www.or.is/English/</a>  <a href="https://www.or.is/english/environment/environmental-and-resource-policy">https://www.or.is/english/environment/environmental-and-resource-policy</a></p> <p>Landsvirkjun – National Power Company of Iceland:  <a href="https://www.landsvirkjun.is/samfelag-og-nattura/umhverfisstefna">https://www.landsvirkjun.is/samfelag-og-nattura/umhverfisstefna</a></p>

<p><i>Concluding remarks issue 4</i></p>	<p><i>Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible.</i></p>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> <li>– <i>Which actions and/or initiatives have been particularly successful and why?</i></li> </ul> <p>No information available.</p> <ul style="list-style-type: none"> <li>– <i>What challenges did your country encounter when implementing this objective?</i></li> </ul> <p>To promote materials and tools to the school community.</p> <ul style="list-style-type: none"> <li>– <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i></li> </ul> <p>The Directorate of Education (merging of The National Centre for Educational Materials and The Institution of Evaluation and Testing) is developing methods of producing quality educational materials using modern technology.</p>
<p><b>Issue 5. Promote research on and development of ESD</b></p>	
<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>As an example:  <a href="https://skemman.is/simple-search?query=sj%C3%A1lfb%C3%A6rni">https://skemman.is/simple-search?query=sj%C3%A1lfb%C3%A6rni</a></p>	

<b>Indicator 5.1 Research<sup>24</sup> on ESD is promoted</b>	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD <sup>25</sup> supported?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify in particular the most important outcomes of supported research.</i></p> <p>Various projects within The School of Education at the University of Iceland, as an example:  <a href="http://netla.hi.is/greinar/2009/007/01/index.htm">http://netla.hi.is/greinar/2009/007/01/index.htm</a>  <a href="http://vefir.hi.is/kennaramenntun/bryn-mal/mikilv%C3%A6gir-malaflokkar/menntun-til-sjalfb%C3%A6rni/">http://vefir.hi.is/kennaramenntun/bryn-mal/mikilv%C3%A6gir-malaflokkar/menntun-til-sjalfb%C3%A6rni/</a>  <a href="http://www.sjalfbaerni.is/media/frodleikur/Menntun-i-dreifbyli-og-ahrif-menntunar-a-byggdarthroun-og-sjalfbaerni-.pdf">http://www.sjalfbaerni.is/media/frodleikur/Menntun-i-dreifbyli-og-ahrif-menntunar-a-byggdarthroun-og-sjalfbaerni-.pdf</a></p> <p>GETA:  <a href="http://gert.menntamidja.is/">http://gert.menntamidja.is/</a>  <a href="http://netla.hi.is/greinar/2009/013/index.htm">http://netla.hi.is/greinar/2009/013/index.htm</a></p> <p>MenntaMiðja - Network/platform of educators, leaders, researchers, strategic planners, post-graduate students in educational studies. The aim is to gather together group of specialists with the knowledge and interest to share ideas and take part in various discussions on development of education and school matters:  <a href="http://menntamidja.is/">http://menntamidja.is/</a>  <a href="http://menntamidja.is/category/rannsoknir/">http://menntamidja.is/category/rannsoknir/</a></p>
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify which subjects were investigated and list major reports.</i></p> <p>No information available.</p>

<sup>24</sup> These include support from various sources, such as State, local authorities, business and non-governmental organizations or institutions.

<sup>25</sup> 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.

Sub-indicator 5.1.3	Are post-graduate programmes available: (1) On ESD: <sup>26</sup> (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>  Various post-graduate programmes in Universities, as an example:  Master of Coastal and Marine Management - <a href="http://hsvest.is/masters_program/">http://hsvest.is/masters_program/</a>  Various programmes - <a href="https://en.ru.is/ise/">https://en.ru.is/ise/</a>  Environment and Natural Resources - <a href="https://english.hi.is/environment_and_natural_resource/environment_and_natural_resources_studies">https://english.hi.is/environment_and_natural_resource/environment_and_natural_resources_studies</a>  Links to a few Universities: <a href="https://english.hi.is/">https://english.hi.is/</a> <a href="http://english.unak.is/">http://english.unak.is/</a> <a href="http://www.lbhi.is/study_aui">http://www.lbhi.is/study_aui</a>
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>Please provide information on (a) and (b).</i>  Only general competitive funds for the doctorate level.
<b>Indicator 5.2 Development of ESD is promoted</b>	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? <sup>27</sup>
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify what main projects were/are being implemented to that end.</i>
<b>Indicator 5.3 Dissemination of research results on ESD is promoted</b>	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms <sup>28</sup> to share the results of research and examples of good practices in ESD <sup>29</sup> among authorities and stakeholders?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify and provide information about where published research and dissertations are accessible.</i>

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<sup>26</sup> ESD is addressed by substance and/or by approach.

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

<sup>28</sup> E.g., conferences, summer schools, journals, periodicals, networks.

<sup>29</sup> 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 <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<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>
	<p>– <i>Which actions and/or initiatives have been particularly successful and why?</i></p> <p>MenntaMiðja - Network/platform of educators, leaders, researchers, strategic planners, post-graduate students in educational studies. The aim is to gather together group of specialists with the knowledge and interest to share ideas and take part in various discussions on development of education and school matters:  <a href="http://menntamidja.is/">http://menntamidja.is/</a></p> <p>GETA:  <a href="http://gert.menntamidja.is/">http://gert.menntamidja.is/</a>  <a href="http://netla.hi.is/greinar/2009/013/index.htm">http://netla.hi.is/greinar/2009/013/index.htm</a></p> <p>– <i>What challenges did your country encounter when implementing this objective?</i></p> <p>To promote a long-term commitment on the subject.</p> <p>– <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i></p>

<b>Issue 6. Strengthen cooperation on ESD at all levels within the ECE region</b>	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
<b>Indicator 6.1 International cooperation on ESD is strengthened within the ECE region and beyond</b>	
Sub-indicator 6.1.1	Do your public authorities cooperate in or support international <sup>30</sup> networks on ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify concrete networks and explain who supports these networks.</i>  UNICE, Committee on environmental policy, Nordic Baltic committee on sustainable development on education.
Sub-indicator 6.1.2	Do educational institutions or organizations (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>  No information available.
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms or agreements that include an explicit ESD component?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<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?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please list and describe.</i>  <a href="https://unu.edu/about/unu-system/ftp-gtp-lrt#overview">https://unu.edu/about/unu-system/ftp-gtp-lrt#overview</a> The Geothermal Training Programme of the United Nations University, <a href="http://unugtp.is/">http://unugtp.is/</a> The UNU Fisheries Training Programme is a postgraduate training programme, <a href="http://www.unuftp.is/">http://www.unuftp.is/</a> The United Nations University - Land Restoration Training programme, <a href="http://www.unulrt.is/">http://www.unulrt.is/</a> The UNU Gender Equality Studies and Training Programme (UNU-GEST), <a href="https://gest.unu.edu/en">https://gest.unu.edu/en</a>

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

<p><i>Concluding remarks on issue 6</i></p>	<p><i>Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region</i></p>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> <li>- <i>Which actions and/or initiatives have been particularly successful and why?</i></li> </ul> <p>There are various networks within the Nordic countries based on Nordic support.</p> <ul style="list-style-type: none"> <li>- <i>What challenges did your country encounter when implementing this objective?</i></li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>- <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i></li> </ul> <p>It's a consideration for the country to increase global thinking and awareness and promote international networks.</p>
<p><b>Issue 7. Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD</b></p>	
<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>There are no indigenous people in Iceland.</p>	
<p><i>What role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.</i></p>	
<p><b>Issue 8. Describe any challenges and obstacles encountered in the implementation of the Strategy</b></p>	
<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. Please in particular discuss any challenges and obstacles encountered that were not yet mentioned in the concluding remarks on the implementation of the Strategy's main objectives (issues 1–6).</i></p>	
<p>There are no further remarks.</p>	

**Issue 9. Describe any assistance needed in implementing the Strategy in your countries**

*Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.*

Guidance on affective implementation and assessment of ESD.

## Appendix I (a)

### Indicator 2.1, sub-indicator 2.1.1

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

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	25	3	35	4	45	5	55	6	7	8
Peace studies (e.g., international relations, security and conflict resolution, partnerships)													
Environmental ethics and philosophy	X	X	X	X	X	X	X	X					
Global citizenship, democracy and governance	X	X	X	X	X	X	X	X	X				
Sustainable lifestyles	X	X	X	X	X	X	X	X					
Human rights (e.g., gender and racial and intergenerational equity)	X	X	X	X	X	X	X	X					
Poverty alleviation		X	X	X	X	X	X	X					
Cultural diversity	X	X	X	X	X	X	X	X	X				
Gender equality	X	X	X	X	X	X	X	X					
Biological and landscape diversity		X	X	X	X	X	X	X	X				
Environmental protection (waste management, environmental monitoring, risk assessment, etc.)	X	X	X	X	X	X	X	X	X				
Ecological principles/ecosystem approach			X	X	X	X	X	X	X				
Natural resource management (e.g., water, soil, mineral, fossil fuels)			X	X	X	X	X	X	X				
Climate change and desertification		X	X	X	X	X	X	X	X				
Personal and family health (e.g., HIV/AIDS, drug abuse)		X	X	X	X	X							
Environmental health (e.g., food and drinking; water quality; pollution)	X	X	X	X	X	X	X	X	X				

Some key themes covered by sustainable development	ISCED Levels 2011												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Corporate social responsibility		X	X	X	X	X	X	X	X				
Production and/or consumption patterns		X	X	X	X	X	X	X	X				
Economic growth and good jobs					X	X	X	X	X				
Rural/urban development			X	X	X	X	X	X	X				
Oceans and sea		X	X	X	X	X	X	X					
Renewable energy		X	X	X	X	X	X	X					
Sustainable cities and communities	X	X	X	X	X	X	X	X					
Culture's contribution to sustainable development	X	X	X	X	X	X	X	X					
<b>Total</b>	10	18	21	21	22	22	21	21	12				
Other (countries to add as many as needed)													

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

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 curriculum<sup>31</sup> or 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	25	3	35	4	45	5	55	6	7	8
<b>Learning to learn</b> Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?	x	X	x	x	x	x	x	X	x				
	- understanding complexity/systemic thinking?		X	x	X	x	x	x	X	x				
	- overcoming obstacles/problem-solving?		X	x	X	x	X	x	X	x				
	- managing change/problem-setting?		X	x	X	x	X	x	X	x				
	- creative thinking/future-oriented thinking?	x	X	x	X	x	X	x	x	x				
	- understanding interrelationships across disciplines/holistic approach?		X	x	x	x	x	x	x	x				
	<b>Total</b>		2	6	6	6	6	6	6	6	6			
- other? (countries to add as many as needed)														
- No information on ISCED 6, 7 and 8.														
<b>Learning to do</b> Does education at each level enhance learners' capacity for:	- applying learning in a variety of life-wide contexts?		X	X	X	X	X	X	X	X				
	- decision-making, including in situations of uncertainty?		X	X	X	X	X	X	X	X				
	- dealing with crises and risks?		X	X	X	X	X	X	X	X				
	- acting responsibly?	X	X	X	X	X	X	X	X	X				
	- acting with self-respect?	X	X	X	X	X	X	X	X	X				
	- acting with determination?	X	X	X	X	X	X	X	X	X				
	<b>Total</b>		3	6	6	6	6	6	6	6	6			
- other? (countries to add as many as needed)														

<sup>31</sup> At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels												
		0	1	2	25	3	35	4	45	5	55	6	7	8
<b>Learning to be</b> Does education at each level enhance learners' capacity for:	- self-confidence?	X	X	X	X	X	X	X	X	X				
	- self-expression and communication?	X	X	X	x	X	X	X	X	X				
	- coping under stress?	X	X	X	x	X	X	X	X	X				
	- ability to identify and clarify values?		X	X	X	X	X	X	X	X				
	<b>Total</b>	3	4	4	4	4	4	4	4	4				
- other? ( <i>countries to add as many as needed</i> )														
<b>Learning to live and work together</b> Does education at each level enhance learners' capacity for:	- acting with responsibility (locally and globally)?	X	X	X	X	X	X	X	X	X				
	- acting with respect for others?	X	X	X	X	X	X	X	X	X				
	- identifying stakeholders and their interests?			X	X	X	X	X	X	X				
	- collaboration/team working?	X	X	X	X	X	X	X	X	X				
	- participation in democratic decision-making?	X	X	X	X	X	X	X	X	X				
	- negotiation and consensus-building?	X	X	X	X	X	X	X	X	X				
	- distributing responsibilities (subsidiarity)?	X	X	X	X	X	X	X	X	X				
	<b>Total</b>	6	6	7	7	7	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 or learning methods for each level. Use the blank rows to insert additional teaching or learning methods that are considered to be key methods in your country in teaching and learning for sustainable development.)

**Table of teaching-learning methods**

Some key ESD teaching/learning methods proposed by the Strategy <sup>a</sup>	ISCED Levels												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Discussions	X	X	X	X	X	X	X	X	X				
Conceptual and perceptual mapping		X											
Philosophical inquiry	X	X	X	X	X	X	X	X					
Value clarification					X	X	X	X	X				
Simulations; role playing; games	X	X	X	X									
Scenarios; modelling	X	X	X	X									
Information and communication technology (ICT)	X	X	X	X	X	X	X	X	X				
Surveys					X	X	X	X	X				
Case studies			X	X	X	X							
Excursions and outdoor learning	X	X	X	X	X	X	X	X	X				
Learner-driven projects	X	X	X	X	X	X	X	X	X				
Good practice analyses	X	X	X	X	X	X	X	X					
Workplace experience			X	X	X	X	X	X	X				
Problem-solving	X	X	X	X	X	X	X	X	X				
<b>Total</b>	9	10	11	11	11	11	10	10	8				
Other (countries to add as many as needed)													

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

<sup>a</sup> 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 tables (a) and (b) 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		X	X
Local government	X		
Organized labour		X	X
Private sector		X	X
Community-based		X	X
Faith-based	X	X	X
Media			X
<b>Total</b>	2	5	6
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				
<b>Total</b>	<b>7</b>			<b>2</b>	
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

8 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 <sup>a</sup> to integrate ESD into their practice																	
	Educators												Leaders/administrators <sup>b</sup>					
	Initial <sup>c</sup>						In service <sup>d</sup>						In service <sup>e</sup>					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0. Early childhood education												X						X
1. Primary education												X						X
2. Lower secondary education												X						X
25. Lower secondary vocational education												X						X
3. Upper secondary education												X						X
35. Upper secondary vocational education												X						X
4. Post-secondary non-tertiary education											X						X	
45. Post-secondary non-tertiary vocational education											X						X	
5. Short-cycle tertiary education									X						X			
55. Short-cycle tertiary vocational education									X						X			
6. Bachelor’s or equivalent level									X						X			

ISCED levels	Percentage of education professionals who have received training <sup>a</sup> to integrate ESD into their practice																	
	<i>Educators</i>												<i>Leaders/administrators<sup>b</sup></i>					
	<i>Initial<sup>c</sup></i>						<i>In service<sup>d</sup></i>						<i>In service<sup>e</sup></i>					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
7. Master's or equivalent level									X						X			
8. Doctoral or equivalent level									X						X			
9. No information available																		
Non-formal									X						X			
Informal									X						X			

<sup>a</sup> Training is understood to include at least one day (a minimum of five contact hours).

<sup>b</sup> See paras. 54 and 55 of the UNECE Strategy for ESD.

<sup>c</sup> 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.

<sup>d</sup> 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.

<sup>e</sup> 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.

<b>Indicator 1.1</b>	<b>Prerequisite measures are taken to support the promotion of ESD</b>	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
<b>Indicator 1.2</b>	<b>Policy, regulatory and operational frameworks support the promotion of ESD</b>	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
<b>Indicator 1.3</b>	<b>National policies support synergies between processes related to SD and ESD</b>	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
<b>Indicator 2.1</b>	<b>SD key themes are addressed in formal education</b>	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
<b>Indicator 2.2</b>	<b>Strategies to implement ESD are clearly identified</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
<b>Indicator 2.3</b>	<b>A whole-institution approach to ESD/SD is promoted</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
<b>Indicator 2.4</b>	<b>ESD is addressed by quality assessment/enhancement systems</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
<b>Indicator 2.5</b>	<b>ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
<b>Indicator 2.6</b>	<b>ESD implementation is a multi-stakeholder process</b>	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
<b>Indicator 3.1</b>	<b>ESD is included in the training of educators</b>	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
<b>Indicator 3.2</b>	<b>Opportunities exist for educators to cooperate on ESD</b>	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
<b>Indicator 4.1</b>	<b>Teaching tools and materials for ESD are produced</b>	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
<b>Indicator 4.2</b>	<b>Quality control mechanisms for teaching tools and materials for ESD exist</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
<b>Indicator 4.3</b>	<b>Teaching tools and materials for ESD are accessible</b>	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
<b>Indicator 5.1</b>	<b>Research on ESD is promoted</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
<b>Indicator 5.2</b>	<b>Development of ESD is promoted</b>	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
<b>Indicator 5.3</b>	<b>Dissemination of research results on ESD is promoted</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
<b>Indicator 6.1</b>	<b>International cooperation on ESD is strengthened within the ECE region and beyond</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed

## Annex II

### Proposed timeline for reporting

The proposed timeline for the preparation and submission of national implementation reports set out below aims to facilitate the reporting exercise at the national level. Member States are asked to respect the deadline of 1 November 2018 to ensure sufficient time for the preparation of the report on progress in implementation during the first post-2015 phase of implementation of the Strategy at the regional level, and the reflection of any review of implementation in the discussions on education for sustainable development within the framework of the Steering Committee.

<i>National preparation process</i>	<i>Time required</i>	<i>Tentative timing</i>
First draft of the report	1 month	June 2018
Multi-stakeholder consultation on the draft	1–3 months	July-September 2018
Final report preparation (including translation, where required)	1 month	October 2018
Deadline for submission of national implementation reports to ECE		1 November 2018