

National Implementation Report

(As submitted by Belgium-Flemish)

Format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development Phase III: 2011–2015

The following report is submitted on behalf of the Flemish government (Belgium) 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: Jürgen Loones

Signature:

Date:

Full name of the institution: Environment, Nature and Energy Department

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

A. Provide brief information (not more than half a page) on the process by which this report has been prepared, including information on which types of public authorities were consulted or contributed to its preparation, 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) _____

- Flemish government

- Flemish government: departments of the Authorities of Flanders: Environment, Nature and Energy department, Education and Training department, Economy, Science and Innovation department, Agriculture and Fisheries department, Welfare, Public Health and Culture department, Flemish International Cooperation Agency, Tourism Flanders, Agency for Socio-Cultural Work for Youth and Adults, Department of Mobility and Public Works, Department of the Services for the General Government Policy, Department of Work and Social Economy, Department of Spatial Planning, Housing Policy and Immovable Heritage...
- Provinces: West-Vlaanderen, Oost-Vlaanderen, Antwerpen, Limburg, Vlaams-Brabant

- French Community of Belgium

- Ministry of the French Community of Belgium
- Public utility of Wallonia (SPW)
- Institut bruxellois pour la Gestion de l'énergie (Brussels Institute for Energy Management) (IBGE)

- German-speaking Community

Regional Development Concept (RDC) in the German-speaking Community

In relation to sustainable development issues, the Government of the German-speaking Community can only operate within the remit of the powers conferred upon it by the Constitution. The list of objectives, projects and actions in this document is not exhaustive. Thus it does not devalue the importance of the other actions which contribute to sustainable development in the German-speaking Community. Education for sustainable development comes within the remit of our Community's powers at various different levels.

With a view to the future development of the German-speaking Community, we decided to use three basic principles as a guide: Sustainability, innovation and cooperation. However, the implementation of sustainable development principles is now regarded as an important cross-cutting task applicable to all sectors. We are aware of the responsibility we have towards future generations and we shall use our resources in such a way as to preserve our capital. We shall take due account of economic, environmental and social aspects.

The strategic objectives comprise sustainable development training, bolstering social capital and increasing resource efficiency. We must build on and expand our achievements to date.

In May 2008 the Government of the German-speaking Community decided to develop a **Regional Development Concept (RDC)**. The aim is to develop and present, following **structured dialogue with all stakeholders**, a suitable forward-looking project for the German-speaking Community which will make it possible to define the measures that will enable the Community to **face up to current and future challenges**.

The Regional Development Concept contains a regional model, as well as a regional development strategy and recommendations relating to the various measures in the areas of activity concerned. Consultancy experts were given the task of developing this Plan. The regional analysis draws particularly on existing work, documents and reports of the government, the ministry and other public services. The analysis also makes use of information gleaned from interviews with

members of the **government, the ministry, the local authorities, social partners, social actors, para-Community institutions, and the business and tourism sectors.**

In order to ensure an in-depth analysis, 19 seminars were organised bringing together over 350 regional actors. This made it possible to identify the strengths and weaknesses and opportunities and threats in each of the thematic areas.

This regional analysis focused on the following **eight** thematic areas:

- Geographical location and territorial boundaries
- Population and demographic change
- Culture and cultural identity
- Education and training
- Economic structure and employment
- Health and social affairs
- Nature and the environment
- Structural improvement measures

Within the framework of the **participative process**, the Regional Development Concept was amended on several occasions and was finally presented to all participants on 26 March 2009. In order to achieve the development objectives defined in its vision of the future, **84** different **measures and steering projects** which can serve as a springboard for the future development and implementation of the RDC have been identified.

With a view to this regional model defining the future of the German-speaking Community between now and 2025, we believe that it really must be updated on an ongoing basis and in a coherent manner in order for it to be regarded as a dynamic tool and so that it can be implemented as such.

Below is an overview of the projects/objectives for the future:

The German-speaking Community as a BORDER REGION
The German-speaking Community as an ECONOMIC REGION
The German-speaking Community as a REGION OF TRAINING
The German-speaking Community as a REGION based on SOLIDARITY
The German-speaking Community as a LIVELY REGION

For each of the objectives, various development strategies have been clearly defined. Some of these objectives are clearly designed to promote education for sustainable development.

<http://www.dglive.be/PortalData/2/Resources/downloads/divers/REK/Rek1F-AKfinal.pdf>

Stakeholders: _____

NGOs (please specify) _____

- Flemish government
 - Studio Globo ; Belgische Technische Coöperatie ; Coprogram; Vlaams Overleg Duurzame Ontwikkeling (VODO) ; Socius; Netwerk Bewust Verbruiken ; Natuurpunt vzw ; Bond Beter Leefmilieu ; Centrum voor Natuur- en Milieueducatie (CVN) ; Green vzw ; Vereniging voor Ecologisch Leven en Tuinieren (Velt) ; Steunpunt Jeugd ; Mobiel 21 ; Vormen vzw ; Wereldnatuurfonds (WWF)

- German-speaking Community

The broad participation in very diverse areas of interest allowed for the adoption of a cross-cutting approach to the different topics.

The work was overseen by the Ministry of the German-speaking Community, as well as by a support committee comprising representatives of the Government, the Ministry, para-Community institutions, business and tourism.

In order to ensure an in-depth analysis, 19 seminars were organised bringing together over 350 regional actors. These regional actors are representative of the representatives of NGOs, compulsory, formal, informal and non-formal education, the private sector and public authorities -> see NGOs, Academia, private sector, Others

Academia (please specify) _____

- Flemish government

- Thomas More ; Universiteit Gent ; Katholieke Hogeschool Leuven; Hogeschool-Universiteit Brussel; Vives ; Universiteit Antwerpen (UA) ; Katholieke Hogeschool Kempen; PXL

Business (please specify) _____

Other (please specify) _____

- Flemish government

- Minaraad ; Vormingplus Kempen ; Vereniging van Vlaamse Steden en Gemeenten; Onderwijkskoepels : Provinciaal Onderwijs Vlaanderen (POV) , Vlaams Secretariaat Katholiek Onderwijs (VSKO), Gemeenschapsonderwijs (GO !), Steinerscholen, Onderwijssecretariaat van de Steden en Gemeenten van de Vlaamse Gemeenschap (OVSG) ; Vlaamse Stichting voor Verkeerskunde (The Flemish Foundation for Trafficknowledge) ; Algemeen Christelijk Vakverbond (ACV/CSC) ; Federale Raad Duurzame ontwikkeling (The Belgian Federal Council for Sustainable Development) ; Algemene Centrale der Liberale Vakbonden (ACLVB) ; Algemeen Belgisch Vakverbond (ABVV/FGTB) ;

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.)

This report was prepared by the secretariat of the ESD consultation platform, at the Flemish Government; Environment, Nature and Energy Department; Environmental Integration and Subsidies Division – which is also the secretariat of the steering committee of the Flemish implementation plan for ESD. The ESD consultation platform is incorporated into the Nature and Environmental Education unit of the Environment, Nature and Energy department and seeks to give operational substance to governmental policy decisions. The decision-making is focused on formulating a joint advisory opinion about the implementation of ESD. Proposals are prepared by a liaison group (editorial committee) but decisions have to be approved by the entire platform. The aim is to develop advisory opinions on the basis of a consensus, otherwise the consultation platforms are required to develop a majority view, while referring to the reasoning of the members who do not share this position.

The members of the ESD consultation platform work together to stimulate learning (for sustainable development) within the education system, the governmental organizations and in the Flemish society as a whole. This alliance includes partners from public society, schools and universities, municipalities, youth-representatives, NGO's and companies. The partners in this alliance are informed and consulted about a draft of this report.

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>The UNECE Strategy for ESD is available in French</i> http://www.unece.org/env/documents/2005/cep/ac.13/cep.ac.13.2005.3.rev.1.f.pdf <i>and was translated into Dutch and German.</i> http://www.unece.org/env/esd/strategytext/strategieDutch.pdf http://www.unece.org/env/esd/strategytext/strategyingerman.pdf
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"/>	For the Flemish government the focal point is situated in the Environment, Nature and Energy Department. For the French-speaking community the focal point is: la Direction développement durable du Ministère de la Communauté française.
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The strategy implementation process is being coordinated by the ESD consultation platform, which is incorporated into the Nature and Environmental Education unit of the Environment, Nature and Energy department and seeks to give operational substance to governmental policy decisions. The ESD consultation platform comprises representatives of various departments of the Authorities of Flanders: Environment, Nature and Energy department, Education and Training department, Agriculture and Fisheries department, Welfare, Public Health and Culture department,...
	Apart from being a channel for interdepartmental cooperation, the ESD consultation platform is also a forum where stakeholders from outside the Flemish administration can consult with each other. Federal and provincial government agencies are represented, along with a wide variety of stakeholders from civil society. The consultation platform may be extended on an ad hoc basis with new albeit not permanent representatives when the agenda so requires.

¹ Issues 1 to 6 herein are in accordance with the objectives (a)-(f) set out in the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1, para. 7).

² For countries with a federal government structure, all references to “national” apply to “State”, as appropriate. In this context, “data at the national level” means aggregated data received from sub-State entities.

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>In Flanders, there is an implementation plan for ESD ‘Learning for a viable future’ which was adopted by the Government of Flanders in 2009. http://www.lne.be/themas/natuur-en-milieueducatie/algemeen/edo/docs/edo_plan_090515 The main actions of the Flemish ESD implementation plan are the following:</p> <ol style="list-style-type: none"> 1. The ESD consultation platform 2. An ESD co-ordination unit 3. Process coaching 4. Promoting ESD through existing regulatory frameworks 5. Promoting ESD through financial policy instruments 6. Promoting ESD through (continuing) education 7. Promoting ESD through educational tools
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the UNESCO global process on the United Nations Decade of ESD, ³ and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>With the ESD-implementation plan we also worked on the UNESCO global process and part of the global action for sustainable production and consumption. ESD is included in policy documents on SCP Sustainable Consumption and Production, in particular the SCP-chapter of the fourth Flemish environmental policy plan. http://www.lne.be/themas/beleid/mina4/milieubeleidsplan-2011-2015/ http://www.unep.org/10yfp/Programmes/ProgrammeConsultationandCurrentStatus/Sustainablelifestylesandeducation/tabid/106266/Default.aspx ESD and SCP were both ‘operational projects’ of the ‘Flemish Strategy for Sustainable Development’. http://sta.dar-001.ys.be/sites/default/files/VSDO2_1.pdf</p>

³ The United Nations General Assembly in its resolution 57/254 of 20 December 2002 proclaimed the 10-year period beginning on 1 January 2005 the United Nations Decade of Education for Sustainable Development.

Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD	
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>ESD is reflected in the 'Flemish Strategy for Sustainable Development'.</p> <p>http://sta.dar-001.y.s.be/sites/default/files/VSDO2_1.pdf</p> <p>ESD is reflected in the policy letters.</p> <p>http://www.vlaanderen.be/nl/publicaties/detail/beleidsnota-2014-2019-omgeving</p> <p>The text of the contract on the 'Milieuzorg Op School' project (Environmental care at school) explicitly stipulates that the 'MOS'project enters within the framework of Education for Sustainable Development.</p> <p>www.mosvlaanderen.be</p> <p>Within the framework of the 2020 European Strategy and in its aspiration towards a sustainable and green knowledge economy, the Council of Europe adopted some conclusions on Education for Sustainable Development at the time of the Belgian EU Presidency.</p>
Sub-indicator 1.2.2	Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards/ordinances/requirements at all levels of formal education, as understood by your education system in accordance with ISCED? ⁵

⁴ Policy documents may include national strategies, plans, programmes, guidelines and the like.

⁵ See <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>.

(a) Yes No

(b) Yes No

If yes, please specify details for (a) and (b).

The cross-curricular attainment targets for secondary education comprise a context on Environment and Sustainable Development. Six attainment targets have been specified for this context, which are of course connected to the more general attainment targets such as Learning to think critically and which can also be combined with attainment targets from other contexts.

Please also fill in the table by ticking (✓) as appropriate.

ISCED levels	(a)	(b)
	Yes	Yes
0. Early childhood education		v
1. Primary education	v	v
2. Lower secondary education	v	v
3. Upper secondary education	v	v
4. Post secondary non-tertiary education		v
5. Short-cycle tertiary education		v
6. Bachelor's or equivalent level		v
7. Master's or equivalent level		v
8. Doctoral or equivalent level		

Sub-indicator 1.2.3 Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?

Yes No

The **Flemish Strategy for Sustainable Development** specifies that "in formal education, various kinds of training, or in the informal sector"⁶ education is a key instrument for continuing to achieve internalised results. The file on the **operational project** on education for sustainable development interprets ESD "in its broadest sense", as 'lifelong learning', not only in formal education or a training context but also in various types of informal and non-formal learning"⁷. The stated long-term objective also makes an explicit reference to diversity in learning environments where ESD can be included. The specific measures towards this end are reflected in the short term aims.

Sub-indicator 1.2.4 Is public awareness in relation to ESD addressed in relevant national document(s)?

Yes No

The **Flemish Strategy for Sustainable Development** seeks to make a contribution to bringing about a change of mentality (a transition), an awareness of various dimensions of sustainable development and, above all, the development of a new way of

⁶ Leterme, Y. (2006). *Samen grenzen ver-leggen. Vlaamse strategie duurzame ontwikkeling fase 1*, p. 45.

⁷ Project N°. 3: *Education for sustainable development*, p. 1.

	thinking and acting with regard to the administration, the business sector and consumers.
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Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁸ cooperation relevant to ESD exist in your Government?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>The Government of Flanders decided in 2005 to establish a ‘multisectoral public administration working group on sustainable development’ in the light of interdepartmental cooperation focused on the wider policy area of sustainable development. This working group is presided over by the policy officer from the sustainable development unit. The officer is assisted by a day-to-day administration, where the economic, social and environmental components are represented, as is Flemish foreign policy.</p> <p>The working group has to guarantee that comprehensive, coordinated sustainable development policy objectives are formulated, so that a converging policy approach can be applied at public administration level. We seek to achieve proactive standpoints and initiatives both in Belgium and at European and international level. The key priority of the Working Group on Sustainable Development is to forge a Flemish sustainable development strategy.</p>
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ⁹
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>The strategy implementation process is being coordinated by the ESD consultation platform, which is incorporated into the Nature and Environmental Education unit of the Environment, Nature and Energy department and seeks to give operational substance to governmental policy decisions. The ESD consultation platform comprises representatives of various departments of the Authorities of Flanders: Environment, Nature and Energy department, Education and Training department, Economy, Science and Innovation department, , Agriculture and Fisheries department, Welfare, Public Health and Culture department, Flemish International Cooperation Agency, Tourism Flanders ...</p> <p>Apart from being a channel for interdepartmental cooperation, the ESD consultation platform is also a forum where stakeholders from outside the Flemish administration can consult with each other. Federal and provincial government agencies are represented, along with a wide variety of stakeholders from civil society. The consultation platform may be extended on an ad hoc basis with new albeit not permanent representatives when the agenda so requires.</p>
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p>There are no public budgets or economic ‘incentives’ available to lend support specifically to ESD but there is a nature and environmental education project fund, financial support for development education and a sustainability fund providing optional and ad hoc initiatives applied according to ESD principles to varying degrees.. However, the funds are not invariably focused on systematically promoting ESD.</p>
Indicator 1.3	National policies support synergies between processes related to sustainable development (SD) and ESD
Sub-indicator 1.3.1	Is ESD part of SD policy(ies) if these exist in your country?

⁸ Between State bodies.

⁹ For an explanation, see paragraph 46 of the UNECE Strategy for ESD.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The sustainable development policy in Belgium is spread across various levels of governance . Education for sustainable development is primarily focused at Flemish level: the Ministers for Education (Hilde Crevits) and the Environment (Joke Schauvliege) are jointly responsible for ensuring the UNECE strategy is implemented in Flanders. ESD is part of the Flemish Strategy for Sustainable Development.
<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>
	<i>Please address in particular the following questions:</i> <ul style="list-style-type: none"> – Which actions/initiatives have been particularly successful and why? – What challenges did your country encounter when implementing this objective? – Which other considerations have to be taken into account in future ESD implementation concerning this objective?

Issue 2. Promote SD through formal, non-formal and informal learning													
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>													
Indicator 2.1 SD key themes are addressed in formal education													
Sub-indicator 2.1.1	Are key themes of SD ¹⁰ addressed explicitly in the curriculum/programme of study at various levels ¹¹ of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what SD issues are important in the country (i.e., biodiversity, gender, consumption/production, etc.) and how they are addressed in the curricula.</i></p> <p><i>Please update the table in appendix I (a) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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 style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><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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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>								
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹² /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what competences as learning outcomes are important in your country.</i></p> <p><i>Please update the table in appendix I (b) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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 style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><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"/>
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"/>								

¹⁰ For details, see paragraph 15 of the UNECE Strategy for ESD.

¹¹ For the State or federal level, where relevant.

¹² Idem.

Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum ¹³ /programme of study at various levels of formal education?																																																					
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Please specify what methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.</p> <p>Please also update the table in appendix I (c) that was used to report on implementation phase II, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</p> <table border="1" data-bbox="974 379 1574 486"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </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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Indicator 2.2 Strategies to implement ESD are clearly identified																																																						
Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects ¹⁴ only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project ¹⁵ ; (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 type="checkbox"/> No <input type="checkbox"/>	Schools and institutions in Flanders are free to choose their strategy towards implementing ESD. ESD may be dealt with in specific courses, in separate projects or in cross-curricular courses. Interdisciplinary and, if possible, project-based approaches are encouraged by the authorities though. In primary and secondary education, the 'MOS' project certainly is an example of these. Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.																																																					
	<table border="1" data-bbox="790 767 1753 1230"> <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>v</td> <td></td> <td></td> <td>v</td> <td></td> </tr> <tr> <td>1. Primary education</td> <td>v</td> <td>v</td> <td></td> <td>v</td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td>v</td> <td>v</td> <td></td> <td>v</td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td>v</td> <td>v</td> <td></td> <td>v</td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td>v</td> <td>v</td> <td></td> <td>v</td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td>v</td> <td>v</td> <td></td> <td>v</td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>v</td> <td>v</td> <td>v</td> <td>v</td> <td></td> </tr> </tbody> </table>	ISCED levels 2011	(a)	(b)	(c)	(d)	(e)	Yes	Yes	Yes	Yes	Yes	0. Early childhood education	v			v		1. Primary education	v	v		v		2. Lower secondary education	v	v		v		3. Upper secondary education	v	v		v		4. Post-secondary non-tertiary education	v	v		v		5. Short-cycle tertiary education	v	v		v		6. Bachelor's or equivalent level	v	v	v	v	
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¹³ Idem.

¹⁴ E.g., geography or biology. For higher education, “subject” means “course”.

¹⁵ A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

	7. Master's or equivalent level	v	v	v	v	
<i>Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).</i>						
Indicator 2.3 A whole-institution approach¹⁶ to SD/ESD is promoted						
Sub-indicator 2.3.1	Do educational institutions ¹⁷ adopt a “whole-institution approach” to SD/ESD?					

¹⁶ 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).

¹⁷ For higher education institutions: whole-university, whole-college or whole-faculty approach (including inter-faculty approaches).

Yes No

The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2015. ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.

Schools and institutions in Flanders are free to choose their strategy towards implementing ESD. ESD may be dealt with in specific courses, in separate projects or in cross-curricular courses. Interdisciplinary and, if possible, project-based approaches are encouraged by the authorities though. In primary and secondary education, the 'MOS' project certainly is an example of these.

Also, please provide information for all levels of your education system in accordance with ISCED by ticking (✓) in the table as appropriate and specify for non-formal and informal education, as appropriate.

ISCED levels 2011	Yes
0. Early childhood education	v
1. Primary education	v
2. Lower secondary education	v
3. Upper secondary education	v
4. Post-secondary non-tertiary education	
5. Short-cycle tertiary education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	

Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?																				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>If yes, please specify what schemes are available for all levels of your education system.</i></p> <p>The extent to which the school is involved is a criterion for awarding labels to schools subscribing to the 'MOS' project. The accompanying materials help schools towards achieving the "whole-school approach". The "Kleur Bekennen" programme has also yielded publications which may provide a welcome support to schools. These projects also supply guidance customised to the schools besides the usual guidance by educational advisors from the guidance services of the different educational networks.</p> <p>MOS coaches and supports schools, teachers, headmasters and school teams to develop a sustainable environmental policy involving organizational and educational work. The mission of MOS is 'Learning together to make sustainable choices'. www.mosvlaanderen.be</p> <p>Ecocampus is a part of the Environment, Nature and Energy Department of the Flemish government. With the project Ecocampus the Flemish government wants to catalyze the orientation of higher education towards sustainable development. In association with higher education, Ecocampus wants to obtain that graduates have active knowledge about sustainable development and are able to act upon it in their professional and private life. www.lne.be/ecocampus http://www.lne.be/doelgroepen/onderwijs/ecocampus/kennis-en-instrumentenhub/literatuur http://www.lne.be/doelgroepen/onderwijs/ecocampus/kennis-en-instrumentenhub/leidraad-do-als-kompas-bij-de-opmaak-van-leerresultaten</p> <p><i>Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="981 959 1563 1378"> <thead> <tr> <th data-bbox="981 959 1464 1034">ISCED levels 2011</th> <th data-bbox="1464 959 1563 1034">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="981 1034 1464 1074">0. Early childhood education</td> <td data-bbox="1464 1034 1563 1074">v</td> </tr> <tr> <td data-bbox="981 1074 1464 1114">1. Primary education</td> <td data-bbox="1464 1074 1563 1114">v</td> </tr> <tr> <td data-bbox="981 1114 1464 1153">2. Lower secondary education</td> <td data-bbox="1464 1114 1563 1153">v</td> </tr> <tr> <td data-bbox="981 1153 1464 1193">3. Upper secondary education</td> <td data-bbox="1464 1153 1563 1193">v</td> </tr> <tr> <td data-bbox="981 1193 1464 1233">4. Post-secondary non-tertiary education</td> <td data-bbox="1464 1193 1563 1233"></td> </tr> <tr> <td data-bbox="981 1233 1464 1273">5. Short-cycle tertiary education</td> <td data-bbox="1464 1233 1563 1273"></td> </tr> <tr> <td data-bbox="981 1273 1464 1313">6. Bachelor's or equivalent level</td> <td data-bbox="1464 1273 1563 1313">v</td> </tr> <tr> <td data-bbox="981 1313 1464 1353">7. Master's or equivalent level</td> <td data-bbox="1464 1313 1563 1353">v</td> </tr> <tr> <td data-bbox="981 1353 1464 1378">8. Doctoral or equivalent level</td> <td data-bbox="1464 1353 1563 1378"></td> </tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education	v	1. Primary education	v	2. Lower secondary education	v	3. Upper secondary education	v	4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level	v	7. Master's or equivalent level	v	8. Doctoral or equivalent level	
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	<i>Please also specify for non-formal and informal education, as appropriate. If relevant information is available please also specify (provide examples).</i>
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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"/>	<i>Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.</i>																				
	<p>A working group on "indicators for ESD", consisting of actors of both formal and non-formal learning, was established out of the ESD consultation platform. This working group reflected on indicators for ESD, which resulted in a vision and reflection document containing ESD principles, to which questions for reflection are linked. This document ("EDO: de vlag en de lading") is to be the starting point for the development of organisation-specific indicators through the use of appropriate methodology.</p> <p>Some schools for higher education and universities do develop own indicators, mainly for sub-aspects of sustainable development. Besides these, there are schools for higher education and universities adopting AISHE (Audit Instrument for Sustainability in Higher Education)</p>																				
	<i>Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate:</i>																				
	<i>(a) For formal institutions:</i>																				
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Indicator 2.4 ESD is addressed by quality assessment/enhancement systems																																												
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems?: ¹⁸ (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 checked="" type="checkbox"/> No <input type="checkbox"/>	<p>In Flanders an education inspectorate is in place. Through the integration of a context on Environment and Sustainable Development into the attainment targets, it is expected that ESD issues will also draw the attention of the inspectorate in secondary education.</p> <p><i>Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> </tr> <tr> <th><i>Yes</i></th> <th><i>Yes</i></th> <th><i>Yes</i></th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>V</td> <td></td> <td></td> </tr> <tr> <td>1. Primary education</td> <td>V</td> <td></td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td>V</td> <td>V</td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td>V</td> <td>V</td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td>V</td> <td></td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td>V</td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>V</td> <td></td> <td>V</td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>V</td> <td></td> <td>V</td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td>V</td> <td></td> <td>V</td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this data (i.e., provide examples on how the data was compiled).</i></p>	ISCED levels 2011	(a)	(b)	(c)	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	0. Early childhood education	V			1. Primary education	V			2. Lower secondary education	V	V		3. Upper secondary education	V	V		4. Post-secondary non-tertiary education	V			5. Short-cycle tertiary education	V			6. Bachelor's or equivalent level	V		V	7. Master's or equivalent level	V		V	8. Doctoral or equivalent level	V		V
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Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice																																												
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?																																											

¹⁸ 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).

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Since 2014 we are cooperating with the European Week of Bees and pollination. We gather all the activities on a website. We organise presentations for policy officers at the local level. We developed an interactive, digital bee game. www.weekvandebej.be</p> <p>To promote the different themes of our policy plan. We organise a campaign to inform and to stimulate people to take action for greening their environment, for searching other transportation possibilities and to look for silence in their lives during at least 30 days. http://www.30dagen.be/</p> <p>On the website do.vlaanderen.be we gather all the information about sustainable development.</p>
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Sub-indicator 2.5.2	Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) which addresses SD issues?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	In Flanders support is given to SMEs in the field of corporate social responsibility (Department of Work and Social Economy) ; apart from this, the building sector is being offered a lot of learning opportunities through the transition arena on sustainable living and building. The chemical and agricultural sectors are focussed on within the Target-group policy service (Department of the Environment) . And lastly, businesses and NGOs meet each other within the KAURI network (http://www.kauri.be/) in order to develop sustainable action models. Kauri is the Belgian meeting point for sustainability.
Sub-indicator 2.5.3	Are there any instruments (e.g. research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify in particular what instruments were the most effective in assessing the outcomes of ESD as a result of non-formal/informal learning.</i> Most effective is bringing people together in an informal way. Creating a space for meeting and discussing with each other. https://www.academia.edu/10707175/Taking_stock_of_the_UN_Decade_of_education_for_sustainable_development_the_policy-making_process_in_Flanders
Indicator 2.6	ESD implementation is a multi-stakeholder process¹⁹
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please update the information provided in the previous table for appendix II as appropriate.</i>
Concluding remarks on issue 2	<i>Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning</i>
	<i>Please address in particular the following questions:</i> – Which actions/initiatives have been particularly successful and why? – What challenges did your country encounter when implementing this objective? – Which other considerations have to be taken into account in future ESD implementation concerning this objective?
Issue 3.	Equip educators with the competence to include SD in their teaching
	<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>

¹⁹ 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).

Indicator 3.1		ESD is included in the training²⁰ of educators
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ²¹	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>In particular specify what ESD competences²² are explicitly included in the study programmes.</i>	

²⁰ ESD is addressed by content and/or by methodology.

²¹ For higher education institutions: the focus is here on existing teacher training at universities/colleges regarding SD and ESD for university/college teachers.

²² For a set of core competences in ESD please see the report by the ECE Expert Group on Competences, *Learning for the future: Competences in Education for Sustainable Development* (ECE/CEP/AC.13/2011/6), available online from <http://www.unece.org/education-for-sustainable-development-esd/publications.html.html>.

Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²³
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	In particular specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional. <i>Please also update the information provided under the phase II national implementation reporting in appendix III.</i>
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional.</i>
Indicator 3.2 Opportunities exist for educators to cooperate on ESD	
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	In the ESD consultation platform the different educational networks are represented. The ESD consultation platform also set up two study days for teachers in order to help them getting started with ESD. Besides these initiatives, learning networks and market places have been organised for Higher education. For more information on learning networks within teacher training, please access http://www.lne.be/doelgroepen/onderwijs/ecocampus/initiatieven/netwerken There are learning networks for teacher education, social work, economy and tourism.
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²⁴
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes, they are supported financially and organisationally. The secretariat of the learning networks is done by the administration of the Flemish government.
Concluding remarks issue 3	<i>Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching</i>
	<i>Please address in particular the following questions:</i> – Which actions/initiatives have been particularly successful and why? – What challenges did your country encounter when implementing this objective? – Which other considerations have to be taken into account in future ESD implementation concerning this objective?
Issue 4. Ensure that adequate tools and materials for ESD are accessible	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	

²³ 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.

²⁴ Including assistance through direct funding, in-kind help, political and institutional support.

Indicator 4.1	Teaching tools and materials for ESD are produced
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please describe.</i>

Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?																				
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in United States dollars (USD)) for annual expenditures on ESD-related research and development.</i>																				
Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist																					
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities?; (b) approved by public authorities?; (c) tested and recommended for selection by educational institutions?																				
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	The ESD consultation platform opted for a vision-developing instrument with questions for reflection, called "EDO : de vlag en de lading" on the basis of which organisations can engage in the debates and draw up indicators themselves.																				
Sub-indicator 4.2.2	Are ESD teaching tools/materials available: (a) in national languages?; (b) for all levels of education according to ISCED?																				
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.</i>																				
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Indicator 4.3 Teaching tools and materials for ESD are accessible																					
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?																				

²⁵ Education level in accordance with ISCED.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Materials are disseminated to schools through various channels : 'MOS' coaches, promoters, educational advisors, newsletters, the internet, inventories on the Internet, study days, but also through learning networks. http://www.klasse.be http://www.klascement.net/ http://www.projectloket.canoncultuurcel.be/index.php?a=item/find/2 http://www.kleurbekennen.be/web/kb2/web/02_zoek_edu%20mat.html
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Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify to what extent by providing an indication of the amount in USD, and please also mention any other significant sources of funding.</i>
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	www.lne.be/edo www.lne.be/ecocampus www.mosvlaanderen.be www.kleurbekennen.be www.klascement.be
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"/>	www.lne.be/edo (Department Environment, Nature and Energy) www.lne.be/ecocampus (Department Environment, Nature and Energy) www.mosvlaanderen.be (Department Environment, Nature and Energy) www.kleurbekennen.be www.klascement.be (Department Education and Training)
<i>Concluding remarks issue 4</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible</i>
	<i>Please address in particular the following questions:</i> – <i>Which actions/initiatives have been particularly successful and why?</i> – <i>What challenges did your country encounter when implementing this objective?</i> <i>It is hard to maintain an up to date high quality database.</i> – <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
Issue 5. Promote research on and development of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 5.1 Research²⁶ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁷ supported?

²⁶ These include support from various sources, such as State, local authorities, business and non-governmental organizations or institutions.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Van Poeck, K. (2013). Education as a response to sustainability issues. Practices of environmental education in the context of the United Nations Decade of education for sustainable development. PhD diss., University of Leuven.
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify what subjects were investigated and list major reports.</i>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: ²⁸ (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 type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" 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> Van Poeck, K. (2013). Education as a response to sustainability issues. Practices of environmental education in the context of the United Nations Decade of education for sustainable development. PhD diss., University of Leuven. Heidi Detailleur, Masterproef 'Aandacht voor "duurzaamheid" en "duurzame ontwikkeling" binnen de professionele bachelor-opleidingen Sociaal Werk in Vlaanderen'
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?

²⁷ 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.

²⁸ ESD is addressed by substance and/or by approach.

(a) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please provide information on (a) and (b).</i>
(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Van Poeck, K. (2013). Education as a response to sustainability issues. Practices of environmental education in the context of the United Nations Decade of education for sustainable development. PhD diss., University of Leuven.
Indicator 5.2 Development of ESD is promoted	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? ²⁹
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	ALERT, was a one year community of practise which brought together 30 professionals in the educational field who worked together and learned from each other how to cope with sustainability issues in practise. The aim was to bridge the gap between theory and practise.
Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ³⁰ to share the results of research and examples of good practices in ESD ³¹ among authorities and stakeholders?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Through learning networks and the ESD consultation platform. And also through presentations and discussions within al lot of organisations.

²⁹ Activities may include projects, action research, social learning and multi-stakeholder teams.

³⁰ E.g., conferences, summer schools, journals, periodicals, networks.

³¹ 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 checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please name the major publications for (a) and (b).</i>
(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Van Poeck, K., Vandenabeele, J., Bruyninckx, H. (2014). Taking stock of the UN Decade of Education for Sustainable Development: The policymaking process in Flanders.. Environmental Education Research, 20 (5), art.nr. DOI:10.1080/13504622.2013.836622, 695-717.</p> <p>Van Poeck, K., Goeminne, G., Vandenabeele, J. (2014). Revisiting the democratic paradox of environmental and sustainability education: sustainability issues as matters of concern. Environmental Education Research, (pre-published online), art.nr. DOI:10.1080/13504622.2014.966659.</p> <p>Van Poeck, K. (2014). Education as a response to sustainability issues. Practices of environmental education in the context of the UN Decade of Education for Sustainable development (Thesis Summary). Environmental Education Research, (pre-published online), art.nr. 10.1080/13504622.2014.958651.</p> <p>Van Poeck, K., Vandenabeele, J. (2014). Education as a response to sustainability issues. European Journal for Research on the Education and Learning of Adults, 5 (2), 221-236.</p> <p>Van Poeck, K., Vandenabeele, J. (2013). Sustainable citizenship as practice. Lifelong Learning in Europe (LLinE) (2/2013).</p> <p>Van Poeck, K., Vandenabeele, J. (2012). Learning from sustainable development: education in the light of public issues. Environmental Education Research, 18 (4), art.nr. http://dx.doi.org/10.1080/13504622.2011.633162, 541-552.</p> <p>Sleurs, W. e.a. (2008). Duurzame ontwikkeling. Hoe integreren in het onderwijs? Antwerpen: Uitgeverij De Boeck.</p> <p>Lambrechts, W. e.a (2009). Duurzaam Hoger Onderwijs. Appel voor verantwoord onderrichten, onderzoeken en ondernemen. Leuven : Uitgeverij LannooCampus.</p> <p>Peeters, J. (red.) (2010). Een veerkrachtige samenleving. Sociaal werk en duurzame ontwikkeling. EPO.</p> <p>Van Poeck, K. en Loones, J. (2010). Educatie voor Duurzame ontwikkeling : de vlag en de lading. Brussel. De NME van EDO. Stryckers, P., 2010 in : CVN-krant.</p> <p>Anders gaan leren. Van Poeck, K., 2009 in : OIKOS, 2009/3 nr 50.</p> <p>Leren voor een nieuwe wereld. De Vriendt, J., 2009 in: Wisselwerk cahier '09 De Grondwet, veranderkracht van lokale gemeenschappen in het licht van duurzame ontwikkeling.</p> <p>Leren voor duurzame ontwikkeling: een kwestie van burgerschap. Van Poeck, K., 2010 in : Wissens.</p> <p>Ceulemans, K., De Prins, M. (2010). Teacher's manual and method for SD integration in curricula. Journal of Cleaner Production, 18 (7): 645-651.</p>
<i>Concluding remarks on issue 5</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.</i>
	<ul style="list-style-type: none"> - <i>Which actions/initiatives have been particularly successful and why?</i> - <i>What challenges did your country encounter when implementing this objective?</i> - <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i>

Issue 6. Strengthen cooperation on ESD at all levels within the ECE region	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 6.1 International cooperation on ESD is strengthened within the ECE region and beyond	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international ³² networks on ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Benelux working group for EE/ESD : http://www.benelux.int/nl/kerntemas/leefmilieu/natuur-en-milieueducatie-en-educatie-voor-duurzame-ontwikkeling-de-benelux ECER: http://www.eera-ecer.de/ Copernicus Alliance: http://www.copernicus-alliance.org/
Sub-indicator 6.1.2	Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	ECER: http://www.eera-ecer.de/ Copernicus Alliance: http://www.copernicus-alliance.org/ PERL: http://www.perlprojects.org/responsible-living
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?

³² In this context, international associations, working groups, programmes, partnerships, etc., means those at the global, regional and subregional levels.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Poland, Estland, Letland, Litouwen, Catalonië, Roemenië, Hongarije, Slovenië, Tsjechië, Kroatië.</i></p> <p><i>f.e.a part from the text of contract:</i></p> <p>The Nature and Environmental Education Unit (N)EE-unit is prepared to invite a delegation to introduce them within the (N)EE-working, the educative environmental care projects and the structure on the Flemish level in a profound and participative way.</p> <p>Taking into account the wishes/needs, the (N)EE-unit can organise 3 or 4 days with the following interests, possibly in a follow-up project (MOS, Ecocampus, ...):</p> <ul style="list-style-type: none"> - introduction of and making acquaintance with the working of the (N)EE-unit service within Flanders, with Education for Sustainable Development as the frame of reference, and with the networking on (N)EE (diverse target groups) and on ESD - making acquaintance in a profound way with the MOS-project (Environmental Care at School), an educational and environmental care project from kindergarten to higher education and, if preferred, linked with one or more school visits; getting acquainted with the educational means - introduction of and making acquaintance with the Ecocampus-project, a new project to introduce environmental care in higher education and universities (curricula, internal management, student life), and, if preferred, linked with a visit to a university or an institution of higher education - introduction of the procedure in Flanders on the phasing and implementation of the Strategy on ESD in the formal education and informal or/and non-formal education; making acquaintance with examples of good practices how ESD can be introduced in (N)EE - site visit to one or more (N)EE-centres, linked with a Flemish nature reserve and to a provincial EE-service, getting acquainted with the common educational means
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please list and describe.</i>
<i>Concluding remarks on issue 6</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region</i>
	<i>Please address in particular the following questions:</i> <ul style="list-style-type: none"> - <i>Which actions/ initiatives have been particularly successful and for which reason?</i> - <i>What challenges did your country encounter when implementing this objective?</i> - <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
Issue 7. Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD	
<i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i>	
<i>What the role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.</i>	
Issue 8. Describe any challenges and obstacles encountered in the implementation of the Strategy	

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

The most difficult part was to convince the Flemish Government at a political level of the importance of Education for Sustainable Development and find the finances.

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).

Issue 9. Future implementation of Education for Sustainable Development

Is there a political commitment/an indication that ESD implementation will continue to be supported after the end of phase III of the UNECE Strategy for ESD and after the United Nations Decade of ESD in your country? If yes, is there already an indication of implementation priorities?

There is a political commitment that ESD implementation will continue as it is mentioned in the policy letter of our Minister. We will continue the ESD-platform and wants to underpin the activities with an EDO-wiki. This will be a platform where we can learn from each other. We want to focus on the very practical implementation by developing pilot projects. The pilot project will focus on ESD-plans, teacher education, TVET, non-formal learning and bridging the gap between formal and non-formal learning and bringing together in concrete project different 'educations'. We want to present and to discuss these pilot projects to foster the implementation by the different organisations.

Appendix I (a)

Indicator 2.1, sub-indicator 2.1.1

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

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

Some key themes covered by sustainable development	ISCED Levels 2011								
	0	1	2	3	4	5	6	7	8
Peace studies (e.g., international relations, security and conflict resolution, partnerships)				v			V	V	V
Ethics and philosophy				v			V	V	V
Citizenship, democracy and governance		v	v	v			V	V	V
Human rights (e.g., gender and racial and intergenerational equity)				v			V	V	V
Poverty alleviation		v	v	v			V	V	V
Cultural diversity		v		v			V	V	V
Biological and landscape diversity		v	v	v			V	V	V
Environmental protection (waste management, etc.)	v	v	v	v			V	V	V
Ecological principles/ecosystem approach		v	v	v			V	V	V
Natural resource management (e.g., water, soil, mineral, fossil fuels)		v	v	v			V	V	V
Climate change		v	v	v			V	V	V
Personal and family health (e.g., HIV/AIDS, drug abuse)		v	v	v			V	V	V
Environmental health (e.g., food and drinking; water quality; pollution)	v	v	v	v			V	V	V
Corporate social responsibility				v			V	V	V
Production and/or consumption patterns		v	v	v			V	V	V
Economics			v	v			V	V	V
Rural/urban development				v			V	V	V
Total	2	11	11	17			17	17	17
Other <i>(countries to add as many as needed)</i>									

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

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

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

Appendix I (b)

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum³³/programme of study at various levels of formal education, by filling in the table below. (Please tick (✓) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)

Table of learning outcomes

Competence	Expected outcomes	ISCED Levels								
		0	1	2	3	4	5	6	7	8
Learning to learn Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?		✓	✓	✓			✓	✓	✓
	- understanding complexity/systemic thinking?				✓			✓	✓	✓
	- overcoming obstacles/problem-solving?		✓	✓	✓			✓	✓	✓
	- managing change/problem-setting?			✓	✓			✓	✓	✓
	- creative thinking/future-oriented thinking?			✓	✓			✓	✓	✓
	- understanding interrelationships across disciplines/holistic approach?				✓			✓	✓	✓
	Total		2	4	6			6	6	6
- other (countries to add as many as needed)?										
-										
Learning to do Does education at each level enhance learners' capacity for:	- applying learning in a variety of life-wide contexts?	✓	✓	✓	✓			✓	✓	✓
	- decision-making, including in situations of uncertainty?			✓	✓			✓	✓	✓
	- dealing with crises and risks?		✓	✓	✓			✓	✓	✓
	- acting responsibly?		✓	✓	✓			✓	✓	✓
	- acting with self-respect?		✓	✓	✓			✓	✓	✓
	- acting with determination?		✓	✓	✓			✓	✓	✓
	Total	1	5	6	6			6	6	6
- other (countries to add as many as needed)?										

³³ At the state level, where relevant.

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

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

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

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

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

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

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy ^a	ISCED Levels								
	0	1	2	3	4	5	6	7	8
Discussions		✓	✓	✓			✓	✓	✓
Conceptual and perceptual mapping		✓	✓	✓			✓	✓	✓
Philosophical inquiry				✓				✓	✓
Value clarification		✓	✓	✓			✓	✓	✓
Simulations; role playing; games		✓	✓	✓			✓	✓	✓
Scenarios; modelling								✓	✓
Information and communication technology (ICT)		✓	✓	✓			✓	✓	✓
Surveys		✓	✓	✓			✓	✓	✓
Case studies				✓			✓	✓	✓
Excursions and outdoor learning		✓	✓	✓			✓	✓	✓
Learner-driven projects				✓			✓	✓	✓
Good practice analyses								✓	✓
Workplace experience				✓			✓	✓	✓
Problem-solving		✓	✓	✓			✓	✓	✓
Total		8	8	12			12	14	14
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.

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

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

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

Appendix II

Indicator 2.6, sub-indicator 2.6.1

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

Table (a)

According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	<i>Formal</i>	<i>Non-formal</i>	<i>Informal</i>
NGOs	✓	✓	✓
Local government	✓	✓	✓
Organized labour		✓	✓
Private sector	✓	✓	✓
Community-based		✓	✓
Faith-based	✓		
Media		✓	✓
Total	4	6	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	V	V	V	V	V
Local government	V				
Organized labour	V	V	V	V	
Private sector	V	V	V	V	
Community-based	V		V		V
Faith-based	V	V	V	V	
Media	V				V
Total	7	4	5	4	3
Other (<i>countries to add as many as needed</i>)					

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

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

Appendix III

Indicator 3.1, sub-indicator 3.1.3

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

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

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

^b See paras. 54 and 55 of the UNECE Strategy for ESD.

^c Please indicate the number of educators who have received initial training on ESD as a percentage of the total number of educators by the reporting date.

^d Please indicate the number of educators who have received training on ESD as a percentage of the total number of educators who received in-service teacher training by the reporting date.

^e Please indicate the number of leaders/administrators who have received training on ESD as a percentage of total number of leaders/administrators who received in-service teacher training by the reporting date.

The scoring key for this table (maximum 100%) is:

Percentage of educated trainers	0–5	6–10	11–25	26–50	51–75	76–100
Scale	A	B	C	D	E	F

Appendix IV

Summary and self-assessment by countries

Please specify the status of efforts to implement the sub-indicators listed in the table below by ticking (✓) as appropriate.

On the basis of the answers to the sub-indicators, please self-assess the status of the implementation of the respective indicator in your country. If feasible, please specify the methodology used for the self-assessment.

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