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- The institutional framework of Belgium regarding Education for Sustainable Development (ESD) implies the participation of every entity according to its competence. Education for Sustainable Development concerns formal, non-formal and informal education and every age group.
- The launching of the Decade of Education for Sustainable Development in Vilnius in March 2005 gave us the opportunity to pursue our reflection on the participation and the actions in Belgium.
 - On the federal level, we wish to draw the attention to the campaign on biodiversity, "Bombyllius", with the Internet site www.bombylius.be the electronic game "Bombygame" and the Bombybook, a pedagogic booklet for teachers of 8-14 years old. A theoretical and ludicrous list of invasive species "SOS INVASIONS" was elaborated for teaching teams and consumers and widely distributed.
 - Within the framework of a cooperation agreement, the French-speaking Community, the Walloon Region and the Region of Brussels-Capital joined forces in order to elaborate and spread teaching documents. Methods to collect indicators were assessed during workshops in outdoor centres. Specific actions were undertaken in a range of fields as food (www.mangerbouger.be), health, consumer education, citizenship, by means of Internet tools and in partnership with related associations.
 - In the German-speaking Community education for sustainable development has been promoted in the youth sector and in adult training (life long learning). Several organizations for adult training support education for sustainable development.
 - In the Flemish-speaking Community, ESD is one of the 12 operational projects of the Flemish Strategy on Sustainable Development. The principles of ESD can be found in the final objectives and the ESD objectives in primary and secondary education as well as in curricula for teachers training.
- The actions in Belgium focus on several major ideas :
 - ESD is not restricted to environmental education. It is the link between several types of complementary education issues as citizenship, human rights, equity, economic aspects and the distribution of environmental, economic and social resources.
 - It must make individuals and generations aware that they are responsible for creating a world that is becoming more and more complicated though fragile at the same time. Culture, as the set of values society refers to, must also be taken into account, for example regarding human rights and gender equality.

- ESD is part of the fundamental knowledge of future generations, but its implementation is complicated to initiate. Therefore it is essential to associate to the process a broad range of partners as schools, associations, universities, life long learning centres, non governmental organizations, international institutions, always complying with the rules for good practices and the results of scientific investigations.
- Belgium has welcomed the UNECE impulse following the adoption of the Vilnius Strategy. It insists on close collaboration and full support of the international institutions responsible for the follow-up and the implementation of the process in order to concentrate all efforts, avoid waste and increase general awareness on the subject.