National Implementation Report

(As submitted by: The Netherlands)

**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 Government of the Netherlands in accordance with the decision of the ECE Steering Committee on Education for Sustainable Development.

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for submitting the report:
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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.

This report was written by the National Focal Point, at the Dutch Ministry of Economic Affair, Agriculture and Innovation – which is also the secretariat of the of the Dutch ESD programmes Learning for Sustainable Development and Nature and Environmental Education. In addition to these programmes the Dutch Alliance for the Decade was formed in 2005 to implement the DESD in The Netherlands. This alliance includes partners from schools and universities, municipalities, youth-representatives, NGO's and companies. This report was presented for comments to some stakeholders in this alliance, who are key players in Education and Research on ESD in the Netherlands. The National; ESD program "Learning for Sustainable Development 2008-2012 was recently extended under a new umbrella: Knowledge Program DuurzaamDoor: Social Innovation for a Green Economy'(2013-2016)..
As a basis the following actors and stakeholders are involved in this program, and they are partner of this reporting..

☒ Governmental institutions (please specify) Ministry of Economic Affairs, Ministry of Education, Ministry, Infrastructure and Environment, Netherlands Enterprise Agency, Provinces, local authorities and Waterboards.

☒ Stakeholders: Platform for EE, educational networks, UNESCO NL,

☒ NGOs (please specify) many, amongst them: IVN, SME, SVN, GDO

☒ Academia (please specify) Coalties Groene Brein (Green Brains: 77 lectors and professors form different universies and universities of applied science) , Wageningen UR UNESCO Chair for ESD, students organisations as 'Morgen" and NJR.

☒ Business (please specify) MVO Nederland (association for CSR), Groene Zaak (coalition of businesses involved is transitions to SD)

☒ Other (please specify) Civil citizens organisations and supporting NGO's as: Kracht in NL, Urgenda, GreenWish, Nudge, missing Chapter Foundation

In 2013 a National monitor and evaluation report, conducted by research organisations TNO/LEI/WUR was send to parliament in 2013, and this report 'Duurzaam Doen, leren in vitale coalities' (Sustainable Action, learning in vital coalitions) was used as a basis to fulfil this reporting for UNECE.

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.)

An important factor influencing the way ESD is organized in The Netherlands is the constitutional right of 'freedom of education'. Schools are free (within general boundaries) to choose their educational content. Top-down measures in education are therefore in general seen as (relatively) less appropriate. The strategy that the programs learning for Sustainable Development and Environmental Education follow in formal education is however a mix of strategies, in which top-down measures are also taken.

They aim to influence key organizations dealing with formal education by working together with these organizations (SLO, Cito and Kennisnet).

Other strategies involve the creation of national networks by teachers and students from below, the dissemination of knowledge in educational settings and by supporting educational projects for SD. In higher education colleges and universities have signed separate charters for ESD. At college level this has led to a successful embedment of sustainability in all educational programs. Universities are well underway, some of them have 'Green Offices' in which students and staff together implement sustainability in Curriculum, Campus, Corporate Responsibility and Community (C4 method). Most of the Agricultural school are now 'Eco-schools. This are just some examples of the progress and still raising awareness and action among schools and universities.

Furthermore it is important to realise that concrete action is taken mostly from bottom-up processes in society, So the new program DuurzaamDoor is focus also on the energy in society, among citizens, NGO;s, local groups, trying tot connect different scales and levels of action, from grass-root till international networking.

Issue[1] 1.	Ensure that policy, regulatory and operational frameworks support the promotion of ESD
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
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 ☒ No ☐	*Available in Dutch (thanks to our Flemish colleagues)*
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes ☒ No ☐	*The secretary for the Steering Group for the Dutch ESD program*
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes ☒ No ☐	*The Dutch intergovernmental program DuurzaamDoor (as successor of the former program Learning for Sustainable Development),. And the Steering Committee for the national program.*
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes ☒ No ☐	*This is the policy brief to the parliament and connected national strategy paper; NotaKennisprogramma DuurzaamDoor: Sociale inovatoe voor een groene economie"* *http://www.rijksoverheid.nl/documenten-en-publicaties/kamerstukken/2013/06/26/aanbiedingsbrief-kennisprogramma-duurzaam-door-en-de-evaluatie-duurzaam-doen-leren-in-vitale-coalities.html*
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 ☒ No ☐	*Unesco Netherlands as well as the NCDO (which is the focal point for the Millennium Development Goals and the Earth Charter in the Netherlands) are agenda-members of the steering-committee of the program LfSD.*

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[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.

[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 ☒ No ☐	- *Modernising the Environmental Policy (min Environment) ;* - *Natuur Visie: Natuurlijk Verder (Nature policy white paper) (min Economic Affairs (former ministry of Agriculture, Nature management and Food))* - *Groene Groei (sustainavble growth), a interministrial SD document).* - *DuurzaamDoor, national ESD program*

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]

(a) Yes ☒ No ☐ (b) Yes ☒ No ☐	• *Specification for Higher Education : There is no national curriculum for Higher education. Institutions are free to compose the content of their studies. The Dutch network Sustainable Teacher-training is working together with the Unesco program on "Reorient Education"*

ISCED levels	(a) *Yes*	(b) *Yes*
0. Early childhood education	v	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	v
5. Short-cycle tertiary education	v	v
6. Bachelor's or equivalent level	*	v
7. Master's or equivalent level	*	v
8. Doctoral or equivalent level	*	V

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[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.

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 ☐	
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes ☒ No ☐	*Both in the ESD progam DuurzaamDoor as under the umbrella of the new Enviromental Policy a awareness program 'Duurzaam DOEN' is conducted.*

Sub-indicator 1.2.5	Does a formal structure for interdepartmental[6] cooperation relevant to ESD exist in your Government?
Yes ☒ No ☐	*The steering committee and civil servants preparing group for the program DuurzaamDoor, their meetings are also informed by ay an multistakeholder platform of NGO's, partner organisations and Civil Society Groups. .*
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government?[7]
Yes ☒ No ☐	*A platform of 4 mayor NGO's, working in EE and ESD exist, and a wider body of stakeholders, known as 'The Green Coalition'*
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes ☒ No ☐	In the period 2008-2012, 20 million Euros was available for the program Learning for Sustainable Development. And also 20 million Euros for the program Environmental Education. Under the new program DuurzaamDoor, annually a budget of € 4 mln. Is available form governments, and this is supported by appr. € 1,5 mln/year from the provincial authorities and appr. € 1,5 mln,. by co-financing form stakeholders..
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?
Yes ☒ No ☐	*Yes, see answers under 1.2.1*
Concluding remarks on issue 1	*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*
	Please address in particular the following questions: – *Which actions/initiatives have been particularly successful and why?* • *Many initiatives an documents are now found in a common ICT basis : Groen Gelinkt* • *The principles of 'coalition – co-creation – co-financing' are well accepted as working basis of our programs* • – *What challenges did your country encounter when implementing this objective?* • *Many, many initiatives (esp. in nonformal and informal) and very little management and reflection* • – *Which other considerations have to be taken into account in future ESD implementation concerning this objective?* • *SD is a mainstream 'topic' , but not necessarily a mainstream 'action' .*

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[6] Between State bodies.
[7] For an explanation, see paragraph 46 of the UNECE Strategy for ESD.

Issue 2.	Promote SD through formal, non-formal and informal learning

See also the statement on 'Freedom of Education' in the beginning of this reporting format.

Indicator 2.1	SD key themes are addressed in formal education

Sub-indicator 2.1.1	Are key themes of SD[8] addressed explicitly in the curriculum/programme of study at various levels[9] of formal education?

Yes ☒ No ☐	*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.*
	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.

A	B	C	D	E	F
☐	☐	☐	☐	☐	☒

Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum[10]/programme of study at various levels of formal education?

Yes ☒ No ☐	*Please specify what competences as learning outcomes are important in your country.*
	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.

A	B	C	D	E	F
☐	☐	☐	☐	☐	☒

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[8] For details, see paragraph 15 of the UNECE Strategy for ESD.

[9] For the State or federal level, where relevant.

[10] Idem.

Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum[11]/programme of study at various levels of formal education?
Yes ☐ No ☒	*Please specify what methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.*
	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.

A	B	C	D	E	F
☐	☐	☐	☐	☐	☐

It is impossible to answer this questions, as we have no prescriptive curricula in the Netherlands on that level of detail. Of course ESD is addressed in a lot of materials and projects. This can be found in publications and handbooks, e.g. the ESD principles for Teaching (Teacher Trainers Network in the Netherlands).

Indicator 2.2 — Strategies to implement ESD are clearly identified

Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects[12] only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project?[13]; (e) other approaches?

(a) Yes ☒ No ☐
(b) Yes ☒ No ☐
(c) Yes ☒ No ☐
(d) Yes ☒ No ☐
(e) Yes ☒ No ☐

Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.

ISCED levels 2011	(a) Yes	(b) Yes	(c) Yes	(d) Yes	(e) Yes
0. Early childhood education	na	na	v	v	v
1. Primary education	v	v	v	v	v
2. Lower secondary education	v	v	v	v	v
3. Upper secondary education	v	v	v	v	v
4. Post-secondary non-tertiary education	v	v	v	v	v
5. Short-cycle tertiary education	v	v	v	v	v
6. Bachelor's or equivalent level	v	v	v	v	v

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[11] Idem.

[12] E.g., geography or biology. For higher education, "subject" means "course".

[13] 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 | v | |

Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).

| **Indicator 2.3** | **A whole-institution approach[14] to SD/ESD is promoted** |
| Sub-indicator 2.3.1 | Do educational institutions[15] adopt a "whole-institution approach" to SD/ESD? |

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[14] 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).

[15] 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.

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	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	v

As ESD is a voluntary task under the freedom of education there are many, many good-practices in all levels of education ion how ESD is implemented in the school system and organisations, reflecting the Whole School Approach.

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 ☐ No ☐	*If yes, please specify what schemes are available for all levels of your education system.* *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	v
1. Primary education	v
2. Lower secondary education	v
3. Upper secondary education	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	v

Since 2009 there are contents published for the institutes for day care of 0-4 year olds, mentioning a green environment and nature-activities. Unesco schools are established and for Universities the AISHA-program provides a monitoring and classification system. This is now also available for TVET schools.

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?

Yes ⊠ No ☐	*Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.*
	Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✔) in the table as appropriate:
	(a) For formal institutions:

ISCED levels 2011	Yes
0. Early childhood education	-
1. Primary education	-
2. Lower secondary education	+/-
3. Upper secondary education	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	v

(b) For non-formal institutions:

ISCED levels 2011	Yes
0. Early childhood education	?
1. Primary education	?
2. Lower secondary education	?
3. Upper secondary education	?
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	v

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?:[16] (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?

(a) Yes ☒ No ☐

(b) Yes ☒ No ☐

(c) Yes ☐ No ☒

Please elaborate.

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) Yes	(b) Yes	(c) Yes
0. Early childhood education	v	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	v	-
5. Short-cycle tertiary education	v	v	-
6. Bachelor's or equivalent level	v	v	-
7. Master's or equivalent level	v	v	-
8. Doctoral or equivalent level	v	v	-

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).

Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?

Yes ☒ No ☐

In the press (all national newspapers have green items now, concerning CSR; Sustainable consumption or Climate-change); in television-series; in campaigns funded by the national and local governments (for example focussing on the year of Biodiversity 2010) and on websites. It seems that SD is mainstream in public attention.
e.g. A lot of publications in the NL are connected with sustainable food-production and consumption.

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[16] 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 2.5.2	Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) which addresses SD issues?
Yes ☒ No ☐	** The organisation MVO Nederland (CSR- the Netherlands) informs and helps companies to implement their CSR-strategy.* ** NCDO had an impact document published on the impact of 20 multinationals concerning the MDG's . There is also a program for small(er) businesses: www.businessindevelopment.nl .* ** The Small Business Innovation Research Programme (SBIR) provides companies with funds for sustainable idea's in the field of agriculture, energy, transport or water management. http://www.senternovem.nl/sbir/sbir_in_the_netherlands.asp* *The instrument of 'Community of Practice' is now well accepted as an effective strategy for 'learning for SD'.* *Examplesof last years incudes COP's in Financial sector, Biodiversity and Business, Rural Development Area's, Energy savings, Urban Development, Climate Chang, New (sustainable) Business Models and 'from Government to Governance'.*
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 ☒ No ☐	*There is a large Monitor & Evaluation plan startied (in 2011) to monitor the programs LfSD and EE. Which leaded to a report to parliament (see1.1.4.)* *The Unesco chair of Arjen Wals at the University of Wageningen is using and developing instruments to monitor results.* *Social Return on Investment Studies are used sometimes to monitor the impact of Sustainable Procurement, for example in the city of Dordrecht.* *Under the new program DuurzaamDoor an instrument called **'reflexive monitor'** is conducted, both to the national ESD program as a whole as to several pilots and projects at the practical level of performance.(e.g. in schools, in communities).*
Indicator 2.6	**ESD implementation is a multi-stakeholder process**[17]
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes ☒ No ☐	*See the introduction remarks in this reporting format.*
Concluding remarks on issue 2	*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*
	Please address in particular the following questions: – *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?*

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[17] 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).

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).	
Indicator 3.1	**ESD is included in the training[18] of educators**
Sub-indicator 3.1.1	Is ESD a part of educators' initial training?[19]
Yes ☒ No ☐	*See table in annex 3* *For level 6, and 7 and 8 there is no initial training for Educators available, but specific courses address ESD in the studies.*

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[18] ESD is addressed by content and/or by methodology.
[19] For higher education institutions: the focus is here on existing teacher training at universities/colleges regarding SD and ESD for university/college teachers.

Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training?[20]
Yes ☒ No ☐	*See Table in Annex III.* *Esp. competences like systems thinking, critical reflection and 'dealing with uncertainty* *Another issue is that of action research and context based learning and field studies.* *Under the Dutch 'Freedom of Education' these courses are always optional.*
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes ☒ No ☐	*See 3.1.2*
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 ☒ No ☐	*Several national networks for teachers and staff on Sustainable development in formal, non-formal and informal education:* *- DHO: (higher Education; level 5-6 on INSED scale)* *- DMBO (level 4; vocational training)* *- PABO network, network for Teacher Education (for primary school teachers).* *- Opeduca: level 2-3 and 4* *- EE-centres (municipality based). Network of city farms and educational centres working on EE programme.* *- Community schools network, where sustainable development is a pillar of the education.* *- Green day care and after school care "kind van nature", member of the international NACC, the Nature Action Collaborative for Children*
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way?[21]
Yes ☒ No ☐	*With money and other support from several ministries, provinces and municipalities.*
Concluding remarks issue 3	*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*

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[20] 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.

[21] Including assistance through direct funding, in-kind help, political and institutional support.

	Please address in particular the following questions:
	− *Which actions/initiatives have been particularly successful and why?*
	• *Recently al Agricultural Schools became 'Eco-schools'' as part of their 'strategic positioning'.*
	• *Esp, In IHE there are now 'Centre's of Expertise'' and many of them are addressing SD issues.*
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	− *What challenges did your country encounter when implementing this objective?*
	• *Al lot is going on, but mostly voluntary or optional. As SD and ESD is alive in the educational community, it is not guaranteed that all teachers and staff are on the same level.*
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	− *Which other considerations have to be taken into account in future ESD implementation concerning this objective?*
	• *There are many 'Grants' under the EU Erasmus +, but it is difficult to address ESD specifically. It should be a great help if EU regulations address SD and ESD.*
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Issue 4.	**Ensure that adequate tools and materials for ESD are accessible**

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

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 ☒ No ☐	*In the EE program is funding available to implement existing tools and materials (There are already many tools and materials available, both national and international).*

Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes ☒ No ☐	*Yes, for the program DuurzaamDoor is about 4 million euros a year available, also on the Provincial and local level there isfunding for ESD projects and materials. Also co-funded by EU some materials are produced.* *Several Funds are available e..g. the National Postcode Lottery, but this is not really public authority.*
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 ☐ No ☒ (b) Yes ☒ No ☐ (c) Yes ☒ No ☐	*Under the national ESD program an ICT based infrastructure '\ Groen Gelinkt' was developed, One of the elements in this ICT structure that looks after collection and dissemination of educational resources and tools is the 'Quality Tool'' that was based on an earlier quality criteria list for the EE sector. The new Quality criteria are compulsory, but in each educational material in Groen Gelinkt the 'Criteria Score' is visible.* *Also an 'Ussers appreciation' is visible in this ICT tool.*
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 ☒ No ☐ (b) Yes ☒ No ☐	*Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.*

ISCED levels 2011[22]	*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	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	v

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?

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[22] Education level in accordance with ISCED.

Yes ☒ No ☐	www.kennisnet.nl is the portal for schools on all subjects, from the ministry of Education. There is a topic Sustainability available for educators and for children where they find information for papers and suggestions for lessons.
	More teaching-materials are getting available on WIKIWIJS, a web 2.0 module for uploading and arranging teaching materials.
	On specific topic websites with project information are available f.e. www.watereducatie.nl.
	Last years the ICT tool 'Groen Gelinkt' was developed on bais of technology of Kennisnet, now compassing more than 4000 educational (ESD) resources, more than, 6000 activities, more than 800 organisations. Are linked together and share their knowledge, materials and expertise.

Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes ☒ No ☐	*In the development of Groen Gelinkt some 1,2 miln. Euro is invested. In the annual maintenance some € 200.000 is spend.*
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes ☐ No ☒	*It is not our intension to make an approval system. Due to "freedom of Education" it's not in our educational culture to do so. So, there are voluntary systems like: www.groengelinkt.nl ; www.nmepodium.nl*
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 ☒ No ☐ (b) Yes ☒ No ☐	*All databases are accessible through the internet. Some centres for EE provide catalogues on paper. Groen Gelinkt is the connection between that. Also tools and materials as excursions or fieldwork are provided.*
Concluding remarks issue 4	*Adequate tools are available and accessible. Only, there is too many, and some of them of poor quality.* *For educators it is sometimes difficult to see the woods from the trees.* *Different NGO's or other organisations are competing for attention and enough employment.*
	Please address in particular the following questions: – *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 5.	**Promote research on and development of ESD**
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 5.1	**Research[23] on ESD is promoted**
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD[24]supported?
Yes ☒ No ☐	*In the Netherlands we have three Unesco Chairs on Learning for Sustainable Development. These are financially supported (partly) by the programDuurzaamDoor. Also a lector, specifically on ESD and the young child is active on Hogeschool Leiden.*
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?

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

[24] 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.

Yes ☒ No ☐	*Yes, esp. in the instrument 'reflexive monitoring for ESD'that is conducted throughout the years of the national ESD program. Als other incidental studies are conducted and financed, both by the programDuurzaamDoor and other governmental bodies.*
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD:[25] (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 ☒ No ☐ (b) Yes ☒ No ☐ (2) (a) Yes ☒ No ☐ (b) Yes ☒ No ☐	*For example on Transition Management there are several Graduate or Post-Graduate programs available at the Erasmus University in Rotterdam.* *Also the University in Wageningen and the Leiden University carry programs, usually addressing ESD.* *Technical University Delft is offering several studies and courses on 'Circulair Economy'.*
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 ☐ No ☒ (b) Yes ☐ No ☒	*Please provide information on (a) and (b).*
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?[26]
Yes ☒ No ☐	*Communities of practise (COP's) on ESD are supported, mainly in informal learning and for professionals. For example on Green Economy; Cradleto- Cradle and sustainable spatial planning; Biomimicry / Learning from nature.* *There is an online platform (social media) for civil servants interested in Sustainability and learning (Rijksduurzaamheidsplatform)* *And a network of companies that work on sustainable development (De Groene Zaak) exists.* *There is no information about the amount of money spent.*
Indicator 5.3	**Dissemination of research results on ESD is promoted**
Sub-indicator 5.3.1	Is there any public authority support for mechanisms[27] to share the results of research and examples of good practices in ESD[28] among authorities and stakeholders?

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[25] ESD is addressed by substance and/or by approach.

[26] Activities may include projects, action research, social learning and multi-stakeholder teams.

[27] E.g., conferences, summer schools, journals, periodicals, networks.

[28] E.g., the "participatory approach"; links to local, regional and global problems; an integrative approach to environmental,

Yes ☒ No ☐	*Public authorities invest in funding conferences, supporting websites and brochures and organising contests to involve the public and the schools in ESD.*

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 ☒ No ☐ (b) Yes ☒ No ☐	*People like Arjen Wals, Anne Remmerswaal, Dieuwke Hovinga, Jan Jonker, Annick Hedlund-de Witt have been publishing about ESD and EE in the last years.* Greening the economy is a topic that creates energy for ESD issues at the moment, especially in non-formal or informal settings. The issue of 'Circulair Economy' is rising at this moment.
Concluding remarks on issue 5	*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.*
	– *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 6.	**Strengthen cooperation on ESD at all levels within the ECE region**

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

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[29] networks on ESD?
Yes ☒ No ☐	*Participation in for example:* *IUCN / CEC;* *ENSI;* *UNECE expert groups on ESD (monitoring and competences for educators)* *Unesco group on Monitoring & Evaluation the DESD* *Curriculum Greening Europe* *The Earth Charter* *PERL-network on sustainable consumption.*
Sub-indicator 6.1.2	Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes ☒ No ☐	*RVO in ENSI and Perl Network; Koning Willem 1 college in Curriculum Greening Europe; Duurzame PABO in Unescogroup on reorienting Education. RCE Rhine Meuse in networks for RCE's, ...*
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?

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

Yes ☒ No ☐	*Several Government-to-Government program in Croatia on Training Civil Servants on ESD; in Montenegro on a communication strategy for SD; in Georgia on ESD program and civil society.*
	VNG International; Twin cities Program
	Receently students exchange Netherlands – India (CEE)
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes ☒ No ☐	*Through Unesco; and with the convention on Biodiversity and the convention on Sustainable Development.*
Concluding remarks on issue 6	*Missing action is concrete agenda on ESD form EU.*
	Please address in particular the following questions: - *Which actions/ initiatives have been particularly successful and for which reason?* - *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 7.   Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD

In the Netherlands there are no specifically determined groups of indigenous people

The Dutch multicultural society is getting a more prominent role in EE as well as in ESD projects and strategies now. People who originate from other cultures and believes are invited to participate more in all sort of activities. Mostly by an active and more diverse (out-of-the-box) way of inviting stakeholders and/or participants.

Issue 8.   Describe any challenges and obstacles encountered in the implementation of the Strategy

1.The Dutch Educational system is based on "freedom of education". This is incorporated in our constitution. It means that the National Curriculum only covers main topics and outlines and that individual schools have a lot of individual freedom to decide about content and pedagogical approaches for their programmes. Because of this Dutch system steering is difficult. Although most schools endorse the importance of ESD, the embedding in the national curriculum is a challenge.

2. Coordination and overviewing all the small initiatives are a weakness. A strategy is needed to bundle the different small initiatives.

3. Social criteria are hard to describe or translate into lessons or project plans. For technological and financial projects this is easier and so they get priority, also because they are easier to measure and monitor. Planet and Profit issues overshadow the People issues

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?

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	v	v	v	v	v
Ethics and philosophy		v	v	v	v	v	v	v	v
Citizenship, democracy and governance		V	V	V	V	V	V	V	V
Human rights (e.g., gender and racial and intergenerational equity)		V	V	V	V	V	V	V	V
Poverty alleviation		V	V	V	V	V	V	V	V
Cultural diversity		V	V	V	V	V	V	V	V
Biological and landscape diversity		V	V	V	V	V	V	V	V
Environmental protection (waste management, etc.)	v	V	V	V	V	V	V	V	V
Ecological principles/ecosystem approach		V	V	V	V	V	V	V	V
Natural resource management (e.g., water, soil, mineral, fossil fuels)		V	V	V	V	V	V	V	V
Climate change		V	V	V	V	V	V	V	V
Personal and family health (e.g., HIV/AIDS, drug abuse)		V	V	V	V	V	V	V	V
Environmental health (e.g., food and drinking; water quality; pollution)	v	V	V	V	V	V	V	V	V
Corporate social responsibility				V	V	V	V	V	V
Production and/or consumption patterns		V	V	V	V	V	V	V	V
Economics		V	V	V	V	V	V	V	V
Rural/urban development		V	V	V	V	V	V	V	V
Total	3	14	15	17	17	17	17	17	17
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[30]/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?		V	V	V	V	V	V	V	V
	- understanding complexity/systemic thinking?		V	V	V	V	V	V	V	V
	- overcoming obstacles/problem-solving?	V	V	V	V	V	V	V	V	V
	- managing change/problem-setting?			V	V	V	V	V	V	V
	- creative thinking/future-oriented thinking?		V	V	V	V	V	V	V	V
	- understanding interrelationships across disciplines/holistic approach?		V	V	V	V	V	V	V	V
	Total	1	5	6	6	6	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?		V	V	V	V	V	V	V	V
	- decision-making, including in situations of uncertainty?		V	V	V	V	V	V	V	V
	- dealing with crises and risks?		V	V	V	V	V	V	V	V
	- acting responsibly?	V	V	V	V	V	V	V	V	V
	- acting with self-respect?	V	V	V	V	V	V	V	V	V
	- acting with determination?		V	V	V	V	V	V	V	V
	Total	2	6	6	6	6	6	6	6	6
	- other (*countries to add as many as needed*)?									

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[30]   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	V	V
	- self-expression and communication?	V	V	V	V	V	V	V	V	V
	- coping under stress?			V	V	V	V	V	V	V
	- ability to identify and clarify values *(for phase III)?*		V	V	V	V	V	V	V	V
	Total	2	3	4	4	4	4	4	4	4
	- other (*countries to add as many as needed*)?									
	-									
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	V	V	V
	- acting with respect for others?	V	V	V	V	V	V	V	V	V
	- identifying stakeholders and their interests?			V	V	V	V	V	V	V
	- collaboration/team working?		V	V	V	V	V	V	V	V
	- participation in democratic decision-making?		V	V	V	V	V	V	V	V
	- negotiation and consensus-building?		V	V	V	V	V	V	V	V
	- distributing responsibilities (subsidiarity)?		V	V	V	V	V	V	V	V
	Total	2	6	7	7	7	7	7	7	7
	- 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 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	V	V	V	V	V	V	V	V	V
Conceptual and perceptual mapping		V	V	V	V	V	V	V	V
Philosophical inquiry	V	V	V	V	V	V	V	V	V
Value clarification	V	V	V	V	V	V	V	V	V
Simulations; role playing; games	V	V	V	V	V	V	V	V	V
Scenarios; modelling	V		V	V	V	V	V	V	V
Information and communication technology (ICT)		V	V	V	V	V	V	V	V
Surveys		V	V	V	V	V	V	V	V
Case studies		V	V	V	V	V	V	V	V
Excursions and outdoor learning	V	V	V	V	V	V	V	V	V
Learner-driven projects			V	V	V	V	V	V	V
Good practice analyses		V	V	V	V	V	V	V	V
Workplace experience					V	V	V	V	V
Problem-solving	V	V	V	V	V	V	V	V	V
Total	7	11	13	13	14	14	14	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		
	Formal	*Non-formal*	*Informal*
NGOs	V	V	V
Local government	V	V	V
Organized labour		V	V
Private sector	V	V	V
Community-based	V	V	V
Faith-based		V	V
Media	V	V	V
Total	5	7	7
Other (*countries to add as many as needed*)			

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				
	Public awareness	*Quality education*	*Reorienting education*	*Training*	*Social learning*
NGOs	V	V	V	V	V
Local government	V	V	V	V	V
Organized labour	V		V	V	V
Private sector	V	V	V	V	V
Community-based	V			V	V
Faith-based	V			V	
Media	V	V		V	V
Total	**7**	**4**	**4**	**7**	**6**
Other (*countries to add as many as needed*)					

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.			V				V						V					
1.				V				V					V					
2.		V					V						V					
3.		V					V						V					
4.		V						V					V					
5.		V											V					
6.		V					V						V					
7.		V					V						V					
8.		V					V						V					
Non-formal			V				V						V					
Informal			V				V						V					

[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	☐ Not started ☐ In progress ☐ Developing ☒ Completed
Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	☐ Not started ☐ In progress ☐ Developing ☒ Completed
Indicator 1.3	National policies support synergies between processes related to SD and ESD	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 2.1	SD key themes are addressed in formal education	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 2.2	Strategies to implement ESD are clearly identified	☐ Not started ☐ In progress ☐ Developing ☒ Completed
Indicator 2.3	A whole-institution approach to ESD/SD is promoted	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 2.4	ESD is addressed by quality assessment/enhancement systems	☐ Not started ☒ In progress ☐ Developing ☐ 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	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 2.6	ESD implementation is a multi-stakeholder process	☐ Not started ☐ In progress ☐ Developing ☒ Completed
Indicator 3.1	ESD is included in the training of educators	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 3.2	Opportunities exist for educators to cooperate on ESD	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 4.1	Teaching tools and materials for ESD are produced	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 4.3	Teaching tools and materials for ESD are accessible	☐ Not started ☐ In progress ☐ Developing ☒ Completed
Indicator 5.1	Research on ESD is promoted	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 5.2	Development of ESD is promoted	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 5.3	Dissemination of research results on ESD is promoted	☐ Not started ☐ In progress ☒ Developing ☐ Completed
Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond	☐ Not started ☐ In progress ☒ Developing ☐ Completed