FORMAT FOR REPORTING
ON IMPLEMENTATION OF THE UNECE STRATEGY FOR
EDUCATION FOR SUSTAINABLE DEVELOPMENT

Within the framework of the
United Nations Decade of Education for Sustainable Development (2005−2014)

The following report is submitted on behalf of the Government of <u>Belgium</u> in accordance with the decision of the UNECE Steering Committee on Education for Sustainable Development.

Name of officer (national focal point) responsible
for submitting the report: **J. Loones**
Signature:
Date:
Full name of the institution: Flemish Government; Environment, Nature and Energy Department; Environmental Integration and Subsidies Division
Postal address: Koning ALbertII-laan 20, bus 8, 1000 BRUSSEL, BELGIUM
Telephone: ++32 2 553 80 71
Fax: ++32 2 553 80 55
E-mail: jurgen.loones@lne.vlaanderen.be
Website: http://edo.lne.be
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; on 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 goverment

    o 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…

    o Provinces: West-Vlaanderen, Oost-Vlaanderen, Antwerpen, Limburg, Vlaams-Brabant

- French Community of Belgium

    o Ministry of the French Community of Belgium

    o Public utility of Wallonia (SPW)

- o 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, t**he **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 by 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

☒ NGOs *(please specify)*

- Flemish government

  o Studio Globo ; Belgische Technische Coöperatie ; Coprogram; Vlaams Overleg Duurzame Ontwikkekeling (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

  o Plantijn Hogeschool ; Universiteit Gent ; Katholieke Hogeschool Leuven; Hogeschool-Universiteit Brussel; Katholieke Hogeschool Zuid-West-Vlaanderen (Katho) ; Universiteit Antwerpen (UA) ; Katholieke Hogeschool Kempen; Xios Hogeschool

☒ Business *(please specify)*

- French Community of Belgium

- Réseau Idée (Idea Network) (ASBL) (Non-profit making organisation)

☐ Other *(please specify)*

- Flemish government

  o Minaraad ; Vormingplus Kempen ; Vereniging van Vlaamse Steden en Gemeenten; Onderwijskoepels : Provinciaal Onderwijs Vlaanderen (POV) , Vlaams Secretariaat Katholiek Onderwijs (VSKO), Gemeenschapsonderwijs (GO !), Steinerscholen, Onderwijssecretariaat van de Steden en Gemeensten 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.)

The coordination of ESD efforts is surely not evident within the Belgian context of a federalised state structure. Sustainable development is a competence shared by both the federal authorities and the federated states, not only as far as the three pillars of sustainable development are concerned, but also within each pillar. Education – both formal education and (in)formal learning – can for the most part be considered a community matter. This implies that the communities (Flemish, French-speaking and German-speaking) can interpret and implement Education for Sustainable Development in their own way. Still, they managed to yield one single consistent report.

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 on the 22nd of April 2010. This was a start for gathering more information about the implementation process and to strengthen bilateral contact with several partners to contribute to this report.

Contacts with the French-speaking and German-speaking communities were initiated by Flanders in August 2010 to this end, the agreement being that every community would gather the required information and insert it into the Flemish draft in order to obtain a complete report.

TEMPLATE FOR REPORTING

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 ☐	*Please specify languages.* The UNECE strategy is available in French; http://www.unece.org/env/esd/strategytext/strategieDutch.pdf and has been translated into Dutch and German. http://www.unece.org/env/documents/2005/cep/ac.13/cep.ac.13.2005.3.rev.1.f.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 ☒ No ☐	The Nature and Environmental Education unit of the Environment, Nature and Energy department is the national focal point to deal with the UNECE Strategy for ESD. For the French Community, it is the Directorate for Sustainable Development of the Ministry of the French Community.
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes ☒ No ☐	*Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.* • Flemish government: 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 … 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. • French Community

---

[1] Issues 1 to 6 are in accordance with the objectives of the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1).

[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.

	The Steering Committee of the Cooperation Agreement of 28 January 2004 relating to Environment Education is in charge of the follow-up of the policies conducted concerning preschool, primary and secondary education. It has to be noted that Environment education such as it is understood in the French Community, includes for a large part the notion of Sustainable Development. This agreement concerns the French Community and the Walloon Region. It is planned to extend this agreement to the Brussels Region. This Committee, which is composed of the representatives of the administrations concerned, inspectors of schools, persons in charge of the structures active in the field of education on sustainable development, produces every year a report of activities to the Government of the Walloon Region and the French Community. • German-speaking Community: currently there is no coordinating body responsible for implementing ESD in the German-speaking Community
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes ☒ No ☐	*Please specify whether this plan includes implementation of the UNECE Strategy for ESD.* • Flemish government The UNECE Strategy for ESD is embedded in the realisation/implementation report. • German-speaking Community The implementation of sustainable development principles and, by extension, of education for sustainable development is already regarded as a cross-cutting mission in all fields and monitoring thereof is clearly defined in the future objectives and strategies of the Regional Development Concept.
Sub-indicator 1.1.5	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the United Nations Decade of ESD,[3] and other policy processes relevant to ESD?
Yes ☒ No ☐	*Please specify.* • Flemish government The implementation of ESD in Flanders is based on UNECE objectives, stages and indicators. The ideas put forth in the Flemish Implementation plan for ESD have been integrated in the preliminary draft of the new Flemish Strategy for Sustainable Development (VSDO), which the Flemish Government approved on 23 July 2010. • German-speaking Community Implementation of Education for Sustainable Development in the German-speaking Community is based on the UNESCO global process on the United Nations Decade of ESD. A number of the future objectives laid down in the Regional Development Concept are based on the same philosophy as the abovementioned process. One of the compulsory conditions of the Decree of 17 November 2008 (published in the Moniteur Belge of 30.12.2008 p. 68837) aimed at supporting adult training establishments is the incorporation of ESD objectives into a global concept. Adult learning is a stand-alone component of lifelong

---

[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.

	learning; it is non-formal learning and covers all organised and ongoing learning activities that fall outside general and vocational education systems.
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 ☐	*Please specify and list major document(s).* • Flemish government Several of the 2009-2014 policy memoranda make reference to Education for Sustainable Development both directly and indirectly. In his policy memorandum pertaining to the Services for the General Government Policy, Minister-President Kris Peeters claims that ESD should be supported by the entire Flemish Government and that the coordination of ESD should be assumed jointly with the colleagues of the Education and Environment policy areas in coherence with political agreements. And in his policy memorandum on Foreign Policy, International Entrepreneurship and Development Cooperation, the Minister-President stresses the importance of implementing international cooperation within the context of the global agenda on sustainable development. The coordination on global-citizenship and development education can be assured through the ESD consultation platform. In her policy memorandum on Mobility and Public Works, Minister Hilde Crevits enlarges a.o. on educational activities organised in cooperation with Education which will serve as a solid basis for each traffic participant. Minister Joke Schauvliege gives suggestions as to the realisation of the Flemish Implementation plan on Education for Sustainable Development, considering formal, non-formal as well as informal learning in her policy memorandum on Environment and Nature. In their capacity as knowledge and education centres, the Flemish educational centres have a major role to play as testing grounds for innovative methodologies. The educational function of socio-cultural work in bringing about broad social support for sustainable development is further stressed by Minister Joke Schauvliege in her policy memorandum on Culture. There are plans of having the sustainability concept still more firmly rooted in the socio-cultural sector, which through its educational and awareness-raising competences is an apt partner to instil changes in attitudes and practices. Minister Pascal Smet advocates investing in Education for Sustainable Development in his policy memorandum on Education and in his policy memorandum on Youth recommends instilling the sustainability concept in children and adults through actions, for which the youth sector should be motivated and encouraged. In the new 2008-2013 Cooperation Agreement on Environment, which municipalities or provinces can voluntarily conclude with the Flemish Authorities, a chapter is dedicated to sustainable development, featuring some specific actions on Education for Sustainable Development. The text of the contract on the 'Milieuzorg Op School' project (Environmental care at school) explicitly stipulates that the 'MOS'project enters within

---

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

the framework of Education for Sustainable Development.

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.

- French Community

The future co-operation agreement between the French Community, the Walloon Region and the Region of Brussels Capital that mentions the objective of « promoting and developing Environment education while putting it within the perspective of sustainable development and that of the citizenship education ».

The declaration of community policy of the Government where it seems that « the Government will make sure that schools form concrete partnerships with associative and public actors of sustainable development and environment education in order to :
- propose update trainings to teachers and support exchange process of practical experiences between the establishments involved in sustainable development education,
- go on with the support to creation and distribution of documents, books and methods in relation to Environment Education and Sustainable development education;
- put projects within global and systematic approaches of sustainable development rather than fragmented approaches by topic ;
- support the concern for sustainable development in the projects of establishment and encourage all forms of local and international partnership with establishments of NGO which are active in these fields ».

The plan for sustainable development of the Ministry of the French Community which objective is to reduce the consumptions of the Ministry of the French Community, to improve waste management of the Ministry and its entities, to make the civil servants aware and to arouse the « green reflex » among the civil servants, to integrate concerns for sustainable development within purchase policies and public markets, to improve the work environment of the civil servants of the Ministry of the French Community, to develop communication on orientations and efforts of the Ministry in relation to sustainable development, to strengthen and develop expertise of the Ministry in this field.

- German-speaking Community

ESD principles are enshrined in the **Regional Development Concept** approved by the Government of the German-speaking Government (DG) in May 2008 and are reflected in various objectives and fields of action. Here are a few relevant passages setting down the future objectives and providing an overview of the strategic lines adopted in the framework of ESD.

The German-speaking Community as an ECONOMIC REGION: AN ECONOMY IN HARMONY WITH NATURE

- Promotion and awareness-raising of regional products using a regional label,
- Model region in terms of energy efficiency
- Construction and sustainable renovation

- Pursuant to the decree on Community infrastructure, sustainable development criteria must be specified in a Government decree.

- Publication of an information brochure containing a series of examples designed to raise awareness amongst the general public of the creation of regional economic circuits.

The German-speaking Community as a REGION OF TRAINING . The German-speaking Community, in its capacity as a region of training, will make an essential contribution to future training.

- The main topics are as follows: Innovative mindsets, sustainable development, cooperation, multilingualism, cultural identity, lifelong education and training are all topics that will be reflected in teaching curricula.

- In the near-future, the German-speaking Community will be offering small and micro companies training modules and advice in order to enable them to engage in the process of sustainable development

- In order to achieve the Lisbon goals – the creation of knowledge-based growth and jobs based on sustainable development criteria – innovation, creativity and entrepreneurship must be given greater impetus in the fields of teaching and teacher qualifications.

- Young People are our Future

The German-speaking Community as a LIVELY REGION

- Regions which endorse sustainable development will be able to use of their status as biosphere parks as a development tool.

A few examples of SD organisations and projects that are subsidised by the German-speaking Community

The Consumer Protection and Sustainable Development Unit (Verbraucherschutzzentrale VSZ-Nachhaltige Entwicklung) plays an important role in the German-speaking Community in terms of communication and education for sustainable development. One of the priorities within the remit of this unit is to communicate and educate on the notion of SD, as well as to coordinate the efforts of the various different stakeholders.

The **catalogue of best practices** provides an overview of the projects, reflects the implementation of SD in our Community and acts as a tool for incentivisation and emulation.

The projects and initiatives published in this catalogue tally with the three pillars of SD, i.e.:

- The economic context,

- The socio-political context,

- The environmental context and the context of natural resources

The catalogue of best practices can be consulted on the following webpage http://www.vsz.be/DE/info/infocenter.asp
This SD unit works, in theory, according to the principle 'think globally, act locally'.
First edition in 2005 – Second edition in 2008

The exhibition 'Consumo ergo sum? I consume, therefore I am
Organised by the **Consumer Protection Office (Verbraucherschutzzentrale),** this exhibition is an excellent instrument for communicating on contemporary consumer patterns and education for sustainable development.

In its awareness-raising and advisory work, the Consumer Protection Office focused on environmentally and socially-responsible consumer patterns.

See: http://www.vsz.be/DE/info/info_artikel.asp?mID=124&umID=125&ArtikelID=626

Village competition

In 2003, another initiative was developed: the '**Village competition – 100 villages – 1 future'.** This rural competition aims to take stock of and analyse regional rural life, as well as population developments. In addition, this competition is an effective way for participating villages to start to look at the way they live and, thus, be able in the long-term to find solutions and make appropriate changes (new forms of citizens' participation = ESD

The Robert Schumann School – Eupen Institute: With it its AGORA concept

The AGORA concept aims to mainstream sustainable development issues into all dimensions of school life.
The project has a green/social structure to it and is based around 4 dimensions:

- Transforming buildings and equipment to make them environmentally sustainable
- Mainstreaming green thinking into the school administration
- Developing education fields relating to sustainable development and incorporating them into the school's educational project
- Incorporating sustainable development issues into the technical and vocational training profiles

The Robert Schumann School has introduced an environmental management system (ISO 14001-compliant) with the aim of minimising the environmental impact of their activities, preventing incidents and setting an action plan designed to help improve their environmental performance.

Available pedagogical material:

The sustainability suitcase
The German-speaking Community has three didactic 'sustainability suitcases' at its disposal: This material is a communication model, which broadly speaking functions like a board game. It was designed by the Institute for Resource Conservation, Innovation and Sustainability, which is based in Berlin. On the game platform under the global sustainable development dimension, the players can find the Community's flagship SD projects.
This material is an excellent tool for ESD, which allows for a real transfer of competences and which starts with a critical analysis of one's own life model in relation to ESD.
The material for ESD is provided free-of-charge to educational workers, teachers, schools, trainers, youth groups. This material has been earmarked as an official project of the United Nation Decade of ESD (2005-2014).

Toolbox for Difference, Human Rights and Participation – all different, all the same'
Another didactic tool known as the '**Toolbox for Difference, Human Rights and Participation**' is designed primarily for young people.

	The aim of this toolbox is to arouse young people's interest in relation to issues such as difference, human rights and participation. Board games, books, DVDs and pedagogical handbooks provide food for thought and action on issues of relevance to society.

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]

Si oui, veuillez préciser le niveau d'éducation pour a) et b). Complétez le tableau en cochant (V) la case qui convient.

Niveaux de la CITE[6]	a)		b)[7]	
	Oui	*Non*	*Oui*	*Non*
0			V	
1	V		V	
2	V		V	
3	V		V	
4			V	
5[8]			V	
6			V	
Formation des enseignants			V	

- Flemish government

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.

(a) Yes ☒ No ☐
(b) Yes ☒ No ☐

- French community

CITE[9]	a)		b)[10]	
	Oui	*Non*	*Oui*	*Non*
0				
1				
2				
3	X			
4				
5[11]				

---

[5] International Standard Classification of Education (ISCED), UNESCO, 1997 (http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm).

6				
Formation des enseignants				

- German-speaking Community See the future objectives of the RDC

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 ☐	*Please specify.* • Flemish government The **FSSD** specifies that "in formal education, various kinds of training, or in the informal sector"[12] 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"[13]. The stated long-term objective also makes an explicit reference to diversity in learning environments where ESD can be included. The specific measures towards

---

[6] Niveau d'éducation conformément à la CITE.

[7] Programmes scolaires nationaux et/ou normes/arrêtés/prescriptions au niveau national.

[8] Pour les établissements de l'enseignement supérieur qui ont répondu à cette question: 1) concernant la législation nationale: cet objectif porte à la fois sur le premier niveau (licence), le deuxième (maîtrise) et le troisième niveau (doctorat) de l'enseignement tertiaire et concerne plusieurs aspects tels que les accords/contrats de services, les stratégies nationales de Recherche et Développement, les lois relatives à l'organisation et aux programmes d'études des universités ou les lois générales de l'enseignement supérieur; 2) concernant les programmes scolaires nationaux et/ou les normes/arrêtés/prescriptions au niveau infranational: il faut accorder une attention particulière aux indications concernant l'établissement de liens entre l'EDD et les systèmes de garantie de la qualité et d'accréditation (par rapport au processus de Bologne ; voir http://www.coe.int/t/dg4/highereducation/EHEA2010/BolognaPedestrians_fr.asp) dans les établissements de l'enseignement supérieur. Il faut également accorder une attention particulière à la réglementation des programmes et des domaines d'étude reflétant les principes de l'EDD.

[9] Niveau d'éducation conformément à la CITE.

[10] Programmes scolaires nationaux et/ou normes/arrêtés/prescriptions au niveau national.

[11] Pour les établissements de l'enseignement supérieur qui ont répondu à cette question: 1) concernant la législation nationale: cet objectif porte à la fois sur le premier niveau (licence), le deuxième (maîtrise) et le troisième niveau (doctorat) de l'enseignement tertiaire et concerne plusieurs aspects tels que les accords/contrats de services, les stratégies nationales de R-D, les lois relatives à l'organisation et aux programmes d'études des universités ou les lois générales de l'enseignement supérieur; 2) concernant les programmes scolaires nationaux et/ou les normes/arrêtés/prescriptions au niveau national: il faut accorder une attention particulière aux indications concernant l'établissement de liens entre l'EDD et les systèmes de garantie de la qualité et d'accréditation (par rapport au processus de Bologne) dans les établissements de l'enseignement supérieur. Il faut également accorder une attention particulière à la réglementation des programmes et des domaines d'étude reflétant les principes de l'EDD.

[12] Leterme, Y. (2006). Samen grenzen ver-leggen. Vlaamse strategie duurzame ontwikkeling fase 1, p. 45.
[13] Project N°. 3: Education for sustainable development, p. 1.

	this end are reflected in the short term aims.
	• French Community
	The Walloon and Brussels Regions subsidy organisms that are active in sustainable development education. The different measures encouraging Sustainable Development taken by these two entities also aim at promoting informal education.
	The French community promotes non formal or informal education actions thanks to its permanent education policy (support to organisations that are active in education for adults) , and its support to youth organisations .
	• German-speaking Community Yes, see the explanations provided above in point 1
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes ☒ No ☐	*Please specify.* • Flemish government The **FSSD**[14] seeks to make a contribution to bringing about a change of mentality, an awareness of various dimensions of sustainable development and, above all, the development of a new way of thinking and acting with regard to the administration, the business sector and consumers. • French Community The Walloon and Brussels Regions have developed plans of action to make the public aware of Sustainable Development thanks to some incentives. For example, the reform of « energy » premiums that has been initiated in Wallonia, forecasts notably: • More than 55 billion €for the investments in energy saving; • Increased amounts for works related to housing insulation; • More socially fair system; • Encouraging natural insulator; • Encouraged energy audit; • Only one premium to change frames and place double glazing; • Prefinancing of the premiums ». Since 2004, in the French Community, a competition has rewarded establishments of ordinary and specialised secundary education which are active in environment education. This year 2009-2010, for the first time, the competition has been extended to primary education. This introduction of primary education represents an important progress that has to be underlined. It's an opportunity for the children to learn early in their behaviour or habits how to respect the environment and to make them aware of nature, its resources, its limits and its importance for the human being. • German-speaking Community **The Community provides particular support, via Ministerial Circulars, to adult** and **youth** training projects (in the informal and non-formal sectors) which constitute **exceptional initiatives** aimed at promoting communication on and education for sustainable development.

[14] Ditto, pp. 28-29

	The Consumer Protection and Sustainable Development Unit (Verbraucherschutzzentrale VSZ-Nachhaltige Entwicklung) plays an important role in the German-speaking Community in terms of awareness-raising of and education for sustainable development. One of the priorities within the remit of this unit is to raise awareness of and educate people about the notion of SD, as well as to coordinate the efforts of the various different stakeholders.
	The catalogue of best practices provides an overview of the projects, reflects the implementation of SD in our Community and acts as a tool for incentivisation and emulation.
	Translation into German **of the youthXchange brochure** of the UNEP and UNESCO. This brochure is designed primarily for young people and attempts to show how to incorporate ESD into our daily lives. By educating people to consume sustainably, we will be able to face up to the challenges and trigger a real change in our behaviour and our consumer and production patterns.
	The Jeunesse Catholique association (Young Catholics Association) has incorporated ESD into their activities at their summer camps by developing a project called **'Camp of the Future'.** Whilst at the summer camp, the young people were invited to consume regional products and to develop an awareness of their environmental footprint. In the same vein, a guide to regional and seasonal products was drawn up and made available to the young people running the summer camp. http://www.kljostbelgien.be/?id=52
Sub-indicator 1.2.5	Does a formal structure for interdepartmental[15] cooperation relevant to ESD exist in your Government?
Yes ☒ No ☐	*Please specify.* • Flemish government 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. 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. • French Community The Steering Committee of the co-operation agreement mentioned above • German-speaking Community The German-speaking Community is not represented in any such structure, but it is represented on the Federal Council for Sustainable Development and at the Public Service Programming Department (SPP) for sustainable development.

---

[15] Between State bodies.

Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government?[16]
Yes ⊠ No ☐	*Please specify.* • Flemish government 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 … 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. A multi-stakeholder process lies at the basis of the establishment of a new Flemish strategy for Sustainable Development. ESD is part of the Flemish Strategy for Sustainable Development. • French Community Interministerial co-operation between the governments of the French Community, the Walloon Region and the Brussels Region is organised about cross-country topics. • German-speaking Community Not specifically on ESD, the Community is represented on the Federal Council for Sustainable Development and at the Public Service Programming Department (SPP) for sustainable development.
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes ☐ No ⊠	*Please specify.* • Flemish government 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. • French Community Yearly recurrent ministerial subsidy in the French Community and in the Walloon Region . The French Community is in charge of the Administrative task within the framework of the co-operation agreement : 1 civil servant of the Teaching Cell of the Department of the General-Administrator + 1 official representative + 5 persons of the inspection + 1 civil servant of the General Department of teaching organised by the French Community + the departments and civil servants of the Centres for recreation and outdoor activities .

---

[16] For explanation see paragraph 46 of the UNECE Strategy for ESD.

- German-speaking Community **yes**
  The Decree on support for adult training establishments of 17 November 2008 (Moniteur Belge - Belgian Official Journal - of 30.12.2008 p. 68837) – see above for more details

  The **Community** provides particular support, via Ministerial Circulars, to **adult** and **youth** training projects (in the informal and non-formal sectors) which constitute **exceptional initiatives** aimed at promoting communication on and education for sustainable development.

Indicator 1.3	**National policies support synergies between processes related to SD and ESD**
Sub-indicator 1.3.1	Is ESD part of SD policy(s) if such exist in your country?
Yes ☒ No ☐	*Please specify.* • Flemish government The sustainable development policy in Belgium is spread across **various levels of governance.**. In Flanders sustainable development is the policy area of the Minister President Kris Peeters. Education for sustainable development is primarily focused at Flemish level: the Ministers for Education (Pascal Smet) and the Environment (Joke Schauvliege) are jointly responsible for ensuring the UNECE strategy is implemented in Flanders. ESD is part of the new Flemish Strategy for Sustainable Development. • French Community Education for Sustainable Development is a shared competence of the Regions, for the "training" part and the French Community for the "Education" part Sustainable Development is rather a regional competence. Synergies exist between these various policies. They are mentioned in the Declarations of regional or community policy. In addition, the French-speaking governments are composed of the ministers sitting in various entities. Thus, for example, the Minister Jean-Marc Nollet is Minister for Sustainable Development, Energy, Housing and Civil service in the Walloon Region and Minister for Childhood, Research and Civil service of the French Community. • German-speaking Community See the Regional Development Concept

Issue 2. PROMOTE SD THROUGH FORMAL, NON-FORMAL AND INFORMAL LEARNING
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).

Indicator 2.1	**SD key themes are addressed in formal education**

Sub-indicator 2.1.1	Are key themes of SD[17] addressed explicitly in the curriculum[18]/programme of study at various levels of formal education?
Yes ☒ No ☐	*Phase II: Please specify in the table in appendix I (a) and use the scale. Indicate the results in the box below.* 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[19]/programme of study at various levels of formal education?
Yes ☒ No ☐	*Phase II: Please specify in the table in appendix I (b) and use the scale. Indicate the results in the box below.* A ☐ B ☐ C ☐ D ☐ E ☒ F ☐
Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum[20]/programme of study at various levels of formal education?
Yes ☐ No ☐	*Phase II: Please specify in the table in appendix I (c) what methods are of particular significance in your country and use the scale. Indicate the results in the box below.* A ☐ B ☐ C ☐ D ☐ E ☒ F ☐ *Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).*

---

[17] For explanation see paragraph 15 of the UNECE Strategy for ESD.
[18] At the State level, where relevant.
[19] See footnote 12.
[20] See footnote 12.

Indicator 2.2	Strategies to implement ESD are clearly identified
Sub-indicator 2.2.1	Is ESD addressed through:[21] (a) existing subjects[22] only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project?[23] (e) other approaches?

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

Phase II: If yes, please specify for different levels of education system in accordance with ISCED by ticking (V) in the table as appropriate.

- Flemish government

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.

ISCED levels	(a) Yes	(b) Yes	(c) Yes	(d) Yes	(e) Yes
0				V	
1	V	V		V	
2	V	V		V	
3	V	V		V	
4	V	V		V	
5	V	V	V	V	
6	V	V	V	V	
Teacher education	V	V	V	V	

- French Community

Niveaux de la CITE	a) Oui	a) Non	b) Oui	b) Non	c) Oui	c) Non	d) Oui	d) Non
0		x		x		x		x
1		x	x			x		x
2		x	x			x		x
3		x	x			x		x
4		x	x			x		x
5	x							
6	x							
Formation des enseignants	x		x		x			

- German-speaking Community: Education for sustainable development in schools is addressed more through a cross-curriculum approach and is often reflected in short-term stand-alone projects. A long-term, more in-depth approach to the topic is, however, a decision for teachers who are strongly committed to ESD. This approach constitutes real added value for schools.

---

[21] For higher education institutions: These distinctions would be equal to: (a) **courses and disciplines**; (b) **interdisciplinary courses**; (c) **separate, specified SD courses or seminars**; and
(d) **stand-alone projects** implemented by the department, faculty or inter-faculty structures.
[22] E.g. geography or biology. For higher education, "subject" means "course".
[23] A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

	See also examples provided above
	If you ticked (e), please specify the approaches.

Indicator 2.3 A whole-institution approach[24] to SD/ESD is promoted	
Sub-indicator 2.3.1	Do educational institutions[25] adopt a "whole-institution approach" to SD/ESD?

Yes ☒ No ☐	*Phase II: If yes, please specify for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.* • Flemish government Some schools and educational institutions manage to involve the whole school community and can thus achieve a sustainable school, in which sustainable development is part of the school's vision. Although this may so far be implemented by a only a minority of schools, improvement is on its way. Currently, ESD is still very often the work of some pioneers, without the involvement of the whole school community. Still, the "whole-school approach" is being encouraged by suppliers of projects and materials.

ISCED levels	Yes
0	
1	V
2	V
3	V
4	
5	
6	
Teacher education	V

• French Community

Niveaux de la CITE	Oui	Non
0		x
1		x
2		x
3		x
4		x
5		x
6		x
Formation des enseignants		x

• German-speaking Community **Some do**
See also examples provided above

Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify (provide examples on how it is done).

[24] A "whole institution approach" means that all aspects of an institution's internal operations and external relationships are reviewed and revised in light of SD/ESD principles. Within such an approach each institution would decide on its own actions, addressing the three overlapping spheres of Campus (management operations); Curriculum; and Community (external relationships).
[25] For higher education institutions: **whole university**, **whole college** or **whole faculty approach** (including inter-faculty approaches).

Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support "a whole institution approach to SD/ESD"?

Phase II: If yes, please specify what schemes are available for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.
- Flemish government

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.

Yes ☒ No ☐

ISCED levels	Yes
0	
1	V
2	V
3	V
4	
5	
6	
Teacher education	V

- French Community

Niveaux de la CITE	Oui	Non
0	x	
1	x	
2	x	
3	x	
4		x
5		x
6		x
Formation des enseignants		x

- German-speaking Community : see 1.2.7

Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?
Yes ☐ No ☒	*Phase II: If yes, please specify for all levels of your education system in accordance with ISCED, by ticking (V) in the table as appropriate:* • Flemish government 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. 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 • German-speaking Community Yes, either they define their own indicators; or the indicators do not exist or other indicators are used. *(a) For formal institutions.* | ISCED levels	Yes
0	V
1	V
2	V
3	V
4	V
5	V
6	V
Teacher education	V | *(b) For non-formal institutions for non-formal and informal education.* | ISCED levels	Yes
0	
1	
2	
3	
4	
5	
6	
Teacher education	| *If relevant data are available, please also specify (i.e. provide examples on how it is done).*

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? (b) Do they address ESD[26]? (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?		

Phase II: If yes, please specify for various levels of your education system in accordance with ISCED, by ticking (V) in the table as appropriate.
- Flemish govenment

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.

ISCED levels	(a) Yes	(b) Yes	(c) Yes
0	v		
1	v		
2	v	v	
3	v	v	
4	v		
5	v		v
6	v		v
Teacher education	v		v

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

- French Community

Niveaux de la CITE	a)		b)	
	Oui	*Non*	*Oui*	*Non*
0				
1			x	
2			x	
3			x	
4				
5				
6				
Formation des enseignants				

- German-speaking Community
  The Regional Development Concept provides for quality assessment systems for ESD. An overall quality assessment system is also foreseen for adult training establishments in the decree of 17 November 2008 (Moniteur Belge of 30.12.2008 p. 68837) – see above

Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this data (i.e. provide

---

[26] 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).

	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 ☐	*Phase II: Please specify.*[27] • French Community - Trainings, conferences,…organised by the Walloon and the Brussels Regions, - subsidised NGO and Region Centres of Initiation to Environment
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 ☐	*Phase II: Please specify and provide examples.* • Flemish government 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/default.aspx) in order to develop sustainable action models. • French Community - Subsidy for the preparation of educational or training files for different occupation ; - Réseau intersyndical de sensibilisation à l'environnement (Interunion Network for Awareness to Environment (RISe, www.rise.be). • German-speaking Community Yes, for associations (called ASBLs –not-for-profit associations), as described in 2.4.1
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 ☒	*Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.*

---

[27] Please describe how this is done, e.g. in press articles, TV and radio programmes or public lectures promoting environmentally friendly goods and services, sustainable lifestyles.

Indicator 2.6	ESD implementation is a multi-stakeholder process[28]					
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?					

Yes ☒ No ☐

Phase II: Please specify in the table in appendix II (a) and (b) and use the scale. Indicate the results in the boxes below.

(a) According to the UNECE Strategy on ESD

A	B	C	D	E	F
☐	☐	☐	☐	☒	☐

(b) According to the UN DESD

A	B	C	D	E	F
☐	☐	☒	☐	☐	☐

Communauté française

A	B	C	D	E	F
☐	☐	☐	☐	☒	☐

Communauté française

A	B	C	D	E	F
☐	☐	☐	☒	☐	☐

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[29] of educators
Sub-indicator 3.1.1	Is ESD a part of educators' initial training?[30]

Yes ☒ No ☐ | *Phase II: Please specify by filling in the table in appendix III.*

Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training?[31]

Yes ☒ No ☐ | *Phase II: Please specify by filling in the table in appendix III.*

Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?

Yes ☐ No ☒ | *Phase II: Please specify by filling in the table in appendix III.*

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 ☐

Phase II: Please specify (provide examples on how this is done).
- Flemish government

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.

---

[28] 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).

[29] ESD is addressed by content and/or by methodology.

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

[31] 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.

	For more information on learning networks within teacher training, please access http://www.lne.be/doelgroepen/onderwijs/ecocampus/aan-de-slag/lerende-netwerken/thema-lerarenopleiding/thematisch-lerend-netwerk-integratie-van-duurzame-ontwikkeling-in-de-lerarenopleiding
	For more information on the the 'Yearly Marketplace for Sustainable Development', please access http://www.lne.be/doelgroepen/onderwijs/ecocampus/aan-de-slag/marktplaats
	• French Community Days for exchanging good practices are organized ; - exchanging days between animators of Centres for Recreation and Outdoor Activities / des Regional Centres for Initiation to Environment (CRIE) - réseau Idée (ASBL – Idea Network) ; - The site enseignons.be. organises this type of forum
	• German-speaking Community In the field of ESD, there is no formal structure for teachers. The Consumer Protection Unit has the relevant information concerning SD at its disposal and provides advice from time to time.
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way?[32]
Yes ☒ No ☐	*Please specify how, listing the major ones, and describing them as appropriate.* • Flemish govenment Thematic learning networks curriculum : economische opleidingen ; ingenieurswetenschappen ; lerarenopleiding ; media en communicatiewetenschappen ;sociaal werk ; toerisme en hotelmanagement ; reflectiegroep AISHE • French Community Asbl Réseau IDée – IDea Network non-profit association Since 1989, the IDea Network progressively weaves links between all players of ErE (largo sensu) : teachers from all levels, animators, trainers, parents, eco-advisors… Its aim is to foster meetings between those players, ensuring a better circulation of information and animate reflection. It also progressively sets up dynamical cross-cooperation with networks promoting health, development education, citizenship education … namely with Sustainable Development in mind. Concretely, the IDea Network develops the following activities : an Information Department, a Documentation Centre ; Databases ; a three-monthly Magazine Symbioses ; a Newsletter Infor'ErE ; Meetings and reflection: Websites. The Idea Network has the support of the Ministry of Environment and the Ministry for Employment in the Brussels-Capital Region, as well as the Ministry of Environment and the Ministry for Employment in the Walloon Region. It is also acknowledged as an institution of permanent education in the French Community. www.reseau-idee.be CRIE-Network The implementation of the environmental policy of the Walloon Region in the perspective of Sustainable development necessitates the

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

active participation of all citizens. With this perspective in mind, the Walloon Region has adopted, since 2004, a performing ErE tool, the Réseau des Centres régionaux d'initiation à l'Environnement (CRIE). It is constituted of eleven centres distributed over the territory of the Walloon Region. The networking allows a diversification of topics and a continuous improvement of practices. CRIE has been entrusted with the following missions: organising animations and awareness-increasing activities for schools and outside schools ; Setting up training sessions ; conceiving and providing a methodology of animation as well as didactical and vulgarisation resources; and other services : documentation, pedagogical assistance to class or school projects, participation in local initiatives in favour of nature and environment...

www.crie.be

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 development and production of ESD tools and materials exist?
Yes ☒ No ☐	*Please describe.* • French Community The cooperation agreement between the French Community and the Walloon Region (labelling – a cooperation has been established to promote and make available for schools quality pedagogic tools as regards education to environment respect through the following action program : 1° on the proposal of a Recreation and Open Air Centre, a Regional Centre for Environment Initiation, associative partners of the Institut bruxellois pour la gestion de l'environnement (IBGE) or any other structure subsidized by one of the two regions, any document or pedagogic tool shall be evaluated as concerns its adequacy with the objectives of education in the French Community by a Scientific and Pedagogic Committee), Subsidies are granted by the Walloon Region and the Brussels Region, The steering Commission of the Ministry of the French Community (Decree of 27 March 2002 on steering of the educative system in the French Community) provides for the acknowledgement of pedagogical tools and the granting of financing for acquiring acknowledged pedagogic tools. • German-speaking Community Such an initiative is laid down in the future objectives of our Regional Development Concept.
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes ☒ No ☐	*Phase II: Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in USD) for annual expenditures on ESD-related research and development.* • French Community * Subsidies to non-governmental organisations * public procurements for the writing of tools and materials
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 ☒	*Phase I: For (a) and (b), please describe.* • Flemish government 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.

• French Community
The cooperation agreement (see above) gives the specific rules for quality control. The Steering Commission of the educative system of the French

	• German-speaking Community Such an initiative is laid down in the future objectives of our Regional Development Concept.
	Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c), please also describe. Please also provide your own examples, as appropriate.
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 ☐	*Phase I: For (a) please specify.* *Phase II: If yes for (b), please specify by ticking (V) in the table as appropriate.* {table below}

ISCED levels	(b) *Yes*
0	
1	
2	
3	
4	
5	
6	
Teacher education	

Indicator 4.3 Teaching tools and materials for ESD are accessible	
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?
Yes ☒ No ☐	*Phase II: Please describe.* • Flemish government 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 and a yearly sustainable-development market for higher education. http://nme.milieuinfo.be/front.cgi?action=start http://www.kleurbekennen.be/web/kb2/web/02_zoek_edu%20mat.html http://www.klasse.be http://www.klascement.net/ http://www.projectloket.canoncultuurcel.be/index.php?a=item/find/2 • French Community Information on tools available on the Websites www.enseignement.be, www.coopere.be, www.reseau-idee.be, www.ibgebim.be, http://environnement.wallonie.be • German-speaking Community Yes, via our usual dissemination network: School media libraries, the ministry, organisations, study days, Internet - Bildungsserver der DG (the Community's education portal) - http://www.bildungsserver.be/desktopdefault.aspx **The Consumer Protection and Sustainable Development Unit (Verbraucherschutzzentrale VSZ-Nachhaltige Entwicklung)** plays an important role in the German-speaking Community in terms of awareness-raising of and education for sustainable development. This not-for-profit association receives grants in particular for communication and coordination work in the areas of SD and ESD.

Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes ☒ No ☐	*Please specify to what extent by providing an indication of the amount in USD, giving the annual expenditures for ESD-related research and development.* • French Community As an example, about 30,000 euro have been granted by the Walloon Region for the promotion, electronic or paper.
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes ☒ No ☐	*Please describe.* • Flemish government http://nme.milieuinfo.be/front.cgi?action=start http://www.kleurbekennen.be/web/kb2/web/02_zoek_edu%20mat.html http://edo.lne.be http://lerendenetwerken.lne.be • French Community Documents produced with budgets from the WR are, among other things, available on the sites of the Walloon Region and of the Brussels Region. • German-speaking Community In the near future, the **YOUTHXCHANGE** guide will be available online in German, The **catalogue of best practices** provides an overview of the projects, reflects the implementation of SD in our Community and acts as a tool for incentivisation and emulation. It can be consulted via our webpage http://www.vsz.be/DE/info/infocenter.asp
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 ☐	*For (a) and (b) please specify.* • Flemish government http://nme.milieuinfo.be/front.cgi?action=start http://www.kleurbekennen.be/web/kb2/web/02_zoek_edu%20mat.html http://edo.lne.be http://lerendenetwerken.lne.be • Communauté française *http://www.enseignement.be* *http://www.bruxellesenvironnement.be* http://environnement.wallonie.be/ Information also disseminated through the Idea Network (http://www.reseau-idee.be/outils-pedagogiques/) that has an updated database. There also exists an ordering form / register of publications stipulating for each document whether available on Internet or in paper version. • German-speaking Community http://www.vsz.be/DE/info/infocenter.asp http://www.bildungsserver.be/desktopdefault.aspx

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[33] on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD[34] supported?
Yes ⊠ No ☐	*Phase II: Please specify what kind of research (content and methods). Please provide the total amount annually over the reporting period, and if feasible, as a percentage of the total research budget.* • Flemish government 150.000 euro. • German-speaking Community : not specifically for research
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes ☐ No ⊠	*Please specify what kind of research (content and methods).* • Flemish government Not yet, research is still being conducted, comprising a policy analysis and case studies with interviews, document analyses and participatory observation. • German-speaking Community : such initiatives are foreseen in the RDC
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD:[35] (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 ☐	*Phase II: Please specify what kind of programmes are available for (1) (a) and (b); (2) (a) and (b).*
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 ☐	*Phase II: Please specify for (a) and (b).* • French Community Research grant at the master level. FNRS allocates grants for doctorates and has a « Commission scientifique dans le domaine stratégique transdisciplinaire du développement durable » - Scientific Commission in the Cross-disciplinary Strategic Field of Sustainable Development

---

[33] These include support from various sources, such as State, local authorities, business and non-governmental sources.
[34] E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology; means of evaluation including socio-economic impacts.
[35] ESD is addressed by substance and/or by approach.

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?[36]
Yes ☐ No ☐	*Phase II: Please specify and provide the total amount annually over the reporting period.*

Indicator 5.3	Dissemination of research results on ESD is promoted
Sub-indicator 5.3.1	Is there any public authority support for mechanisms[37] to share the results of research and examples of good practices in ESD[38] among authorities and stakeholders?
Yes ☒ No ☐	*Phase II: Please specify and provide the total amount annually over the reporting period.* • Flemish government Through learning networks, the yearly sustainable development market and the ESD consultation platform.
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?

(a) Yes ☒ No ☐
(b) Yes ☒ No ☐
	Phase I: For (a), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.
	    • Flemish government
	
	    • German-speaking Community : no scientific publications
	
	Phase II: For (b), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.
	    • Flemish government
	Sleurs, W. e.a. (2008). *Duurzame ontwikkeling. Hoe integreren in het onderwijs?* Antwerpen: Uitgeverij De Boeck.
	Lambrechts, W. e.a (2009). *Duurzaam Hoger Onderwijs. Appel voor verantwoord onderrichten, onderzoeken en ondernemen*. Leuven : Uitgeverij LannooCampus.
	Peeters, J. (red.) (2010). *Een veerkrachtige samenleving. Sociaal werk en duurzame ontwikkeling*. EPO.
	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.
	Anders gaan leren. Van Poeck, K., 2009 in : OIKOS, 2009/3 nr 50.
	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.
	Leren voor duurzame ontwikkeling: een kwestie van burgerschap. Van Poeck, K., 2010 in : Wissels.
	Ceulemans, K., De Prins, M. (2010). Teacher's manual and method for SD integration in curricula. Journal of Cleaner Production, 18 (7): 645-651.
	
	    • German-speaking Community : N

---

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

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

[38] 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.

Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE 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 UNECE region and beyond	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international[39] networks on ESD?
Yes ☒ No ☐	*Phase II: Please specify for national, subnational and local levels and list major networks.* • Flemish government ENSI-network (www.ensi.org), Benelux working group for EE/ESD • French Community Planet'ere, French-language networks of players in environment education (created in 1997). Planèt'ERE is an international organization promoting environment education with Sustainable Development (EESD) for French-Speaking countries. It is born out of the need for exchange of plays of the EE in various countries of the French-language space and is open to other cultures inasmuch they are using French to communicate. Every four year they organise an international Forum. www.planetere.org Congrès Mondial d'éducation à l'environnement The **World Environmental Education Congress** (WEEC) namely aims at establishing an international network of searchers and persons providing education on environment, as a tool of promotion of an active, informed and responsible citizenship – which is the condition for a more pacific and ecological human society – to warrant an equitable access to natural resources with an harmonious relation between living beings, humans and the planet. Every four year it organises a Conference, alternatively with Planet'ere. 5 conferences have already been organised since 2003. www.environmental-education.org work group Benelux GT education, information et communication, within the department for Nature Preservation and Site Protection • German-speaking Community Yes, through our Community's cooperation with the Federal Council for Sustainable Development (CFDD) and the Public Service Programming Department for Sustainable Development (SPP DD)
Sub-indicator 6.1.2	Do educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD?
Yes ☒ No ☐	*Please specify. List major networks.* • Flemish government ENSI-network (www.ensi.org), Benelux working group for EE/ESD, SUPPORT (http://support-edu.org/), AISHE, RCE (http://www.rce-zuidelijkenoordzee.org/; http://www.ias.unu.edu/sub_page.aspx?catID=108&ddlID=183), EESD (www.eesd10.org), EMSU (www.erscp-emsu2010.org), GUNI (www.guni-rmies.net/conference2010) • German-speaking Community : in the framework of certain European programmes (e.g. Grundtvig)

---

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

Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes ☒ No ☐	*Phase II: Please specify and list the major ones.* • French Community Aforementioned Cooperation Agreement between the French Community of Belgium and the Walloon Region. As mentioned before, this Cooperation Agreement will be extended to the Brussels Region.
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?
Yes ☒ No ☐	*Please list and describe.* • Flemish government ENSI-network (www.ensi.org), • French Community Planet'ere, French-language networks of players in environment education (created in 1997). Planèt'ERE is an international organization promoting environment education with sustainable development (EESD) for French-Speaking countries It is born out of the need for exchange of plays of the EE in various countries of the French-language space and is open to other cultures inasmuch they are using French to communicate. Every four year they organise an international Forum. www.planetere.org Congrès Mondial d'éducation à l'environnement The **World Environmental Education Congress** (WEEC) namely aims at establishing an international network of searchers and persons providing education on environment, as a tool of promotion of an active, informed and responsible citizenship – which is the condition for a more pacific and ecological human society – to warrant an equitable access to natural resources with a harmonious relation between living beings, humans and the planet. Every four year it organises a Conference, alternatively with Planet'ere. 5 conferences have already been organised since 2003. www.environmental-education.org • German-speaking Community : through our Community's cooperation with the Federal Council for Sustainable Development (CFDD) and the Public Service Programming Department for Sustainable Development (SPP DD)

Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLES, AS WELL AS LOCAL AND TRADITIONAL KNOWLEDGE, IN ESD	
Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.	
Phase II: Please provide the updated information to indicate changes over time.	
Phase III: Please provide the updated information to indicate changes over time.	

Issue 8. DESCRIBE ANY CHALLENGES AND OBSTACLES ENCOUNTERED IN THE IMPLEMENTATION OF THE STRATEGY

Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible.

Phase II: Please provide the updated information to indicate changes over time.

- Flemish government

  1.	The Flemish education system grants a large extent of autonomy to schools in developing their own school policy, making steering fairly difficult and inappropriate. Still, most schools do subscribe to education for sustainable development. Implementing ESD in the vision of the school and the courses continues to be a challenge.

  2.	Keeping an overview of and coordinating lots of small initiatives is very hard. A strategy for assembling the various small initiatives would be welcomed.

  3.	Coordination with other policy areas is hard since education for sustainable development is not always a priority. In the meantime more initiatives have been taken by some policy areas, making the network of policy assistants grow.

  4.	There is still too little integration of ecological, social and economic aspects.

  5.	Is ESD deemed important for encouraging learning processes ?

- French Community

Environment and Sustainable Development Education are important levers of motivation and change, but still not sufficiently acknowledged in the French Community/ Walloon and Brussels Regions. ESD can find its place at school, namely since the adoption of the Decree of 24 July 1997 on the missions of education. On the field, there are numerous ErE projects and sometimes ESD projects in most schools and this with various involvement degrees: from one-shot integration of contents related to environment and Sustainable Development in lessons, to projects reaching one or more classes, even involving the whole school. The ErE associative world is very present, offering animations, discovery classes (almost generalised in primary education) and guidance for class and school projects. It however appears that these initiatives essentially depend from the impulsion of teachers and education teams in schools and associative players outside the education world. They are mainly supported by the Regions. At stake is today the provision of global reflection on the situation and consenting to opt for more strategic evolutions of ErE and SD at school.

- German-speaking Community

The reform of the grants system for adult training establishments via the decree of 17 November 2008 (Moniteur Belge du 30.12.2008 p. 68837) is an instrument designed to incorporate the objectives of ESD into a global learning concept.
Education for sustainable development in schools is addressed more through a cross-curriculum approach and is often reflected in short-term stand-alone projects. A long-term, more in-depth approach to the topic is, however, a decision for teachers who are strongly committed to ESD. This approach constitutes real added value for schools.
The Regional Development Concept aims, through these future objectives, to achieve deeper implementation of ESD.
Coordinating and maintaining networks has proved quite difficult.

Phase III: Please provide the updated information to indicate changes over time.

Issue 9. DESCRIBE ANY ASSISTANCE NEEDED TO IMPROVE IMPLEMENTATION

Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible.

Phase II: Please provide the updated information to indicate changes over time.

- Flemish government
  1. International examples of good practices, with a special focus on :

     a.   getting ESD on the political agenda ;

     b.   integrating social and economic aspects into sustainability projects ;

     c.   insisting on a "whole-school approach" ;

     d.   developing educational models incorporating the holistic vision of ESD ;

  2. There is also a need for a decision structure which is more focussed on system thinking and the integration of topics.

- French Community

The Cooperation Agreement between the French-Speaking entities of Belgium has allowed the strengthening of synergies in order to reinforce the coherence of the actions for schools. A global reflection associating all players is however necessary to genuinely integrate the stakes of ESD.

Assemblies of ErE - DD 2010/2011 tend to specify a more strategic vision of ErE - SD at school should be shared and understood by the various players and better disseminated. They want to lay the bases of a better coordination and cooperation between the various levels of authority and intervention, in and around school: the French Community, the Brussels and Walloon Regions and the associative world. To this end, they want to associate reflection and debate for these players, from the base till the institutional, and reach concrete commitments which are indispensable for the implementation of a strategic view (April - May 2011).

www.assises-ere.be

Phase III: Please provide the updated information to indicate changes over time.

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 (V) relevant themes for each level. Use the blank rows to insert additional themes that are considered to be key themes in addressing learning for SD.)

Some key themes covered by sustainable development	ISCED Levels					
	0	*1*	*2*	*3*	*4*	*5*
Peace studies (e.g. international relations, security and conflict resolution, partnerships)				v		v
Ethics and philosophy				v		v
Citizenship, democracy and governance		v	v	v	v	v
Human rights (e.g. gender and racial and inter-generational equity)				v	v	v
Poverty alleviation		v	v	v	v	v
Cultural diversity		v		v		v
Biological and landscape diversity		v	v	v	v	v
Environmental protection (waste management, etc.)	v	v	v	v	v	v
Ecological principles/ecosystem approach		v	v	v	v	v
Natural resource management (e.g. water, soil, mineral, fossil fuels)		v	v	v	v	v
Climate change		v	v	v	v	v
Personal and family health (e.g. HIV/AIDS, drug abuse)		v	v	v	v	v
Environmental health (e.g. food and drinking; water quality; pollution)	v	v	v	v	v	v
Corporate social responsibility				v	v	v
Production and/or consumption patterns		v	v	v	v	v
Economics			v	v	v	v
Rural/urban development				v	v	v
Total	2	11	11	17	14	17
Other (*countries to add as many as needed*)						

NB: 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 (max. 102 ticks; "other" not counted) is:

No. of ticks	0–5	6–10	11–25	26–50	51–75	76–100
Scale	A	B	C	D	E	F

Could you specify which specific themes are of critical important in your countries and why? Please specify for different ISCED levels, as appropriate.

French Community

Some key themes covered by sustainable development	ISCED Levels					
	0	1	2	3	4	5
Peace studies (e.g. international relations, security and conflict resolution, partnerships)				v	v	v
Ethics and philosophy				v	v	v
Citizenship, democracy and governance		v	v	v	v	v
Human rights (e.g. gender and racial and inter-generational equity)	v	v	v	v	v	v
Poverty alleviation		v	v	v	v	v
Cultural diversity				v	v	v
Biological and landscape diversity				v	v	v
Environmental protection (waste management, etc.)	v	v	v	v	v	v
Ecological principles/ecosystem approach			v	v	v	v
Natural resource management (e.g. water, soil, mineral, fossil fuels)		v	v	v	v	v
Climate change				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
Corporate social responsibility					v	v
Production and/or consumption patterns				v	v	v
Economics					v	v
Rural/urban development				v	v	v
Total	4	7	8	15	17	17
Other (*countries to add as many as needed*)						

NB: 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 (max. 102 ticks; "other" not counted) is:

No. of ticks	0–5	6–10	11–25	26–50	51–75	76–100
Scale	A	B	C	D	E	F

Could you specify which specific themes are of critical important in your countries and why? Please specify for different ISCED levels, as appropriate.

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[40]/programme of study at various levels of formal education, by filling in the table below.

(Please tick (V) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)

Table of learning outcomes

Flemish government

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

---

[40] At the State level, where relevant.

	0	1	2	3	4	5
- acting responsibly?			V	V	V	V
- acting with self-respect ?			V	V	V	V
- acting with determination?			V	V	V	V
Total		1	5	6	6	6
- other (*countries to add as many as needed*)?						
-						

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

Learning to live and work together Does education at each level enhance learners' capacity for:	Expected outcomes	0	1	2	3	4	5
	- acting with responsibility (locally and globally)?		V	V	V	V	V
	- acting with respect for others?	V	V	V	V	V	V
	- identifying stakeholders and their interests?				V	V	V
	- collaboration/team working?		V	V	V	V	V
	- participation in democratic decision-making?		V	V	V	V	V
	- negotiation and consensus-building?			V	V	V	V
	- distributing responsibilities (subsidiarity)?				V	V	V
	Total	1	4	5	7	7	7

	ISCED Levels					
- other (*countries to add as many as needed*)?						
-						

NB: Your response will reflect the variety of ESD learning outcomes 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 (max. 138 ticks; "other" not counted) is:

No. of ticks	0–7	8–14	15–35	36–70	71–104	105–138
Scale	A	B	C	D	E	F

French Community

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

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

NB: Your response will reflect the variety of ESD learning outcomes 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 (max. 138 ticks; "other" not counted) is:

No. of ticks	0–7	8–14	15–35	36–70	71–104	105–138
Scale	A	B	C	D	E	F

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 (V) 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

Flemish government

Some key ESD teaching/learning methods proposed by the Strategy[41]	ISCED Levels					
	0	1	2	3	4	5
Discussions		V	V	V	V	V
Conceptual and perceptual mapping		V	V	V	V	V
Philosophical inquiry				V		V
Value clarification		V	V	V	V	V
Simulations; role playing; games		V	V	V	V	V
Scenarios; modeling						V
Information and communication technology (ICT)		V	V	V	V	V
Surveys		V	V	V	V	V
Case studies				V	V	V
Excursions and outdoor learning		V	V	V	V	V
Learner-driven projects				V	V	V
Good practice analyses						V
Workplace experience				V	V	V

---

[41] Please refer to paragraph 33 (e) of the UNECE Strategy for ESD.

Problem-solving		V	V	V	V	V
Total		8	8	12	12	14
Other (*countries to add as many as needed*)						
	V	V				

NB: Your response will reflect the variety of ESD teaching/learning methods 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 (max. 84 ticks; "other" not counted) is:

No. of ticks	0–5	6–28	29–35	36–50	51–65	66–84
Scale	A	B	C	D	E	F

Appendix II

Indicator 2.6, sub-indicator 2.6.1
Please specify to what extent is ESD implementation a multi-stakeholder process by filling in the table below. Please provide examples of good practice.
(Please tick (V) 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

Flemish government

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
Faith-based			
Media		V	V
Total	3	6	6
Other (*countries to add as many as needed*)			

The scoring key for this table (max. 21 ticks; "other" not counted) is:

No. of ticks	0–1	2	3–5	6–10	11–15	16–21
Scale	A	B	C	D	E	F

French Community

Stakeholders	Classification by UNECE Strategy for ESD		
	Formal	Non-formal	Informal
NGOs	x	x	x
Local government	x	x	x
Organized labour		x	
Private sector	x	x	
Community-based			x
Faith-based			
Media		x	x
Total	3	5	5
Other (*countries to add as many as needed*)			

The scoring key for this table (max. 21 ticks; "other" not counted) is:

No. of ticks	0-1	2	3-5	6-10	11-15	16-21
Scale	A	B	C	D	E	F

Table (b) According to United Nations Decade of ESD

Flemish government

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				
Organized labour	V			V	

	Public awareness	Quality education	Reorienting education	Training	Social learning
Private sector	V			V	
Community-based	V				V
Faith-based					
Media	V				
Total	**6**	**1**	**1**	**3**	**2**
Other (*countries to add as many as needed*)					

The scoring key for this table (max. 35 ticks; "other" not counted) is:

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

French Community

Stakeholders	Classification by United Nations Decade of ESD				
	Public awareness	Quality education	Reorienting education	Training	Social learning
NGOs	x	x	x	x	x
Local government	x	x	x	x	x
Organized labour				x	x
Private sector	x			x	x
Community-based		x	x	x	
Faith-based					
Media	x	x	x	x	
Total	**4**	**4**	**4**	**6**	**4**
Other (*countries to add as many as needed*)					

The scoring key for this table (max. 35 ticks; "other" not counted) is:

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

Appendix III

Indicator 3.1, sub-indicator 3.1.3

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

French Community

ISCED levels	Percentage of education professionals who have received training[42] to integrate ESD into their practice: *(see key below)*																	
	Educators												Leaders/administrators[43]					
	Initial*						In service**						In service***					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0	1						1											
1	5						5											
2	5						5											
3	5						5											
4	5						5											
5	100 ou 5% (voir Rmq)						5											
6																		
Non-formal																		
Informal																		

[42] Training is understood to include at least one day (a minimum of five contact hours).
[43] See paragraphs 54 and 55 of the UNECE Strategy for ESD.

The scoring key for this table (max. 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

*   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.

**   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.

***   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.

Appendix IV

Summary and self-assessment[44] by countries:

1	**Indicator 1.1**	**Prerequisite measures are taken to support the promotion of ESD**	☐ Not started	☐ In progress	☒ Developing	☐ Completed
2	**Indicator 1.2**	**Policy, regulatory and operational frameworks support the promotion of ESD**	☐ Not started	☐ In progress	☒ Developing	☐ Completed
3	**Indicator 1.3**	**National policies support synergies between processes related to SD and ESD**	☐ Not started	☐ In progress	☐ Developing	☒ Completed
4	**Indicator 2.1**	**SD key themes are addressed in formal education**	☐ Not started	☐ In progress	☒ Developing	☐ Completed
5	**Indicator 2.2**	**Strategies to implement ESD are clearly identified**	☐ Not started	☐ In progress	☒ Developing	☐ Completed
6	**Indicator 2.3**	**A whole-institution approach to ESD/SD is promoted**	☐ Not started	☒ In progress	☐ Developing	☐ Completed
7	**Indicator 2.4**	**ESD is addressed by quality assessment / enhancement systems**	☐ Not started	☒ In progress	☐ Developing	☐ Completed
8	**Indicator 2.5**	**ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice**	☐ Not started	☒ In progress	☐ Developing	☐ Completed
9	**Indicator 2.6**	**ESD implementation is a multi-stakeholder process**	☐ Not started	☐ In progress	☒ Developing	☐ Completed
10	**Indicator 3.1**	**ESD is included in the training of educators**	☐ Not started	☒ In progress	☐ Developing	☐ Completed
11	**Indicator 3.2**	**Opportunities exist for educators to cooperate on ESD**	☐ Not started	☐ In progress	☒ Developing	☐ Completed
12	**Indicator 4.1**	**Teaching tools and materials for ESD are produced**	☐ Not started	☒ In progress	☐ Developing	☐ Completed
13	**Indicator 4.2**	**Quality control mechanisms for teaching tools and materials for ESD exist**	☐ Not started	☐ In progress	☒ Developing	☐ Completed
14	**Indicator 4.3**	**Teaching tools and materials for ESD are accessible**	☐ Not started	☐ In progress	☒ Developing	☐ Completed
15	**Indicator 5.1**	**Research on ESD is promoted**	☐ Not started	☒ In progress	☐ Developing	☐ Completed
16	**Indicator 5.2**	**Development of ESD is promoted**	☐ Not started	☐ In progress	☒ Developing	☐ Completed
17	**Indicator 5.3**	**Dissemination of research results on ESD is promoted**	☐ Not started	☒ In progress	☐ Developing	☐ Completed
18	**Indicator 6.1**	**International cooperation on ESD is strengthened within the UNECE region and beyond**	☐ Not started	☐ In progress	☒ Developing	☐ Completed

-----

[44] 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.