



**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 The Netherlands 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: **Drs R.M. van Raaij**

Signature:

Date: **10 November 2010**

Full name of the institution: **Dutch Ministry of Economic Affairs, Agriculture and Innovation**

Postal address: **PO box 20401; 2500 EK Den Haag, The Netherlands**

Telephone: **++31 70 3785011**

Fax: **++31 70 378 6144**

E-mail: **r.m.vanraaij@minlnv.nl**

Website: www.lerenvoorduurzameontwikkeling.nl

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

A. This report was written by the National Focal Point, at the Dutch Ministry of Economic Affairs, Agriculture and Innovation – which is also the secretariat of the of the Dutch ESD programmes Learning for Sustainable Development and Nature and Environmental Education.

In addition to these programme the Dutch Alliance for the Decade was formed in 2005 to implement the DESD in The Netherlands. This alliance includes partners from schools and universities, municipalities, youth-representatives, NGO's and companies. This report was presented for comments to some stakeholders in this alliance, who are key players in Education and Research on ESD in the Netherlands. As a basis for this reporting the following materials were used:

- White paper Learning for Sustainable Development, from the Margin to the Mainstream. Dutch
- National Programme Learning for Sustainable Development 2008-2011, from Agenda setting into Action
- UNESCO country report on ESD in the Netherlands by Marlon van der Waal.

B. An important factor influencing the way ESD is organized in The Netherlands is the constitutional right of 'freedom of education'. Schools are free (within general boundaries) to choose their educational content. Top-down measures in education are therefore in general seen as (relatively) less appropriate. The strategy that the programs learning for Sustainable Development and Environmental Education follow in formal education is however a mix of strategies, in which top-down measures are also taken. They aim to influence key organizations dealing with formal education by working together with these organizations (SLO, Cito and Kennisnet). Other strategies involve the creation of national networks by teachers and students from below, the dissemination of knowledge in educational settings and by supporting educational projects for SD. In higher education colleges and universities have signed separate charters for ESD. At college level this has led to a successful embedment of sustainability in all educational programs. Universities are still underway to reach that goal.

TEMPLATE FOR REPORTING

ISSUE ¹ 1. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD.	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Available in Dutch.
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The Secretary of the Steering group for the Dutch ESD and EE program.
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The Dutch intergovernmental program Learning for Sustainable Development and its steering committee cover the implementation of the UNECE strategy for ESD.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The white paper Learning for Sustainable development, from margin to mainstream. This was also the motto in the program period 2004-2007. In the period 2008-2011 a continuation of the program was published, under the motto "From agenda setting to action". This plan includes implementation of the UNECE Strategy for ESD in the Netherlands.
Sub-indicator 1.1.5	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the UN Decade of ESD, ³ and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Unesco Netherlands as well as the NCDO (which is the focal point for the Millennium Development Goals and the Earth Charter in the Netherlands) are agenda-members of the steering-committee of the program LfSD.
Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD.	
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	In the Future Agenda for the Environment (min Environment) ; In the white paper People for Nature-Nature for People (min Agriculture); National Action Program Sustainable Development (Min AZ); Public sustainable procurement guidelines (min Environment); In the white-paper Nature and Environmental Education 2008-2011.
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

¹ Issues 1 to 6 are in accordance with the objectives of the Strategy.

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 substate entities.

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

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

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

(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<table border="1"> <thead> <tr> <th rowspan="2">ISCED⁶</th> <th colspan="2">(a)</th> <th colspan="2">(b)⁷</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>1</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>2</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>3</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>4</td> <td>V</td> <td>V</td> <td>V</td> <td></td> </tr> <tr> <td>5⁸</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>6</td> <td></td> <td>V</td> <td>V</td> <td></td> </tr> <tr> <td>Teacher education</td> <td></td> <td>V</td> <td>V</td> <td></td> </tr> </tbody> </table>	ISCED ⁶	(a)		(b) ⁷		Yes	No	Yes	No	0	V		V		1	V		V		2	V		V		3	V		V		4	V	V	V		5 ⁸	V		V		6		V	V		Teacher education		V	V		<p>There is no national curriculum for Higher education. Institutions are free to compose the content of their studies. The Dutch network Sustainable Teacher-training is working together with the Unesco program on “Reorient Education”</p>
	ISCED ⁶		(a)		(b) ⁷																																														
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Teacher education		V	V																																																
Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?																																																		
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Yes, in the same documents as mentioned in sub indicator 1.2.1.</p> <p>Regarding operational frameworks: In the activities of the provincial programmes of the program LfSD social learning ; multi-stakeholder approach, a focus on global issues and education are important criteria..</p>																																																		
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?																																																		
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes, in the national EE program 2008-2011, in the National Action program SD and in the new strategy for the Environment :the Future Agenda for Environment”.																																																		
Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁹ cooperation relevant to ESD exist in your government?																																																		
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The steering committee and civil servants preparing group for the program LfSD .																																																		
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your government? ¹⁰																																																		
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	A platform of 4 major NGO’s working on environmental Education, (and Sustainable Development) was recently erected. There is also an alliance for the DESD in place.																																																		
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?																																																		

⁶ Education level in accordance with ISCED.

⁷ National curricula and/or national standards/ordinances/requirements.

⁸ For higher education institutions when answering: (1) regarding national legislation: this objective is focussing equally at the first stage of tertiary education (Bachelor), the second stage (MSc) and the third stage (PhD) while covering various aspects such as **service agreements/contracts, national strategies of R&D, university organisation and studies acts, or general laws of higher educations.**; (2) regarding national and/or national standards/ordinances/ requirements: special attention shall be devoted to indications of linking systems of **quality assurance and accreditation** (with regard to the Bologna process) for higher educations institutions with ESD, as well as to **regulations of study programmes and study fields** which reflect the principles of ESD.

⁹ Between state bodies.

¹⁰ For explanation see paragraph 46 of the Strategy.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	About 10 million euros per year (in the years 2008-2011). In the period 2008-2011, 20 million Euros is available for the program Learning for Sustainable Development. And also 20 million Euros for the program Environmental Education.												
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	The action program Sustainable Development. Executed by the Dutch Governmental Council on Sustainability, the RRODM (Ministerial agenda on spatial planning, sustainability and environment).												
Issue 2. PROMOTE SD THROUGH FORMAL, NON-FORMAL AND INFORMAL LEARNING													
In the first page the Dutch situation about freedom of Education, and the consequences for the role of the curriculum where already stated.													
Indicator 2.1 SD key themes are addressed in formal education.													
Sub-indicator 2.1.1	Are key themes of SD ¹¹ addressed explicitly in the curriculum ¹² /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: please specify in the table in Annex 1 (a) and use the scale. Indicate the results in the box below.</i> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>								
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹³ /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify in the table in Annex 1 (b) and use the scale. Indicate the results in the box below.</i> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>								
Indicator 2.2 Strategies to implement ESD are clearly identified.													
Sub-indicator 2.2.1	Is ESD addressed through: ¹⁴ (a) existing subjects ¹⁵ only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project? ¹⁶												

¹¹ For explanation see paragraph 15 of the Strategy.

¹² At the state level, where relevant.

¹³ See footnote 14.

¹⁴ 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.

¹⁵ E.g. geography or biology. For higher education "subject" means "course".

¹⁶ A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (d) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: For (a)–(d) please specify for different levels of education system in accordance with ISCED in the table by ticking (V) as appropriate.</i></p> <table border="1"> <thead> <tr> <th rowspan="2">ISCED levels</th> <th colspan="2">(a)</th> <th colspan="2">(b)</th> <th colspan="2">(c)</th> <th colspan="2">(d)</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>Yes</th> <th>No</th> <th>Yes</th> <th>No</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td>v</td> <td></td> <td>v</td> <td>V</td> <td></td> <td>v</td> <td></td> </tr> <tr> <td>1</td> <td>V</td> <td></td> <td>v</td> <td></td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>2</td> <td>V</td> <td></td> <td>V</td> <td></td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>3</td> <td>V</td> <td></td> <td>V</td> <td></td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>4</td> <td>V</td> <td></td> <td>V</td> <td></td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>5</td> <td>V</td> <td></td> <td>V</td> <td></td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>6</td> <td>V</td> <td></td> <td>V</td> <td></td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>Teacher education</td> <td>v</td> <td></td> <td>V</td> <td></td> <td>v</td> <td></td> <td>V</td> <td></td> </tr> </tbody> </table>	ISCED levels	(a)		(b)		(c)		(d)		Yes	No	Yes	No	Yes	No	Yes	No	0		v		v	V		v		1	V		v		V		V		2	V		V		V		V		3	V		V		V		V		4	V		V		V		V		5	V		V		V		V		6	V		V		V		V		Teacher education	v		V		v		V	
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Indicator 2.3 A whole-institution approach¹⁷ to ESD/SD is promoted.

Sub-indicator 2.3.1 Do educational institutions¹⁸ adopt a “whole-institution approach” to SD/ESD?

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: please specify for all levels of your education system in accordance with ISCED in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</i></p> <table border="1"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>V</td> <td></td> </tr> <tr> <td>1</td> <td>V</td> <td></td> </tr> <tr> <td>2</td> <td>V</td> <td></td> </tr> <tr> <td>3</td> <td>V</td> <td></td> </tr> <tr> <td>4</td> <td>V</td> <td></td> </tr> <tr> <td>5</td> <td>V</td> <td></td> </tr> <tr> <td>6</td> <td>V</td> <td></td> </tr> <tr> <td>Teacher education</td> <td>v</td> <td></td> </tr> </tbody> </table>	ISCED levels	Yes	No	0	V		1	V		2	V		3	V		4	V		5	V		6	V		Teacher education	v	
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Teacher education	v																											

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

¹⁷ 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).

¹⁸ For higher education institutions: **Whole university, whole college or whole faculty approach** (including inter-faculty approaches).

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify what schemes are available for all levels of your education system in accordance with ISCED in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</i></p> <table border="1" data-bbox="934 272 1325 553"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>V</td> <td></td> </tr> <tr> <td>1</td> <td>v</td> <td></td> </tr> <tr> <td>2</td> <td></td> <td>V</td> </tr> <tr> <td>3</td> <td></td> <td>V</td> </tr> <tr> <td>4</td> <td></td> <td>V</td> </tr> <tr> <td>5</td> <td>V</td> <td></td> </tr> <tr> <td>6</td> <td>V</td> <td></td> </tr> <tr> <td>Teacher education</td> <td>v</td> <td></td> </tr> </tbody> </table> <p>In 2009 there are contents published for the institutes for day care of 0-4 year olds, mentioning a green environment and nature-activities. Unesco schools are established and for Universities the AISHA-program provides a monitoring and classification system.</p>	ISCED levels	Yes	No	0	V		1	v		2		V	3		V	4		V	5	V		6	V		Teacher education	v	
ISCED levels	Yes	No																										
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Teacher education	v																											
Sub-indicator 2.3.3	Do institutions/learners develop their own SD indicators for their institution/organization?																											
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify for all levels of your education system in accordance with ISCED, in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</i></p> <table border="1" data-bbox="940 776 1316 1057"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td>V</td> </tr> <tr> <td>1</td> <td></td> <td>V</td> </tr> <tr> <td>2</td> <td></td> <td>V</td> </tr> <tr> <td>3</td> <td></td> <td>v</td> </tr> <tr> <td>4</td> <td>V</td> <td></td> </tr> <tr> <td>5</td> <td>V</td> <td></td> </tr> <tr> <td>6</td> <td>v</td> <td></td> </tr> <tr> <td>Teacher education</td> <td></td> <td>v</td> </tr> </tbody> </table>	ISCED levels	Yes	No	0		V	1		V	2		V	3		v	4	V		5	V		6	v		Teacher education		v
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Teacher education		v																										
Indicator 2.4 ESD is addressed by quality assessment/enhancement systems.																												
Sub-indicator 2.4.1	Are there any education quality assessment/enhancement systems that include criteria on ESD ¹⁹ in: (a) national systems? (b) other?																											

¹⁹ 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).

(a) Yes No
 (b) Yes No

Phase II: Please specify for various levels of your education system in accordance with ISCED, in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.

ISCED levels	(a)		(b)	
	Yes	No	Yes	No
0		V		v
1		V	v	
2		V	v	
3		V	v	
4		V		v
5		V		v
6		V		v
Teacher education		v		v

There is a new tool called WIKIWIJS (www.wikiwijs.nl) that provides a lot of teaching materials. Teachers can upload there materials and a review group of peers evaluates the quality.

Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice.

Sub-indicator 2.5.1 Are SD issues addressed in informal and public awareness-raising activities?

Yes No
 In the press (all national newspapers have green items now, concerning CSR; Sustainable consumption or Climate-change); in television-series; in campaigns funded by the national and local governments (for example focussing on the year of Biodiversity 2010) and on websites.

Sub-indicator 2.5.2 Is there any support for work-based learning (e.g. for small companies, farmers, trade unions, associations), which addresses SD issues?

Yes No
 * The organisation MVO Nederland (CSR- the Netherlands) informs and helps companies to implement their CSR-strategy.
 * NCDO had an impact document published on the impact of 20 multinationals concerning the MDG's . There is also a program for small(er) businesses: www.businessindevelopment.nl .
 * The Small Business Innovation Research Programma (SBIR) provides companies with funds for sustainable idea's in the field of agriculture, energy, transport or water management. http://www.senternovem.nl/sbir/sbir_in_the_netherlands.asp

Sub-indicator 2.5.3 Are there any instruments (e.g. research, survey, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?

Yes No
 There is a large Monitor & Evaluation plan starting (in 2011) to monitor the programs LfSD and EE.
 The Unesco chair of Arjen Wals at the University of Wageningen is using and developing instruments to monitor results.
 Social Return on Investment Studies are used sometimes to monitor the impact of Sustainable Procurement, for example in the city of Dordrecht. This is an instrument that could get more important.

Indicator 2.6 ESD implementation is a multi-stakeholder process.²⁰

²⁰ 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).

Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify in the table in Annex 2 (a) and (b) and use the scale. Indicate the results in the boxes below.</i></p> <p>(a) according to the UNECE Strategy on ESD</p> <table border="1"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </table> <p>(b) according to the UN DESD</p> <table border="1"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A	B	C	D	E	F																				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>																				
A	B	C	D	E	F																				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>																				
Issue 3. EQUIP EDUCATORS WITH THE COMPETENCE TO INCLUDE SD IN THEIR TEACHING																									
<i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)</i>																									
Indicator 3.1 ESD is included in the training²¹ of educators.																									
Sub-indicator 3.1.1	Is ESD a part of the initial educators' training ²²																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	See table in annex 3 For level 5 and 6 there is no initial training for Educators available.																								
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training ²³																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>																									
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>																									
Indicator 3.2 Opportunities exist for educators to cooperate on ESD.																									
Sub-indicator 3.2.1	Are there any networks / platforms of educators and/or leaders/administrators who are involved in ESD in your country?																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Several national networks for teachers and staff on Sustainable development in formal, non-formal and informal education:</p> <ul style="list-style-type: none"> - DHO: (higher Education; level 5-6 on INSED scale) - DMBO (level 4; vocational training) - PABO network, network for Teacher Education (for primary school teachers). - Opeduca: level 2-3 and 4 - EE-centres (municipality based). Network of city farms and educational centres working on EE programme. - Community schools network, where sustainable development is a pillar of the education. - Green day care and after school care "kind van nature", member of the international NACC, the Nature Action Collaborative for Children 																								
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way ²⁴																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	With money and other support from several ministries, provinces and municipalities.																								
Issue 4. ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE																									

²¹ ESD is addressed by content and/or by methodology.

²² For higher education institutions: The focus is here on existing **teacher training universities/colleges** regarding SD and ESD for university/college teachers.

²³ For higher education institutions: The focus is here on existing **in-service training programmes** regarding SD and ESD for university/college teachers in their own universities/colleges.

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

Indicator 4.1 Teaching tools and materials for ESD are produced.																														
Sub-indicator 4.1.1	Does a national strategy/ mechanism for encouragement of development and production of ESD tools and materials exist?																													
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	In the EE program is funding available to implement existing tools and materials (There are already many tools and materials available, both national and international). There are two national subsidy schemes on these topics, one from the ministry of Environment (NGO's and the environment) and one for the ministry of Agriculture and Nature (Support for Nature) to fund projects concerning ESD.																													
Sub-indicator 4.1.2	Is public (national, sub national, local) authority money invested in this activity?																													
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes, for the programs LfSD and EE about 5 million euros a year Financial grants for the programs NGO's and the environment and support for nature, about 6 million a year.																													
Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist.																														
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities? (b) approved by public authorities? (c) tested and recommended for selection by educational institutions?																													
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Ad c: There is an online quality-measuring tool made by the Dutch EE-centres. (www.NMEpodium.nl ; website in Dutch)																													
Sub-indicator 4.2.2	Are ESD teaching tools / materials available: (a) in national languages? (b) for all levels of education according to ISCED?																													
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: For (b) please specify in the table by ticking (V) as appropriate.</i></p> <table border="1"> <thead> <tr> <th rowspan="2">ISCED levels</th> <th colspan="2">(b)</th> </tr> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>V</td> <td></td> </tr> <tr> <td>1</td> <td>V</td> <td></td> </tr> <tr> <td>2</td> <td>V</td> <td></td> </tr> <tr> <td>3</td> <td>V</td> <td></td> </tr> <tr> <td>4</td> <td>V</td> <td></td> </tr> <tr> <td>5</td> <td>V</td> <td></td> </tr> <tr> <td>6</td> <td>V</td> <td></td> </tr> <tr> <td>Teacher education</td> <td>V</td> <td></td> </tr> </tbody> </table>	ISCED levels	(b)		Yes	No	0	V		1	V		2	V		3	V		4	V		5	V		6	V		Teacher education	V	
ISCED levels	(b)																													
	Yes	No																												
0	V																													
1	V																													
2	V																													
3	V																													
4	V																													
5	V																													
6	V																													
Teacher education	V																													
Indicator 4.3 Teaching tools and materials for ESD are accessible.																														
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?																													
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	www.kennisnet.nl is the portal for schools on all subjects, from the ministry of Education. There is a topic Sustainability available for educators and for children where they find information for papers and suggestions for lessons. More teaching-materials are getting available on WIKIWIJS, a web 2.0 module for uploading and arranging teaching materials. On specific topic websites with project information are available f.e. www.watereeducatie.nl .																													
Sub-indicator 4.3.2	Is public authority money invested in this activity?																													

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Funding from the Ministry of Education is invested in kennisnet and wikiwijs.
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	It is not our intension to make an approval system. Due to “freedom of Education” it’s not in our educational culture to do so.
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in national language(s): (a) accessible through the Internet? (b) provided through other channels?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	All databases are accessible through the internet. Some centres for EE provide catalogues on paper or on CD-rom for schools.
Issue 5. PROMOTE RESEARCH ON AND DEVELOPMENT OF ESD	
Indicator 5.1 Research²⁵ on ESD is promoted.	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁶ supported?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	In the Netherlands we have two Unesco Chairs on Learning for Sustainable Development. These are financially supported (partly) by the program LfSD.
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The evaluation-outlines for the program Learning for Sustainable development take this into consideration. Also the country report Marlon van der Waal (wagningen University) written in 2010 for Unesco went into this question.
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: ²⁷ (a) for the master’s level? (b) for the doctorate level? (2) addressing ESD: (a) for the master’s level? (b) for the doctorate level?
(1) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	For example on Transition Management there are several Graduate or Post-Graduate programs available at the Erasmus University in Rotterdam. Also the University in Wageningen and the Leiden University carry program’s, usually addressing ESD.
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master’s level; (b) for the doctorate level?
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
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? ²⁸

²⁵ These includes support from various sources, such as state, local authorities, business and non-governmental sources.

²⁶ E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of ICT; means of evaluation including socio-economic impacts.

²⁷ ESD is addressed by substance and/or by approach.

²⁸ Activities may include pilot projects, action research, social learning, multi-stakeholder teams.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Communities of practise (COP's) on ESD are supported, mainly in informal learning and for professionals. For example on Green Economy; Cradle-to-Cradle and sustainable spatial planning; Biomimicry / Learning from nature. There is an online platform (social media) for civil servants interested in Sustainability and learning (Rijksduurzaamheidsplatform) And a network of companies that work on sustainable development (Social Venture Network) exists. In 2010, the international year for Biodiversity, a coalition on Biodiversity is formed. IUCN the Netherlands is the leading party in that. There is no information about the amount of money spent.
Indicator 5.3 Dissemination of research results on ESD is promoted.	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ²⁹ to share the results of research and examples of good practices in ESD ³⁰ among authorities and stakeholders?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Public authorities invest in funding conferences, supporting websites and brochures and organising contests to involve the public and the schools in ESD.
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Arjen Wals and Marlon van der Waal have been publishing about ESD and EE in the last years. Greening the economy is a topic that creates energy for ESD issues at the moment, especially in non-formal or informal settings.
Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION	
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 ³¹ networks on ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Participation in for example: IUCN / CEC; ENSI; UNECE expert groups on ESD (monitoring and competences for educators) Unesco group on Monitoring & Evaluation the DESD Curriculum Greening Europe The Earth Charter PERL-network on sustainable consumption.
Sub-indicator 6.1.2	Do educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Cinop in ENSI; Koning Willem 1 college in Curriculum Greening Europe; Duurzame PABO in Unescogroup on reorienting Education.
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?

²⁹ E.g. conferences, summer schools, journals, periodicals, networks.

³⁰ E.g. 'participatory approach'; links to local, regional and global problems; integrative approach to environmental, economic and social issues; orientation to understanding, preventing and solving problems.

³¹ In this context, "international associations, working groups, programmes, partnerships etc. covers "global", "regional" and "subregional".

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	A Government-to-Government program in Croatia on Training Civil Servants on ESD; A Government-to-Government program in Montenegro on a communication strategy for SD; VNG International; Twin cities Program In the Dutch Unesco Chair of Rietje van Dam, The Open University works in a twinning program with the Catholic University of Eastern Africa in Nairobi.
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?
Yes <input type="checkbox"/> No <input type="checkbox"/>	Through Unesco; and with the convention on Biodiversity and the convention on Sustainable Development.
Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLES IN ESD	
In the Netherlands there are no specifically determined groups of indigenous people	
The Dutch multicultural society is getting a more prominent role in EE as well as in ESD projects and strategies now. People who originate from other cultures and believes are invited to participate more in all sort of activities. Mostly by an active and more diverse (out-of-the-box) way of inviting stakeholders and/or participants.	

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

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

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

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

Ad 2: The EE program particularly aims at implementing and re-using already existing materials. This helps to bundle and focus the materials and tools on ESD. With WIKIWIJS a big step is made in arranging all knowledge and tools for teachers in a web 2.0 based website.

Ad 3: Social return on investment is a new way of valuing difficult to measure benefits. And lately a big emphasis on social cohesion and community based schools helped to better validate ESD programs with a social component.

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

Issue 9. DESCRIBE ANY ASSISTANCE NEEDED TO IMPROVE IMPLEMENTATION

International good practises, especially on the topics concerning:

- Getting ESD on the agenda, especially in the EU
- Creating a Sense of Urgency, especially for social (people) and economical (Profit / Prosperity) aspects of Sustainability
- The move to a “whole school approach”
- Development of didactical models that support the holistic base of ESD, integrating learning in schools and informal learning as a key theme.

And a structure of decision making in the EU that is more based on system thinking and on integration of topics.

The same as before

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

Annex 1 (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 sustainable development.)

Some key themes covered by sustainable development	ISCED Levels					
	0	1	2	3	4	5
Peace studies (international relations, security and conflict resolution, partnerships, etc.)	V	V	V	V	V	V
Ethics and philosophy		V	V	V	V	V
Citizenship, democracy and governance		V	V	V	V	V
Human rights, (including gender, racial and inter-generational equity;)		V	V	V	V	V
Poverty alleviation		V	V	V	V	V
Cultural diversity		V	V	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 (including water, soil, mineral, fossil fuels, etc...)		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
Rural/urban development			V	V	V	V
Total	3	14	15	17	17	17
Other (countries to add as many as needed)						

NB The indicator will be reflected by (a) a scale based on the sum of ticks and (b) changes in the pattern of response between subsequent reports.

The assessment 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

Annex 1 (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 curriculum³²/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 sustainable development.)

Table of learning outcomes

Competence	Expected outcomes	ISCED Levels						
		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	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	V	
	- understanding interrelationships across disciplines/holistic approach		V	V	V	V	V	
	Total		1	5	6	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	V	V	
	- dealing with crises and risks		V	V	V	V	V	
	- acting responsibly		V	V	V	V	V	
	- acting with self-respect		V	V	V	V	V	
	- acting with determination		V	V	V	V	V	
	Total		2	6	6	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
	- ability to identify and clarify values (for phase III)			V	V	V	V	V
	Total		2	3	4	4	4	4
- other (countries to add as many as needed)								
-								

³² At state level, where relevant.

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	v
	- acting with respect for others	v	v	v	v	v	v
	- identifying stakeholders and their interests			v	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	v
	- distributing responsibilities (subsidiarity)		v	v	v	v	v
	Total	2	6	7	7	7	7
- other (<i>countries to add as many as needed</i>)							
-							

NB The indicator will be reflected by (a) a scale based on the sum of ticks and (b) changes in the pattern of response between subsequent reports.

The assessment 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

Annex 2

Indicator 2.6, sub-indicator 2.6.1

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

Table (a) According to the UNECE Strategy for ESD

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

The assessment 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 UN DESD

Stakeholders	Classification by UN DESD				
	Public awareness	Quality education	Reorienting education	Training	Social learning
NGOs	V	V	V	V	V
Local government	V	V	V	V	V
Organized labour	V			V	V
Private sector	V	V	V	V	V
Community-based	V			V	V
Faith-based	V			V	
Media	V	V		V	V
Total	7	4	3	7	6
Other (countries to add as many as needed)					

The assessment 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

Annex 3

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.

ISCED levels	% of education professionals who have received training ³³ to integrate ESD into their practice: (see key below)																	
	Educators						Leaders/administrators ³⁴											
	Initial*			In service**			In service***											
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0			v				V						V					
1				v				V					V					
2		V					V						V					
3		V					V						V					
4		V						V					V					
5													V					
6													V					
Non-formal			V				V						V					
Informal			v				v						V					

The assessment key for this table (max. 100%) is:

% 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 % of educators who have received initial training on ESD to total number of educators by the reporting date.

** Please indicate the % of educators who have received training on ESD to total number of educators who received in-service teacher training by the reporting date.

*** Please indicate the % of leaders/administrators who have received training on ESD to total number of leaders/administrators who received in-service teacher training by the reporting date.

³³ Training is understood to include at least one day (a minimum of 5 contact hours).

³⁴ Paragraphs 54 and 55 of the UNECE Strategy on ESD.

Annex 4

Summary and self-assessment³⁵ by countries:

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

³⁵ 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.