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Economic Commission for Europe

Committee on Environmental Policy

**Format for reporting on the implementation of the UNECE
Strategy for Education for Sustainable Development
(2017–2019)***Summary*

By its terms of reference, the United Nations Economic Commission for Europe (ECE) Steering Committee for Education for Sustainable Development is charged with monitoring progress in the implementation of the UNECE Strategy for Education for Sustainable Development (ECE/CEP/BATUMI.CONF/2016/11, annex II, para. 4 (d)).

On 1 November 2018, States participating in the Strategy are due to submit their national implementation reports. Reports are expected to reflect the progress made in the implementation of the Strategy at the national or State level during the next implementation phase (2017–2019). The present document sets out the format for reporting (annex I). The set of indicators, on which the reporting format is based, was developed by the ECE Expert Group on Indicators for Education for Sustainable Development. The reporting format has been updated by the secretariat in consultation with the Bureau to meet the reporting needs of the current phase.

Based on national reports submitted, the secretariat will prepare a synthesis report in 2019, highlighting progress made, identifying challenges and drawing up recommendations. The synthesis report is vital for monitoring the progress made since the previous implementation phases and setting future priorities for implementing the Strategy and is expected to be presented at the fourteenth meeting of the Steering Committee in 2019.



Introduction

1. The present document presents a format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development for the next implementation phase (2017–2019). It was developed based on the procedure for the review of implementation of the Strategy contained in the draft workplan for 2017–2019 (ECE/CEP/AC.13/2018/3). The reporting format also takes into account the two previous reporting exercises in 2010 and 2014, the related reporting templates (ECE/CEP/AC.13/2009/10 and ECE/CEP/AC.13/2014/5, respectively) and the feedback from countries following those exercises on the workability and feasibility of the indicators and the requested information for reporting.

2. In addition, the workplan for implementation of the current phase of the Strategy sets out the timeline for the reporting exercise in 2018 (*ibid.*, para. 46).

3. The set of indicators was developed by the ECE Expert Group on Indicators for Education for Sustainable Development set up by the High-level Meeting of Environment and Education Ministries (Vilnius, 17–18 March 2005). Three complementary progress reports provide information on the development of the indicators (see CEP/AC.13/2005/9, ECE/CEP/AC.13/2006/5 and ECE/CEP/AC.13/2008/4).

4. In 2014, to reflect the requirements the third phase (2011–2015) of the Strategy's initial implementation period (2005–2015), in consultation with the Expert Group on Indicators the secretariat introduced the following changes to the reporting template developed by the Group:

(a) The reporting template was updated to use the revised International Standard Classification of Education (ISCED), as adopted by United Nations Educational, Scientific and Cultural Organization (UNESCO) member States in 2011;

(b) To gather important analytical information for the implementation of education for sustainable development (ESD) after the third phase of implementation came to an end, countries were given the possibility to add concluding remarks, i.e., on the main successes, challenges and implications for future implementation for each of the Strategy's objectives;

(c) Where appropriate, references to educator competences in ESD as developed by the ECE Expert Group on Competences were added (indicator 3.1);

(d) Where appropriate, references to the priority action areas as adopted by the Steering Committee at its seventh meeting (Geneva, 1–2 March 2012) (ECE/CEP/AC.13/2012/2, para. 48) were included (indicator 2.3);

(e) Descriptive remarks on indicators that referred only to phases I and II of the first implementation period were revised to reflect the requirements of phase III, i.e., focusing on an analysis of implementation and implementation outcomes;

(f) Issue 9 of the 2010 reporting template ("Describe any assistance needed to improve implementation") was revised to read "Future implementation of education for sustainable development", focusing on priorities for the future ESD implementation framework.

5. In 2018, to reflect the requirements and priorities of the 2017–2019 implementation phase, outlined in the framework for the future implementation of the Strategy (ECE/BATUMI.CONF/2016/11), in consultation with the Bureau, the secretariat has introduced the following changes to the 2014 reporting template developed by the Expert Group:

(a) The tables with ISCED levels provided in the “yes/no” part of indicators 1.2.2, 2.2.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1 and 4.2.2 have been updated to reflect the growing interest in technical and vocational education and training by adding the relevant ISCED programme orientation category for vocational education, as follows: 25. Lower secondary vocational education; 35. Upper secondary vocational education; 45. Post-secondary non-tertiary vocational education; 55. Short-cycle tertiary vocational education. Similarly, the tables containing a breakdown by ISCED levels provided in appendixes I (a), (b) and (c) and appendix III have been also updated with the inclusion of these additional levels 25, 35, 45 and 55 for vocational education. Countries are invited to assess these levels if they have relevant information and data. Additional change was proposed during the thirteenth meeting of the Steering Committee (3-4 May 2018): where appropriate, the tables with ISCED levels have been updated by adding one option for the answer “9. No information available”;

(b) The title of indicator 1.3 “National policies support synergies between processes related to sustainable development (SD) and ESD” has been revised to read “National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD”;

(c) A new sub-indicator 1.3.1 “Does your country have a stand-alone ‘sustainable development’, ‘global understanding’, ‘international understanding’ policy, plan or law in place, in each case using ‘sustainable development’ language?” has been added;

(d) Former sub-indicator 1.3.1 “Is ESD part of SD policy(ies) if these exist in your country?” has been renamed as sub-indicator 1.3.2;

(e) A new sub-indicator 2.4.2 “Which of the following dimensions of learning is your country planning to reinforce in student assessment or examinations in the next five years, in relation to ESD?” has been added, which includes the following options for an answer: (a) Knowledge; (b) Skills and competencies; (c) Values and attitudes; (d) Behaviours; (e) None; and (f) No information available;

(f) Issue 9 of the 2014 reporting template (“Future implementation of education for sustainable development”) has been revised to read “Describe any assistance needed in implementing the Strategy in your countries”, as the political mandate for the future implementation of the Strategy has since been agreed at the High-level Meeting of Education and Environment Ministries in 2016;

(g) Appendix I (a) has been revised and several new themes have been added to the listing of proposed themes, as follows: “Sustainable lifestyles”; “Gender equality”; “Oceans and sea”; “Renewable energy”; “Sustainable cities and communities”; and “Culture’s contribution to sustainable development”. Also, several themes have been revised as follows: “Ethics and philosophy” has been revised to read “Environmental ethics and philosophy”; “Citizenship, democracy and governance” has been revised to read “Global citizenship, democracy and governance”; “Environmental protection (waste management, etc.)” has been revised to read “Environmental protection (waste management, environmental monitoring, risk assessment, etc.)”; “Climate change” has been revised to read “Climate change and desertification”; and “Economics” has been revised to read “Economic growth and good jobs”.

6. The main elements of the reporting procedure are as follows:

(a) ECE member States should prepare reports through a transparent consultative process involving all relevant stakeholders at the national or State level;

(b) Although the “yes/no” part of sub-indicators was required to be reported on in the initial phase I (2007) and the “descriptive” part in phase II (by 2010) and phase III (by 2015), countries are encouraged to report on the full set of indicators at the end of each phase, to the extent possible, in line with a country’s progress in implementing the Strategy for ESD;

(c) Thirty-eight member States reported on a voluntary basis by preparing reports for the Environment for Europe Ministerial Conference in Batumi in 2016. Thirty-six member States submitted national implementation reports for the Environment for Europe Ministerial Conference in Belgrade in 2007, and 36 member States responded to the first formal call for reporting in 2010. Countries are requested to prepare an updated version of their most recent report for 2018;

(d) Reports should be submitted to the secretariat electronically in Word format. The text should be in English. Member States are also encouraged to provide the text in the two other official languages of ECE, French and Russian. Reports will be made available in the languages in which they are received. No editing will be provided;

(e) The deadline for submission of reports to the secretariat, taking into account United Nations document management procedures, is 1 November 2018;

(f) The ECE secretariat will post the reports on its website;

(g) The ECE secretariat will prepare a synthesis report for 2019, highlighting achievements, identifying challenges and drawing conclusions regarding future ESD implementation. It is expected that the reporting results will be presented at the fourteenth meeting of the Steering Committee in 2019;

(h) Key stakeholders are encouraged to provide the secretariat with their reports on programmes or activities that support the implementation of the Strategy.

7. The key documents for the preparation of the 2018 national implementation reports include the following:

(a) The UNECE Strategy for Education for Sustainable Development (CEP/AC.13/2005/3/Rev.1);

(b) The format for reporting presented in annex I to the present document;

(c) The guidance for reporting on the implementation of the UNECE Strategy for Education for Sustainable Development (ECE/CEP/AC.13/2009/5);

(d) The first progress report on the implementation of the Strategy (2005–2007), “Learning from each other: achievements, challenges and the way forward” (ECE/BELGRADE.CONF/2007/INF/3-ECE/CEP/AC.13/2007/2 and Add.1 and Corr.1);

(e) The second evaluation report on the implementation of the Strategy (2008–2010), “Learning from each other: achievements, challenges and ways forward” (ECE/CEP/AC.13/2012/3);

(f) The third evaluation report on the implementation of the Strategy (2011–2015), “Learning from each other: achievements, challenges and ways forward” (ECE/CEP/AC.13/2016/3);

(g) The publication: *Ten Years of the UNECE Strategy for Education for Development — Evaluation Report on the Implementation of the UNECE Strategy for Education for Sustainable Development from 2005 to 2015* (ECE/CEP/179).

8. A proposed timeline for reporting is provided in annex II to the present document.

Annex I

Format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development

Implementation phase: 2017–2019

The following report is submitted on behalf of the **Government of The Netherlands** in accordance with the decision of the ECE Steering Committee on Education for Sustainable Development.

Name of officer (national focal point) responsible for submitting the report:

drs. R.M. van Raaij

Signature: **RMvR**

Date:
May 2019

Full name of the institution:
Ministry of Agriculture, Nature and Food Quality

Postal address:
PO Box 20401, 2500 EK Den Haag, The Netherlands

Telephone:
+31 (0)70 378 50 11

Email:
r.m.vanraaij@minlnv.nl

Website:
www.duurzaamdoor.nl

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

- A. Provide brief information (not more than half a page) on the process by which this report has been prepared, including information on which types of public authorities were consulted or contributed to its preparation, how the stakeholders were consulted and how the outcome of this consultation was taken into account and on the material used as a basis for the report.

This report was written by the National Focal Point, at the Dutch Ministry Agriculture, Nature and Food Quality (pls. note the change of responsible ministry !) – which is also the secretariat of the Dutch ESD programmes Learning for Sustainable Development and Nature and Environmental Education, since 2017 conducted under the name ‘DuurzaamDoor’.. Under this program diverse ministries and other stakeholders work together on development and implementation of ESD.

This alliance includes partners from schools and universities, municipalities, youth-representatives, NGO’s and companies. This report was presented for comments to some stakeholders in this alliance, who are key players in Education and Research on ESD in the Netherlands. The National; ESD program “Learning for Sustainable Development 2008-2012 was extended under a new umbrella: Knowledge Program DuurzaamDoor: Social Innovation for a Green Economy’(2013-2016), and again has an update towards: Knowledge and social innovation program ‘DuurzaamDoor 2’ (2017-2020).

At the same time an additional program ‘Jong Leren Eten’ (Food Education for youngsters) was started as highlighting the transition in the food system.

As a basis the following actors and stakeholders are involved in this program, and they are involved in this reporting..

Governmental institutions (please specify) Through Steering Committee on ESD National Program: diverse ministries (Agriculture (LNV), Environment (I&W), Education (OCW) together with Provincial Governments (IPO), Local Governments (GDO) and Waterboards (UvW) and the Netherlands Enterprise Agency (RVO) are involved.

Stakeholders: All projects and pilots on ESD are conducted by the formula ‘coalition – co creation – co financing’ and formulated through 8 participative ‘tables’ in which Governments, Business, Academia, NGO, Bottom-Up organisations, Schools are represented. Also UNESCO NL is connected in some of the actions.

NGOs (please specify) In the same Steering Committee the national NGO IVN (Institute for Environmental Education), GDO (Local authorities for Sustainability, network of 120 ESD/EE centres) and a Cooperation for Bottom-Up initiatives (MAEX) are involved.

Academia (please specify) In the Steering Committee University of Utrecht (Citizenship and History) and AERES Group (IHE for teacher education) are involved. Additional the Wageningen University (Prof. Arjen Wals) is advisor. Also ‘Het Groene Brein (The Green Brain, see below), student organisation “Morgen” are connected.

Business (please specify) the Main contacts are via ‘Het Groene Brein’ (an innovative platform for 200 most advanced SD companies and a network of 120 Professors and lecturers. Another partner is MVO Netherland, the body for CSR in the Netherlands.

Other (please specify), see ‘stakeholders’. Special attention for a Cooperation ‘Leren voor Morgen’ (Learning for Tomorrow) in which 8 networks of educational groups are represented (Primary, secondary education, TVET, Higher Education, teacher training organisations, student groups). Other stakeholders are Urgenda, Greenwish, Kracht in Nederland, Nudge, Missing Chapter Foundation,

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

Also at the change of programs in 2017 additional Monitor and evaluation reports were made, to keep focus on developing (political) changes, societal innovations. These M&E reports are highlighted in the policy letter to Parliament and the implementation plans for 2017-2020, which will be mentioned below.

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.)

In 2017 a Policy Letter was send to parliament to announce and frame the ESD program for 2017-2020. This policy letter can be found on:

<https://www.duurzaamdoor.nl/sites/default/files/2019-01/Kamerbrief%20programma%20DuurzaamDoor%202017-2020.pdf>

As a Implementation Plan for the period 2018-2020 as annex was send about the organisation, governance, content and finances of the national ESD program:

https://www.duurzaamdoor.nl/sites/default/files/2019-01/Beleidskader-DuurzaamDoor-2017-2020_0.pdf

To focus the new period several reports about M&E diverse aspects were brought out just before. About ESD in formal Education

(<https://www.duurzaamdoor.nl/sites/default/files/2019-01/rapportage-onderzoek-duurzaam-onderwijs.pdf>)

About the governance of ESD program:

<https://www.duurzaamdoor.nl/sites/default/files/2019-01/Sturen%20door%20leren%20en%20co-creeren.pdf>

about the stakeholders satisfaction:

(https://www.duurzaamdoor.nl/sites/default/files/2019-01/Verkenning%20vervolgprogramma%20DuurzaamDoor%2C%20augustus%202015_0.pdf)

And

(<https://www.duurzaamdoor.nl/sites/default/files/2019-01/Tussen%20presteren%20en%20leren%2C%20Follow-up%20monitoring%202014-2016.pdf>)

Together this 4 reports brought a new model of implementing ESD in the Netherlands, in which ca. 30% of the capacity was committed to formal education (through the new Cooperation Learning for Tomorrow) (www.lerenvoormorgen.nl) and ca. 70% was committed to social learning and innovation through multi-stakeholder processes in 'participation – round - tables' dealing with topics as Biodiversity, Climate and Energy, Food, Water, Circular Economy, Regional Networks for SD, NOVI (a new legislation for SD related policies).

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 and methods. 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 (e.g. SLO, Cito and Kennisnet).

Started in 2018 a national debate on the future of Primary and Secondary Education (www.curriculum.nu) has started, in which new opportunities for influencing the position and urgency for ESD is possible.

For TVET there was in 2016/2017 a review of the 'Qualification Structure' in which ESD was successfully implemented.

Other strategies involve the creation of national networks by teachers and students from bottom-up, the dissemination of knowledge in educational settings and by supporting educational projects for SD.

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

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

Most data are made available through the National ESD program, in which most important stakeholders and groups are connected. Besides activities that are conducted under the National ESD program itself many other (e.g. local) activities are connected through the networks of partners and stakeholders.

Twice a year a 'state of the art' of ESD projects is made for the Steering Committee and occasional M&E on the EE and ESD networks delivers reports and sets of 'good-practice'.

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Yes, in Dutch (thanks to the Flemish colleagues)</i>
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"/>	<i>Yes, National focal Point is with the secretariat of the Steering Committee of the National Program for ESD DuurzaamDoor Drs. R.M. van Raaij, Ministry of Agriculture, Nature and Food Quality</i>
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>The Dutch intergovernmental program DuurzaamDoor (as successor of the former program Learning for Sustainable Development), and the Steering Committee for the national program.</i>
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>This is the policy letter to the parliament and connected national strategy paper; See under B. in this document for the links</i>
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade of Education for Sustainable Development after 2014, ³ and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>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 DuurzaamDoor. Recently a SDG – Charter Group is started in the NL. Several Ministries brought new policies that support SD and that are important contexts for DuurzaamDoor: e.a. Transition paper on Food System (LNV) Policy paper and work plan for Circular Economy (I&W), Climate and Energy Plan (EZK), Deltaplan for Biodiversity (LNV).</i>

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

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

³ See A/69/76.

Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD	
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Recently a SDG – Charter Group is started in the NL. https://www.sdgnederland.nl/onderwijs/</p> <p>Several Ministries brought new policies that support SD and that are important contexts for DuurzaamDoor: e.a.</p> <p>Transition paper on Food System (LNV) https://www.rijksoverheid.nl/ministeries/ministerie-van-landbouw-natuur-en-voedselkwaliteit/visie-lnv</p> <p>Policy paper and work plan for Circular Economy (I&W) https://www.rijksoverheid.nl/onderwerpen/circulaire-economie</p> <p>Climate and Energy Plan (EZK) https://www.rijksoverheid.nl/documenten/jaarplannen/2018/11/06/concept-integraal-nationaal-energie-en-klimaatplan-2021-2030,</p> <p>Deltaplan for Biodiversity (LNV). https://www.samenvoerbiodiversiteit.nl/</p> <p>Also in many policy papers from Provincial and Local authorities ESD is reflected.</p>

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

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 or requirements at all levels of formal education, as understood by your education system in accordance with ISCED? ⁵																																															
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>If yes, please specify details for (a) and (b).</i></p> <ul style="list-style-type: none"> <i>Specification for Higher Education : There is no national curriculum for Higher education. Institutions are free to compose the content of their studies. The Dutch network Sustainable Teacher-training is working together with the Unesco program on “Reorient Education” and EU project ‘A rounder Sense of Purpose’ + ESD is a voluntary criterium in the NVAO Assessment</i> <table border="1" data-bbox="884 491 1727 1324"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> </tr> <tr> <th><i>Yes</i></th> <th><i>Yes</i></th> </tr> </thead> <tbody> <tr><td>0. Early childhood education</td><td>v</td><td>v</td></tr> <tr><td>1. Primary education</td><td>v</td><td>v</td></tr> <tr><td>2. Lower secondary education</td><td>v</td><td>v</td></tr> <tr><td>25. Lower secondary vocational education</td><td>v</td><td>v</td></tr> <tr><td>3. Upper secondary education</td><td>v</td><td>v</td></tr> <tr><td>35. Upper secondary vocational education</td><td>v</td><td>v</td></tr> <tr><td>4. Post secondary non-tertiary education</td><td>v</td><td>v</td></tr> <tr><td>45. Post-secondary non-tertiary vocational education</td><td>v</td><td>v</td></tr> <tr><td>5. Short-cycle tertiary education</td><td>v</td><td>v</td></tr> <tr><td>55. Short-cycle tertiary vocational education</td><td>v</td><td>v</td></tr> <tr><td>6. Bachelor’s or equivalent level</td><td>*</td><td>v</td></tr> <tr><td>7. Master’s or equivalent level</td><td>*</td><td>v</td></tr> <tr><td>8. Doctoral or equivalent level</td><td>*</td><td>v</td></tr> <tr><td>9. No information available</td><td></td><td></td></tr> </tbody> </table>	ISCED levels 2011	(a)	(b)	<i>Yes</i>	<i>Yes</i>	0. Early childhood education	v	v	1. Primary education	v	v	2. Lower secondary education	v	v	25. Lower secondary vocational education	v	v	3. Upper secondary education	v	v	35. Upper secondary vocational education	v	v	4. Post secondary non-tertiary education	v	v	45. Post-secondary non-tertiary vocational education	v	v	5. Short-cycle tertiary education	v	v	55. Short-cycle tertiary vocational education	v	v	6. Bachelor’s or equivalent level	*	v	7. Master’s or equivalent level	*	v	8. Doctoral or equivalent level	*	v	9. No information available		
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⁵ See <http://uis.unesco.org/en/topic/international-standard-classification-education-isced>.

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"/>	<i>See www.DuurzaamDoor.nl</i>
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"/>	<i>Both in the ESD program DuurzaamDoor as under the umbrella of the new Environmental Policy an awareness program 'Duurzaam DOEN' is conducted.</i> <i>In all mentioned national SD related programs CEPA is an supporting or founding element.</i>
Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁶ cooperation relevant to ESD exist in your Government?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Yes, steering Committee on ESD, see under A. and B. above</i>
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ⁷
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Yes, the whole program + steering committee is multi stakeholders by the paradigm 6 x O (Rijks Overheid, decentral Overheden, Ondernemers, Onderzoekers, Onderwijs, Onderop (NGO, Omgeving) = (National Government, Local Government, Business, Research, Schools, NGO and Bottom-Up organisation).</i> <i>Each 'participation Round Table' that is in charge for the portfolio of projects and good-practices consists of that same number of stakeholders.</i>
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>In the period 2017-2020, 28 million Euros is available for the program DuurzaamDoor and Jong Leren Eten. Under the new program DuurzaamDoor, annually a budget of € 7 mln. Is invested, in many projects co-financed by provincial and local governments and Water Boards, plus private investments from other stakeholders. The main paradigm for DuurzaamDoor is 'coalition – co creation – cofinancing'.</i> <i>Through that process the investment for the National Government is often doubled or tripled on specific projects.</i>
Indicator 1.3 National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD	
Sub-indicator 1.3.1	Does your country have a stand-alone “sustainable development”, “global understanding”, “international understanding” policy, plan or law in place, in each case using “sustainable development” language?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Overarching is the National SDG Charter, including an 'SDG education Group'.</i>

⁶ Between State bodies.

⁷ For an explanation, see paragraph 46 of the UNECE Strategy for ESD.

	<p><i>Individual SDG's are appointed to different ministries, and made concrete in policy plans as stated before, many of them consist links to ESD.</i></p> <p><i>Specific for ESD there is the National Program DuurzaamDoor, that is supporting to both SDG charter and individual policy plans.</i></p>
Sub-indicator 1.3.2	Is ESD part of SD policy(ies) if these exist in your country?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Yes, see answers under 1.2.1</i>
Concluding remarks on issue 1	<i>Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD</i>
	<p><i>Please address in particular the following questions:</i></p> <p><i>– Which actions/initiatives have been particularly successful and why?</i></p> <ul style="list-style-type: none"> <i>• Many initiatives and documents are now found in a common ICT basis : Groen Gelinkt</i> <i>• The principles of 'coalition – co-creation – co-financing' are well accepted as working basis of our programs</i> <p><i>– What challenges did your country encounter when implementing this objective?</i></p> <ul style="list-style-type: none"> <i>• Many, many initiatives (esp. in nonformal and informal) and very little management and reflection</i> <p><i>– Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i></p> <ul style="list-style-type: none"> <i>• SD is a mainstream 'topic' , but not necessarily a mainstream 'action'</i>
Issue 2. Promote SD through formal, non-formal and informal learning	
<i>See also the statement on 'Freedom of Education' in the beginning of this reporting format. under B.</i>	
Indicator 2.1 SD key themes are addressed in formal education	
Sub-indicator 2.1.1	Are key themes of SD ⁸ addressed explicitly in the curriculum/programme of study at various levels ⁹ of formal education?

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

⁹ For the State or federal level, where relevant.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what SD issues are important in the country (i.e., biodiversity, gender, consumption/production, etc.) and how they are addressed in the curricula.</i></p> <p><i>Please update the table in appendix I (a) that was used for implementation phases II and III under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" data-bbox="996 316 1597 421"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td><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> </tbody> </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 ¹⁰ /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what competences as learning outcomes are important in your country.</i></p> <p><i>See also the statement on 'Freedom of Education' in the beginning of this reporting format</i></p> <p><i>Please update the table in appendix I (b) that was used for implementation phases II and III under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" data-bbox="996 735 1597 841"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td><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> </tbody> </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"/>								

¹⁰ Idem.

Sub-indicator 2.1.3	Are teaching and learning methods that support ESD addressed explicitly in the curriculum ¹¹ or programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify which methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.</i></p> <p><i>Please also update the table in appendix I (c) that was used to report on implementation phases II and III, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <p><i>It is impossible to answer this questions, as we have no prescriptive curricula in the Netherlands on that level of detail. Of course ESD is addressed in a lot of materials and projects. This can be found in publications and handbooks, e.g. the ESD principles for Teaching (Teacher Trainers Network in the Netherlands).</i></p> <p><i>Under the ‘freedom of Education’ law, the national curriculum only describes the ‘WHAT’ (content) in highly global/abstract terminology. The “HOW’ en “WHEN’ is a responsibility of individual schools.</i></p> <table border="1" data-bbox="1133 663 1733 775"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td><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> </tbody> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>								
Indicator 2.2 Strategies to implement ESD are clearly identified													

¹¹ Idem.

Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects ¹² only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project? ¹³ ; (e) other approaches?																																																																																																
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (d) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (e) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="954 352 1917 1222"> <thead> <tr> <th data-bbox="954 352 1458 405">ISCED levels 2011</th> <th data-bbox="1458 352 1552 405">(a)</th> <th data-bbox="1552 352 1646 405">(b)</th> <th data-bbox="1646 352 1740 405">(c)</th> <th data-bbox="1740 352 1834 405">(d)</th> <th data-bbox="1834 352 1917 405">(e)</th> </tr> <tr> <td></td> <td data-bbox="1458 405 1552 458"><i>Yes</i></td> <td data-bbox="1552 405 1646 458"><i>Yes</i></td> <td data-bbox="1646 405 1740 458"><i>Yes</i></td> <td data-bbox="1740 405 1834 458"><i>Yes</i></td> <td data-bbox="1834 405 1917 458"><i>Yes</i></td> </tr> </thead> <tbody> <tr> <td data-bbox="954 458 1458 510">0. 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Lower secondary vocational education</td> <td data-bbox="1458 616 1552 668">v</td> <td data-bbox="1552 616 1646 668">v</td> <td data-bbox="1646 616 1740 668">v</td> <td data-bbox="1740 616 1834 668">v</td> <td data-bbox="1834 616 1917 668">v</td> </tr> <tr> <td data-bbox="954 668 1458 721">3. Upper secondary education</td> <td data-bbox="1458 668 1552 721">v</td> <td data-bbox="1552 668 1646 721">v</td> <td data-bbox="1646 668 1740 721">v</td> <td data-bbox="1740 668 1834 721">v</td> <td data-bbox="1834 668 1917 721">v</td> </tr> <tr> <td data-bbox="954 721 1458 774">35. Upper secondary vocational education</td> <td data-bbox="1458 721 1552 774">v</td> <td data-bbox="1552 721 1646 774">v</td> <td data-bbox="1646 721 1740 774">v</td> <td data-bbox="1740 721 1834 774">v</td> <td data-bbox="1834 721 1917 774">v</td> </tr> <tr> <td data-bbox="954 774 1458 826">4. 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Upper secondary vocational education	v	v	v	v	v	4. Post-secondary non-tertiary education	v	v	v	v	v	45. Post-secondary non-tertiary vocational education	v	v	v	v	v	5. Short-cycle tertiary education	v	v	v	v	v	55. Short-cycle tertiary vocational education	v	v	v	v	v	6. Bachelor's or equivalent level	v	v	v	v	v	7. Master's or equivalent level	v	v	v	v	v	8. Doctoral or equivalent level	v	v	v	v	v	9. No information available					
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¹² E.g., geography or biology. For higher education, “subject” means “course”.

¹³ A project is interpreted as a discrete activity with its own time allocation rather than a teaching or learning method.

Indicator 2.3 A whole-institution approach¹⁴ to SD/ESD is promoted					
Sub-indicator 2.3.1	Do educational institutions ¹⁵ adopt a “whole-institution approach” to SD/ESD?				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2019.¹⁶ ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.</i></p> <p><i>Also, please provide information for all levels of your education system in accordance with ISCED by ticking (✓) in the table as appropriate and specify for non-formal and informal education, as appropriate.</i></p> <p><i>As ESD is a voluntary task under the freedom of education there are many, many good-practices in all levels of education ion how ESD is implemented in the school system and organisations, reflecting the Whole School Approach.</i></p> <p><i>For many levels there are WSA programs and benchmarks as ‘The Green Girafe’ (Early Childhood), The Ecoschools (Primary and secondary) , The Green Compass (TVET), AISHE (IHE) or Sustaina- Bull (IHE).</i></p> <table border="1" data-bbox="1084 1034 1787 1139"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>v</td> </tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education	v
ISCED levels 2011	Yes				
0. Early childhood education	v				

¹⁴ A “whole institution approach” means that all aspects of an institution’s internal operations and external relationships are reviewed and revised in the light of SD/ESD principles. Within such an approach each institution would decide on its own actions, addressing the three overlapping spheres of Campus (management operations); Curriculum; and Community (external relationships).

¹⁵ For higher education institutions: whole-university, whole-college or whole-faculty approach (including inter-faculty approaches).

¹⁶ See paragraph 20 of the framework for the future implementation of the UNECE Strategy for Education for Sustainable Development.

		1. Primary education	v
		2. Lower secondary education	v
		25. Lower secondary vocational education	v
		3. Upper secondary education	v
		35. Upper secondary vocational education	v
		4. Post secondary non-tertiary education	v
		45. Post-secondary non-tertiary vocational education	v
		5. Short-cycle tertiary education	v
		55. Short-cycle tertiary vocational education	v
		6. Bachelor's or equivalent level	v
		7. Master's or equivalent level	v
		8. Doctoral or equivalent level	v
		9. No information available	
Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?		
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>If yes, please specify what schemes are available for all levels of your education system.</i></p> <p><i>Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p>		
		ISCED levels 2011	<i>Yes</i>
		0. Early childhood education	v

		<table border="1"> <tr><td>1. Primary education</td><td>v</td></tr> <tr><td>2. Lower secondary education</td><td>v</td></tr> <tr><td>25. Lower secondary vocational education</td><td>v</td></tr> <tr><td>3. Upper secondary education</td><td>v</td></tr> <tr><td>35. Upper secondary vocational education</td><td>v</td></tr> <tr><td>4. Post secondary non-tertiary education</td><td>v</td></tr> <tr><td>45. Post-secondary non-tertiary vocational education</td><td>v</td></tr> <tr><td>5. Short-cycle tertiary education</td><td>v</td></tr> <tr><td>55. Short-cycle tertiary vocational education</td><td>v</td></tr> <tr><td>6. Bachelor's or equivalent level</td><td>v</td></tr> <tr><td>7. Master's or equivalent level</td><td>v</td></tr> <tr><td>8. Doctoral or equivalent level</td><td>v</td></tr> <tr><td>9. No information available</td><td></td></tr> </table>	1. Primary education	v	2. Lower secondary education	v	25. Lower secondary vocational education	v	3. Upper secondary education	v	35. Upper secondary vocational education	v	4. Post secondary non-tertiary education	v	45. Post-secondary non-tertiary vocational education	v	5. Short-cycle tertiary education	v	55. Short-cycle tertiary vocational education	v	6. Bachelor's or equivalent level	v	7. Master's or equivalent level	v	8. Doctoral or equivalent level	v	9. No information available	
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9. No information available																												
	<p>Since 2009 there are contents published for the institutes for day care of 0-4 year olds, mentioning a green environment and nature-activities. Unesco schools are established and for Universities the AISHE-program provides a monitoring and classification system. This is now also available for TVET schools. (Green Compass). The student driven benchmarks Green Office and Sustainab-Bull are relative new.</p> <p>For Private sectors the MVO Nederland provides CSR guidelines.</p>																											
Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																											
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.</p> <p>Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate:</p> <p>(a) For formal institutions:</p> <table border="1"> <tr> <td>ISCED levels 2011</td> <td>Yes</td> </tr> </table>		ISCED levels 2011	Yes																								
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	<p><i>(b) For non-formal institutions:</i></p> <table border="1"> <tr> <td>ISCED levels 2011</td> <td><i>Yes</i></td> </tr> </table>	ISCED levels 2011	<i>Yes</i>																										
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		0. Early childhood education	?
		1. Primary education	?
		2. Lower secondary education	?
		25. Lower secondary vocational education	?
		3. Upper secondary education	?
		35. Upper secondary vocational education	v
		4. Post secondary non-tertiary education	v
		45. Post-secondary non-tertiary vocational education	v
		5. Short-cycle tertiary education	v
		55. Short-cycle tertiary vocational education	v
		6. Bachelor's or equivalent level	v
		7. Master's or equivalent level	v
		8. Doctoral or equivalent level	v
		9. No information available	

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?: ¹⁷ (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?																																																																
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<i>Please elaborate.</i> <i>Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> </tr> <tr> <th><i>Yes</i></th> <th><i>Yes</i></th> <th><i>Yes</i></th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>V</td> <td>V</td> <td>-</td> </tr> <tr> <td>1. Primary education</td> <td>V</td> <td>V</td> <td>-</td> </tr> <tr> <td>2. Lower secondary education</td> <td>V</td> <td>V</td> <td>-</td> </tr> <tr> <td>25. Lower secondary vocational education</td> <td>V</td> <td>V</td> <td>-</td> </tr> <tr> <td>3. Upper secondary education</td> <td>V</td> <td>V</td> <td>-</td> </tr> <tr> <td>35. Upper secondary vocational education</td> <td>V</td> <td>V</td> <td>-</td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td>V</td> <td>V</td> <td>-</td> </tr> <tr> <td>45. Post-secondary non-tertiary vocational education</td> <td>V</td> <td>V</td> <td>-</td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td>V</td> <td>V</td> <td>-</td> </tr> <tr> <td>55. Short-cycle tertiary vocational education</td> <td>V</td> <td>V</td> <td>-</td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>V</td> <td>V</td> <td>V</td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>V</td> <td>V</td> <td>V</td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td>V</td> <td>V</td> <td>V</td> </tr> <tr> <td>9. No information available</td> <td></td> <td></td> <td>-</td> </tr> </tbody> </table> <p><i>In the voluntary NVAO Criteria for ESD qualification there are some enhancement systems for Higher Education.</i></p>		ISCED levels 2011	(a)	(b)	(c)	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	0. Early childhood education	V	V	-	1. Primary education	V	V	-	2. Lower secondary education	V	V	-	25. Lower secondary vocational education	V	V	-	3. Upper secondary education	V	V	-	35. Upper secondary vocational education	V	V	-	4. Post-secondary non-tertiary education	V	V	-	45. Post-secondary non-tertiary vocational education	V	V	-	5. Short-cycle tertiary education	V	V	-	55. Short-cycle tertiary vocational education	V	V	-	6. Bachelor's or equivalent level	V	V	V	7. Master's or equivalent level	V	V	V	8. Doctoral or equivalent level	V	V	V	9. No information available			-
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¹⁷ For higher education institutions: either national centres for quality assessment in higher education or cooperation with general quality assessment agencies, such as the European Foundation for Quality Management (EFQM).

Sub-indicator 2.4.2	Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to ESD?: (a) Knowledge, (b) Skills and competencies; (c) Values and attitudes; (d) Behaviours; (e) None; (f) No information available.
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- (a) Yes No
 (b) Yes No
 (c) Yes No
 (d) Yes No
 (e) Yes No
 (f) Yes No

ISCED levels 2011	(a)	(b)	(c)	(d)	(e)	(f)
	Yes	Yes	Yes	Yes	Yes	Yes
0. Early childhood education						+/-
1. Primary education						+/-
2. Lower secondary education						+/-
25. Lower secondary vocational education						+/-
3. Upper secondary education						+/-
35. Upper secondary vocational education						+/-
4. Post-secondary non-tertiary education						+/-
45. Post-secondary non-tertiary vocational education	v	v				
5. Short-cycle tertiary education	v	v				
55. Short-cycle tertiary vocational education	v	v				
6. Bachelor's or equivalent level	v					
7. Master's or equivalent level	v					
8. Doctoral or equivalent level	v					
9. No information available						

This question is very difficult to answer under the Dutch 'Freedom of Education'. In the curricula the 'what' is addressed, so the knowledge aspect is mainly described on a global level. Skills and Competences, Values and attitudes, behaviour are considered as part of the 'how' and 'why' of education, which is up to individual schools. Also it is considered to be an outcome of education, that is not described in the National Curricula, although not for Primary education. For Secondary Education there are national exams, but also school-related tests..

For Primary and Secondary Education the curricula are under review, and in discussion. In the working groups SD is considered as one of the most important societal challenges, but how to address that in the Dutch Curricula is an immense debate.

For TVET the situation is mostly also in debate with Business, and on that aspect the competences and values are part of the Qualification Structure

	<i>For non-formal and informal education no data are available</i>
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Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice

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

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 and on websites. It seems that SD is mainstream in public attention.

e.g. A lot of publications in the NL are connected with sustainable food-production and consumption.

<https://www.consumentenbond.nl/gezond-eten/duurzaam-eten>

The national Climate Debate regarding the Paris Agreement is in public and political debate.

The newspaper 'Trouw' publish yearly the Top 100 of most influencing SD persons, in 2019 this is changed to "the Top 100 most promising SD initiatives in society".

<https://www.trouw.nl/duurzame-1~d5850086a5a4dee175fa7c6cf>

Also the national ESD program DuurzaamDoor is mainly about non-formal, non-formal and social learning and therefore the website refers the rich portfolio (over 80) projects on many topics,

(e.g. <https://www.duurzaamdoor.nl/nieuws>)

or a general SD website as <https://www.duurzaamnieuws.nl/>

Sub-indicator 2.5.2 Is there any support for work-based learning (e.g., for small companies, farmers, trade unions,

	associations) which addresses SD issues?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>* The organisation MVO Nederland (CSR- the Netherlands) informs and helps companies to implement their CSR-strategy.</p> <p>* 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 .</p> <p>* The Small Business Innovation Research Programme (SBIR) provides companies with funds for sustainable idea's in the field of agriculture, energy, transport or water management. http://www.senternovem.nl/sbir/sbir_in_the_netherlands.asp</p> <p>The instrument of 'Community of Practice' is now well accepted as an effective strategy for 'learning for SD'.</p> <p>Also the network Groene Brein provides many tools for business, e.g. on circular economy: https://kenniskaarten.hetgroenebrein.nl/kenniskaart/circulaire-economie/</p>
Sub-indicator 2.5.3	Are there any instruments (e.g., research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>There is a large Monitor & Evaluation plan started (in 2011) to monitor the programs. Which led to a report to parliament, see also part A. and B. of this document</p> <p>The Unesco chair of Arjen Wals at the University of Wageningen is using and developing instruments to monitor results. For more research see Environmental Education Research (Routledge) , Volume 24.</p> <p>Social Return on Investment Studies are used sometimes to monitor the impact of Sustainable Procurement, for example in the city of Dordrecht.</p> <p>Under the new program DuurzaamDoor an instrument called 'reflexive monitor' is conducted, both to the national ESD program as a whole as to several pilots and projects at the practical level of performance.(e.g. in schools, in communities).</p>
Indicator 2.6 ESD implementation is a multi-stakeholder process¹⁸	
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	See the introduction remarks in this reporting format. Multi Stakeholder process is the main strategy of DuurzaamDoor.

¹⁸ 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).

<p><i>Concluding remarks on issue 2</i></p>	<p><i>Well on its way, many actions going on,. Main challenges are the situation around formal education, and the many, many initiatives to coordinate. In the Netherlands the 'start-up' is often very good, a lot of energy, a lot of stakeholders, a lot of resources. But the main implementation to mainstream is the next challenge. We are looking in too the friction between 'systems world' and 'real live world' and the typical thresholds in transition processes.</i></p>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> — <i>Which actions and/or initiatives have been particularly successful and why?</i> — <i>What challenges did your country encounter when implementing this objective?</i> — <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i>

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 training¹⁹ of educators	
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ²⁰
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>See table in annex 3 For level 6, and 7 and 8 there is no initial training for Educators available, but specific courses address ESD in the studies.</i>
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²¹
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>See Table in Annex III. Esp. competences like systems thinking, critical reflection and 'dealing with uncertainty Another issue is that of action research and context based learning and field studies. Under the Dutch 'Freedom of Education' these courses are always optional.</i>
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"/>	<i>See 3.1.2 Occasionally very interesting projects take place, such as an symposium for Leaders in Secondary education : (e.g. https://www.vo-raad.nl/bijeenkomsten/leren-voor-duurzame-ontwikkeling) The Cooperation 'Leren voor Morgen'(Learning for Tomorrow) plays an important role: http://lerenvoormorgen.org/images/agenda/2019/blik_naar_buiten_programma.pdf</i>
Indicator 3.2 Opportunities exist for educators to cooperate on ESD	

¹⁹ ESD is addressed by content and/or by methodology.

²⁰ For higher education institutions: the focus is here on existing teacher training at universities/colleges regarding SD and ESD for university/college teachers.

²¹ 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.

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, to name a few:</p> <ul style="list-style-type: none"> - DHO: (higher Education; level 5-6 on INSED scale) → Het Groene Brein - 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. (informal/informal, local education centres, through network GDO) - 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 → Gezonde Start, module Natuur, milieu en duurzaamheid (Training network ‘A healthy Start: module Nature, Environment and Sustainability). <p>All the se separate networks an working Group are since 2017 joined under the umbrella of the Cooperation ‘Leren voor Morgen.</p> <p>https://lerenvoormorgen.org/</p>
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the Government in any way? ²²
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Yes, the main Cooperation is annually funded by Government for €300.000,-</p> <p>Additional funding are available for projects and specific subjects.</p>
Concluding remarks issue 3	<p>Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching</p>
	<p>– Which actions/initiatives have been particularly successful and why?</p> <ul style="list-style-type: none"> • Recently al Agricultural Schools became ‘Eco-schools” as part of their ‘strategic positioning’. • Esp. In IHE there are now ‘Centre’s of Expertise” and many of them are addressing SD issues. • A new training ‘Learning for Sustainable Development’ was introduced and is performed annually: • https://www.aereshogeschool.nl/onderzoek/onderzoeksprojecten/leren-voor-duurzame-

²² Including assistance through direct funding, in-kind help, political and institutional support.

	<p><i>ontwikkeling</i></p> <p>– <i>What challenges did your country encounter when implementing this objective?</i></p> <ul style="list-style-type: none"> • <i>Al lot is going on, but mostly voluntary or optional. As SD and ESD is alive in the educational community, it is not guaranteed that all teachers and staff are on the same level.</i> • <p>– <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i></p> <ul style="list-style-type: none"> • <i>There are many ‘Grants’ under the EU Erasmus +, but it is difficult to address ESD specifically. It should be a great help if EU regulations address ESD.</i>
Issue 4. Ensure that adequate tools and materials for ESD are accessible	
<p><i>The amount and availability of ESD materials is no problem in the Netherland. There are many and many developing.</i></p> <p><i>Problem is the quality (assessment) of these materials, the competition or attention and concurrence for attention by schools.</i></p> <p><i>And the structural use and implementation on long term.</i></p>	
Indicator 4.1 Teaching tools and materials for ESD are produced	
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>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).</i></p> <p><i>Besides that there is investment in exchange, quality assessment, focus on best –practices</i></p>
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Yes, for the program DuurzaamDoor is about 7 million euros a year available, also on the Provincial and local level there is funding for ESD projects and materials. Also co-funded by EU some materials are produced.</i></p> <p><i>Several ministries make extra effort to specific topics (e.g. Circular Economy by Ministry I&W ; Environment) Climate Change by Ministry EZK, Water education by Waterboards.</i></p> <p><i>Several Funds are available e.g. the National Postcode Lottery, but this is not really public authority.</i></p>
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?

<p>(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>	<p><i>Under the national ESD program an ICT based infrastructure ‘ Groen Gelinkt’ was developed, One of the elements in this ICT structure that looks after collection and dissemination of educational resources and tools is the ‘Quality Tool’ that was based on an earlier quality criteria list for the EE sector. The new Quality criteria are compulsory, but in each educational material in Groen Gelinkt the ‘Criteria Score’ is visible.</i></p> <p><i>Also an ‘Users appreciation’ is visible in this ICT tool.</i></p> <p><i>Esp. for Food Education ESD is lined up with Health Education, Therefor is an more requiring quality system in which educational interventions has to be proved:</i></p> <ul style="list-style-type: none"> - Adequate described - Adequate underpinned with Theory - Adequate proved by evidence <p><i>https://www.loketgezondleven.nl/leefstijlinterventies/erkenningstraject</i></p>																								
<p>Sub-indicator 4.2.2</p>	<p>Are ESD teaching tools and materials available: (a) in national languages?; (b) for all levels of education according to ISCED?</p>																								
<p>(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="1088 783 1783 1410"> <thead> <tr> <th>ISCED levels 2011</th> <th><i>Yes</i></th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>v</td> </tr> <tr> <td>1. Primary education</td> <td>v</td> </tr> <tr> <td>2. Lower secondary education</td> <td>v</td> </tr> <tr> <td>25. Lower secondary vocational education</td> <td>v</td> </tr> <tr> <td>3. Upper secondary education</td> <td>v</td> </tr> <tr> <td>35. Upper secondary vocational education</td> <td>v</td> </tr> <tr> <td>4. Post secondary non-tertiary education</td> <td>v</td> </tr> <tr> <td>45. Post-secondary non-tertiary vocational education</td> <td>v</td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td>v</td> </tr> <tr> <td>55. Short-cycle tertiary vocational education</td> <td>v</td> </tr> <tr> <td>6. Bachelor’s or equivalent level</td> <td>v</td> </tr> </tbody> </table>	ISCED levels 2011	<i>Yes</i>	0. Early childhood education	v	1. Primary education	v	2. Lower secondary education	v	25. Lower secondary vocational education	v	3. Upper secondary education	v	35. Upper secondary vocational education	v	4. Post secondary non-tertiary education	v	45. Post-secondary non-tertiary vocational education	v	5. Short-cycle tertiary education	v	55. Short-cycle tertiary vocational education	v	6. Bachelor’s or equivalent level	v
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Indicator 4.3 Teaching tools and materials for ESD are accessible							
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?						
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>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.</i></p> <p><i>More teaching-materials are getting available on WIKIWIJS, a web 2.0 module for uploading and arranging teaching materials.</i></p> <p><i>On specific topic websites with project information are available e.g.. www.watereducatie.nl.</i></p> <p><i>The ICT tool 'Groen Gelinkt' was developed on basis of technology of Kennisnet, now compassing more than 4000 educational (ESD) resources, more than, 6000 activities, more than 800 organisations. Are linked together and share their knowledge, materials and expertise.</i></p> <p><i>This ICT system is now reviewed and redesigned.</i></p> <p><i>Besides ICT a more 'hands-on' and face to face exchange of materials is done by 7 'learning arena's' for ESD educators, conducted by GDO (local Authorities for SD, a network of 120 local EE and ESD-centres.)</i></p>						
Sub-indicator 4.3.2	Is public authority money invested in this activity?						
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>In the development of Groen Gelinkt some 1,2 mln. Euro is invested. In the annual maintenance some €</i>						

200.000 is spend.

For 'learning arena's' an extra investment of € 30.000,- annually is done for 2017-2020

Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>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.</i></p> <p><i>So, there are voluntary systems like: www.groengelinkt.nl ; www.duurzaamdoor.nl; www.jonglereneten.nl</i></p>
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet?; (b) provided through other channels?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>All databases are accessible through the internet. Some centres for EE provide catalogues on paper. Groen Gelinkt is the connection between that. Also tools and materials as excursions or fieldwork are provided.</i></p> <p><i>Some specific materials are provided by NGO's and teacher networks (www.lerenvoormorgen.org; www.duurzamepabo.nl; www.watereducatie.nl; www.groenebrein.nl)</i></p>
Concluding remarks issue 4	<p><i>Adequate tools are available and accessible. Only, there is too many, and some of them of poor quality.</i></p> <p><i>For educators it is sometimes difficult to see the woods from the trees.</i></p> <p><i>Different NGO's or other organisations are competing for attention and enough employment.</i></p>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> - <i>Which actions and/or initiatives have been particularly successful and why?</i> <ul style="list-style-type: none"> * <i>www.groengelinkt.nl</i> - <i>What challenges did your country encounter when implementing this objective?</i> <ul style="list-style-type: none"> • <i>There is no other business mode than Public financing. Most EE and ESD organisations are not capable for own investments, so most of 'collective responsibilities' are done by government on a more structural basis.</i> - <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i> <ul style="list-style-type: none"> • <i>The issue of quality systems that will be more obliged are desirable, but not in the tradition of our educational system and not in the self-propelled professionalism of the ESD sector.</i>

Recently a special issue of the journal *Environmental Education Research* (Routledge) Volume 24, numbers 9-10, september/october 2018 (ISSN: 1350-4622) was dedicated to ESD in the Benelux, highlighting theories and practices in Belgium, Luxembourg and The Netherlands.

<http://www.verenigingdo.nl/media/30235/ABSTRACTS-BNL-seminar-Special-Issue-ESD-22-11-2018.pdf>

In 2018 also a book about the history and development of EE and ESD in the Netherlands was presented (in Dutch only);

“Van Schoolbioloog tot duurzame duizendpoet”(Wageningen Academic Publishers) (Leussink, Jansen, Nuiver, Van Raaij)

<https://www.wageningenacademic.com/doi/book/10.3920/978-90-8686-881-0>

Indicator 5.1 Research²³ on ESD is promoted

Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁴ supported?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>In the Netherlands we have three Unesco Chairs on Learning for Sustainable Development. These are financially supported (partly) by the program DuurzaamDoor. Also a lector, specifically on ESD and the young child is active on Hogeschool Leiden.</i>
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"/>	<i>Yes, esp. in the instrument ‘reflexive monitoring for ESD’ that is conducted throughout the years of the national ESD program. Als other incidental studies are conducted and financed, both by the program DuurzaamDoor and other governmental bodies.</i>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) On ESD: ²⁵ (a) for the master’s level?; (b) for the doctorate level?; (2) Addressing ESD: (a) for the master’s level?; (b) for the doctorate level?
(1) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>For example on Transition Management there are several Graduate or Post-Graduate programs available at the Erasmus University in Rotterdam.</i>
(2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Also the University in Wageningen and the Leiden University carry programs, usually addressing ESD. Technical University Delft is offering several studies and courses on ‘Circular Economy’.</i>

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

²⁴ E.g., concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology; and means of evaluation, including socioeconomic impacts.

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

(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Recently also The University for Humanity (Utrecht) and the University of Utrecht also addresses ESD related issues. The Radboud University (Nijmegen) started an professoriate on ‘Humans and Nature’ about ethical aspects, also addressing ESD issues.e.g. Eco phylia
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"/>	<i>Please provide information on (a) and (b).</i>
Indicator 5.2 Development of ESD is promoted	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? ²⁶
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>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 (De Groene Zaak) exists. There is no information about the amount of money spent.</i>
Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ²⁷ to share the results of research and examples of good practices in ESD ²⁸ among authorities and stakeholders?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Public authorities invest in funding conferences, supporting websites and brochures and organising contests to involve the public and the schools in ESD.</i>

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

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

²⁸ E.g., the “participatory approach”; links to local, regional and global problems; an integrative approach to environmental, economic and social issues; an orientation to understanding, preventing and solving problems.

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>See the header for this Indicator for the most recent scientific publications.</i></p> <p><i>Furthermore:</i></p> <p><i>People like Arjen Wals, Anne Remmerswaal, Dieuwke Hovinga, Jan Jonker, Annick Hedlund-de Witt have been publishing about ESD and EE in the last years.\</i></p> <p><i>Greening the economy is a topic that creates energy for ESD issues at the moment, especially in non-formal or informal settings. The issue of ‘Circulair Economy’ is rising at this moment. Also now Climate Cahnge has a lot of publications regarding ESD.</i></p> <p><i>More to the issue of ‘governnance’ for learning strategies and multi stakeholder approach, the Netherlands School for Public Govenernance (NSOB) has seceral publications about how governemnts, society, business and education sectorand NGO’s has to be together in heading for a more sustainable world.</i></p> <p><i>www.nsob.nl</i></p>
Concluding remarks on issue 5	Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.
	<ul style="list-style-type: none"> – Which actions and/or initiatives have been particularly successful and why? – What challenges did your country encounter when implementing this objective? – What other considerations have to be taken into account in future ESD implementation concerning this objective?
Issue 6. Strengthen cooperation on ESD at all levels within the ECE region	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 6.1 International cooperation on ESD is strengthened within the ECE region and beyond	
Sub-indicator 6.1.1	Do your public authorities cooperate in or support international ²⁹ networks on ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Participation in for example:</i>

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

	<p><i>IUCN / CEC;</i> <i>ENSI;</i> <i>IPBES</i> <i>UNECE expert groups on ESD (monitoring and competences for educators)+ Ad Hoc Group 2030</i> <i>Unesco group on Monitoring & Evaluation the DESD</i> <i>Curriculum Greening Europe</i> <i>The Earth Charter</i> <i>PERL-network on sustainable consumption.</i> <i>Benelux working group on ESD</i> </p>
Sub-indicator 6.1.2	Do educational institutions or organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>RVO in ENSI and Perl Network; Koning Willem 1 college in Curriculum Greening Europe; Duurzame PABO in Unescogroup on reorienting Education. RCE Rhine Meuse in networks for RCE's, ...</i> <i>More recent Duurzame PABO takes part in the ESD educators competences project 'A rounder Sense of Purpose', funded by EU.</i></p>
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms or agreements that include an explicit ESD component?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Several Government-to-Government program in Croatia on Training Civil Servants on ESD; in Montenegro on a communication strategy for SD; in Georgia on ESD program and civil society.</i> <i>VNG International; Twin cities Program</i> <i>Recently students exchange Netherlands – India (CEE)</i> <i>For Agricultural Schools there is 'The Borderless Network' for exchange.</i></p>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Through UNESCO; and with the convention on Biodiversity and the convention on Sustainable Development.</i> <i>Incidentally research in Food Education with Australia.</i> <i>For the Decade for ESD some 'global' books were published,</i> <i>The latest edition: Envisioning futures for environmental and sustainability education (WAP, 2017)</i> Presented on the WEEC 2017 Vancouver Canada. https://www.wageningenacademic.com/doi/book/10.3920/978-90-8686-846-9</p>
Concluding remarks on issue 6	<i>Missing action is concrete agenda on ESD form EU.</i>

	Another urgent issue is the line up with UNESCO ESD for SD 2020-2030
	<p>Please address in particular the following questions:</p> <ul style="list-style-type: none"> - Which actions and/or initiatives have been particularly successful and why? - What challenges did your country encounter when implementing this objective? - What other considerations have to be taken into account in future ESD implementation concerning this objective?
Issue 7.	Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD
	<i>In the Netherlands there are no specifically determined groups of indigenous people</i>
	<i>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.</i>
Issue 8.	Describe any challenges and obstacles encountered in the implementation of the Strategy
	<p>1. <i>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.</i></p> <p>2. <i>Coordination and overviewing all the small initiatives are a weakness. A strategy is needed to bundle the different small initiatives.</i></p> <p>3. <i>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</i></p>
Issue 9.	Describe any assistance needed in implementing the Strategy in your countries
	<i>none.</i>

Appendix I (a)

Indicator 2.1, sub-indicator 2.1.1

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

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

Some key themes covered by sustainable development	ISCED Levels 2011												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Peace studies (e.g., international relations, security and conflict resolution, partnerships)	v	v	v	v	v	v	v	v	v	v	v	v	v
Environmental ethics and philosophy		v	v	v	v	v	v	v	v	v	v	v	v
Global citizenship, democracy and governance		v	v	v	v	v	v	v	v	v	v	v	v
Sustainable lifestyles		v	v	v	v	v	v	v	v	v	v	v	v
Human rights (e.g., gender and racial and intergenerational equity)	v	v	v	v	v	v	v	v	v	v	v	v	v
Poverty alleviation		v	v	v	v	v	v	v	v	v	v	v	v
Cultural diversity	v	v	v	v	v	v	v	v	v	v	v	v	v
Gender equality	v	v	v	v	v	v	v	v	v	v	v	v	v
Biological and landscape diversity		v	v	v	v	v	v	v	v	v	v	v	v
Environmental protection (waste management, environmental monitoring, risk assessment, etc.)	v	v	v	v	v	v	v	v	v	v	v	v	v
Ecological principles/ecosystem approach		v	v	v	v	v	v	v	v	v	v	v	v
Natural resource management (e.g., water, soil, mineral, fossil fuels)		v	v	v	v	v	v	v	v	v	v	v	v
Climate change and desertification		v	v	v	v	v	v	v	v	v	v	v	v
Personal and family health (e.g., HIV/AIDS, drug abuse)		v	v	v	v	v	v	v	v	v	v	v	v
Environmental health (e.g., food and drinking; water quality; pollution)	v	v	v	v	v	v	v	v	v	v	v	v	v

Some key themes covered by sustainable development	ISCED Levels 2011												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Corporate social responsibility	v	v	v	v	v	v	v	v	v	v	v	v	v
Production and/or consumption patterns		v	v	v	v	v	v	v	v	v	v	v	v
Economic growth and good jobs			v	v	v	v	v	v	v	v	v	v	v
Rural/urban development			v	v	v	v	v	v	v	v	v	v	v
Oceans and sea		v	v	v	v	v	v	v	v	v	v	v	v
Renewable energy		v	v	v	v	v	v	v	v	v	v	v	v
Sustainable cities and communities		v	v	v	v	v	v	v	v	v	v	v	v
Culture's contribution to sustainable development			v	v	v	v	v	v	v	v	v	v	v
Total	7	20	23	23	23	23	23	23	23	23	23	23	23
Other (countries to add as many as needed)													

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

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

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

Appendix I (b)

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum³⁰ or programme of study at various levels of formal education, by filling in the table below. (Please tick (✓) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)

Table of learning outcomes

Competence	Expected outcomes	ISCED Levels														
		0	1	2	25	3	35	4	45	5	55	6	7	8		
Learning to learn Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?		v	v	v	v	v	v	v	v	v	v	v	v	v	v
	- understanding complexity/systemic thinking?		v	v	v	v	v	v	v	v	v	v	v	v	v	v
	- overcoming obstacles/problem-solving?	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
	- managing change/problem-setting?			v	v	v	v	v	v	v	v	v	v	v	v	v
	- creative thinking/future-oriented thinking?		v	v	v	v	v	v	v	v	v	v	v	v	v	v
	- understanding interrelationships across disciplines/holistic approach?		v	v	v	v	v	v	v	v	v	v	v	v	v	v
	Total		1	5	6	6	6	6	6	6	6	6	6	6	6	6
- other? (countries to add as many as needed)																
Learning to do Does education at each level enhance learners' capacity for:	- applying learning in a variety of life-wide contexts?		v	v	v	v	v	v	v	v	v	v	v	v	v	v
	- decision-making, including in situations of uncertainty?		v	v	v	v	v	v	v	v	v	v	v	v	v	v
	- dealing with crises and risks?		v	v	v	v	v	v	v	v	v	v	v	v	v	v
	- acting responsibly?	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
	- acting with self-respect?	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
	- acting with determination?		v	v	v	v	v	v	v	v	v	v	v	v	v	v
	Total		2	6	6	6	6	6	6	6	6	6	6	6	6	6
- other? (countries to add as many as needed)																

³⁰ At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels													
		0	1	2	25	3	35	4	45	5	55	6	7	8	
Learning to be Does education at each level enhance learners' capacity for:	- self-confidence?	v	v	v	v	v	v	v	v	v	v	v	v	v	
	- self-expression and communication?	v	v	v	v	v	v	v	v	v	v	v	v	v	
	- coping under stress?			v	v	v	v	v	v	v	v	v	v	v	
	- ability to identify and clarify values?		v	v	v	v	v	v	v	v	v	v	v	v	
	Total	2	3	4	4	4	4	4	4	4	4	4	4	4	
- other? (countries to add as many as needed)															
Learning to live and work together Does education at each level enhance learners' capacity for:	- acting with responsibility (locally and globally)?	v	v	v	v	v	v	v	v	v	v	v	v	v	
	- acting with respect for others?	v	v	v	v	v	v	v	v	v	v	v	v	v	
	- identifying stakeholders and their interests?			v	v	v	v	v	v	v	v	v	v	v	
	- collaboration/team working?		v	v	v	v	v	v	v	v	v	v	v	v	
	- participation in democratic decision-making?		v	v	v	v	v	v	v	v	v	v	v	v	
	- negotiation and consensus-building?		v	v	v	v	v	v	v	v	v	v	v	v	
	- distributing responsibilities (subsidiarity)?		v	v	v	v	v	v	v	v	v	v	v	v	
	Total	2	6	7	7	7	7	7	7	7	7	7	7	7	
- other? (countries to add as many as needed)															

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

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

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

44 **Appendix I (c)**

Indicator 2.1, sub-indicator 2.1.3

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

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy ^a	ISCED Levels												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Discussions	v	v	v	v	v	v	v	v	v	v	v	v	v
Conceptual and perceptual mapping		v	v	v	v	v	v	v	v	v	v	v	v
Philosophical inquiry	v	v	v	v	v	v	v	v	v	v	v	v	v
Value clarification	v	v	v	v	v	v	v	v	v	v	v	v	v
Simulations; role playing; games	v	v	v	v	v	v	v	v	v	v	v	v	v
Scenarios; modelling	v		v	v	v	v	v	v	v	v	v	v	v
Information and communication technology (ICT)		v	v	v	v	v	v	v	v	v	v	v	v
Surveys		v	v	v	v	v	v	v	v	v	v	v	v
Case studies		v	v	v	v	v	v	v	v	v	v	v	v
Excursions and outdoor learning	v	v	v	v	v	v	v	v	v	v	v	v	v
Learner-driven projects		v	v	v	v	v	v	v	v	v	v	v	v
Good practice analyses		v	v	v	v	v	v	v	v	v	v	v	v
Workplace experience					v	v	v	v	v	v	v	v	v
Problem-solving	v	v	v	v	v	v	v	v	v	v	v	v	v
Total	7	11	13	13	14	14	14	14	14	14	14	14	14
Other (countries to add as many as needed)													

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

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

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

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

Appendix II

Indicator 2.6, sub-indicator 2.6.1

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

Table (a)

According to the UNECE Strategy for ESD

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

The scoring key for this table (maximum 21 ticks; “other” not counted) is:

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

Table (b)
According to United Nations Decade of ESD

Stakeholders	Classification by United Nations Decade of ESD				
	<i>Public awareness</i>	<i>Quality education</i>	<i>Reorienting education</i>	<i>Training</i>	<i>Social learning</i>
NGOs	v	v	v	v	v
Local government	v	v	v	v	v
Organized labour	v		v	v	v
Private sector	v	v	v	v	v
Community-based	v			v	v
Faith-based	v			V	
Media	v	v		v	v
Total	7	4	4	7	6
Other (<i>countries to add as many as needed</i>)					

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

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

Appendix III

Indicator 3.1, sub-indicator 3.1.3

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

ISCED levels	Percentage of education professionals who have received training ^a to integrate ESD into their practice																	
	Educators												Leaders/administrators ^b					
	Initial ^c						In service ^d						In service ^e					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0. Early childhood education			v					v					V					
1. Primary education			v					v					V					
2. Lower secondary education		V					v						V					
25. Lower secondary vocational education		V					v						V					
3. Upper secondary education		V					v						V					
35. Upper secondary vocational education			v				v						V					
4. Post-secondary non-tertiary education			v					v					V					
45. Post-secondary non-tertiary vocational education			v					v					V					
5. Short-cycle tertiary education			v					v					V					
55. Short-cycle tertiary vocational education			v					v					V					
6. Bachelor's or equivalent level		V					v						V					

ISCED levels	Percentage of education professionals who have received training ^a to integrate ESD into their practice																	
	Educators												Leaders/administrators ^b					
	Initial ^c						In service ^d						In service ^e					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
7. Master's or equivalent level		V					v						V					
8. Doctoral or equivalent level		V					v						V					
9. No information available																		
Non-formal			v				v						V					
Informal			v				v						v					

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

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

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

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

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

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

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

Appendix IV

Summary and self-assessment by countries

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

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

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

