



United Nations
Educational, Scientific and
Cultural Organization



The UN Decade of Education for Sustainable Development (DESD 2005-2014)

The First Two Years



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I Introduction

At its 57th session in December 2002, the United Nations General Assembly adopted Resolution 57/254 declaring the period 2005–2014 as the United Nations Decade of Education for Sustainable Development (DESD), emphasizing the critical role of education in achieving sustainable development, and designated UNESCO to lead the Decade.

UNESCO was made the lead agency for coordinating and promoting the implementation of the DESD. As required by Resolution 57/254, UNESCO led the preparation of an International Implementation Scheme (IIS) in consultation with Member States, UN agencies, IGOs, NGOs, universities and partner networks.

The Decade was launched internationally by Mr Koïchiro Matsuura, Director-General of UNESCO at UN Headquarters in New York on 1st March 2005¹. A series of regional and national DESD launches followed subsequently in different parts of the world.

The DESD offers an opportunity to promote the vision of a more sustainable and just global community through different forms of education, public awareness and training activities. Moreover, the framework for the Decade gives visibility to the critical role of education and life skills programmes in enabling communities to devise sustainable local solutions to problems related to poverty and vulnerability.

Aims of the DESD progress report

The implementation of the DESD has made considerable progress since its international launch in March 2005. Apart from regional and national launches, progress has been achieved in both institutional and programmatic areas at international, regional and national levels. The objective of this report is not solely to highlight and showcase to Member States all that has been achieved in the two years since the international launch. The report also takes stock of on-going UNESCO initiatives, established prior to the Decade, which are providing major contributions to the implementation of the DESD, and thus cannot be by-passed. Equally important are the recommendations to remedy problems in the implementation of the DESD and strengthen those measures that are working efficiently.

I.1 Objectives of the UN Decade of Education for Sustainable Development

The scope of the United Nations Decade of Education for Sustainable Development is broad and its potential effects are far-reaching. The primary goal of the DESD spelt out in the United Nations General Assembly Resolution 59/237 'encourages Governments to consider the inclusion ... of measures to implement the Decade in their respective education systems and strategies and, where appropriate, national development plans'. To this end, the DESD aims to integrate values, activities and principles that are inherently linked to sustainable development into all forms of education and learning and help usher in a change in attitudes, behaviours and values to ensure a more sustainable future in social, environmental and economic terms.

The basic vision of the DESD rests on the principle of using education - formal, non-formal and informal - as an effective vector to bring about change in values, attitudes and lifestyles to ensure a sustainable future and the evolution of just societies. To this end, the DESD offers national governments the opportunity to rethink and reorient various dimensions of education and skills training so that the learning process has locally relevant real-life applications, encouraging learners to view the world through a lens of concern



1 A 5 minute video of the International Launch of the DESD is available online at http://portal.unesco.org/education/en/ev.php-URL_ID=46887&URL_DO=DO_TOPIC&URL_SECTION=201.html

for sustainability and, consequently, for sustainable development. The DESD strives to achieve these results through the following objectives:

- facilitate networking, linkages, exchange and interaction among stakeholders in ESD;
- foster an increased quality of teaching and learning in education for sustainable development;
- help countries make progress towards and attain the Millennium Development Goals through ESD efforts;
- provide countries with new opportunities to incorporate ESD into education reform efforts.

I.2 Education for sustainable development

Education for Sustainable Development extends its scope to deal with the complex amalgamation of issues relevant to environment, society and economy. ESD prepares people to cope with and find solutions to problems that threaten the sustainability of the planet. Most ESD related topics were identified at the following conferences:

- 1 The Earth Summit at Rio de Janeiro in 1992 where issues regarding the sustainability of the planet were brought to the international discussion table; and
- 2 The World Summit on Sustainable Development (WSSD), held in Johannesburg in 2002, where it was recognized that education has in fact the capacity to put sustainability concerns at the centre of the learning context. At that Conference, governments agreed to reorient national education systems to a vision of sustainability that links economic well-being with respect for cultural diversity, the Earth and its resources.

The DESD focuses on four thrusts of education for sustainable development:

- improving access to quality basic education;
- reorienting existing education programmes;
- developing public understanding and awareness;
- providing training.

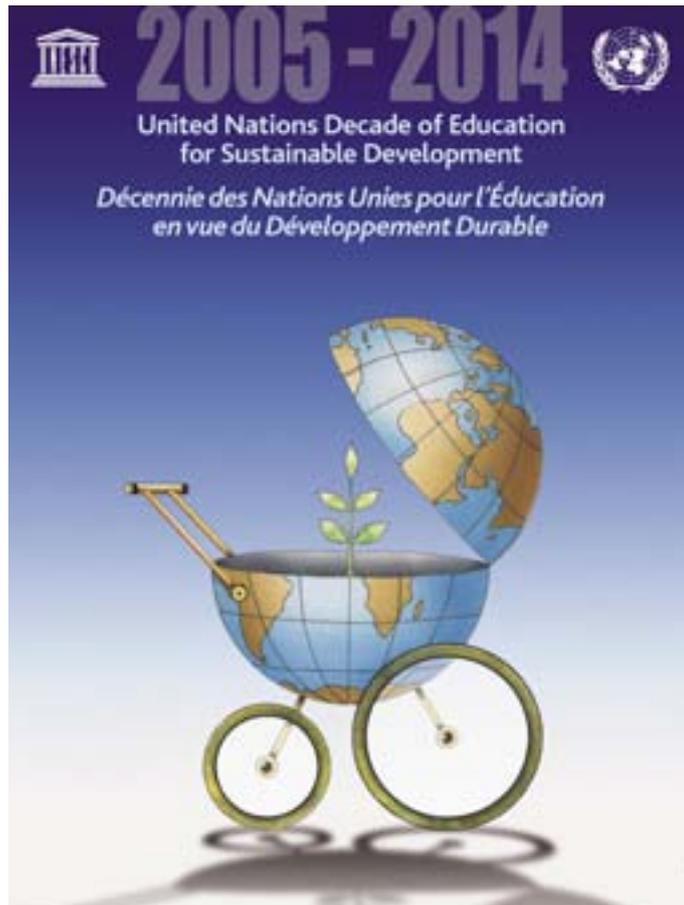
Essential characteristics of education for sustainable development:

ESD:

- is based on the principles and values that underlie sustainable development;
- deals with the well-being of all three realms of sustainability – environment, society and economy;
- promotes lifelong learning;
- is locally relevant and culturally appropriate;
- is based on local needs, perceptions and conditions, but acknowledges that fulfilling local needs often has international effects and consequences;
- engages formal, non-formal and informal education;
- accommodates the evolving nature of the concept of sustainability;
- addresses content, taking into account context, global issues and local priorities;
- builds civil capacity for community-based decision-making, social tolerance, environmental stewardship, adaptable workforce and quality of life;
- is interdisciplinary: no one discipline can claim ESD as its own, but all disciplines can contribute to ESD;
- uses a variety of pedagogical techniques that promote participatory learning and higher-order thinking skills.

The transition towards a more sustainable future begins with each and every person making informed choices for a better understanding of how our present production and consumption patterns impact the planet's natural resources. It also implies the ability and capacity of different peoples around the world (and future generations) to meet their needs.

With millions of young people, as well as adults, spending large periods of time in education (in formal, non-formal and informal settings), the role of schools and other education and basic skills providers in promoting the values, behaviours and lifestyles favourable to sustainable development has an obvious importance.



I.3 Relationship to EFA, the UN Literacy Decade and the Millennium Development Goals

Given that there already exist international initiatives like Education for All, the United Nations Literacy Decade and the Millennium Development Goals, the United Nations General Assembly (UNGA) asked UNESCO to ensure 'additive' linkages between them and the DESD.

While the DESD shares common ground with the other international initiatives, it differs by the very virtue of its mission. What sets the DESD apart from EFA and the UNLD is that while these two initiatives ensure the right to education for all and address the needs of all learners, and especially those who are excluded from access to quality basic education, the DESD stresses the need and relevance of education for sustainable development for all, within and beyond the formal sphere of education.

The outreach of the DESD is broader than the other initiatives as it tackles more than just education and addresses the way we live, our attitudes and values that impact the sustainability of not just our societies but our planet.

Notwithstanding the differences amongst them, the four international initiatives have the following in common:

- A concern to improve the quality of life: all of them aim to reduce poverty and improve health;
- The promotion of human rights: all of them see education as a right, and they aim to increase the equality of women and men, as well as advance the human rights of all, particularly minorities and other marginalised communities;
- A commitment to education: all believe education is a key to development, as a way of enabling people to fulfil their potential and take increasing control over decisions that affect them. The MDGs

and DESD focus on broader purposes beyond education, whereas the purposes of EFA and UNLD are about making sure that basic education, and literacy within that, is available to all;

- Primary education: all four recognise that primary education plays an important foundational role in development;
- The participation of everyone in education and development: all of the initiatives call not only for governmental engagement but also the active involvement of organisations, civil society, the private sector, communities and individuals.

In addition, the DESD shares some of the following points with some initiatives:

- A focus on quality of education: EFA and DESD place emphasis on the quality of learning, both what students learn and how they learn it;
- Non-formal learning: EFA, DESD and UNLD emphasise the non-formal learning that goes on outside the school system, as well as within the school itself.
- Literacy: UNLD and EFA both place a focus on literacy as a key part of learning and education; UNLD reinforces EFA and DESD because literacy is essential for meeting other goals.

A brochure entitled “Links between the Global Initiatives in Education”, offering an overview of the similarities and differences among the DESD, EFA, the UNLD, and the MDGs has been developed and is available.²

2 <http://unesdoc.unesco.org/images/0014/001408/140848m.pdf>

II Framework and mechanisms to guide the UN Decade of Education for Sustainable Development

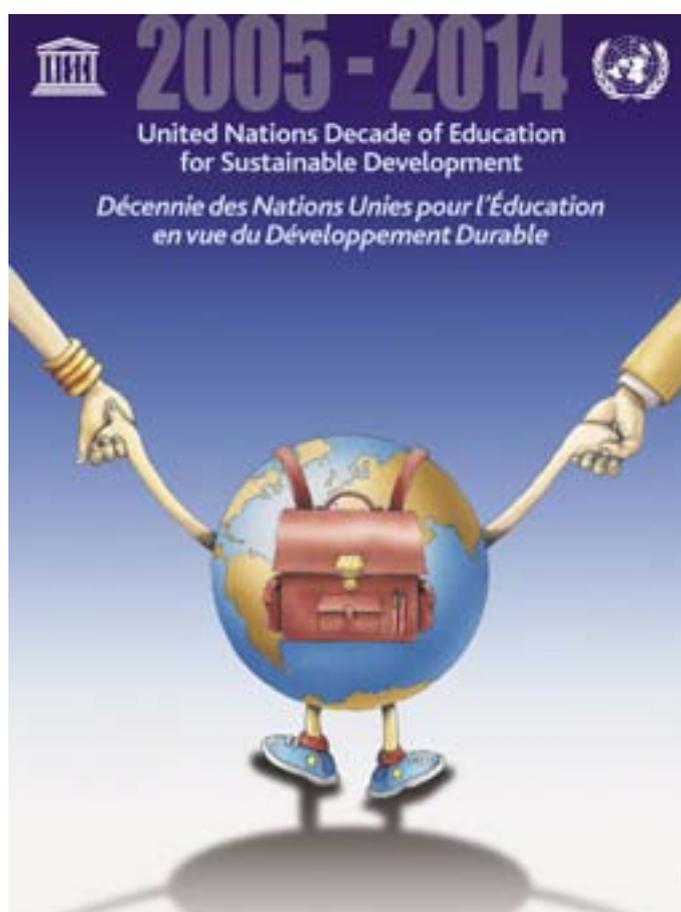
II.1 The International Implementation Scheme (IIS)

When the United Nations General Assembly adopted the UN Decade of Education for Sustainable Development (2005-2014), at its 57th session in December 2002 (resolution 57/254), UNESCO, as lead agency, was requested to prepare a draft International Implementation Scheme (IIS), clarifying its relationship with existing educational processes - particularly the Dakar Framework for Action (April 2000) and the United Nations Literacy Decade (UNLD), launched in 2003.

After consultation with UNESCO Member States, the broader UN community, inter-governmental organizations (IGOs), non-governmental organizations (NGOs), universities and partner networks, and review by leading academics and experts in the field, the draft IIS was submitted in July 2004 to the High-Level Panel on the Decade, which advises the Director-General of UNESCO. It was then presented at the 59th session of the United Nations General Assembly (New York, 18-19 October 2004) and subsequently at the 171st session of the UNESCO Executive Board (Paris, April 2005).

The official IIS³, adopted by the UNESCO Executive Board at its 172nd session in 2005, is a strategic document setting out a broad framework for all partners to contribute to the Decade. It outlines UNESCO's leadership tasks, lists key milestones and describes pathways forward with the aim of stimulating the creativity and energy to make the DESD a success.

In view that the DESD offers an opportunity to contribute to a sustainable future and support national efforts in a variety of cross-cutting initiatives, where UNESCO can play a catalytic role, it is of vital importance to operate in a cross-sectoral and interdisciplinary manner, integrating contributions from all UN agencies, UNESCO sectors and units, and other stakeholders.



³ The International Implementation Scheme is now available online at <http://unesdoc.unesco.org/images/0014/001403/140372e.pdf>.

II.2 UNESCO's inter-related roles

As lead agency for the DESD, UNESCO has two inter-related roles to play – the first at global level and the second at agency level. At the global level, UNESCO plays the role of leader in order to catalyse, coordinate and lend support to the international community and to this global process; and second, at the agency level, UNESCO acts as an implementer of the Decade.

At the global level, UNESCO works to catalyse, coordinate and lend support to the global process through, for instance, ad hoc committees like the Inter-Agency Committee (IAC) and the DESD Reference Group. The global role is guided by the International Implementation Scheme (IIS) that was developed in consultation with Member States, NGOs, partner networks and universities.

At the agency level, as one of the implementers, UNESCO's programmatic contribution is guided by the UNESCO Action Plan for the DESD.

II.3 Mechanisms to facilitate UNESCO's global leadership role

A number of advisory and coordination mechanisms have been established to facilitate UNESCO's global leadership role.

DESD Secretariat

The DESD Secretariat, located in the Education for Sustainable Development Section of the Division for the Co-ordination of UN Priorities in Education, provides oversight, advice, backstopping and co-ordination support to different programme and thematic areas while working to ensure the coherence of in-house activities. To this end, short texts on the DESD have been disseminated to all UNESCO staff so that they can include appropriate reference to, and discussion of, the DESD in papers and presentations that they make in international fora.

The Secretariat⁴ also acts as the interface between the Inter-Agency Committee (IAC), the DESD Reference Group, the Monitoring and Evaluation Expert Group (MEEG), the UNESCO National Commissions, and the UNESCO Regional Offices and Field Offices.

High-Level Panel on the DESD

The High-Level Panel (HLP) on the Decade of Education for Sustainable Development⁵ provides guidance to UNESCO on the implementation of the UN Decade of Education for Sustainable Development (DESD). Convened by UNESCO's Director-General, it is composed of prominent personalities and experts in politics, economics, culture and society. The role of the HLP is to advise UNESCO with a view to intensifying support to DESD at the highest levels, and to guide UNESCO in its strategy to assist its partners in mobilising resources for ESD.

The first meeting of the HLP was held on 20 July 2004 at UNESCO, Paris. A second HLP meeting was convened by the Director-General of UNESCO on 8 February 2007 at UNESCO, Paris.

The second meeting of the Panel highlighted that the Decade is a unique opportunity to build lasting foundations for a global reform of education and learning, to make them relevant to the realities of daily life and different communities.

4 Please refer to DESD Section Work Management Chart, Annex 2.

5 Panel members include: Dr Akito Arima, Senator and Former Minister of Education, Science, Sports and Culture of Japan; Prof. Alpha Omar Konaré, President of the Commission of the African Union and former President of the Republic of Mali; Mr Carl Lindberg, former Deputy State Secretary of the Ministry of Education and Science of the Kingdom of Sweden; Mr Steven Rockefeller, Chairman of the Rockefeller Brothers Fund; Ms. Mary Joy Pigozzi, Vice-President, Academy for Education Development; and Ms. Rosiska Darcy de Oliveira, Former Minister of Environment, Brazil and President of the Women's Leadership Centre, Brazil.



Taking into account the report of the recent **Intergovernmental Panel on Climate Change (IPCC)** January 2007 meeting, the Panel acknowledged that climate change is a global concern that needs to be part of awareness, learning and education for a sustainable future, making sure that sustainable behaviours become daily habits. Furthermore, the Panel stressed that the ethical dimension of ESD needs to be enhanced, through for instance, a simple clear common message highlighting global responsibility, community of life, and interdependence. The members of the Panel re-emphasized their commitment to the Decade and their willingness to continue advocating and promoting the objectives of the DESD and the crucial need to transform ESD concepts into daily concerns of the citizens of the world.

The reports of the meetings are available on the DESD website.⁶

Inter-Agency Committee for the DESD (IAC/DESD)

One of greatest challenges is to embed the ESD agenda into the work of the family of UN agencies in a coherent and timely manner.

The Inter-Agency Committee (IAC) on the DESD is one such forum whose aim is to bring together international agencies for open-ended collaboration for the effective implementation of the Decade. The IAC will reinforce and emphasize the role of education within the DESD and its implications for all forms of education – including its link to other international initiatives such as the UN Literacy Decade, Education for All, EDUCAIDS and the MDGs.

The IAC/DESD had its first meeting on 12-13 June 2006 in Paris, followed by a second one on 2 May 2007 in New York. The outcomes of the meetings have been compiled in two detailed reports.⁷

Reference Group for the DESD

The Reference Group for the DESD is composed of experts in different spheres of Education for Sustainable Development (ESD). The role of the Reference Group is to assist the DESD Secretariat in meeting the various challenges of the Decade, to think strategically on what UNESCO can and should do, and to facilitate the co-ordination and mobilisation of a diverse set of partners and stakeholders. This group will facilitate the work of UNESCO in setting strategic directions and enhancing the mobilisation of partners.

6 http://portal.unesco.org/education/en/ev.php-URL_ID=27234&URL_DO=DO_TOPIC&URL_SECTION=201.html

7 Final Summary Report - United Nations Inter-Agency Committee Meeting on the DESD, UNESCO, Paris, 12-13 June 2006



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The Reference Group had its first meeting on 19-20 October 2006 at UNESCO, Paris. The second meeting will be held on 19-21 September 2007 at UNESCO, Paris. The outcomes and recommendations from the first meeting have been compiled in a detailed report.⁸

Monitoring and Evaluation Expert Group (MEEG)

To ensure effectiveness in tracking progress of the implementation of the DESD, a group of experts has been established to provide guidance on the development of a set of indicators as well as to advance the work of building an effective M&E framework. Given the diverse nature of the DESD and its engagement with the three pillars of sustainable development, with culture as a cross-cutting theme, the members of the M&E Expert Group (MEEG) is composed of specialists who have expertise and experience at the international and national level in the following fields: educational policies and management, educational statistics, environmental education, social development and economics of development.



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The development of the indicators respects the spirit of collaboration and is in keeping with the multi-stakeholder approach, one of the cardinal points of the DESD. The M&E Framework will draw on the complementary approaches to M & E developed by UNECE and the Asia/Pacific region⁹ and interface with existing M&E systems of other UN global initiatives (EFA, UNLD, EDUCAIDS, MDGs). In fact, the MEEG

⁸ Notes for the Record, DESD Reference Group Meeting, 19-20 October 2006, UNESCO, Paris.

⁹ Whereas the UNECE framework refers fundamentally to baseline indicators, the Asia/Pacific approach is process-oriented and covers a long-term timeline. One of the significant commonalities is that they place emphasis on indicators referring to policies, structures, and processes for ESD.

agreed at its January 2007 meeting to adopt the UNECE M&E format following certain amendments¹⁰.

The information gathered by using the global framework and the accompanying set of indicators will feed into two reports that correspond with UNESCO's two inter-related roles. The findings will contribute to the reports that will be presented by the DESD Secretariat to the UN General Assembly in 2010 as well as to the UNESCO Executive Board at the end of each Biennium to inform on the progress of the implementation of the DESD and on UNESCO's own contribution to the DESD.

Due to time constraints, only an interim report will be submitted to the 177th session of the UNESCO Executive Board (Paris, September-October 2007) with an outline of the M&E framework.

A further outcome of the January 2007 meeting is that a reporting mechanism is now in place. In addition to regular reporting requirements, the MEEG further identified the need for three levels of reporting:

- completion of a first report on the DESD to be presented in 2008 concentrating on context and structure;
- completion of a second report (the Mid Decade Progress Report) in 2010 focusing on process and learning relevant to ESD;
- completion of a third report in 2014/15 focusing on impact and outcome of the DESD. This last report would receive independent validation similar to the Global Monitoring Report for Education for All.

The first MEEG meeting was held on 29-30 January 2007 at UNESCO, Paris. The outcomes have been compiled in report.¹¹ A second meeting will be held on 19-21 September 2007 at UNESCO, Paris.

II.4 Mechanisms to facilitate UNESCO's implementation role

Inter-Sectoral Working Group (IWG)

UNESCO attaches great importance to an inter-sectoral "one UNESCO" approach to the DESD.

An Inter-sectoral Working Group (IWG) on ESD, chaired by the Assistant Director-General for Education, is now in operation and has: (1) contributed to the elaboration of a fully fledged in-house Action Plan; and (2) made recommendations to all UNESCO sectors, divisions and field offices to integrate the goals and objectives of DESD in their activities. The IWG also ensures inter-sectoral co-ordination among Headquarters, regional bureaux, field offices and institutes and strives to ensure that DESD contributes to reinforcing the three core EFA initiatives – the Literacy Initiative for Empowerment (LIFE), the Teacher Training Initiative for sub-Saharan Africa (TISSA) and the Global Initiative on HIV/AIDS and Education (EDUCAIDS).

The IWG is composed of representatives from all programme sectors as well as the Bureaux of Strategic Planning (BSP) and Field Coordination (BFC), and representatives from External Relations and Cooperation (ERC) and the Office of the Director-General (ODG). The directors of UNESCO institutes and the directors of the regional offices also participate.

Network of UNESCO focal points

Since DESD is a cross-cutting theme, it is embedded in programmes and activities housed under other sectors. To ensure the 'one-UNESCO' approach, focal points have been identified within different sectors to maximise participation in the implementation of the DESD.

¹⁰ Four new issues were added to the eight existing issues. The four thrusts and four objectives of the DESD were integrated into the reporting format.

¹¹ Report of the First MEEG Meeting, 29-30 January 2007, UNESCO, Paris.

The focal points attend meetings organised by the DESD Secretariat and participate actively in taking the DESD agenda forward.

National Commissions of UNESCO

National Commissions have been key partners in the promotion and implementation of DESD at national and regional levels. At national level, National Commissions have helped the establishment of national Decade committees; indeed, some are members of the national DESD committee. Dialogue and exchanges initiated between some National Commissions are helping to strengthen regional and international cooperation towards the mobilization of resources and the development of innovative ESD policies and programmes.

II.5 UNESCO Action plan for the DESD

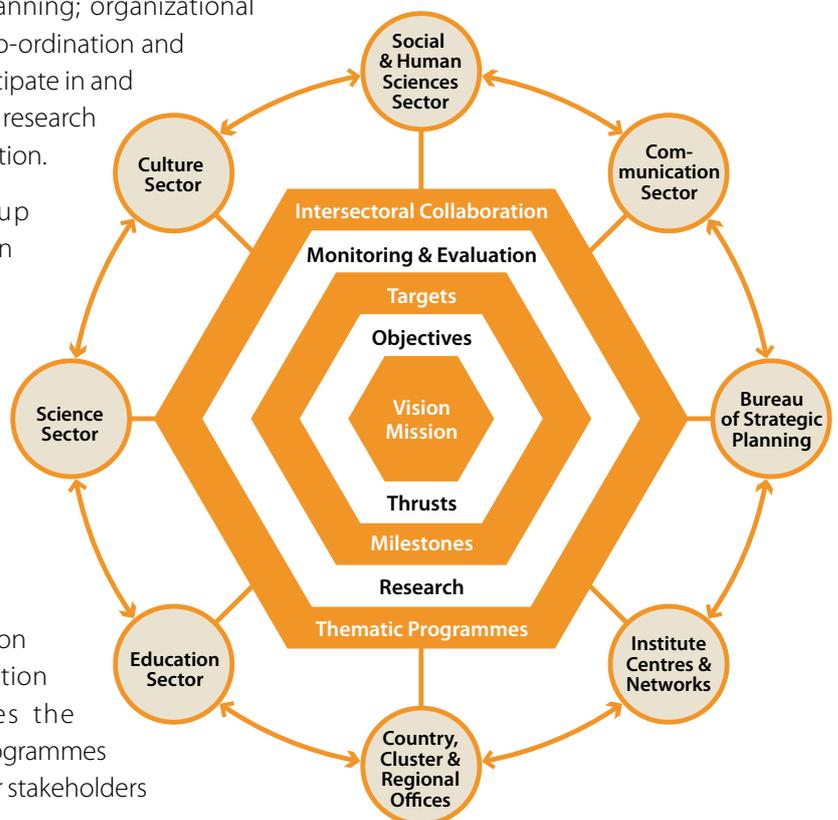
To ensure responsiveness to the Decade’s goals and diverse audiences, a UNESCO Action Plan for DESD was put in place by the Inter-sectoral Working Group in June 2006.

The Action Plan is shaped by the four major thrusts of education for sustainable development that were first articulated in Chapter 36 of Agenda 21¹² and is a result of intensive inputs from all programme Sectors and an extensive consultative process with UNESCO regional, cluster, national offices and institutes around the world.

The Action Plan spells out the key audiences of education for sustainable development; the type of assistance that UNESCO will promote to its Member States in this area; examples of thematic programmes through which UNESCO will help create the enabling environment and capacity for Member States and other stakeholders to achieve the objectives of the DESD; targets and milestones specified at a biennial level to guide work programme planning; organizational structures to catalyze inter-sectoral co-ordination and collaboration; partners who will participate in and support DESD Thematic Programmes; research activities; and monitoring and evaluation.

The Inter-sectoral Working Group approved the final draft of the Action Plan in March 2007 and a summary was presented to the 177th session of the Executive Board in September 2007. While the inter-sectoral activities are already ongoing, this Action Plan will be integrated into the next UNESCO Medium-Term Strategy (2008-2013, 34 C/4) and into the Work Plans for the 2008-2009 biennium (34 C/5).

The UNESCO Action Plan, in conjunction with the International Implementation Scheme (IIS) (172 EX/11), guides the Organization’s efforts in developing programmes that support Member States and other stakeholders



12 These are to (a) Improve access to quality education; (b) Reorient existing education programmes; (c) Develop public understanding and awareness of sustainability; and (d) Provide practical training.

in their efforts to integrate sustainable development issues and practices into education systems at all levels as a basis for a more sustainable human society. The UNESCO Action Plan is conceived to be a “working document” which may evolve as new details of the 2008-2013 Medium-Term Strategy emerge and subsequent Programmes and Budgets are developed.

Intersectoral basis of the Action Plan

The intersectoral basis of the Action Plan focuses upon the relationships among UNESCO Sectors and Field Offices in support of Member States, as well as with international partners. Key elements in this implementation model for a “one-UNESCO” approach to the DESD include:

- The Inter-Sectoral Working Group on DESD (IWG - DG/Note/05/34) responsible for the overall coordination and review of all UNESCO DESD programmes and activities. The IWG is supported by DESD Focal Points in different Sectors, Field Offices and Institutes.
- The UN Inter-Agency Committee (IAC) for the DESD established to ensure harmonious international coordination of the DESD and mobilization of resources for strategic interventions at all levels.
- National Commissions for UNESCO, UNESCO Field Offices, Institutes, Centres and networks, all of which are responsible for catalyzing the commitment of Member States and assisting them with processes of policy reorientation, capacity-building and the development of the ESD support resources necessary for them to implement the Decade.

Elements of the UNESCO Action Plan for UNDESD

The strategic objectives of the Action Plan focus on the creation of an enabling environment and capacity-building opportunities for all Member States to:

- develop policies and plans for achieving a high quality of education provision and outcomes by integrating ESD principles and priorities in all sectors and levels of education;
- integrate educational processes as key tools in strategies for sustainable development;
- support educational institutions, the media, the private sector and civil society groups in the use of education to promote widespread awareness and understanding of sustainability; and
- integrate sustainable development issues and priorities into policies and programmes for workforce development across schools, TVET, higher education and lifelong learning.

The principles underpinning implementation of the Action Plan include:

- The focus of the DESD should be education and related communication, training and capacity-building strategies for promoting sustainable development.
- All DESD programmes and activities should reflect a balanced focus on education for the economic, social and environmental pillars of sustainable development, with culture as an underlying theme, and be directed at creating the enabling environment and capacity for countries to implement the DESD.
- In addition to working with governments, DESD programmes and activities should focus on catalyzing the participation of international agencies, the private sector, the media, civil society groups and professional educational associations in national, regional and international projects.
- To be successful, intersectoral programmes and activities should be based upon strong and coordinated management processes, as well as organisational structures and budget processes that reinforce intersectoral collaboration.

Nine long-term intersectoral Thematic Programmes have been recommended initially:

- International Leadership and Advocacy of the DESD
- Integrating ESD into Basic Education
- Reorienting General Secondary Education for ESD
- Integrating ESD into TVET
- Integrating ESD into Higher Education

- Teacher Education for ESD
- Mainstreaming Cultural Diversity and Intercultural Dialogue in ESD
- Education for Sustainable Water Management
- Education for Sustainable Ecosystems and Livelihoods

Research, as a foundation for providing the knowledge needed to plan and implement programmes effectively, is an integral component of all Thematic Programmes.

Monitoring and evaluation, as a continuous process throughout the DESD, are key aspects of the Action Plan. A Mid-Decade Review will be conducted in 2009 to prepare the mid-Decade report to the UN General Assembly in 2010, and a Final Evaluation will be prepared in 2014 as the foundation for a Final Report in 2015.

II.6 Reporting mechanisms

UNESCO together with the DESD Monitoring & Evaluation Expert Group is developing a global M&E framework with a concrete plan and schedule for the monitoring and evaluation of the Decade. A global monitoring and evaluation framework is seen as an important mechanism that will show whether or not the DESD is making a difference and what that difference is. It will also throw light on what needs to be done in terms of corrective action if things are not on track.

Global Monitoring & Evaluation (M&E) Framework

The idea of a comprehensive global M&E framework emerged at the first meeting of the Monitoring and Evaluation Expert Group (MEEG) in Paris in January 2007. This meeting decided on three interconnected approaches to monitoring

1. A set of indicators, to monitor and evaluate DESD implementation. A questionnaire comprising of ten main issues, in turn to be further broken down into sub-questions, will be developed to facilitate the development of the indicators.
2. Research studies which will look at changes over time in local level engagements, difficulties, and changes relating to implementation, adaptation and contestation.
3. A process of multistakeholder participation.

The DESD Secretariat, in collaboration with the MEEG, is developing a detailed operational plan that will highlight the modalities of data collection, data analysis and detailed timelines.

The MEEG has developed a preliminary questionnaire after consultations with the DESD Secretariat, the DESD Reference Group and the UNESCO DESD focal points. The draft questionnaire is now in the process of being finalised.



The ten M&E issues to be addressed

- Issue 1** Policy, regulatory & operational measures that support DESD
- Issue 2** Measures taken to promote SD through formal education
- Issue 3** Measures taken to equip educators (formal, non-formal and informal) with the competence to include SD in their teaching
- Issue 4** Measures taken to develop public awareness and understanding of SD through non-formal and informal learning.
- Issue 5** Measures taken to ensure that adequate tools and materials for ESD are accessible
- Issue 6** Measures taken to promote research and development of ESD
- Issue 7** Measures taken to strengthen regional and international cooperation on ESD
- Issue 8** Describe any challenges and obstacles encountered in implementing a national strategy for education for sustainable development for any levels of education.
- Issue 9** Describe any assistance needed for a better implementation of the DESD.
- Issue 10** Measures taken to conserve use and promote knowledge of indigenous people with respect to ESD.

Outline of the proposed M&E related research studies

The envisaged research studies are an attempt to examine over the period of the Decade how education for sustainable development is taken forward at local level, which areas are emphasised and which disputed (and why), how the practices at local level articulate with or deviate from national/regional/global strategies, some of the consequence of these practices in terms of changing social relations, and emerging ideas in families and communities.

These research studies would consist of several case studies of different settings in the five main regions of UNESCO's work (Asia-Pacific, Europe/North America, Arab States, Africa, Latin America and the Caribbean). The case studies would be selected to exemplify different learning and education settings and different forms of engagement with ESD. Key themes would be explored in each case and they would be documented by the research teams working regionally and globally.

Outline of the development of a multi-stakeholder participation process

The International Implementation Scheme highlights the need to 'to facilitate networking, linkages and interaction among stakeholders in ESD'¹³. To this end, a multistakeholder participation process is envisaged in order to:

- identify relevant ESD stakeholders at national, regional and international levels;
- create a multi-stakeholder platform that would provide a dialogue space for cooperation and coordination for ESD-related activities, to report on status and recent changes in ESD related activities, and to discuss ongoing ESD related actions and plans. This space could also serve to report on status of ongoing ESD, share future plans, good practices and case studies.

The use of an electronic forum could be envisaged for the multi-stakeholder dialogue process. Meetings and workshops to build capacity for this process could also be examined.

Organisation outline

The organisational details of the research proposal and the multi-stakeholder process will be developed by the DESD Secretariat in close cooperation with the MEEG and will be included in the operational plan.

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 13 International Implementation Scheme, p.6, UNESCO, 2005.

III Reviewing the first two years

Since the international launch, the DESD has generated considerable enthusiasm. The response of Member States in support of the Decade has been promising and varied. There have been several launches at the regional level accompanied by regional planning frameworks or action plans. Furthermore, some countries have developed their own national strategies and responses to this global movement. National DESD committees and web sites have also been created.¹⁴

The first two years of the Decade have been mainly devoted to putting in place, at various levels, the mechanisms to facilitate and guide the implementation of the DESD. UNESCO Regional Bureaux have played a key role in strengthening regional collaboration networks and building greater awareness and understanding of ESD. UNESCO Cluster Offices and National Commissions have also contributed to raising awareness of the Decade.

What follows are some examples of activities which have been put in place to ensure that the DESD rests on solid foundations. This is in addition to the many events dedicated to ESD and the DESD taking place at the regional, sub-regional and national levels for which UNESCO is solicited to provide technical assistance, tools and materials, suggest speakers, or even participate.

This section highlights the major developments in the five regions – Africa, Arab States, Asia/Pacific, Europe & North America, and Latin America & the Caribbean, as well as what some individual countries within these regions have achieved in terms of DESD implementation.

Launches of the Decade

Regional / sub-regional launches of the Decade

- Europe/North America region at the High-Level Meeting of Environment and Education Ministers (Vilnius, Lithuania, 17-18 March 2005)
- CIS (Commonwealth of Independent States) region at the CIS Education Ministers' Conference (Minsk, Belarus, 5-6 April 2005)
- Latin America region at the Ibero-American Conference on Sustainable Development (Rio de Janeiro, 31 May – 2 June 2005)
- Asia/Pacific region at UNU/UNESCO International Conference (Nagoya, Japan, 28 June 2005)
- Arab States region (Bahrain, 17-18 September 2005)
- Central Asian region, at 4th Subregional Conference on Environmental Education/Education for Sustainable Development in Central Asia (Almaty, Kazakhstan 21-22 September 2005)
- Caribbean region, at the Caribbean Regional Conference on Education for Sustainable Development: New Approaches for the Future (Kingston, Jamaica, 18-20 October 2005)
- Mediterranean region at the Conference for the Official Launching of the DESD in the Mediterranean region in Athens, Greece, on 26-27 November 2005

It is also worth noting that the higher education community decided to mark their commitment to the objectives of the Decade by having an International Higher Education launch of the Decade at the "Committing Universities to Sustainable Development" Conference (Graz, Austria, 20-23 April 2005). (www.uni-graz.at/sustainability/)

14 See annex 3 for a compilation by regions of mechanisms put in place at country level

Some national / sub-national launches

- Germany (Mainz, Germany - 13 January 2005)
- Chile (Santiago – 12-14 January 2005), organization of the *“II Seminario Internacional Educacion para el desarrollo sostenible”* for the national launch
- New Zealand (Auckland - 5 March 2005) at Ecoshow 2005, Waitakere City, Auckland
- Japan (6 March 2005) launching event organized by ESD-J (Japan Council on the DESD)
- Canada (Toronto - 10-12 March 2005) at the Annual General Meeting of the Canadian National Commission on the theme of ‘Sustainable Development: Learning to Live Together’
- Mexico (Mexico City – 11 March 2005), national launch and signature of a National Commitment for DESD, in the presence of President Vicente Fox and representatives of all sectors of society.
- Norway (Hamar – 15 March 2005) on the theme of ‘YouthXchange and the DESD national and global challenges for sustainable consumption’
- The Netherlands (The Hague - 5 April 2005)
- Quebec Province, Canada (Quebec City, 19-20 May 2005) at the ‘Carrefour de la citoyenneté responsable’
- French-speaking community, Belgium (Mons–Frameries - 1 June 2005), during the ‘Forum de lancement de la Décennie de l’Education vers un Développement Durable en Communauté française de Belgique’
- Scotland, UK (Stirling - 3 June 2005)
- China (Tongji University, in collaboration with the Chinese National Commission for UNESCO – 10 September 2005)
- UK (London – 13 December 2005), UK Launch Conference for the Decade on Education for Sustainable Development at the University of London Institute of Education hosted by the UK National Commission for UNESCO
- Pakistan (Islamabad – 29 December 2005)
- Viet Nam (Hanoi – 5 January 2006), national launch and installation of a national committee

III.1 Africa



The Africa region launched the DESD and its regional *Strategy of Education for Sustainable Development for Sub-Saharan Africa* (SSAESD) at the Association for the Development of Education in Africa (ADEA) Biennial meeting (Libreville, Gabon, 27-31 March 2006). The regional strategy for Sub-Saharan Africa¹⁵ has been devised to guide countries that lie within this region to meet the DESD goals. The regional strategy clearly spells out the way forward as well as identifies the obstacles to the implementation of the DESD. The region is presently working towards operationalizing this strategy through sub-regional consultation and analysis.¹⁶

15 http://www.education.nairobi-unesco.org/index.php?option=com_content&task=view&id=32

16 see Draft African Regional ESD Strategy (www.adeanet.org/biennial-2006/BREDA-DOC/ASS%20draft%20ESD%20strategy%20english.pdf), and also www.adeanet.org/biennial-2006/BREDA-DOC/Terms%20of%20reference%20and%20agenda%20meeting%20ASS%20Strategy%20ESD,%20%2026%20mars%202006.pdf

What is apparent from strategic documents like the draft Strategy of Education for Sustainable Development for Sub-Saharan Africa (SSAESD) and the Ministerial Statement of Commitment and Call for Support and Action on the SSAESD, is that the region focuses on questions of ways to approach sustainable development that will take into account the multiple and diverse indigenous knowledge systems and cultural perspectives that exist in sub-Saharan Africa.

The Ministerial Statement of Commitment on the DESD states the importance 'to ensure that African cultures, knowledge systems, languages, ways of life are integrated into frameworks, programmes and activities developed within the Decade.'

ESD should be used to address the following challenges posed by vulnerability and risk of three kinds:

- socio-economic (poverty);
- environmental (degradation, desertification, climate change); and
- cultural (erosion of languages, traditions faiths and heritage).

Some highlights in the region include:

DESD and NEPAD

The strategy clearly spells out the intrinsic link between the objectives of the New Partnership for Africa's Development (NEPAD) and the DESD. NEPAD is both a strategic framework and vision to eradicate poverty and promote sustainable development. NEPAD's priorities are reflected in the principles of the DESD, which is seen as complementary to the objectives of NEPAD.

DESD and the Second Decade of Education in Africa

The DESD and the Second Decade of Education in Africa launched by the African Union in 2006 in Maputo, Mozambique, are seen as mutually reinforcing. Both look at education from a holistic perspective and seek solutions to extricate Africa from the 'deficit' in education.



Mainstreaming Environment and Sustainability into Higher Education in Africa (MESA)

A DESD programme for mainstreaming environment and sustainability into African Universities (MESA)¹⁷, involving a training of trainers programme, a leadership programme and on-site University innovations has been established by UNEP, in cooperation with UNESCO, the UNU and the Global Virtual University, the Association of African Universities, the Global Higher Education for Sustainable Development Programme, the Environic Foundation International, Leadership for Environment and Development, the SADC Regional Environmental Education Programme and the Nile Basin Initiative. The first training of trainers programmes were run from from 4 to 20 May 2006 at the Kenya School for Monetary Studies in Nairobi, Kenya. A university leaders' seminar was also held, and two follow-up workshops have been held with participating universities in December 2006¹⁸ and May 2007. To date, 87 academics from 32 countries in Africa have been involved in the MESA programme, representing a significant ESD network across Africa.

As a follow-up to the Kenya workshop, UNESCO Dakar, in collaboration with UNEP is implementing the project "Mainstreaming Environmental Education in Sub-Saharan Africa (MESA)" in partnership with the Association of African Universities in 15 francophone countries. The MESA in francophone countries project involves translation of the training kit. A training of trainers' workshop was held in Benin in May 2007, and was implemented by the Network for Environment and Sustainable Development in Africa (NESDA). In the next phase of the MESA programme, the materials will be translated for use in Lusophone and Arabic countries. A number of UNU-linked Regional Centres of Expertise are being set up in association with the MESA programme. The African Association of Universities declared ESD as the theme of their 2006 African University Day. The first MESA awards for ESD innovations in African Universities were awarded at the 4th World Environmental Education Congress, in Durban, South Africa, in July 2007¹⁹.

Japanese Funds in Trust (JFIT) and ESD in sub-Saharan Africa (SSA)

Support to Sub-Regional Policy Framework, Strategy and Programmes for ESD in Sub-Saharan Africa and a pilot-test of integrated ESD activities in two post-conflict countries (Angola and Liberia) have been planned through use of the Japanese Funds-in-Trust. Capacity-building and curricula and materials development are the two areas where UNESCO will intervene.

Launch of Eastern Africa Education for Sustainable Development (ESD) Network

To support DESD and ESD activities in the Eastern Africa sub-region, UNESCO Nairobi is spearheading an Eastern Africa Education for Sustainable Development (ESD) Network²⁰ which was launched with government representatives from six countries in the region (Burundi, Eritrea, Kenya, Rwanda, Somalia, Uganda). The ESD Network is to be a collaboration with National ESD Steering Committees and stakeholders in member countries of the sub-region. It intends to create an Eastern Africa Learning Space for Sustainable Development by translating the objectives of the Decade into the context of local communities in the sub-region.

The Network's focus is on policy dialogue and strategic planning; vision-building, advocacy, public awareness; partnership-building; information-sharing such as exhibiting 'best ESD practices' and innovations; training and capacity-building; resource mobilization; research, monitoring and evaluation. Salient issues to be covered under the three pillars of ESD are:

- Society – human rights, gender equity, peace and human security, health, HIV/AIDS, governance, cultural diversity and inter-cultural understanding
- Economy – poverty reduction, corporate responsibility, market economy

17 See <http://www.unep.org/Training/features/mesa.asp>

18 See http://www.education.nairobi-unesco.org/index.php?option=com_content&task=view&id=1819&Itemid=56

19 For additional information on DESD in sub-Saharan Africa consult the website of the UNESCO Dakar, <http://www.dakar.unesco.org/index.shtml>

20 See http://www.education.nairobi-unesco.org/index.php?option=com_content&task=view&id=1284&Itemid=56

- Environment – natural resources, climate change, rural development, sustainable urbanization, disaster prevention and mitigation.

The Network will also set up a clearinghouse of documentation, compile and share a database of expertise in the region, and facilitate exchanges, cross-border dialogue and linkages to the global ESD learning space.

Kenya ESD Implementation Strategy

The **Kenya ESD Implementation Strategy**²¹ was launched in February 2007. A technical working group made up of representatives of different sectors has been meeting regularly under the auspices of the National Environment Management Authority (NEMA) and UNESCO to draft the strategy. The draft ESD strategy identifies local sustainable development issues, priorities and existing capacities. It proposes modalities that will contribute to the attainment of sustainable development and calls for all sectors to embrace ESD.

The strategic objectives are:

- 1 to enhance the role of education and learning for equitable, efficient and sustainable utilization of the country's resources;
- 2 to promote quality education through diverse learning and public awareness for improved quality of life and productive livelihoods; and
- 3 to promote teaching and learning that inculcates appropriate values, behaviours and lifestyles for good governance and sustainability.

Regional Centre of Expertise in Nairobi

The United Nations University - Institute of Advanced Studies endorsed a Regional Centre of Expertise in January 2007 for Greater Nairobi to promote education for sustainable development (ESD) in some of the city's largest slums. UNU has been supporting the establishment of Regional Centres of Expertise (RCE), which are networks of existing formal, non-formal and informal education organisations mobilised to deliver ESD to a regional community. The proposed vision and objectives of the Kenya Regional Centre of Excellence will be derived from the Kenya National Education for Sustainable Development (ESD) Strategy.²²

The Kenya RCE will evolve over time through local initiatives spreading out across the districts. The RCE's networking and outreach will be broad and above all inclusive - mobilizing the full range of ESD stakeholders. UNESCO Nairobi will help facilitate the creation and development of the Kenya RCE and be a 'watch dog' for inclusiveness of stakeholder groups in the ESD process from grassroots up the ladder.



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21 Documents for more information

- Draft Kenya ESD Strategy (http://education.nairobi-unesco.org/PDFs/UNESCO_Education%20for%20Sustainable%20Development_jan%202007_susan%20nkinyangi.pdf?PHPSESSID=defd95754fd649ec26decf24b226c7a8)
- UNESCO Nairobi ESD webpages (http://education.nairobi-unesco.org/index.php?option=com_content&task=view&id=32&Itemid=101)

22 See http://www.education.nairobi-unesco.org/PDFs/Greater%20Nairobi%20RCE-jan_2007.pdf

Windhoek Southern Africa ESD Sub-regional meeting

UNESCO Windhoek and UNESCO Harare organized a sub-regional meeting on 27-30 November 2006 for the Windhoek and Harare cluster countries, with financial support from the Japanese ESD Funds-in-Trust. The participants discussed and clarified the multi-sectoral dimensions of ESD, as related to environmental, economic, social, cultural and political issues and their implications for education (curriculum development, materials production, teacher training and policy-making).

Synergies between the Millennium Development Goals (MDGs), Education for All (EFA), the United Nations Literacy Decade (UNLD), EDUCAIDS and the African Union Second Decade of Education in Africa were strongly highlighted. The workshop helped create a strong sense of commitment amongst the participants to become dynamic agents capable of actively participating in establishing concrete Action Plans at national levels. To this end, support from their governments, the SADC Secretariat, UN agencies, the private sector, NGO and bilateral development partners is requested.

Southern African Development Community and Regional Environmental Education Programme

As a follow-up to the UNESCO Windhoek cluster workshop held in November 2006, the SADC-REEP is now supporting a collaborative research initiative involving five higher education institutions in five countries. These are Rhodes University (South Africa), University of Botswana, University of Zambia, the Mauritius Institute of Education, and the University of Zimbabwe. This collaborative research initiative aims to consolidate and extend the results of research that has already been done to strengthen the objectives of the DESD in southern Africa.

Southern African regional consultation process to mobilise support for the DESD

The Southern African Development Community's (SADC) Food, Natural Resources and Agriculture Directorate has commissioned a regional consultation process to mobilise support for the DESD through its SADC Regional Environmental Education Programme. This involved country-based consultations in 14 southern African countries with major ESD Stakeholders (Ministries of Education, Environment and Natural Resources, Health, Energy, national NGOs, UNESCO country offices etc.) to establish possibilities for participating in the DESD. Four consultation reports providing useful baseline information and inputs were released in November 2006 and are available on the SADC Regional Environmental Education Programme web site²³.

South Africa DESD Framework for Action

The South African government (Department of Education) has initiated the development of a Framework for Action for the DESD. The South Africa Framework for Action is still in the process of internal approval.

National Consultative Meeting on the DESD in Zimbabwe

Zimbabwe held a national consultative meeting on the DESD in February 2006 that was facilitated by the UNESCO Harare cluster office and the National Commission for UNESCO. The meeting was a follow-up to the study commissioned by the UNESCO Harare cluster office in 2005 - *Guidelines for the integration of education for sustainable development perspectives into national education policies* - for the five cluster countries: Botswana, Mozambique, Malawi, Zambia and Zimbabwe. It was recommended that a National ESD Forum and Taskforce to be set up and chaired by the Ministry of Education, Sport and Culture.

Launch of the DESD in Swaziland

The DESD was launched in Swaziland and is in the process of developing a national ESD strategy.

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23 For more information, please visit <http://www.sadc-reep.org.za/>

Regional Centres of Expertise in South Africa

The United Nations University - Institute of Advanced Studies - endorsed two Regional Centres of Expertise²⁴ in ESD in South Africa in January 2007. The first of these is located at Rhodes University in the Makana Municipal District. This RCE is linked to the Rhodes University Environmental and Sustainability Education Unit, which has a long history of ESD-related work in South and Southern Africa. It aims to serve the Makana District and the rural Eastern Cape, which is one of the poorest provinces in South Africa. The RCE will focus on six interrelated goals: 1) improving the quality of education; 2) developing modules on school-community relationships in teacher education programmes; 3) workplace-based learning for improved municipal service delivery and sustainable development planning; 4) a schools and sustainability programme involving health and environmental education initiatives; 5) a youth service learning development programme for out-of-school and unemployed youth; and 6) a programme focussing on culture, biodiversity and health. The second RCE is based at the Wildlife and Environment Society in KwaZulu Natal, where the SADC Regional Environmental Education Centre is also located. This RCE will focus on 1) water education programmes; 2) workplace-based learning; 3) eco-schools programmes; 4) low cost materials development for ESD; and 5) ESD networking.

The SADC Regional Environmental Education Programme is supporting the establishment of three other RCEs in Southern Africa. These will be established in Malawi, Mozambique and Swaziland.

III.2 Arab States



The DESD regional launch took place in Bahrain (17-18 September 2005). Countries in the region have begun exchanges and dialogue in order to define the roles of different stakeholders for the DESD. A regional strategy is being elaborated in the form of an Arab Agenda for the Decade.

Some highlights in the region include:

- The **Third Arab Conference on Education and Sustainable Development**, held in Beirut, Lebanon (24-26 April 2006)²⁵, was one of the first regional forums organized following the regional launch of the DESD, and was attended by Ministers and experts from countries in the region.



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24 For more information on RCEs, consult <http://www.ias.unu.edu/research/regionalcentres.cfm>

25 See speech of UNESCO's Director-General, <http://unesdoc.unesco.org/images/0014/001457/145771e.pdf>

- UNESCO Beirut, in cooperation with the DESD Secretariat and UNESCO Offices in Cairo, Doha, and Rabat and Alexandria University in Egypt, organized a **Regional Workshop on Enhancing Teachers' Competencies in Sustainable Development** (Alexandria University, Egypt, 7-9 May 2007). The workshop included discussions and consultations on the regional strategy on the DESD for the Arab States region.

Launching of the First Regional Flagship Project on Water for ASPnet schools in the Arab States region

The meeting, held in Abu Dhabi (UAE), brought together UNESCO Associated Schools Project Network National Coordinators and teachers from UAE, Egypt, Jordan, Kuwait, Lebanon, Oman, Palestine and Qatar. During the meeting, draft activities for 3 levels (from Early Childhood to Secondary) were presented by the Environment Agency of Abu Dhabi. During the pilot phase, these 3 level-activities will be experimented in Egypt, Jordan, Kuwait, Lebanon, Libya, Oman, Palestine, Qatar, Syria and UAE, each choosing 6 ASPnet schools for the project. The Environment Agency will provide the pedagogical content of the Flagship project²⁶.

Some of the results of the meeting included the election of the UAE National Commission as the Regional Coordinator for the three coming years by the participants of the launching event, as well as the elaboration of a workplan for 2007-2010 focusing on Fresh Water Quality and Quantity.

III.3 Asia and the Pacific



The regional DESD implementation strategy for the Asia-Pacific region was launched at the Asia-Pacific DESD Regional Launch in Nagoya, Japan, in June 2005. UNESCO Bangkok facilitated the drafting and finalization of the strategy, based on the results of a regional ESD situational analysis. It is an open document that is adaptable for revision according to the changing needs of stakeholders and emerging issues in the region throughout the Decade.

Some highlights in the region include:

UNESCO's assistance to Member States

The Situational Analysis of Education for Sustainable Development in the Asia-Pacific Region was commissioned by the UNESCO Asia and Pacific Regional Bureau for Education and financed by Japanese Fund-in-Trust and is one of several Asia-Pacific ESD initiatives. It provides a snapshot of ESD's current state throughout Asia and the Pacific and assists in guiding the regional implementation of the DESD. This Situation Analysis will also help create and strengthen regional partnerships and networks on ESD, essential in facilitating the exchange of knowledge and experiences, encouraging future cooperation and strengthening regional coordination of ESD.

Asia-Pacific Regional Strategy for Education for Sustainable Development

Working under the leadership of the UNESCO Bangkok office, the Asia and the Pacific region has contributed significantly to the start of the Decade by drafting a Working Paper: Asia-Pacific Regional Strategy for Education for Sustainable Development²⁷ finalised on the basis of the regional situational analysis²⁸ and launched in Nagoya, Japan in June 2005. The strategy serves to help guide the implementation of ESD throughout the Asia-Pacific region. It is an open document that is adaptable for revision according to the changing needs of stakeholders and emerging issues throughout the DESD.

26 See <http://www.ameinfo.com/105160.html>

27 For more information, please see http://www2.unescobkk.org/elib/publications/esd_working_paper

28 For more information, please see http://www2.unescobkk.org/elib/publications/esd_situation_analysis

Regional UN Inter-Agency Steering Committee for the DESD

The Asia-Pacific Regional Inter-Agency Steering Committee serves to coordinate the DESD activities in the Asia-Pacific Region. The current members of the Committee include ACCU, ADB, APCEIU, FAO, IUCN, SEAMEO, UNESCAP, UNEP, UNESCO, UNITAR, and UNU-IAS. The 5th Asia-Pacific Regional UN Inter-Agency Steering Committee Meeting was held in Bangkok, Thailand on 21 July 2006. The 6th Steering Committee Meeting was held in Shanghai on 18 September 2006.

The Asia-Pacific Regional Interagency Steering Committee launched an Asia-Pacific DESD website in September 2006 to promote the Decade regionally. The launch of the Tongji Leadership Programme, in China, led by UNEP and supported by UNESCO, also took place in September 2006.

ESD-NET – Asia-Pacific Network of Teacher Education Institutions to address ESD

The Asia-Pacific Region launched the ESD-NET – Asia-Pacific Network of Teacher Education Institutions (TEIs) to address ESD – in May 2006. ESD-NET's purpose is to establish a regional network of TEIs and schools which are committed to reorient their education programmes towards ESD. The aims of ESD-NET are to identify gaps from an ESD perspective in existing education curricula and to assist teacher educators and TEIs to find locally relevant and culturally appropriate ways to reorient their teacher education courses. The next activity is a workshop planned for August 2007 in Bangkok where participating countries are required to prepare curriculum analyses. These will assist with the Curriculum Analysis Guidelines, an output from this workshop.

UNESCO-IUCN CEC Asia-Pacific DESD Indicators Project

The project was launched in March 2006 and the first draft of the *Asia-Pacific Guidelines for the Development of National DESD Indicators* was compiled based on active online discussions among international experts and representatives of National Commissions for UNESCO. To enhance the practicality of the Guidelines and to share indicator ideas and experiences as well as identify priorities for assessing the DESD at the national level in Asia-Pacific, meetings were held in Hiroshima, Japan, in August 2006 and in Bangkok, Thailand in December 2006.

The final working draft of the Guidelines was completed for review and discussion during an open comment period which ended on 16 March 2007.

In April 2007, a workshop was held in Bangkok which had three main purposes:

- 1 to identify practical needs for building capacity at the national level to develop national DESD indicators, data collection and reporting mechanisms in respective Asia-Pacific Member States
- 2 to discuss the development of mechanisms for monitoring and reporting ESD in the region
- 3 to review and discuss the practicality of the final draft

10th UNESCO-APEID International Conference

The 10th UNESCO-APEID International Conference²⁹, "Learning Together for Tomorrow: Education for Sustainable Development" was held in Bangkok, Thailand on 6-8 December 2006, with financial support from the Japanese ESD Funds-in-Trust. The conference brought together members from the APEID network as well as ESD educational practitioners to promote the DESD.

The Conference was successful in meeting its key objectives to strengthen co-ordination and collaboration among APEID network members, raise awareness and understanding of ESD, and serve as a catalyst for the creation of ESD action plans.

29 For more information, consult <http://www.unescobkk.org/index.php?id=3811>

Launch of the DESD in Viet Nam

Viet Nam officially launched the DESD in February 2006³⁰. The creation of the high level DESD Committee chaired by the Deputy Prime Minister with vice-ministers from relevant ministries also represents the coordinated commitment to increase awareness and implement the values, knowledge and behaviour necessary for sustainable development at all levels throughout Viet Nam. The National Action Plan to guide stakeholders in the implementation of the Decade was drafted by the Committee, with support from UNESCO and other relevant stakeholders.



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International Workshop on Engineering Education for Sustainable Development

An "International Workshop on Engineering Education for Sustainable Development" was held at Tsinghua University (China) from 31 October to 2 November, 2006³¹. The Workshop was attended by 150 high-level engineers and engineering students, including 30 overseas participants, and was opened by Vice Minister of Education, Zhang Xinsheng, Chair of the UNESCO Executive Board.

It was organized by Tsinghua University, UNESCO and the Chinese National Commission for UNESCO, in cooperation with the China Association for Science and Technology, the Chinese Academy of Engineering and the World Federation of Engineering Organizations.

The Workshop emphasized the need for the development of partnerships and networking in engineering education for sustainable development (EESD). For this, the Workshop proposed to:

- explore existing networks and the need for a network of excellence in EESD;
- explore the creation of a journal for interdisciplinary, integrative papers on ESD;
- develop virtual libraries on EESD – e.g. UNESCO SudVEL project;
- develop learning and teaching materials on EESD – e.g. UNESCO/TNEP material;
- promote teaching methods and approaches to EESD – e.g. activity-based learning.

30 See http://www.unesco.org.vn/programmes/ESD/Launch_DESD.pdf

31 See [http://www.wfeo.org/documents/download/Beijing_Workshop_Final_Program_EESD_2006\[2\].doc](http://www.wfeo.org/documents/download/Beijing_Workshop_Final_Program_EESD_2006[2].doc)

ESD initiatives in Sri Lanka

The Sri Lanka National Commission for UNESCO has proposed to the Minister of Education to establish and strengthen a unit for Peace and Education for Sustainable Development in the Ministry of Education.

Draft National Action Plans for Sri Lanka have been prepared not only considering ESD (Life Skills), but also Early Childhood Care and Education, Adult Literacy and Functional Literacy as a holistic approach.

Pacific Framework for Action on the DESD

The Pacific ESD Framework is the first response to ESD from the Pacific region. It acts as an umbrella for coordinated and collaborative action to achieve the region's vision to integrate and mutually reinforce the three pillars of economic development, social development and environmental conservation.

The Pacific ESD Framework³² was endorsed by the Pacific Education Ministers Meeting in Nadi, Fiji on 21-22 September 2006. This framework puts the "Think global, act local" adage into practice by taking the international vision and a specific goal for the Pacific, and translating these into focussed priority areas and objectives for action at local, national and regional levels appropriate to the Pacific. The development of local ownership respecting local context and culture is an important aspect of implementation of ESD at all levels. The framework will serve as the coordinating mechanism for the implementation of ESD in the region.



1st Pacific Youth Festival

UNESCO's participation at the 1st Pacific Youth Festival³³, which took place from 17 to 22 July 2006 in Tahiti, French Polynesia focused in particular on the theme of Education for Sustainable Development.

This first Regional Youth meeting (organized by the Government of French Polynesia and its youth structures) was attended by about 900 young participants from 25 countries and territories of the Pacific, who came together to share experience and promote their concerns and visions of how young Pacific islanders can take the lead in promoting positive change in their communities and make an impact on the agenda for regional development. The six-day Festival comprised a series of conference sessions, seminars and youth-led workshops, structured around nine major themes of particular concern to

32 For more information, see <http://unesdoc.unesco.org/images/0014/001476/147621e.pdf>

33 For more information, consult http://www.spc.int/youth/Pacific_Youth_Festival_.htm

young people and aimed at producing a Pacific Youth Charter that sets out young people's priorities and recommendations for action in the region.

UNESCO took the lead in developing the theme of Education for Sustainable Development. An intersectoral team comprising colleagues from UNESCO/Apia, UNESCO/Bangkok and Headquarters was present throughout the event and responsible for the organization of two conference sessions and seven workshops and seminars highlighting priorities and approaches pertaining to Education for Sustainable Development, cultural diversity, national youth policies and communication and networking.

In the follow-up to the Festival, UNESCO will encourage the further development of communication networks between young people in the Pacific and support concrete youth-led follow-up initiatives pertaining to the DESD and the three different themes of the 'Youth Visioning for Island Living' initiative.

Young Minds in Action

The contest³⁴ was initiated to promote awareness and engage students and teachers in Education for Sustainable Development. Students were invited to express their views on issues of sustainable development through art, music or writing as part of the UN Decade of Education for Sustainable Development (2005-2014). The competition was a success in its first year of operation. Over 150 entries were received from 10 different countries throughout the region.

Australian Strategy for the UN Decade

The Australian Association for Environmental Education (AAEE) National Conference held on 3-6 October 2006 discussed the Australian Government's Strategy for the UN Decade of Education for Sustainable Development, with the themes of Learning Sustainability, Biodiversity Education and Sustaining Futures.

The Australian Strategy for the UN Decade builds on the National Action Plan: Environmental Education for a Sustainable Future – released in July 2000, and acknowledges that new ways of living and working across all sectors of the Australian community are required to address unsustainable practices.³⁵

New Zealand symbol for sustainability

A sustainable wrist band - woven from flax - was launched in early October 2006 as the Decade's symbol in New Zealand.³⁶

Central Asia

Central Asia's geographical location puts it in a unique position of being a member of the United Nations Economic Commission for Europe (UNECE) as well as being a member of UNESCO's Asia-Pacific region.

Central Asia's commitment to ESD and to the Decade is reflected in its commitment to the UNECE Strategy for ESD and the Vilnius Framework for Implementation of the Strategy. A number of meetings and conferences have taken place to establish further commitment and coordination of activities across the Central Asian sub-region. At the national level, each country has committed to taking specific actions for ESD, which include translation of the UNECE Strategy into national languages, establishment of national coordination facilities and focal points as required and development of National Action Plans for the Strategy.

34 See <http://www.unescobkk.org/index.php?id=4305>

35 For more information, consult <http://www.environment.gov.au/education/decade/index.html>

36 See http://www.unesco.org.nz/unesco_current_initiatives.htm?article=2006276175401364006

Steering Committees

A Joint Central Asian Working Group on Implementation of EE and ESD, established in 2003, is responsible for all EE/ESD activities in the Central Asian sub-region. The Working Group has ensured strengthened cooperation between the Ministries of Education and Environment, the science sector and non-governmental organizations (NGOs).

The Regional Environment Centre for Central Asia (CAREC)³⁷ also plays a key regional role in the Decade through its Environmental Education Program launched in 2003. CAREC works in close collaboration with the Ministries of Environment in each of its member countries. A Steering Committee on UNECE ESD Strategy implementation has also been established and has specific responsibility for implementing the UNECE strategy.

At the country level, the lead agencies for implementing the DESD are both the Ministries of Environmental Protection and Ministries of Education. Currently, however, a more active role and interest has been taken by the Ministries of Environmental Protection, although the Ministries of Education tend to have more resources. At present, focal points for the implementation of the UNECE Strategy for ESD are all representatives of Ministries of Environmental Protection.

As part of their commitment to the UNECE strategy, Central Asian countries are required to set up coordination bodies as necessary and appoint national coordinators on Strategy implementation. Countries are at various stages in achieving this requirement. Both Kyrgyzstan and Uzbekistan have established coordinating bodies for ESD issues and are implementing the UNECE Strategy while Kazakhstan and Turkmenistan have had initial meetings and Kazakhstan has a National Council on Sustainable Development.

Central Asian Initiatives

Perhaps the most significant factor in Central Asia's ESD-related initiatives is the CAREC-run EE Program launched in 2003. The EE Program is a component of Central Asia's Agenda 21 Development and has been well-accepted in all countries. The EE Program has been widened to include ESD and involve a broader group of stakeholders. Annual consultative meetings are held to review progress and identify priorities for the Program. These annual meetings also help to ensure continued interest in EE and ESD. The fourth of these annual conferences, held in Almaty in 2005, served as the platform from which to launch the DESD in Central Asia. Participants at the conference included representatives of Ministries of Environmental Protection and Ministries and Education of Central Asian countries, coordinators of associated UNESCO schools in Central Asian countries, various project coordinators, educational specialists of high schools and universities, NGOs, international organizations, embassies and mass media.

A number of information and educational materials have also been produced as part of the ESD process. As part of the preparations for the fourth EE/ESD Conference, a thesis paper was published together with a CD-ROM containing educational materials on EE/ESD in the sub-region. The materials covered the theoretical (international strategies, state concepts, programs and reviews) and the practical aspects (author's programs, lessons, lectures, educational modules, manuals, posters).

Launch of a new project "Promotion of Education for sustainable development into formal, non-formal and informal education"

On May 30 2006, OSCE in cooperation with UNESCO Almaty Education Unit and Central Asia Environment Centres launched the new project "Promotion of education for sustainable development into formal, non-formal and in-formal education". The project focused on the legislation analysis for integration of ESD into education strategies and ways to ensure the enabling of policy and regulatory frameworks.

37 See <http://www.carec.kz/English/index.html>



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Central Asian Workshop on ESD

UNESCO Almaty Education Unit organized a sub-regional workshop in Almaty on 3 -5 July 2007, on the theme "Education for Sustainable Development (ESD): Innovative Approaches in In-service Teacher Training (TT) Systems".

Seventy participants, representing in-service teacher training institutes, ASP coordinators and teachers, and the Ministry of Education focal points for Education for Sustainable Development (ESD) in four Central Asia countries, namely Kazakhstan, the Kyrgyz Republic, Tajikistan and Uzbekistan, took part.

The results of the workshop are as follows: a network of TT institutes to promote ESD in TT established; concrete areas identified in the existing curricula where ESD can be applied; concrete teaching materials identified for perusal in TT and subsequently in classrooms based on the UNESCO resource materials on ESD and Central Asian best ESD practices; recommendations for expanded application of ESD in TT approved.

The workshop outcome will be aimed at increased understanding by the participants of the concept of sustainability and the issues, principles, perspectives, skills and values related to ESD; expanded integration of ESD into the TT curricula; and increased awareness within the society of the importance of ESD through a multiplying effect.

III.4 Europe and North America



Under the leadership of the United Nations Economic Commission for Europe (UNECE), a Regional Strategy was prepared to facilitate the introduction and promotion of education for sustainable development.

The Strategy was developed through a participatory process involving governments, International Organizations, NGOs, the academic community and other stakeholders. The Strategy³⁸ was adopted at the UNECE High-level meeting in Vilnius, Lithuania, to launch the DESD in the region on 18 March 2005.

38 see United Nations Economic Commission for Europe (UNECE) Regional Strategy: Europe and North America Region (www.unece.org/env/esd/HLmeetMarch12005.htm)

The trend that is very apparent in this region is that in the majority of the UNECE countries a formal interdepartmental co-operation exists – mostly a formal relationship established between the ministries related to environment and education (or education and science). Many countries have also established a formal Working Group for the implementation of the Strategy that includes several governmental bodies and other stakeholders such as (environmental) NGOs, business, regional authorities and heads of educational institutions.

Some highlights in the region include:

United Nations Economic Commission for Europe (UNECE) Regional Strategy implementation

The Steering Committee of the UNECE Regional Strategy for Europe and North America Region met on 4-5 December 2006 and endorsed the set of indicators established by the Expert Group on indicators to monitor progress of implementation of the Strategy.

The Committee expressed its appreciation for the excellent work done by the Expert Group. Furthermore, the Committee decided to extend the mandate of the Expert Group until the end of 2008 (subject to the extension of the mandate of the Steering Committee by the session on ESD at the Sixth Ministerial Conference “Environment for Europe”) with the two tasks:

- to revise, as appropriate, the set of indicators, following the pilot reporting exercise and the feedback received from countries on the workability and feasibility of the indicators and requested information for reporting.
- to explore the possibility of developing criteria to assess success in implementation of the UNECE Strategy for ESD in the countries of the UNECE region, based on the indicators as well as on the examples submitted by the countries to the UNECE Secretariat

The Committee strongly supported the pilot reporting as a first exercise to learn about the progress in the implementation of the Strategy and as a test of the workability of the indicators. It urged governments to use indicators and submit timely reports to the Secretariat, so as to allow for an efficient preparation of the report on progress in implementation of the UNECE Strategy for ESD, which will be shared with Member States of the region at the Sixth Ministerial Conference “Environment for Europe” (Belgrade, 10–12 October 2007).



ESD part of the conclusions of the European Union Education Council (May 2006)

The conclusions of the EU Education Council in May stressed the importance of including education in the revised EU sustainable development strategy – as stated in the conclusions:

“Success in reversing unsustainable trends will to a large extent depend on high-quality education for sustainable development at all levels of education including education on issues such as the sustainable use of energies and transport systems, sustainable consumption and production patterns, health, media competence and responsible global citizenship.

...

In the context of the UN Decade of Education for Sustainable Development (2005-2014), Member States could further develop their national action plans, making in particular use of the “Education and training 2010” work programme, whose objectives are focused on quality and relevance, on access for all and on the openness of systems and institutions to society and the wider world. ... Special attention should be devoted to teacher training. They should also implement the UNECE Strategy for Education for Sustainable Development adopted in Vilnius in 2005. Education for sustainable development should also be promoted at EU level.”

At the beginning of 2006, the Austrian Presidency for the EU appointed the “Group of Friends of the Presidency” to review the EU strategy on sustainable development and ensure its coherence in including all sectors. Their consultation supported the Presidency in steering discussions in the different committees which were directly involved in the review of the strategy on sustainable development (e.g. the Education Council).

From March 13 to 15 2006, the Austrian Presidency hosted a conference on education for sustainable development in Vienna: “Education for Sustainable Development towards Responsible Global Citizenship”, thus linking to the focus of the Dutch Presidency “Education for Democratic Citizenship”. This meeting addressed in detail and developed further the link between education and sustainability.

An aim of the Austrian Presidency was to highlight the importance of Education for Sustainable Development and to agree to a strategic text on the role of education as a basis and a precondition for sustainable development in the revised EU strategy on Sustainable Development. This was achieved as a result of the Ministers’ debate during the Education Council on May 19, 2006

International Workshop on the UN Decade of Education for Sustainable Development

An international workshop “Education for Sustainable Development Worldwide – Commonalities and Differences”, organized by the German Commission for UNESCO, the State Government of North-Rhine Westphalia and other partners, and with support from UNESCO and Japan ESD Funds-in-Trust, took place on 28-29 November 2006 in Bonn, Germany.

The main objective of this event was to reflect on how to make ESD heard in the political arena, nationally and internationally. The workshop aimed at developing a viable response to the challenge of having a clearly defined concept of ESD, and being able to specify where and which regional specifications are required.

In the afternoon of 29 November and through the evening of 30 November, the German Decade Roundtable came together for its annual meeting³⁹. Participants of the international workshop were invited to take part in this meeting of around 100 German ESD initiatives and organizations. The German Decade Roundtable includes a series of parallel Workshops on various topics, including:

- Cultural diversity and ESD
- Water resources and ESD

39 See <http://www.dekade.org/sites/rundertisch.htm>

- Strategies for the UN Decade: Are we on the right track?
- New forms of co-operation, e.g. between business companies and NGOs
- The UN Decade as a challenge and a chance for educational institutions

Nordic Conference on Sustainable Social Development

This Nordic conference took place in Oslo on 26-27 October 2006 and looked at the question of “how can Nordic countries continue to develop the Nordic Region in a more sustainable direction?”

One of the workshops focused on the DESD through the theme “Learning to change our world” during which best practice examples on initiatives for building competence towards the future that focus on environment, fair distribution and participation were presented.



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European regions for sustainable development education seminar

In Europe, one sees that regional authorities rally more and more around the sustainability issues. There is a strong feeling that regions can make a difference as they are closer to citizens. The Network of European Regions on Education for Sustainability (RES)⁴⁰ was officially presented in the EU context at the seminar “European regions for sustainable development education” held at the Committee of the Regions in Brussels on 27 November 2006.

RES was created in 2005 at the initiative of the Italian Regions Umbria and Emilia Romagna, according to the principles of the UN Decade of Education for Sustainable Development. At the moment, the network represents 17 regions from 7 EU Member States and it aims at becoming the European platform in this field through an integration of policies and an exchange of best practices.

40 See <http://www.regionres.eu/>

International Conference on Education for Sustainable Development – Heading for the Future – Goals and Strategies of ESD

The Portuguese National Commission for UNESCO organized in Lisbon, on 14-15 December 2006 an international ESD conference to look at ESD in the national perspective and highlight some dimensions, practices and case studies in Portugal, as well as looking at ESD in Europe.

Portugal has been focusing on ESD-related matters for more than a year and created an ad hoc group composed of different stakeholders that produced a document on both strategies and directions for action in various fields connected with ESD at the national level.

International Symposium on “Progress and proposals regarding ESD”

France organized an international symposium on “*Progress and proposals regarding education for sustainable development*”⁴¹, in cooperation with UNESCO, the Council of Europe and the Francophone International Organization (OIF). The symposium was held on 14-16 June 2006 at UNESCO Headquarters.

The conference provided a forum for an enhanced exchange of information and experience in the field of ESD, to communicate current progress in ESD, as well as for identifying good practices, in order to provide perspectives and guidance for possible future developments and networking in the framework of DESD implementation. Discussions focused on how to:

- ensure that policy, regulatory and operational frameworks support ESD;
- promote SD through formal, non formal and informal education;
- equip educators with the skills to include SD in their teaching;
- ensure that adequate tools and materials for ESD are accessible;
- promote research and development of ESD.
- strengthen cooperation on ESD at all levels.

Latvian DESD coordination group established

A co-ordinating group for the implementation of the DESD in Latvia has recently been formed, with representatives from the Latvian National Commission for UNESCO, the Ministry of Environment and the Ministry of Education and Science as well as the NGO sector.



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41 See <http://www.decennie-france.fr/colloque/presentationEng.php>

Germany's initiatives

In Europe, Germany has taken the most official path to making the Decade a significant force for German education. Following UNESCO recommendations, the German Commission for UNESCO established a German National Committee for DESD in May 2004. This body brings together thirty experts and institutions, including representatives from Federal Ministries of Education, Development and Environment, the State Parliament, the States (or Länder), NGOs, the media and private enterprise.

The German Parliament has asked the Federal Government to provide sufficient funds for the National Committee's co-ordinating activities. An implementation plan has been established to assign the responsibility of each objective to specific stakeholders, with mechanisms to monitor progress regularly throughout the Decade. Already in September 2005, some 100 ESD projects and initiatives were recognized as official German contributions to the Decade.⁴²

US Partnership for the DESD celebrates its third anniversary

The US Partnership for the Decade of Education for Sustainable Development held the first meeting of its newly elected board of directors on 9-10 November 2006 in Washington, D.C. The meeting comes on the third anniversary of the Partnership's inception as a grassroots, non-partisan US-based response to the DESD.⁴³

The US Partnership has served to convene, catalyze and promote activities that leverage the existence of the Decade and increase the USA's awareness of sustainability challenges and solutions. Over 300 organizations are involved with the Partnership helping to advance its vision of sustainable development fully integrated into education and learning in the United States. Partners and collaborators include the American Planning Association, the National Council of Churches, the Ella Baker Center for Human Rights, the North American Association for Environmental Education, the U.S. Department of Agriculture and World Resources Institute. Faith organizations, youth and community groups, businesses, government agencies, K-12 and higher education institutions use their participation in the Partnership to deepen the effectiveness of their educational activities.

EU Conference on the UN DESD

On 24-25 May 2007 in Berlin, the Federal Ministry for Education and Research, the Senate Department for Economics, Technology and Women's Issues, Berlin, the Senate Department for Education, Science and Research, Berlin, and the German National Commission for UNESCO organized a conference in the context of the German Presidency of the European Council on the UN Decade of Education for Sustainable Development.

The main objective of the conference was to identify the specific European contributions to the DESD and Europe's global responsibility within this endeavour. In particular, the conference sought to:

- identify a common vision of education for sustainable development (ESD) within Europe on the basis of the many substantial ESD activities present in the region;
- contribute to the understanding of ESD as a decisive element of the sustainability strategies of the European Union;
- contribute to a better integration of ESD in European Union education programmes;
- analyze strengths and challenges within the implementation of the UN Decade ESD thus far. In particular, the conference developed elements of a work agenda for the UN Decade's coming years, which can be handed on to the following EU Presidencies and that should also form the basis for the mid-term review of the Decade in 2009.

42 See Germany's DESD website: www.dekade.org

43 See <http://www.uspartnership.org/>

First international meeting of the Task Force on Education for Sustainable Consumption

The first International Meeting of the Task Force on Education for Sustainable Consumption⁴⁴, coordinated by the Italian Ministry of the Environment Land Protection and Sea was held in Genoa (Italy) was held on 16-17 April 2007. The task force was launched by Italy during the 14th session of the UN Commission on Sustainable Development (CSD14) as a contribution to the “Marrakech Process”.

Since the Earth Summit in Rio, and then the WSSD in Johannesburg, the international community has repeatedly highlighted the role of education as essential tool “to accelerate the shift towards sustainable consumption and production patterns”. The task force aims to define appropriate synergies with the UN Decade on Education for Sustainable Development and related initiatives, as to enhance the role of education and improve the use of such crosscutting instrument.

The meeting, as the future activities of the task force, was organized in cooperation with the United Nations Environment Programme (UNEP). The meeting served to share best practices in the field of education for sustainable consumption and to develop an international work plan for 2007-2009. The meeting brought together experts from government agencies, national and international organisations working on policies and initiatives linked to education as well as a number of representatives of NGOs, academia and the private sector.

III.5 Latin America and the Caribbean



The DESD Latin America launch took place during the Ibero-American Conference on Sustainable Development, held in Rio de Janeiro (31 May - 2 June 2005), by the Brazilian Business Council for Sustainable Development (CEBDS) in partnership with UNESCO, the World Business Council for Sustainable Development (WBCSD), UNEP, World Bank and Brazilian Government. A Caribbean DESD launch took place during the conference “Education for Sustainable Development: New Approaches for the Future”, held in Kingston, Jamaica (18-20 October 2005).

The first version of a regional strategy document, entitled *Building Education for Sustainable Development in Latin America and the Caribbean*, was put online for comments. The strategy was developed in a participatory way, through an online forum for people around the region to make observations and suggestions. By creating a consensus at the regional level, there should also be a greater commitment for action. This online forum closed in March 2007 and the regional strategy was finalized.⁴⁵

Some highlights in the region include:

Latin America Regional Mobilization Meeting

Promoting action and implementation in connection with the UN Decade on Education for Sustainable Development (DESD, 2005-2014) was the objective of a Latin-American meeting entitled “Building Education for Sustainable Development,” held in San José, Costa Rica from 31 October to 2 November 2006. The event was organized by the Earth Charter Centre for Education for Sustainable Development at UPEACE, and by UNESCO, with financial support from the Japanese ESD Funds-in-Trust and the collaboration of United Nations Environmental Program (UNEP), AVINA, the Ministry of Public Education of Costa Rica, the Ministry of Public Education of Mexico, the Ministry of Environment and Natural Resources of Mexico, the National University (Costa Rica), the UN University for Peace, the Paulo Freire Institute, Fundacion Mundo Sustentable and Banco da Amazonia. The President of Costa Rica addressed the opening session.

⁴⁴ See http://www.unepnie.org/pc/sustain/resources/MTF/MTF_on_Education_for_SC.pdf

⁴⁵ Estrategia Latinoamericana para la Década de Educación para el Desarrollo Sostenible <http://www.earthcharter.org/foro2006/index.htm>

The meeting which brought together 180 participants from 23 countries provided a space to share experiences and build alliances. It further aimed to strengthen the links between the DESD, the challenge of HIV AIDS prevention through education, and the search for alternatives to increase literacy rates throughout the region. The event was divided into plenary sessions and working groups, which involved all participants. During the plenary sessions, panels of experts discussed topics related to the challenge how to articulate a common regional agenda for ESD; and how to achieve an interdisciplinary focus when dealing with sustainability. One of the panels included the participation of Vice-Ministers of Public Education from several countries, who expressed their support for a more active incorporation of ESD in their educational curricula.

Parallel to the working groups, a drafting team developed the first version of a regional strategy document, entitled *Building Education for Sustainable Development in Latin America and the Caribbean*, using the panels and working group's contributions. This draft strategy was presented on the last day of the event, and participants had a brief chance to make preliminary comments on the draft. The organizers established an online forum, where participants, as well as people around the region that could not attend this meeting, would have the opportunity to make more observations and develop the strategy in a participatory way. By creating a consensus at the regional level, there would also be a greater commitment for action.



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International Seminar on “Education for Sustainable Development”

This seminar was held in January 2005 in Santiago, Chile, and was organized by the Chilean Ministry of Education, the National Commission for the Environment (CONAMA), the National Forest Corporation (CONAF), the Chilean Association of Municipalities (ACM), and OREALC/UNESCO Santiago. This event marked the beginning of “The United Nations Decade of Education for Sustainable Development 2005-2014” in Chile. More than 400 teachers, teacher educators, and specialists from countries around the region participated in the meeting. In conferences and workshops, they discussed themes which comprise education for sustainable development.

International Seminar: “Environmental Education for Sustainable Development”

This seminar took place in November of 2005 in Lima, Peru. In the framework of this Seminar, activities for “the United Nations Decade of Education for Sustainable Development” were formally launched in the Andean-Amazon region. The event opened a space for discussion on the possible means of integrating the national Decade activities of the Andean-Amazon countries, for which a work plan entitled PANACEA was presented.

International Seminar, “Education for Sustainable Development: A Contribution from Science Education”

The meeting was held in July of 2004 in Buenos Aires, Argentina, and was organized by OREALC/ UNESCO Santiago, Argentina’s Ministry of Education Science and Technology, the Argentine National Network of Researchers in the Teaching of Natural Sciences and the University of Buenos Aires, Argentina. Representatives and specialists from all of the sub-regions along with specialists from Spain and France took part in this event. The topics addressed were directed towards the preparation of the United Nations Decade of Education for Sustainable Development.

The presence of researchers, teachers, directors, and teacher educators at the meeting assured a dynamic debate and the opportunity to identify issues capable of orienting future work. These issues were analyzed in the workshops from various perspectives with the objective of reaching a consensus on suggestions regarding various aspects and strategies to be used in different areas which might contribute to overcoming the current global emergency and to generating favourable attitudes and behaviours towards sustainable development.

National Commitment of Costa Rica for the Decade

On 17 October 2006, the Costa Rica national Launch for the Decade took place at the “Hacia la Construcción de una Costa Rica Sostenible” event in San José. It was the occasion for the signing of a national commitment for the Decade. The Minister of Education, the UNESCO Regional Director and the Rector of the National University were there as well as key other individuals and organizations. The Minister of Education, along with all other Ministers and the President of Costa Rica signed this National Commitment for the Decade. In the audience were some 250 people mostly educators, from Universities and from the Ministry of Education.



Mexico National ESD Strategy

Mexico launched its National Strategy for ESD on 10 October 2006.

Centro de Educación y Capacitación para el Desarrollo Sustentable

The Ministry of Environment and Natural Resources, SEMARNAT, in Mexico has created a Center for Education and Training for Sustainable Development (CECADSU)⁴⁶. This Center is responsible for promoting actions among individuals, groups and institutions to improve Mexico's environment and develop policies that will lead to sustainable development.

Publication of the CD-ROM Series entitled "Awareness for Sustainability"

With the goal of contributing to the renovation of science teaching in the region and to support the creation of educational materials on the sustainable use of natural resources, O REALC/UNESCO Santiago and Foundation YPF Argentina have begun to elaborate a series of 7 CD-ROMs entitled, "Awareness for Sustainability", whose first volume, "Energy I" has been finished, and whose "Energy II" and "Water" are currently in the editing process.

Publication of the CD-ROM entitled "Biosphere Reserves in Chile"

In order to further the actions of the DESD, OREALC/UNESCO Santiago has prepared an informative document for teachers on the Biosphere Reserves in Chile to give value to and disseminate information on the reserves as a centre of learning. These reserves constitute privileged spaces which can be used to transmit the intrinsic value of our natural resources to new generations and, of course, the importance of protecting these resources.

Publication of the Book "Sustainable Development: Its Environmental and Educative Aspects"

This book, published under the auspices of UNESCO and the Institute of Advanced Studies at the University of the United Nations, seeks to offer an interdisciplinary approach in its reflections and proposals regarding a new development model oriented towards respect for the environment and social equity. Articulating multiple viewpoints related to scientific, socio-economic, environmental and education-related inquiries, the book's objective is to provide readers with the antecedents and current state of these issues along with providing strategies for the future of sustainable development.

Caribbean Regional Conference on Education for Sustainable Development: New Approaches for the Future

This regional conference held in Kingston, Jamaica on 18-20 October 2005 served as the Caribbean regional launch⁴⁷ of the UN Decade of Education for Sustainable Development. The main objectives of the conference were to:

- Provide a forum to discuss and address the issues of ESD
- Launch the decade of ESD in the Caribbean
- Prepare action plans for implementing ESD in the region
- Build partnerships among formal and non-formal educators within the region

Participants included teachers, educators and administrators from pre-primary, primary, secondary and tertiary institutions in the Caribbean; youth representatives from Youth-Path and other organizations; non-government organizations; government ministries; UNESCO and other organizations; and the private sector.

46 For more information, see <http://www.semarnat.gob.mx/educacionambiental/Pages/inicio.aspx>

47 See http://portal.unesco.org/en/ev.php-URL_ID=28722&URL_DO=DO_TOPIC&URL_SECTION=201.html

The meeting highlighted that while environment has been seen within SIDS and UNESCO for some time now as encompassing physical, biological, social, cultural and economic aspects, this is certainly not the case in the Caribbean educational system, where it is viewed only in physical and biological terms. Thus one of the main challenges of ESD in the region and perhaps an important goal for the Decade is to use the strengths of existing environmental educational activities and to integrate into them the social, cultural and economic aspects.

Caribbean Teachers Colleges meeting on ESD

Principals, deans and lecturers of sixteen teachers colleges of Jamaica, Belize and Turks & Caicos gathered in Montego Bay, Jamaica, on 28 – 29 June 2006 to discuss how to re-orient teacher education to address sustainability. The meeting is held as the first of a series of workshops planned by the Joint Board of Teachers Education of the University of the West Indies, in cooperation with CIDA/Government of Jamaica ENACT Programme and UNESCO, to contribute to the United Nations Decade of Education for Sustainable Development in the Caribbean.

At the meeting, the UNESCO Guidelines and Recommendations to Address Sustainability were discussed, and teacher educators explored ways to infuse Education for Sustainable Development in teaching and learning curricula.

As a follow-up, a second Northern Caribbean workshop of the Re-orienting Teacher Education for Sustainable Development in the Caribbean project was held on 22-23 August 2006 in Kingston, Jamaica.



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Electronic discussion list for teacher educators

An electronic discussion list for the Caribbean Network of Teacher Educators has been set up. The Network is a Caribbean initiative for the UN Decade of Education for Sustainable Development; it aims to promote Education for Sustainable Development (ESD), specifically to reorient teacher education to address sustainability.

The coordinators of the electronic discussion list⁴⁸, hope through this medium to explore the concept of ESD, share ESD project and programme ideas as well as work collaboratively on ESD projects.

YouthPATH (Youth Poverty Alleviation through Tourism and Heritage)

Youth PATH⁴⁹ seeks to enable young men and women in the Caribbean between the ages of 15 to 25 to utilize innovative skills for sustainable employment in the area of community Heritage Tourism and preservation of Heritage sites. Young persons in poor communities of the Caribbean are trained in the development and documentation of natural and cultural heritage sites in order for these sites to become centres of internal or international tourism and in so doing, develop entrepreneurial skills for income generation. YouthPATH is currently implemented in Barbados, Bahamas, Belize, Dominica, Grenada, Jamaica, St.Kitts and Nevis, St.Lucia, St.Vincent and the Grenadines, Suriname and Trinidad and Tobago.

In 2005, a memorandum of understanding was signed among UNESCO, UNDP and ILO to address global environmental problems at the community level and create sustainable livelihood opportunities for young people while protecting the local natural and cultural heritage. Since then, through the project YouthPATH, 200 young people were trained in natural and cultural heritage tourism, management and interpretation of heritage attractions, site assessment, heritage tourism product identification and assessment, business start-up and life skills training. Project countries have commenced the establishment of mechanisms for sustainable employment and built partnerships with the private sector to support training and internship needs of project sites.

III.6 UNESCO initiatives

UNESCO has been identified as the lead agency for the DESD. However, the Decade is a collaborative undertaking of the whole UN family as well as the various stakeholders such as civil society and the private sector. This section highlights the activities that have been initiated and developed by UNESCO and those in partnership with other UN agencies as well as other stakeholders.

UNESCO has helped catalyse and coordinate efforts in ESD. By developing global frameworks and mechanisms for implementation, UNESCO has provided a vision, engaged the international community at various levels and defined pathways forward. It is providing advice on regional and national planning, implementation and evaluation efforts.

In terms of building advocacy among, and providing technical assistance to, Member States, UNESCO has undertaken efforts to help sensitize key decision-makers across Ministries, as well as businesses, NGOs and community organizations of the 'value-added' of ESD, as a critical element for more sustainable societies and to mobilise these actors and open up their engagement to starting their own awareness-raising campaigns. Efforts to communicate the importance of ESD to different national stakeholders are on-going through conferences, workshops, training events and collecting examples of good practices.

At school level, various projects in the Education Sector are also helping to convince learners of the relevance of ESD through real-world applications. The Baltic Sea Project⁵⁰ of the Associated Schools Project (ASPNET) seeks to increase student awareness in the nine countries of the Baltic region on the different environmental problems facing communities. Students gain insights into the interdependence between human beings and nature through a scientific, social and cultural lens. Educators, programme facilitators and students from the participating countries stay in touch with each other through a regular bulletin, which also offers news on local programme activities and teaching innovations. Similar ASP Projects are also being carried out countries of the Caribbean, the Danube, the western Mediterranean and along the Zambezi River in Africa.

48 established under Yahoo Groups esdcaribbean@yahoo.com

49 http://portal.unesco.org/en/ev.php-URL_ID=36998&URL_DO=DO_TOPIC&URL_SECTION=201.html

50 See <http://www.bspinfo.it/>

Promoting the vision of a sustainable society – through all forms of education, responsible media and public awareness channels – requires different types of communication tools and activities. UNESCO has prepared a number of web-based tools, information and print materials, including the UNESCO DESD web site⁵¹, guidelines for DESD national launches and activities, guidelines for reorienting teacher education towards sustainability, and ESD information briefs on key issues.

These materials include:

UNESCO DESD web site: Since the beginning of October 2003, an interactive and evolving web-site in English, French and Spanish outlines the vision and aims of DESD and gives visibility to local, national and international ESD initiatives and events. The web site, with its own logo (DD) is updated weekly with information in all three languages. Criteria and conditions for interactivity through the UNESCO DESD web site have been developed. The DESD Secretariat has established an online forum, where stakeholders and the general public can add their observations and develop the Decade in a participatory way. Last but not least, the creation of an inventory/database of DESD initiatives is in the pipeline.



Official DESD logo: The DESD logo, along with an information note concerning the logo and guidelines, are now available on the UNESCO DESD web site and have been made widely available through all National Commissions, all Permanent Delegations, national DESD focal points, all Heads of UNESCO field offices, and all NGOs in consultative status with UNESCO.

Guidelines for National Launches: UNESCO has produced a detailed list of suggestions entitled “Guidance for the Preparation of National Launches and Activities of the United Nations Decade of Education for Sustainable Development” that can be found on the UNESCO website⁵² to assist in the early stages of planning national or local implementation strategies.

Information folder on ESD: A folder of ESD information briefs, prepared in English and French, is available online and in print form to clarify and communicate the key concepts and messages of ESD. The collection of information briefs provides analysis on several issues including: Education for Sustainable Development; The World Summit on Sustainable Development; The evolving concept of Sustainable Development; ESD and Transdisciplinarity; DESD 2005-2014; Partnerships for ESD; Small Island Developing States; Agriculture, Bio-diversity, Gender, Health, Poverty and Water.

UNESCO and Sustainable Development brochure: A brochure on “UNESCO and Sustainable Development”⁵³, available in English and French, has been prepared with the Bureau of Strategic Planning, outlining UNESCO’s actions for sustainable development in its different fields of competence.

A programme of media releases: these are made available according to the timetable of regional and international conferences and meetings and in line with the creation of different activities and partnerships.

Education Today: The journal of the Education Sector in its edition of February-May 2006, placed the Focus on ‘Educating for Tomorrow’s World’.⁵⁴

Connect: UNESCO’s International Newsletter for Science, Technology and Environmental Education⁵⁵ provides regular reporting and updating on the work accomplished by UNESCO as lead agency in the implementation of DESD.

Further vision-building has taken place through contests and awards among schools on ESD-related projects (essays, debates, income-generating projects) as well as joint school and community initiatives in support of the DESD.

51 See www.unesco.org/education/desd

52 For further information, please visit www.unesco.org/education/desd

53 See <http://unesdoc.unesco.org/images/0013/001393/139369e.pdf>

54 See http://portal.unesco.org/education/en/ev.php-URL_ID=46227&URL_DO=DO_TOPIC&URL_SECTION=201.html

55 See http://portal.unesco.org/education/en/ev.php-URL_ID=17077&URL_DO=DO_TOPIC&URL_SECTION=201.html

Partnerships

Partnerships have been established and synergies created among many initiatives and programmes. UNESCO has entered into a number of partnerships or joint actions with sister UN agencies (in particular with UNEP and UN-Habitat through official agreements), civil society partners, the private sector, media professionals, and faith-based organizations to mobilize all stakeholders towards promoting and implementing various dimensions of the DESD.

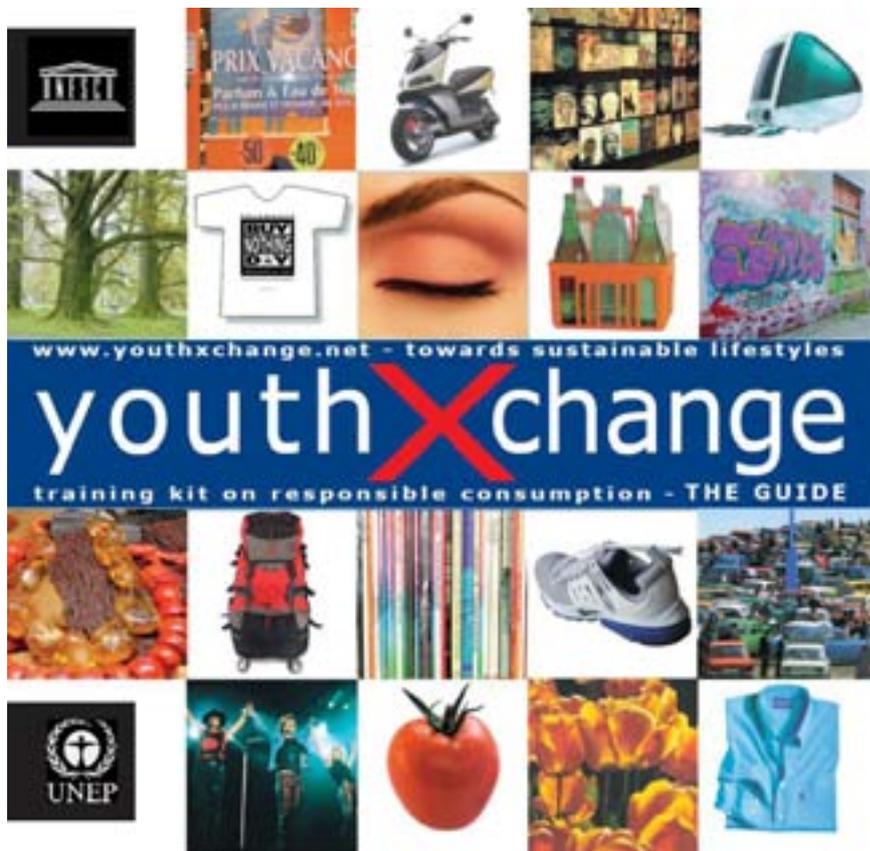
III.6.1 UNESCO in partnership with other UN agencies

In keeping with the spirit of inter-agency cooperation, UNESCO partners with other UN agencies to implement the DESD. The examples below showcase sample inter-agency initiatives for the promotion of the implementation of the DESD.

Working with UNEP to change Unsustainable Patterns of Consumption and Production

In February 2005 in Nairobi, UNESCO and United Nations Environment Programme (UNEP) signed a co-operation agreement in support of DESD. The UNESCO/UNEP agreement commits the two organizations to implementing the DESD strategy and activities as outlined in the International Implementation Scheme.

UNESCO and UNEP have also been working to reduce the world wide impacts of lifestyle consumption habits in western countries. The WSSD underscored the need for societies to fundamentally reassess the ways in societies produce and consume resources. Education and training for sustainable production and consumption play an important role in this process by engaging people to reflect on the lifecycle of products and creating a more critical and responsible attitude towards consumerism in our everyday lives.



The project “*Youth Dialogue on Consumption, Lifestyle and Sustainability*” is a Type 2 partnership with UNEP, developed as a platform for the exchange of experiences among youth and capacity building on sustainable consumption for youth organizations, schools, local authorities and consumer organizations. Both face-to-face meetings and interactive Internet communication are essential components of the project.

The partnership advances the work of two complementary awareness raising and training web sites, the UNEP/UNESCO “YouthXchange – towards sustainable life styles: a training kit on responsible consumption”⁵⁶ and the Internet magazine “Yomag”. The Lead Partner for this Partnership is the VZBV Federation of German Consumer Organizations working with UNEP, UNESCO, Consumers International, the German Ministry of the Environment and the German Ministry of Consumer Protection.

Working with UN Habitat towards social and environmental sustainability in the urban environment

On 18 March 2005, the Director-General of UNESCO and Ms Anna Kajumulo Tibaijuka, Under-Secretary-General and Executive Director of the UN Habitat, signed a Memorandum of Understanding committing the two agencies to developing common approaches on the role of cities in the reduction of urban poverty, and providing a framework for the elaboration of new instruments and strategies in the field of urban development and social and environmental sustainability.

UNESCO’s co-operation with UN Habitat is based on the follow-up to the second UN Conference on Human settlements organized by UN Habitat in June 1996. UNESCO has since participated in the Second World Urban Forum (WUF II) organized by the UN habitat in Barcelona in September 2004 and will participate in the next session of the World Urban Forum to take place in Vancouver, Canada, in June 2006.

The fields of mutual interest outlined in the Memorandum include the social function of built environment as cultural heritage, observatories on the concept of “The Right to the City” and the strengthening of the urban governance dimension of the World Heritage Cities initiative.

Working with the Food and Agricultural Organisation to combat poverty and gender inequity

“The new Flagship Programme for Rural People” is a Type 2 partnership seeking to promote an integrated approach to policy making for solving problems related to sustainable rural development. The Flagship⁵⁷ is focused on: Reorienting education towards sustainable development; increasing public awareness on the need to reduce the existing rural urban educational gap; Training teachers and persons involved in decision-making.

Working with UNDP, the UNESCO-IHE Institute for Water Education and the United Nations University (UNU) to support integrated water resources management

UNESCO is actively involved in several water-related campaigns:

- The WASH (Water, Sanitation and Hygiene) campaign is a global alliance for making safe water, sanitation and hygiene a reality for all. Jean Michel Jarre is a UNESCO Ambassador and an active campaigner for Water for Life.⁵⁸
- UNESCO’s International Hydrological Programme (IHP), mandated to deal with water-related science and educational issues, and currently devoted to Water Interactions: Systems at Risk and Social Challenges. In its sixth phase, the IHP focuses on Water Education and Training (WET) and emphasizes institutional capacity-building, research and information networking,

56 See www.youthxchange.net

57 For more information, consult http://www.fao.org/sd/erp/index_en.htm

58 See <http://www.wsscc.org/>

especially at the University, post-graduate and continuing professional education levels. The IHP, in partnership with the UNDP, the UNESCO-IHE Institute for Water Education and the UNU has been engaged in a major co-operative project: "Towards a strategy on human capacity building for integrated water resources management and service delivery".

- Hosted by UNESCO, the UN World Water Assessment Programme⁵⁹ involves 23 UN organizations, along with convention secretariats, donors and other partner entities from outside of the UN system. One of the main products of the World Water Assessment Programme is the World Water Development Report. Released on World Water Day 2003, its first edition, "Water for People, Water for Life," provided an initial assessment of progress towards achieving water-related goals in the context of the larger pursuit of sustainable development. The report's second edition was released on World Water Day 2006. The WWAP also involves a capacity-building component, designed to promote the ability of governments to conduct their own assessments and a Water Information Network and Water Portal, which allows communication with governments and water-related non-governmental groups, and facilitates capacity-building and awareness-raising about water.

UNESCO and other UN agencies coordinating responses to the Tsunami disasters

In the aftermath of the devastation caused by the recent tsunami, UN, UNDP, WFP, UNICEF, UNFPA, UNEP, World Bank, UNHCR, WHO, FAO, UNESCO, UN-Habitat and ITU mobilized rapidly to mount a co-ordinated response, providing immediate humanitarian relief -food aid, water purification and emergency health kits, sanitation, temporary shelters, supplies for emergency obstetric care and safe blood transfusions, and vaccinations - and co-ordinating efforts for long-term rehabilitation and reconstruction of the affected areas.

2006-2007 World campaign "Disaster prevention starts at school"

The 2006-2007 World campaign "Disaster prevention starts at school" on education for disaster reduction was launched on 15 June 2006 in UNESCO Headquarters. This campaign is expected to rally partners for integrating education on disaster reduction into school programmes and for making schools safer. It is launched in partnership with the Secretariat of UN International Strategy for Disaster Reduction (ISDR).

The Hyogo Framework for Action 2005-2015, which was adopted at the World Conference on Disaster Reduction conference in Kobe, gave priority to the intersectoral Thematic Cluster "Knowledge, Innovation and Education – building a culture of resilient communities", a cluster in which UNESCO acts as a lead agency. Education for disaster risk reduction is an interactive process of mutual learning among people and institutions. It encompasses far more than formal education at schools, universities, and in training courses. It involves the use of traditional wisdom and local knowledge to safeguard against natural hazards as well as the active and informed participation of the mass media. The cluster is currently formed by the following members: Representatives of Member States, ISDR, UNESCO, ActionAid International, Council of Europe, FAO, IFRC, ITU, ProVention Consortium, UNCRD, UNDP/BCPR, UN/ECE, UNICEF, UNU/EHS, UNV, WMO, Regional entities as ADRC, AU, CRED.⁶⁰

59 See <http://www.unesco.org/water/wwap/>

60 For more information see http://www.unesco.org/science/disaster/index_disaster.shtml; http://www.unisdr.org/eng/public_aware/world_camp/2006-2007/wdrc-2006-2007.htm; <http://www.unisdr.org/eng/task%20force/working%20groups/knowledge-education/knowledge-education.htm>

III.6.2 UNESCO and other partners

Civil society

UNESCO and the Earth Charter

Following the Johannesburg summit in 2002, UNESCO participates in the “Type 2 Partnership” on “Educating for sustainable living with the Earth Charter” partnership which seeks to ensure that the concept and principles of sustainable development are incorporated into educational systems as well as local community programmes.

In 2003, the General Conference of UNESCO adopted the Earth Charter^{61 62} as an educational tool for the DESD. The General Conference resolved to:

- 1 Recognize the Earth Charter as an important ethical framework for sustainable development, and acknowledge its ethical principles, its objectives and its contents, as an expression that coincides with the vision that UNESCO has with regard to their new Medium-Term Strategy for 2002-2007;
- 2 Affirm the intention of Member States to utilize the Earth Charter as an educational instrument, particularly in the framework of the United Nations Decade for Education for Sustainable Development;
- 3 Invite the Director-General of UNESCO to consider how best to reinforce, in a practical way, the vision and principles of the Earth Charter in UNESCO programmes.

Since 2004, Earthwatch volunteers have also been supporting conservation projects at six World Heritage sites on four continents. The World Heritage Programme has also launched mentoring and fellowships programmes with Earthwatch in Africa and Australia to support and train local non-government organisations in World Heritage site monitoring and eco-tourism activities. The fellowship programme is based on marketing and business skills transfer and will incorporate Earthwatch’s experience and supply of scientific data into local management plans.

International workshop on Mobilizing faith-based organizations in favour of the DESD

The first *International Experts’ Workshop on Faith-based Organizations and Education for Sustainable Development*, organized by UNESCO and the UNESCO Catalonia Centre (UNESCOCat), was held in Barcelona from 22 to 24 March 2007. This meeting brought together 22 participants from academia and faith-based organizations, notably Baha’i, Buddhist, Christian, Hindu, Indigenous, Jewish and Muslim faiths. The meeting had the following objectives:

- Mobilize faith-based organizations in favour of the DESD, to acknowledge and promote the role of faith-based organizations in promoting a vital aspect of education i.e. learning to live together for sustainable development
- Explore the faith-based organizations’ understandings and actions in the area of educating for sustainable development in order to understand their role in the process.
- Identify some proposals of what needs to be done to ensure that faith-based organizations’ aspirations and contributions are taken into account in policies for education, pluralism and a sustainable future.

Participants were able to share existing ‘good practices’ as well as to assess educational and training resources; to address topics such as the promotion of values education and interfaith dialogue and the importance of inter-cultural and inter-faith dialogue for learning for peaceful co-existence and sustainable development.

61 The Earth Charter Initiative is a global movement based on the participation and involvement of thousands of organizations, groups and individuals worldwide. The International Secretariat, its partner organizations, the volunteer National Committees, and the governing bodies of the Secretariat are collectively referred to as the Earth Charter Initiative.

62 See the Earth Charter Initiative web site at <http://www.earthcharter.org>.

UNESCO and the private sector

International Consultation on Education for Sustainable Development: Engaging the Corporate Sector, Bonn, May 2007

The UNESCO DESD Secretariat (Paris), in partnership with UNESCO-UNEVOC International Centre (Bonn), hosted a consultation with corporate sector firms and organizations in Bonn, on 23–25 May 2007, in collaboration with several partners, including, the UNESCO Asia-Pacific of Educational Innovation for Development (APEID) (Bangkok), the United Nations Environment Programme (Nairobi), InWEnt (Bonn) and BIBB (Bonn).

The consultation was supported by Japanese Funds-in-Trust for ESD. The results of this consultation will form the basis to develop guidelines, briefing materials and prototype capacity-building programmes that will be used to broaden the involvement of the corporate sector in education for sustainable development, with particular reference to skills development for employability and citizenship.

“Mondialogo: Finding solutions for a better world”⁶³

The aim of the UNESCO Mondialogo project, created in association with Daimler Chrysler, is to exchange knowledge between countries towards the development of sustainable solutions in the fields of engineering and technology.

The project includes three main components:

- i)** the “Mondialogo School Contest”, implemented in close co-operation with ASPnet (with the co-ordination of UNESCO’s Bureau of Strategic Planning)
- ii)** the “Mondialogo Engineering Award”
- iii)** the “Mondialogo Internet Portal”

The Mondialogo Engineering Award invites engineering students in developing and developed countries to form international teams to create project proposals that address the United Nations Millennium Development Goals –to improve the quality of life in the developing world, particularly poverty eradication and the promotion of sustainable development.

Each team should actively engage in international co-operation and intercultural dialogue over a six-month period, from December 2006 to May 2007, to propose practical, high-quality engineering projects for the benefit of local communities in developing countries. Ten Mondialogo Engineering Awards of €20,000 will go to teams with the top project proposals, with an Honourable Mention and €5,000 earmarked for twenty more teams.

809 student groups from 89 countries registered for 2006/2007 Mondialogo Engineering Award – almost twice as many as for the 2004/05 contest.

As a central communication platform, the Mondialogo Internet Portal enables participants to introduce themselves, present their projects, to make contact with experts and colleagues and to conduct exchanges with potential partners from all over the world.

63 <http://www.mondialogo.org/>

IV Strategies to promote ESD

This section highlights several strategies that were put in place to facilitate DESD implementation.



IV.1 Capacity-Building and Training

One of the main challenges for UNESCO is to work with national governments in embedding ESD right across national education policy areas, in the culture of Ministries of Education, in different forms of decision-making and adapting training for education sector professionals in light of the capacities of institutions.

This requires visionary education leaders ready to move beyond formal concepts of learning, beyond textbooks, beyond what has been historically taught, and find real and symbolic ways of making ESD relevant in the classroom and non-formal learning spaces.

UNESCO has been assisting its Member States in assessing the extent to which sustainability is already embedded in different levels of education and is working with planners to reorient education policies in line with perceived needs. An example of a regional level mapping activity is the Situational Analysis on ESD in Central Asia⁶⁴, prepared by the Regional Environmental Centre for Central Asia (CAREC) in cooperation with and with the support of UNESCO Bangkok and UNESCO Almaty.

UNESCO is also linking Member States having already put in place curricula, policies and research related to ESD with those Member States requesting assistance. This most effectively takes place at the regional

64 http://www.carec.kz/English/2.Programmes/1.IP/publication/brochure/Situational_Analysis.pdf

level, where concepts can be clarified in ways that are culturally appropriate, building upon the histories, value systems, knowledge, technologies and experience of different population groups. At regional level, UNESCO Regional Offices are strengthening regional networking and collaboration networks and building greater awareness and understanding of ESD.

At national level

Assessing national education plans and policies

For Ministry of Education personnel, the Education for Sustainable Development Toolkit⁶⁵ is helping to train education decision-makers, planners and curriculum developers to enable them to adapt sustainability core ideas and concepts in locally relevant and culturally appropriate fashion.

Teacher training and teacher's guides

The challenges related to curriculum and instruction imply that preparatory work is also needed for teachers in pre-service and in-service teacher education. To this end, UNESCO has put in place the following initiatives:

- **UNESCO Chair on Reorienting Teacher Education:** The purpose of this Chair is to take leadership in developing an international pilot network among existing teacher training institutions, based in part on the results of the UNESCO workshop held in Thessaloniki, Greece, in December 1997. It is an instrument for facilitating collaboration between researchers and educators in the university community and teacher training institutions around the world and experimenting with different approaches to reorienting teacher education towards sustainability. The experiences gained through the network were channelled into the formulation of the guidelines described below.
- The **Guidelines and Recommendations for Reorienting Teacher Education to Address Sustainability**⁶⁶, have now been produced in English, French, Spanish, Arabic, Russian and Chinese and adopted by the International Teacher Education networks in Helsinki. The Guidelines were prepared by the UNITWIN/UNESCO Chair on Reorienting Teacher Education to Address Sustainability and the International Network of Teacher-Education Institutions in response to the April 1998 Work Programme of the ESD: Education, Public Awareness and Training⁶⁷.
- The **UNESCO Teaching and Learning for a Sustainable Future**⁶⁸ - a multi-media teacher education programme containing 25 modules divided into 4 thematic sections: Curriculum Rationale, Teaching about Sustainability across the Curriculum, Interdisciplinary Curriculum Themes and Teaching and Learning Strategies. Over 100 hours of professional development are available for use in pre and in-service teacher training courses, as well as use by curriculum developers and education policy makers. An adaption of some of the modules into French has been initiated.
- The **Environmental Education Kit on Desertification (EEKOD)**, created within the framework of the Man and the Biosphere (MAB) Programme, mainly targets primary school teachers and their pupils, aged 10-12, in desertification affected countries. Conceived with the aim of developing among younger generations the ability to combat desertification while endeavouring to conserve biodiversity, the content of the kit echoes the United Nations General Assembly declaration proclaiming 2006 International Year of Deserts and Desertification. It comprises a teacher's guide,

65 For further information, please visit www.esdtoolkit.org. A UNESCO edition of the toolkit is available.

66 Technical Paper N° 2 – 2005 UNESCO Education Sector.

http://portal.unesco.org/education/en/ev.php-URL_ID=45566&URL_DO=DO_TOPIC&URL_SECTION=201.html

67 Priority Area: B. Review national education policies and reorient formal education systems/Task B.3. Develop guidelines for the reorientation of teacher training.

68 The online version is accessible at <http://www.unesco.org/education/tlsf/>

a series of case studies, an illustrated children's book and a poster. A valuable tool that can be fully adapted by teachers at the end of primary school education. This kit is published in Arabic, Chinese, English, French, German, Hindi, Mongol, Russian and Spanish. The information contained in the kit can be integrated into regular school curricula in subjects as diverse as geography, history, science, mathematics and languages as well as for practical outdoor activities⁶⁹.

- With the financial assistance of the Japanese Funds in Trust, UNESCO supported the Ministry of Education and Training of the Socialist Republic of Viet Nam to develop a set of resource teaching materials on ESD which will be used and shared by both the Community Learning Centres (CLC) and the ASPNet in 2006-2007. Resource teaching materials covering 20 topics and themes on ESD such as environmental protection, gender, peace and cooperation, health, life-skill and income generation. The guides for teachers and CLC facilitators on how to use this resource was developed and its pilot training will be carried out. This pilot aims at establishing synergies between the formal and non-formal education for community development in a sustainable manner.

Increasing the relevance of curriculum subjects and instructional practices

The ASPnet **Sandwatch Initiative** is an interesting example of how environmental education programmes are being re-energized to adapt to the new priorities. With a strong field-monitoring component, Sandwatch⁷⁰ tries to make science 'live' yet remains inter-disciplinary with applications ranging from biology to woodwork and from poetry to mathematics. The project was launched in the Caribbean in 1999 through the platform for Environment and Development in Coastal Regions and Small Islands, and the Associated Schools Project Network. With the help of UNESCO Field Offices around the world, NGOs, schools, teachers, students and community members, Sandwatch has become a global activity involving islands as far apart as Cook Islands in the Pacific, Seychelles in the Indian Ocean, and the Bahamas in the Caribbean. The programme offers a new vision of education, seeking to change habits and lifestyles by creating an educational process through which school students and community members learn and work together to critically evaluate the problems and conflicts facing their beach environments and to develop sustainable approaches to address these issues. A bulletin, "The Sandwatcher" is available online.

World Heritage in Young Hands is a collaborative project⁷¹ between the World Heritage Centre and the Associated Schools Project Network (ASPnet) which aims to develop innovative educational approaches in support of World Heritage Conservation by: learning about the cultural and natural sites; acquiring new skills needed to help conserve these sites; forging new attitudes and a life long commitment to preserving world heritage; playing an instrumental role in safeguarding the tremendous cultural and natural diversity of the world through international co-operation.

IV.2 Research & development and innovation to promote ESD

The **Framework Programme for Research Education and Training in Water (FETWater)**, implemented in South Africa⁷², is a research programme offering an inventory of needs in terms of education, training and technology transfer in the area of urban water. The aim is to improve integrated planning and development, as well as to strengthen support to local training and capacity-building networks related to integrated water resource management.

69 For more information, consult <http://www.unesco.org/mab/ecosyst/drylands.shtml>

70 See <http://www.sandwatch.ca/>

71 Consult <http://whc.unesco.org/education/>

72 See http://portal.unesco.org/fr/ev.php-URL_ID=32548&URL_DO=DO_TOPIC&URL_SECTION=201.html

The **Man and the Biosphere** project⁷³ promotes integrated ecosystem approaches to the conservation and sustainable management of land, water and bio-diversity, through the World Network of Biosphere Reserves and a concern for people living in and caring for the biosphere. The programme acts in a preventative way to steer communities away from unsustainable human activities. Special attention is being given to re-valuing traditional and indigenous knowledge in managing cultural and biological diversity. Many biosphere reserves also implement educational (scientific, cultural and recreational) activities consistent with DESD. A circular letter addressed to MAB National Committees and Focal Points has been distributed suggesting further action at the local, national and international levels.

The **Global Initiative on Bio-diversity Education**⁷⁴, which UNESCO developed jointly with the Convention on Biological Diversity (CBD), has led to the agreed CBD Programme of Work on Bio-diversity Education and Public Awareness. The main elements of this programme focus on stimulating and co-ordinating networks composed of new information technologies and traditional communication mechanisms; exchanging of knowledge and expertise among professionals, enhancing development and innovation on communication, education and public awareness; and mainstreaming bio-diversity into the work of other sectors.

Other programmes such as the **MOST 'Growing up in Cities Project'**⁷⁵, located in the Sector of Social and Human Sciences (SHS), assists local authorities in improving the urban environment FOR and WITH infants and young people in the spirit of the United Nations Convention on the Rights of the Child.

The Natural Sciences Sector has taken the lead in many partnerships: the World Water Assessment Programme (WWAP), the UN Decade on Water for Life (2005-2015), the International Centre on Water-related Hazards and Risk Management, and the Integrated Drought Management Centre for sub-Saharan Africa. But the need for a concerted action-oriented education programme aimed at the sustainable management of freshwater resources was formally called for at the Executive Board⁷⁶ Meeting of UNESCO (April 2003).

The Natural Sciences, Education and Social and Human Sciences Sector have co-operated in the creation of the UNESCO - International **Hydrological Programme (IHE)**⁷⁷. The mission of UNESCO-IHE is to contribute to the education and training of professionals and to build the capacity of sector organisations, knowledge centres and other institutions active in the fields of water, the environment and infrastructure, in developing countries and countries in transition⁷⁸.

The Hyogo Framework for Action 2005-2015, which was adopted at the World Conference on Disaster Reduction conference in Kobe, gave priority to the inter-sectoral Thematic Cluster **"Knowledge, Innovation and Education – building a culture of resilient communities"**, a cluster in which UNESCO acts as a lead agency. Education for disaster risk encompasses far more than formal education at schools, universities, and in training courses. It involves the use of traditional wisdom and local knowledge to safeguard against natural hazards as well as the active and informed participation of the mass media. The cluster is currently composed of the following members: Representatives of Member States, ISDR, UNESCO, ActionAid International, Council of Europe, FAO, IFRC, ITU, ProVention Consortium, UNCRD, UNDP/BCPR, UN/ECE, UNICEF, UNU/EHS, UNV, WMO, Regional entities as ADRC, AU, CRED⁷⁹.

73 See <http://www.unesco.org/mab/mabProg.shtml>

74 For further information, please visit <http://www.unesco.org/mab/biodiv/biodivEducation.shtml>

75 See <http://www.unesco.org/most/guic/guicmain.htm>

76 166 EX 12 and 166 EX INF.9

77 On 18 March 2003, representatives of the Netherlands Government, the former national structure - the IHE Delft - and of its funding arm, the Foundation, joined the UNESCO DG, Koichiro Matsuura and other senior Secretariat officials at UNESCO Headquarters in Paris to sign the founding agreements.

78 For further information, please visit <http://www.unesco-ihe.org/vmp/articles/contentsHomePage.html>

79 For more information, consult:

- http://www.unesco.org/science/disaster/index_disaster.shtml
- http://www.unisdr.org/eng/public_aware/world_camp/2006-2007/wdrc-2006-2007.htm
- <http://www.unisdr.org/eng/task%20force/working%20groups/knowledge-education/knowledge-education.htm>

Through the **World Heritage Centre**, UNESCO has long been involved in public awareness and education concerning many of the world's natural heritage sites, which contain important and significant habitats for 'in situ' conservation of biological diversity and represent ecological and biological diversity processes of exceptional value for humankind. A five year strategic action plan for "**Capacity Building to Serve Outreach, Natural Heritage Networking, Education, Co-operation and Training**" (CONNECT) for World Heritage sites has been developed.

The international research community has increased our understanding of how local environmental and social systems respond over time to production, consumption and population pressures, and which products and consumption patterns cause the greatest distress. Further research also links these processes to climate change, the preservation of bio-diversity, economic development, urban and rural migration patterns, poverty, health and disease-related issues as well as governance.

UNESCO, through the activities of the different Sectors, has created preventative programmes linking multi-disciplinary research directly to education and awareness-raising for environmental and sustainable development management. These programmes are also helping Member States to bridge the gap between research and policy at all levels.

The Global Higher Education for Sustainability Partnership (GHESP)⁸⁰ generates research and disseminates knowledge through interdisciplinary research and teaching, policy making, capacity building and technology transfer. The GHESP has launched a Resource Project in 2003, whose purpose is to advance higher education for sustainable development (HESD) world-wide by building international and regional networks, conducting research on HESD, and providing regionally relevant resources to scholars and change agents at colleges and universities. The project is meant to contribute actively to the DESD, as well as to the United Nations University's emerging Regional Centres of Expertise.

IV.3 Information and Communication Technologies and ESD

The DESD Secretariat and regional and country offices are making optimum use of Information and Communications technologies (ICTs), both as a means to advocate and mobilise for the DESD and to manage the implementation of different activities.

UNESCO is working to make ICTs a tool of sustainable development in the following four ways:⁸¹

Computing: ICTs offer new learning modes and spaces and new possibilities for interactivity. This represents an opportunity for the widespread dissemination of ESD – on the condition that they are affordable in terms of cost, infrastructure, energy supply and they are easy to use with interfaces in local languages and even non-text interfaces (pictorial and spoken).

With emphasis on the needs of developing and transition countries, the UNESCO Initiative B@bel⁸² is a cross-cutting project promoting universal access to information in all languages in cyberspace. In this way, the project is supporting linguistic and cultural diversity and helping to protect and preserve languages in danger of disappearance. Today, more than 90% of content on the Internet exists in only 12 languages, so many users of the 6 000 languages in the world are overlooked by this important communication medium. Technical support activities are helping Member States with the formulation of guiding principles or policies, the building of on-line multilingual tools (translation mechanisms; terminology) and the dissemination of linguistic resources and examples of best practices.

80 Adopted by the International Association of Universities; the University Leaders for a Sustainable Future; Copernicus-Campus and UNESCO. The GHESP was one of the education-based Type 2 Partnerships formally launched at the WSSD, Johannesburg.

81 The four areas adapted from Information and Communications Technology for Sustainable Development: Defining a Global Research Agenda. Rahul Tongia Eswaran Subrahmanian, V. S. Arunachalam. Allied Publishers, Bangalore. http://www.cs.cmu.edu/~rtongia/ICT4SD_Executive_Summary.pdf

82 http://portal.unesco.org/ci/en/ev.php-URL_ID=16540&URL_DO=DO_TOPIC&URL_SECTION=201.html

Connectivity: Where ICTs are accessible to learners, they can serve to provide spaces for global dialogue. The Small Islands Voice (www.smallislandsvoice.org), for example, links the general public and youth of island communities of the Caribbean, Indian Ocean and the Pacific, sharing experiences and concerns and building consensus and mutual support for sustainable development.

The Community Multimedia Centres (CMC) initiated by UNESCO recognize that ICTs are more than connecting to the internet and that human development requires the integration of all forms of local media – internet, mobile telephony, local radio, TV. The centres enable communities to handle and produce information and meet many needs from distance education and training to telemedicine and publishing.

Content: ICTs become relevant for sustainable development when they provide relevant, locally-specific content to end-users. But they must also recognise the importance of community's existing knowledge systems to sustainable development and communities themselves as actors in the process of knowledge-generation. This implies that ICT tools must also make it easier for local users to actively generate, use and share knowledge, instead of being just consumers.

An internet site for the UNESCO LINKS project⁸³ is currently under construction. This cross-cutting inter-sectoral project, launched in 2002, brings together all five programme sectors of UNESCO in a collaborative effort to (1) strengthening local community control over processes of ecological, cultural and social change, (2) revitalize traditional knowledge transmission within local communities by strengthening ties between elders and youth and evaluating the opportunities and constraints of existing educational frameworks, (3) Identify customary rules and processes that govern knowledge access and control, in order to inform efforts to develop appropriate normative instruments for protecting traditional knowledge. Information on traditional knowledge of navigation has been compiled (in the form of text, image, audio-video), using internet-based databases with expert inputs from New Zealand, Guam and Samoa.

Capacity (human): Most people living in impoverished communities lack an awareness of ICTs and their potential. An important tool in poverty reduction and sustainable human development is to open up these tools to marginalized communities. Within the framework of the Organization's follow-up to the World Summit on the Information Society (WSIS), UNESCO has created a research network 'ICTs in the Hands of the Poor: Initiatives for Development and Research'⁸⁴, building awareness, offering examples of best practice in ICT training and providing guidelines on complementary (non ICT) institution-building, such as the development of appropriate regulations and legal frameworks.

83 For more information, see <http://www.unesco.org/links>

84 For more information, please visit <http://www.ictpr.nic.in/>

V Looking Ahead

The DESD offers countries the opportunity to rethink and reorient various dimensions of education and skills training so that learners, and their communities, are empowered to imagine and devise sustainable local solutions to development problems. As countries strive to integrate ESD into already existing frameworks, they should work to clearly and objectively state not only their specific goals for the DESD, but also their vision of ESD.

Since the international launch in March 2005, commendable progress has been achieved in the implementation of the DESD. Many countries have responded enthusiastically to implementing the DESD. However, given the diversity and disparity at regional, national and local levels, with relation to social, cultural and economic development, it is apparent from this report that not all countries have achieved the same level of progress. This report gives us a clear view of what some countries have achieved so far and gives us the perspectives of what needs to be done in the future to maximise the implementation of the DESD. Reaching the goals of the DESD depends largely on successfully dealing with multiple challenges.

V.1 Challenges

Natural disasters, civil wars and unrest and the HIV/AIDS pandemic seem to be great challenges in achieving the goals set by the DESD. Financial and human resources that are key elements in the efficient implementation of the DESD are scarce and though countries exhibit interest and a strong sense of commitment to making ESD a part of their national agenda, it is not always possible due to other pressing priorities. UNESCO needs to focus on how best to use the limited resources it has at its disposal to maximise the implementation of the DESD in all the Member States.

Active advocacy for the DESD is the need of the hour for ESD to become an everyday reality for populations across the planet. Public-awareness has to be harnessed in a more active and innovative way to reach the unreached.

The involvement of other partners, from civil society and the private sector, should be reinforced to maximise their valuable contribution to the Decade. UNESCO has to find a good way to optimise the results of its partnership with these stakeholders in DESD implementation.

A further challenge is the broad scope of the DESD. Strategies should be developed to work with specific sectors (e.g. education sector; training sector; public media) at country-based level to ensure that the objectives of the DESD are adequately implemented. These strategies need to be aligned with sectoral priorities and functions of individual ministries if the DESD is to be effectively implemented.

V.2 Necessary measures

Capacity-building

UNESCO and other UN agencies should emphasize capacity-building in the Member States in relation to the implementation of the DESD. Workshops, conferences and other related activities need to be organised to facilitate transfer and exchange of expertise.

Resource mobilization

There are huge gaps in DESD implementation in countries due to lack of financial resources. Using its capacity for advocacy at the international level, UNESCO and sister agencies of the UN family should use their various mechanisms to mobilise financial support for the DESD for countries that need it most.

Mechanisms at the global level like the High Level Panel for the DESD could be used as a vehicle for garnering increased financial mobilisation for DESD implementation.

Monitoring and evaluation

M&E is a very necessary tool to measure and assess the progress achieved in the implementation of the DESD. A global M&E framework to assess DESD implementation is being developed. However, UNESCO has to ensure that a culture of M&E is cultivated in the Member States and where possible that ESD M&E processes are integrated into other M&E processes at country level to avoid duplication of efforts. Capacity-building for M&E is seen as vital for the success and progress of the DESD. To this end, capacity-building exercises related to M&E for DESD implementation should be envisaged. However, M&E activities supported by evaluative research is a costly endeavour. UNESCO will need to mobilize increased support from Member States.

Public awareness

More public awareness campaigns akin to the EFA Global Week should be envisaged to give the DESD increased public attention. UNESCO and its partners should tap into innovative ways to get the DESD message across to both rural and urban populations around the world.

VI Conclusion

The DESD is a complex undertaking that has many far-reaching consequences. Though UNESCO has been named the lead agency in this endeavour, it cannot do full justice to its mandate without the support of its partners. To this end, this report should be seen as a joint action inventory of UNESCO and partners.

In the years to come, some of the following challenges will have to be tackled:

- **Greater pro-active and innovative awareness-raising and advocacy** to ensure that sustainable development concerns become an everyday reality for all people.
- **Enhanced ESD capacity-building** in Member States for different stakeholder groups.
- **Targeted strategies** for working with specific sectors of society, aligned with the sectoral priorities and functions of line ministries for efficient country-level implementation of the DESD.
- **Strengthened commitment** at Heads of Agency levels within the UN family and Bretton Woods institutions.
- **Mobilisation of key partners** at national and local levels to harness their valuable contributions to the Decade.
- **Mobilisation of financial resources** to overcome the gaps in DESD implementation, in particular in countries that need it the most.
- Ensuring effective **monitoring and evaluation** of the DESD, including appropriate M&E capacity-building, and integration of DESD monitoring into other M&E processes at country level to avoid duplication of efforts.

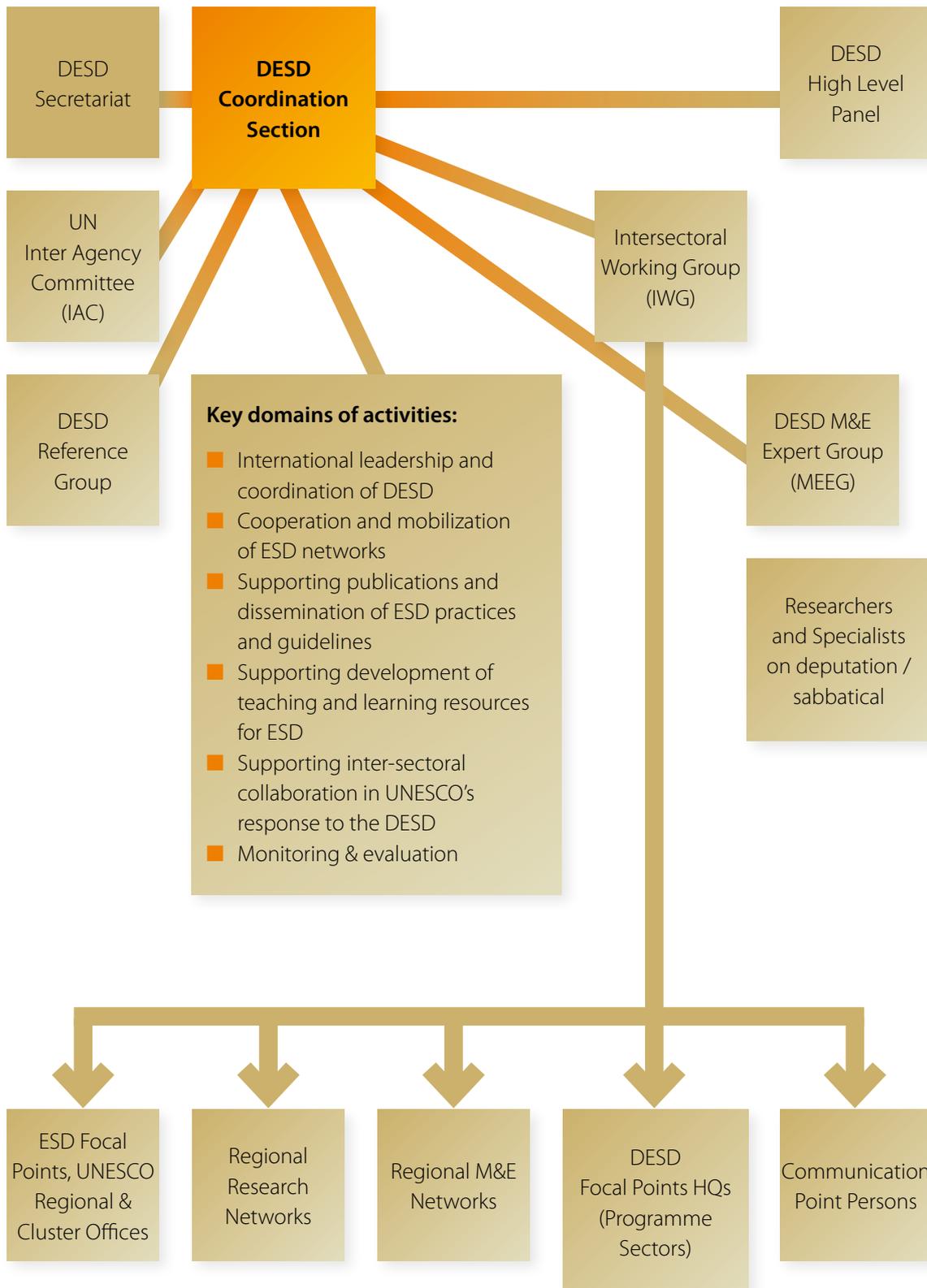
And what about you? What will be
your next action in favour of Education
for Sustainable Development?
Let us know at esddecade@unesco.org

Annexes

Annex 1 • List of acronyms

ADEA	Association for the Development of Education in Africa
ASPnet	Associated Schools Project Network
CBD	Convention on Biological Diversity,
CEBDS	Brazilian Business Council for Sustainable Development
CEB	UN Chief Executives Board for Co-ordination
DESD	Decade of Education for Sustainable Development
EDN	Earth Day Network
ESD	Education for Sustainable Development
ESD-J	Japanese Council on the UN Decade of ESD
EFA	Education for All
EDUCAIDS	Global Initiative on HIV/AIDS and Education
FETWater	The Framework Programme for Research Education and Training in Water
FRESH	Focussing Resources on Effective School Health project
GHESP	The Global Higher Education for Sustainability Partnership
ICTs	Information and Communications Technologies
IWG/ESD	Inter-sectoral Working Group on ESD
JFIT/ESD	Japanese Funds in Trust on Education for Sustainable Development
LIFE	Literacy Initiative for Empowerment
LINKS	Local and Indigenous Knowledge Systems project
MDGs	Millennium Development Goals
MEEG	Expert Group on Monitoring and Evaluation
NFE	Non formal education
SADC	The Southern African Development Community
UIS	UNESCO Institute for Statistics
UNCCD	UN Convention to Combat Desertification
UNCSD	Commission on Sustainable Development
UNCTAD	United Nations Commission on Trade and Development
UNDP	United Nations Development Programme
UNECE	United Nations Economic Commission for Europe
UNEP	United Nations Environment Programme
UNFCCC	UN Framework Convention on Climate Change
UNFF	United Nations Forum on Forests
UNLD	United Nations Literacy Decade
UNESCO	United Nations Education, Scientific and Cultural Organization
UNESCO-IHE	UNESCO Institute for Water Education
UNESCO-IHP	UNESCO International Hydrological Programme
UNU	United Nations University
WBCSD	World Business Council for Sustainable Development
WSIS	World Summit on the Information Society
WSSD	World Summit on Sustainable Development
WTO	World Trade Organization
WWAP	World Water Assessment Programme

Annex 2 • DESD Coordination Section Work Management Chart



Annex 3 • DESD coordination mechanisms around the world

This succinct synthesis of information presented below is intended to give the reader an idea at a glance of how far regions and countries have progressed in establishing some mechanisms for the DESD.

A questionnaire requesting simple Yes or No answers to four basic questions was sent out to UNESCO Field Offices, National Commissions as well as to ESD focal points. The response rate to the questionnaire was relatively low. From the information received, it is clearly evident that the regions of Europe & North America and Asia/Pacific have been pro-active in moving forward with the DESD. The regions of Latin America & the Caribbean, Africa and the Arab States as well seem to be moving at a slower pace. Country level tables underscore the paucity of information made available to us. It is hoped that with the implementation of the Monitoring and Evaluation framework a more complete picture can be drawn in the next report. There is no evident progress in DESD implementation, be it regional or national, in the Arab region

	ESD National Action Plan				ESD National Committee				ESD National Focal Point			
	Yes	No	In process	N/A	Yes	No	In process	N/A	Yes	No	In process	N/A
Africa Total 75	1	6	2	43	-	8	-	45	1	7	-	45
Arab States Total 21	-	-	-	21	-	-	-	21	-	-	-	21
Asia & the Pacific Total 59	10	1	4	34	15	3	1	32	14	-	1	32
Europe & North America Total 52	15	5	15	21	19	8	11	19	47	3	4	2
Latin America & the Caribbean Total 49	8	6	1	19	9	6	-	17	9	6	-	18

Africa

	National ESD Action Plan, Logo, Website	National Committee, Coordinating Body on ESD	National Focal Point
Algeria			
Angola	No	No	No
Benin			
Botswana	No	No	No
Burkina Faso			
Burundi			
Cameroon			Yes
Cape Verde			
Central African Republic			
Chad			
Comoros			
Congo			
Côte d'Ivoire			
Democratic Republic of Congo			
Djibouti			
Egypt			
Equatorial Guinea			
Eritrea			
Ethiopia			
Gabon			
Gambia			
Ghana			
Guinea			
Guinea-Bissau			
Kenya	Yes	In progress	N/A
Lesotho	No	No	No

	National ESD Action Plan, Logo, Website	National Committee, Coordinating Body on ESD	National Focal Point
Liberia			
Libyan Arab Jamahiriya			
Madagascar			
Malawi			
Mali			
Mauritania			
Mauritius			
Morocco			
Mozambique	No	No	No
Namibia	No	No	No
Niger			
Nigeria			
Rwanda			
Sao Tome and Principe			
Senegal			
Seychelles			
Sierra Leone			
Somalia			
South Africa	In process	No	No
Sudan			
Swaziland			
Togo			
Tunisia			
Uganda			
United Republic of Tanzania			
Zambia	No	No	No
Zimbabwe	In process	N/A	N/A

Arab States

	National ESD Action Plan, Logo, Website	National Committee, Coordinating Body on ESD	National Focal Point
Algeria			
Bahrain			
Djibouti			
Egypt			
Iraq			
Jordan			
Kuwait			
Lebanon			
Libyan Arab Jamahiriya			
Mauritania			

	National ESD Action Plan, Logo, Website	National Committee, Coordinating Body on ESD	National Focal Point
Morocco			
Oman			
Qatar			
Saudi Arabia			
Somalia			
Sudan			
Syrian Arab Republic			
Tunisia			
United Arab Emirates			
Yemen			

Asia and the Pacific

	National ESD Action Plan, Logo, Website	National Committee, Coordinating Body on ESD	National Focal Point		National ESD Action Plan, Logo, Website	National Committee, Coordinating Body on ESD	National Focal Point
Afghanistan							
Australia	Yes	Yes	N/A				
Bangladesh							
Bhutan							
Brunei Darussalam							
Cambodia							
China	Yes	Yes	N/A				
Cook Islands							
Democratic Republic of Korea							
Fiji							
India	Yes	Yes	Yes				
Indonesia	In progress	No	In progress				
Iran		Yes	Yes				
Japan	Yes						
Kazakhstan	Yes	Yes	Yes				
Kiribati							
Kyrgyzstan	Yes	Yes	Yes				
Lao Democratic Republic							
Malaysia							
Maldives							
Marshall Islands							
Micronesia							
Mongolia	Yes	N/A	N/A				
Myanmar							
Nauru							
Nepal							
New Zealand				N/A	Yes	Yes	
Niue							
Pakistan	No	No	N/A				
Palau							
Papua New Guinea							
Philippines	Yes	Yes	Yes				
Republic of Korea	Yes	Yes	N/A				
Russian Federation						Yes	
Samoa							
Solomon Islands							
Sri Lanka	In progress	In progress	N/A				
Tajikistan	Yes	Yes	Yes				
Thailand	N/A	No	N/A				
Timor-Leste							
Tonga							
Turkey	N/A	Yes	Yes				
Turkmenistan						Yes	
Tuvalu							
Uzbekistan	In process	Yes	Yes				
Vanuatu							
Viet Nam	In process	Yes	Yes				

Europe and North America

	National ESD Action Plan, Logo, Website	National Committee, Coordinating Body on ESD	National Focal Point		National ESD Action Plan, Logo, Website	National Committee, Coordinating Body on ESD	National Focal Point
Albania	Partially	No	Yes	Kazakhstan	In process	In process	In process
Andorra	Yes	In process	Yes	Latvia	In process	In process	No
Armenia	Yes	Yes	Yes	Lichtenstein	N/A	N/A	Yes
Austria	N/A	N/A	Yes	Lithuania	Yes	In process	Yes
Azerbaijan	No	No	Yes	Luxembourg	N/A	N/A	Yes
Belarus	In process	In process	In process	Malta	N/A	N/A	Yes
Belgium	In progress	In progress	Yes	Monaco	N/A	N/A	Yes
Bosnia and Herzegovina	N/A	N/A	Yes	Netherlands	Yes	Yes	Yes
Bulgaria	N/A	N/A	Yes	Norway	Yes	Yes	Yes
Canada	In process	In Process	Yes	Poland	No	No	Yes
Croatia	In process	In process	In process	Portugal	N/A	N/A	Yes
Cyprus	In process	In process	Yes	Republic of Moldova	Yes	In progress	Yes
Czech Republic	In process	Yes	Yes	Romania	In process	No	Yes
Denmark	N/A	N/A	Yes	Russian Federation	N/A	N/A	Yes
Estonia	In process	No	Yes	San Marino	N/A	N/A	Yes
Finland	Yes	Yes	Yes	Serbia	No	No	In process
France	Yes	Yes	Yes	Slovakia	N/A	N/A	Yes
Georgia	In process	Yes	Yes	Slovenia	No	Yes	No
Germany	Yes	Yes	Yes	Spain	N/A	Yes	Yes
Greece	Yes	Yes	Yes	Sweden	Yes	Yes	No
Hungary	In progress	Yes	Yes	Switzerland	N/A	N/A	Yes
Iceland	N/A	N/A	Yes	Former Yugoslav Republic of Macedonia	In process	No	Yes
Ireland	N/A	N/A	Yes	Turkey	N/A	Yes	Yes
Israel	Yes	Yes	Yes	Ukraine	N/A	N/A	Yes
Italy	In process	Yes	Yes	United Kingdom	Yes	Yes	Yes
				USA	N/A	N/A	N/A

Latin America and the Caribbean

	National ESD Action Plan, Logo, Website	National Committee, Coordinating Body on ESD	National Focal Point
Antigua and Barbuda			
Argentina	Yes	Yes	Yes
Bahamas	No	No	No
Barbados	No	No	No
Belize	No	No	No
Bolivia	N/A	N/A	N/A
Brazil	Yes	Yes	Yes
Chile	Yes	Yes	Yes
Colombia	Yes	Yes	Yes
Costa Rica			
Cuba	Yes	Yes	Yes
Dominica	No	No	No
Dominican Republic	Yes	Yes	Yes
Equador	Yes	N/A	N/A
El Salvador			
Grenada	No	No	No
Guatemala			

	National ESD Action Plan, Logo, Website	National Committee, Coordinating Body on ESD	National Focal Point
Guyana			
Haiti			
Honduras		Yes	
Jamaica			
Mexico	Yes	Yes	N/A
Nicaragua			
Panama			
Paraguay	N/A	N/A	N/A
Peru	Yes	Ye	Yes
Saint Kitts and Nevis			
Saint Lucia			
Saint Vincent & the Grenadines	In progress	Yes	Yes
Suriname			
Trinidad and Tobago			
Uruguay	N/A	Yes	Yes
Venezuela	N/A	N/A	Yes