



United Nations
Educational, Scientific and
Cultural Organization



Sustainable
Development
Goals



UNESCO Global Action Programme on
Education for Sustainable Development

Profile booklet

Key Partners of the Global Action Programme on Education for Sustainable Development (April 2018)



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Education for Sustainable Development (April 2018)



UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.



United Nations
Educational, Scientific and
Cultural Organization

Education
Sector

The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to ***“ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”*** The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



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Introduction

UNESCO's Global Action Programme (GAP) was launched at the World Conference on Education for Sustainable Development (ESD) in November 2014 in Aichi-Nagoya, Japan as a follow-up programme to the Decade of ESD (2005-2014).

Five Partner Networks were established by UNESCO to drive implementation of the GAP on ESD and to serve as a global community of practice. A Partner Network exists for each of the GAP's five Priority Action Areas, which are:

- 1) advancing policy;
- 2) transforming learning and training environments;
- 3) building capacities of educators and trainers;
- 4) empowering and mobilizing youth;
- 5) accelerating sustainable solutions at local level.

This booklet contains profiles of the current 96 members (also called Key Partners) of the GAP Partner Networks. Each Key Partner is listed in alphabetical order within one of the five Partner Networks. Each profile presents the main objective of their work, their GAP launch commitment and specific activities that contribute to the GAP, as well as related website links and contact information for the organization's focal point.

Key Partners are chosen from all regions of the world for their extensive outreach capacity and their ability to innovate and have major impact on ESD. Key Partners are expected to create synergies and joint activities among themselves, as well as to reach out to a wider group of stakeholders beyond the Partner Networks. This booklet will facilitate and intensify synergies between the GAP activities of the Key Partners, and catalyze further action from other ESD stakeholders. It complements the GAP Information folder (<http://unesdoc.unesco.org/images/0024/002462/246270e.pdf>) by offering additional details on each GAP Key Partner.

The Key Partners' profiles will also be made available on the UNESCO GAP Clearinghouse website: <https://en.unesco.org/gap>

At the back of the booklet you will also find a list of UNESCO GAP Secretariat staff who can be contacted for assistance on relevant topics and activities.

April 2018
UNESCO GAP Secretariat

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ADVANCING POLICY

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Beydaar Society and Echo Change, Pakistan

Beydaar Society and Echo Change are sister organizations working globally to bridge and connect youth to help catalyze the necessary change for youth participation in decision-making processes and action projects. We connect youth with other youth around the world to share ideas, collaborate on projects and campaigns, and promote opportunities for youth action. We are committed to mobilizing youth to advocate for ESD and GCED as an essential part of curriculums around the world by working with decision-makers and policy-makers.



© National Youth Coalition for Education - NYCE

Our GAP commitment

Echo Change in partnership with the French Government and other partner organizations helped organize an event named Journée Climat à Rabat during COP 22, where 50 Moroccan and French NGOs participated and hosted over 1500 visitors. In addition, we co-managed the youth space in the green zone dedicated to civil society at COP22. In Pakistan Beydaar Society launched Pakistan's first ever coalition of youth-led organizations called the "National Youth Coalition for Education-NYCE". The NYCE works with its partners to implement reforms in curriculum, eradicate hate materials, and create partnerships to implement Article 25A, which guarantees education as a fundamental right for every child and ensures the Government of Pakistan is accountable for the Article's implementation.

One of our activities

Under the project "National Youth Coalition for Education" we have trained directly over 5000 youth across Pakistan and held workshops in 22 different cities. Over 200 youth-led organizations have joined the coalition. While delivering the workshops across Pakistan, we made stops along our travel route to spread awareness on Education and its importance in small towns and villages. We named the trip #traveltoEducate. This project was part of our work to implement reforms in Pakistan's curriculum. We are planning to duplicate "National Youth Coalition for Education" and #traveltoEducate in other parts of the world.

Links

<http://www.beydaar.org> ;
<http://www.echochange.org> ;
<http://www.nyce.pk>

Focal Points

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Hussain Haider



Jon Yee

Centre for Environment Education (CEE), India

As a Centre of Excellence in Environmental Education, established with the Ministry of Environment, Forest and Climate Change (MoEFCC), Government of India, our primary objective is to improve public awareness and understanding of the environment with a view to promoting the conservation and sustainable use of nature and natural resources, leading to a better environment and a better quality of life. To this end, we develop innovative programmes and educational material, and build capacity in the field of Education for Sustainable Development (ESD). We undertake demonstration projects in education, communication and development that endorse attitudes, strategies and technologies which are environmentally sustainable. We are committed to ensuring that due recognition is given to the role of education in the promotion of sustainable development.



© Centre for Environment Education

Our GAP commitment

CEE has worked closely with the secretariat of Convention on Biological Diversity (CBD) and United Nations Framework Convention on Climate Change (UNFCCC). In this our emphasis has been to mainstream the role of education in achieving the goals of both these conventions. We have done this through participating in several forums including the Conference of Parties to the UNFCCC and CBD. We have also organized important international conferences to discuss the role of education in the SDGs. In January 2016, we had an international conference titled 'Education as a Driver for Sustainable Development Goals' looking at all the SDGs followed by another international meeting in September of the same year, 'ESD for transforming education for children and youth' specifically looking at SDG 4.7. We have also launched a pedagogy for learning non-violence in order to promote a culture of peace, non-violence and global citizenship.

One of our activities

The Centre for Environment Education (CEE) along with UNFCCC and UNESCO brought out a publication titled "Good Practice in Action for Climate Empowerment – A compilation and analysis of case studies" to showcase examples where education has played a key role in enhancing climate actions, and in facilitating the implementation of the Paris Agreement and the Sustainable Development Goals (SDGs). This report presents an analysis of 17 case studies from across the world using education and Action for Climate Empowerment (ACE) as a key role in creating attitudinal and behavioural change towards climate adaptation and mitigations.

Links

<http://www.cceindia.org>,
<http://www.paryavaranmitra.in>,
<http://www.handprint.in>
<http://www.cceindia.org/?q=good-practice-action-climate-empowerment-compilation-and-analysis-case-studies>

Focal Point

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Federal Ministry of Education and Research, Germany

The Federal Ministry of Education and Research (BMBF) is a cabinet-level ministry of the Federal Republic of Germany (annual budget 2017 € 17.6 billion; staff approx. 1.000). Our responsibility in education addresses early childhood learning through to lifelong learning. During the DESD and GAP, governmental ESD activities are continuously spearheaded by the BMBF. In 2009, the first UNESCO World Conference on ESD was held in Germany. The ministry is funding research projects on ESD and is strengthening the links between research on sustainability and ESD.



© Christoph Wehrer/ Stiftung Haus der kleinen Forscher

Our GAP commitment

The German Federal Government attaches considerable political importance to the national implementation of the GAP. In our role as lead ministry, we have established a National Platform consisting of high-ranking decision-makers of all sectors of society with support structures in the form of expert forums and partner networks scaling up ESD implementation at all levels of education. A National Plan of Action was adopted in 2017. An annual congress brings together a nationwide network of ESD experts. All activities are monitored and evaluated. An award system highlighting good ESD practice in whole institution approaches, network building and local authorities has been launched in cooperation with the German Commission for UNESCO.

One of our activities

Beyond our commitment to policy support, we are contributing to GAP priority action area 3 “Building capacities of educators and trainers” by integrating the training of ESD into the mission of the Foundation “Haus der kleinen Forscher” (House of Little Scientists). The network of the foundation has an outreach to more than 26,500 institutions of early childhood education and care centres, after-school centres, and primary schools in Germany. We have also established a national youth forum on ESD, supporting the implementation of the National Action Plan and thus contributing to GAP priority action area 4 “Empowering and mobilizing youth”.

Links

<http://www.bmbf.de/bne>

<http://www.bne-portal.de/en>

Focal Point

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Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES)

The mission of GADRRRES is to ensure that all schools are safe from disaster risks and all learners live in a culture of safety. GADRRRES' main objectives are to: 1) strengthen global coordination, information and knowledge; 2) advocate on disaster risk reduction and resilience education; 3) promote and provide methods and tools for the safety of educational facilities; and ultimately, 4) contribute to a global culture of safety and resilience.

Our GAP commitment

Our GAP commitment is to advance DRR education as part of the Worldwide Initiative for Safe Schools at the local, national and international levels in support of the Sustainable Development Goals (SDGs) and the Sendai Framework for Disaster Risk Reduction implementation. The Alliance will by 2020: 1) Develop a comprehensive capacity-building programme for school safety. 2) Support adaptation and adoption of evidence and consensus-based, action-oriented key messages for household risk reduction and resilience through national workshops. 3) Support countries in the development of assessment strategies to measure school safety (e.g. CSS Assessment Suite). 4) Support countries to integrate CSS into their education system's policies, plans and programmes. 5) Organize high-level events during relevant international fora. 6) Provide a general framework of targets and indicators to measure progress on school safety.

One of our activities

GADRRRES promotes a comprehensive approach to DRR education, based on education policy, plans and programmes, which is aligned with disaster management at national, regional, district and local school site levels. The Comprehensive School Safety Framework (CSS) rests on three pillars (Safe Learning Facilities, School Disaster Management and Risk Reduction and Resilience Education). The Alliance has produced a technical package that provides practitioners, stakeholders and educational communities with tools, guidelines and methods to advance on school safety issues. The package includes specific elements on the three pillars, as well as on building and enabling the institutional environment, and Child-Centred Multi-Hazard Assessment (e.g. CSS First Step, CSS School Self-Assessment Survey and VISUS methodology).



© GADRRRES/Comprehensive School Safety Framework

Links

<http://gadrrres.net/>

Focal Point

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Hard Rain Project (ESD Prize laureate 2017)

To change policies by reaching the general public with popular exhibitions and displays on sustainable development and the Sustainable Development Goals.

Our GAP commitment

Our Hard Rain and Whole Earth? exhibitions have toured the world and been seen by some 15 million people. The Whole Earth exhibition is still touring, especially in the universities of the Majority World.

One of our activities

The Hard Rain Project is producing an Anglo-French banner to grace the railings in front of UNESCO headquarters and to be used in the French-speaking world. We are designing a maze that will demonstrate pathways toward global sustainable development, as well as some dead ends. These mazes are meant to tour all continents and will be supported by concerts for sustainable development.



© Mark Edwards/Hard Rain Project

Links

<http://www.hardrainproject.com>

Focal Point

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Institute for Global Environmental Strategies (IGES)

The Institute for Global Environmental Strategies (IGES) aims to achieve a new paradigm for civilization through innovative policy development and strategic research for environmental measures, reflecting the results of research into political decisions for realizing sustainable development in the Asia-Pacific region and globally. At a sociocultural level, IGES will tackle fundamental challenges to human society and redefine value systems of present societies that have resulted in the global environmental crisis. In the field of education, IGES will produce research and policy recommendations for advancing ESD practice, while also networking regionally and internationally for greater exchange of knowledge and expertise.



© Institute for Global Environmental Strategies

Our GAP commitment

(1) Advancing ESD as a vehicle for quality education reform: Target – develop an integrated ESD model for educational policy reform. (2) Strengthening ESD monitoring and evaluation: Target – pilot ESD indicators for M&E and learning assessment approaches. (3) Research and capacity-building on Education for Sustainable Consumption and Sustainable Lifestyles: Target - capacity assessment and stocktaking on ESC/SL policies and practices of several countries, and support development of National ESC/SL Guidelines. (4) “Transforming training environments” for strengthening SD capacities of government officers and on “accelerating sustainable solutions at local level” through advancing low carbon, sustainable city planning and participation.

One of our activities

We have been working over the past years to promote the strong inclusion of ESD into the Sustainable Development Goals and to demonstrate education’s fundamental role as a means of implementation across all of the SDGs. These efforts culminated in the publication of a book chapter on “The Role of Education in the Sustainable Development Agenda”. In addition to this, we provided direct recommendations (primarily to the Japanese government) for national inputs into international negotiations and we disseminated proposals through the International Research Forum. We have also been developing e-learning materials and products since 2013.

Links

<https://www.iges.or.jp/en/pmo/education/esd-me.html>

<http://pub.iges.or.jp/modules/envirolib/view.php?docid=6070>

https://www.youtube.com/user/IGESjapan/playlists?shelf_id=26&sort=dd&view=50

Focal Point

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International Union for Conservation of Nature (IUCN)

ClimACT brings together nine research and teacher education institutions and 35 schools from Gibraltar, Portugal, France and Spain. The initiative embraces the whole-school approaches to Education for Sustainability and seeks to embed practices in schools across several European countries. ClimACT also engages with international stakeholders and NGOs, to implement GAP commitments. The initiative is funded by the European Interreg SUDOE programme. The ClimACT partnership is led by: the University of Lisbon, ISQ, ABAE, Edigreen, Portugal; the University of La Rochelle, Ville La Rochelle, France; the University of Seville and CIEMAT, Spain; and the University of Gibraltar, Gibraltar.



© UniversityofGibraltar

Our GAP commitment

An example in practice, can be seen by the work led by the University of Gibraltar where researchers, teachers and sustainable development experts work closely to investigate ways of embedding sustainable education as a whole-school approach. A key outcome is the establishment of Sustainable Schools Gibraltar – work has commenced on building a framework from the ground up which will be owned by teachers and students. The partnership underpinning the project will extend to corporate as well as community groups. It has led to several educational and environmental outcomes.

One of our activities

As one of the 35 schools taking part in the ClimACT project, Bayside Comprehensive School Gibraltar has held an Environmental Week, with environmentally themed lessons featuring across the curriculum. In addition, a recycling campaign has also been launched and pupils, teachers and ancillary staff have been asked to opt for sustainable transport modes. Bayside also took part in an environmental assessment to see what recycling took place, evaluate heating and light comfort, and noise pollution, setting a baseline to improve sustainable practice. The school is investing in educating the pupils so that they will feel part of the process.

Links

<http://www.climact.net/>

<https://www.unigib.edu.gi/university-signs-agreement-with-doe/>

<https://www.unigib.edu.gi/university-of-gibraltar-and-decc-attend-interreg-international-partners-meeting/>

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Mediterranean Education Initiative for Environment & Sustainability (MEdIES)

MEdIES is a Mediterranean network of more than 5,000 educators engaged in ESD. Launched in the Johannesburg Summit on Sustainable Development (2002) as a Type II Initiative, it is closely linked with the UNESCO Chair on Sustainable Development Management and Education in the Mediterranean (at the University of Athens). It operates having its secretariat in Athens (Greece) and assisted by a pedagogical Task Group of 50 experts/practitioners in ESD from the region. Our work focuses on ESD competencies development of formal educators at all levels and of non-formal ones and on promoting policy on ESD at regional and national level.



© MEdIES, 2016

Our GAP commitment

During the past two years (2016 -2017), we have managed to build the capacities of 1,868 educators, formal (at all levels) and non-formal, and of education administration staff, from the Mediterranean countries, on the effective design and application of ESD Programmes and Activities, in the light of the SDGs. Our trainings focused also on enhancement of understanding about the Mediterranean Strategy on ESD (MSESD) and its Action Plan and how it can be mainstreamed and used within the national educational Plans, Strategies and Agendas. Also we coordinated ESD activities with 7,120 school students in Greece and two Summer Universities!

One of our activities

Our continuous efforts towards “Advancing Policy” contributed to the finalization of the Action Plan of MSESD. The Action Plan sets the Strategy in motion through priority areas of institutional and operational interventions, identified priority thematic areas, proposed monitoring indicators, etc. The Action Plan was adopted by 60 delegates from 19 countries in a Ministerial Conference on ESD (Cyprus, December 2016), coorganised by the Government of Cyprus and the EU funded SWIM-H2020 SM Programme during which, the Mediterranean ESD Committee was initiated! UNESCO, UfM, UN Environment/MAP, the League of Arab States and UNECE, also committed to promoting the AP/MSESD.

Links

[http:// www.medies.net](http://www.medies.net)
<https://www.facebook.com/MEdIES.net>
[http:// www.mio-ecsde.org](http://www.mio-ecsde.org)
<http://unescochair.chem.uoa.gr/>

Focal Point

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Ministry of Education and Training, Viet Nam

We are dedicated to advancing ESD in national policies and programmes by raising awareness and building the capacity of national and Education Sector authorities, policy-makers, teachers and students at all levels on environmental education, climate change adaptation and mitigation and disaster preparedness, as well as strengthening links and cooperation between national and international stakeholders in all sectors, levels and areas of education to promote ESD.



© UNESCO Office HaNoi

Our GAP commitment

Through the Global Action Programme on ESD we commit to: (i) strengthen the development and implementation of ESD policies and programmes by enhancing intersectoral coordination mechanisms for ESD; (ii) enhance the capacity of education authorities and policy-makers to develop and implement ESD policies and programmes in Viet Nam; (iii) develop a comprehensive framework for Environmental Education for Sustainable Development to develop the necessary knowledge, skills, attitudes, competencies and values of sustainable development and global citizenship in teachers and students from early childhood to higher education; and (iv) enhance regional coordination, collaboration, knowledge sharing and awareness on ESD.

One of our activities

An activity that will contribute to the GAP is the establishment of a National Framework for Environmental Education in Viet Nam to ensure that students at all levels have the knowledge, skills and attitudes for environmental awareness. This activity includes a review of existing environmental education materials, frameworks and models for all levels of education, as well as a needs assessment on environmental education and ESD-related issues in schools and communities in Viet Nam. The Framework will then be developed and refined through national consultation workshops with the Education Sector Group, education authorities and policy-makers prior to its official validation.

Links

<http://www.moet.gov.vn/>

Focal Point

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Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan/ Japanese National Commission for UNESCO

We are in charge of the promotion of UNESCO activities in Japan. While the areas we cover are broad including education, science, sports and culture, ESD stays in the centre of our activities. As the country which proposed the United Nations Decade of ESD in 2002, we are committed to playing a central role in promoting ESD both internationally and domestically. Our efforts on ESD crystalized in 2014 as the co-organizer of the UNESCO World Conference on ESD held in Aichi-Nagoya and Okayama. We wish to continue to play a leading role in promoting and scaling up ESD activities.



© MEXT-MOE

Our GAP commitment

We provide financial support to the UNESCO-Japan Prize on ESD which was established in October 2014. The prize is now entering its fourth edition. We are also supporting the implementation of the GAP through Japanese Funds-in-trust. Domestically, we are promoting a project where multiple stakeholders such as boards of education, ASPnet schools, universities, private sectors, NGOs etc form a consortium and cooperate to implement ESD activities in their area.

One of our activities

Together with related ministries, we developed “Japan’s Implementation Plan for the Global Action Programme on ESD (GAP)” in 2015. In 2016, we developed “A Guide to Promoting ESD”, whose target audiences are school superintendents and management-level teachers, and conducted training on ESD for teachers who are expected to use the guide, applying it to their schools’ context. Furthermore, in response to the adoption of the SDGs and the announcement of the National Curriculum Standards in March 2017, we issued a message targeting educators to provide suggestions for the further promotion of ESD.

Links

<http://www.mext.go.jp/en/unesco/index.htm>

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Hiromi Tanaka



Akihiko Watanabe

Ministry of Education, Science and Technology, Kenya

We are charged with developing and managing policies and programmes on education. The goal of the National Education Sector Plan (NESP) 2013-2018 is: Quality Basic Education for Kenya's Sustainable Development. Focus is on improvement of education quality and among others target development of relevant skills. Reforms and provision of quality education and training to all Kenyans are fundamental to the government's overall strategy for socio-economic development. Social Competencies and values are among the six priority investment areas to be delivered through the sub-themes of: Education for Sustainable Development, Life Skills Education, Guidance and Counselling, HIV and AIDS and Peace Education.



© Ministry of Education, Science and Technology, Kenya

Our GAP commitment

Education Sector ESD Policy and implementation guidelines developed. Strategies employed so far: Identification of appropriate Human resources, Partnerships and collaborations for financial and technical assistance and Public participation throughout the country. ESD Mainstreamed into curriculum. Curriculum reform is on course with special attention to values and social competencies. The focus is creation of an enabling environment for performance based learning and transformation of assessment to check knowledge, skills and abilities required for the performance of certain tasks and provide guidelines for a continuum of competencies that build up systematically from basic education institutions and feeds into tertiary education and labour market.

One of our activities

Kenya has a diversified large population faced with varied Sustainable Development challenges that requires specific solutions. On this basis, public dialogues are necessary to ensure incorporation of public values, knowledge and experiences in the ESD policy development process. The overall objective is to contribute to the development of the ESD policy and guidelines for the Education sector through consultative stakeholder dialogues. This takes the form of interactive face to face deliberations with/amongst stakeholders at National and County levels. These dialogues are a powerful tool for gaining insights across different sectors and from stakeholders at community level.

Links

<http://www.education.go.ke>

Focal Point

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The Ministry of Environment and Tourism /MET/, Mongolia

The main objective of our work is to Head the Division of Clean Technology, Investment and Industry. The Division works under the Department of Green Development Policy and Planning. The Ministry of Environment and Tourism (MET) has 8 strategic objectives. The Department of Green Development Policy and Planning is responsible for developing environmental and green development legislation, strategies and national programmes to advance sustainable development. The main objective of my work is to promote green development and environmental protection through developing and mobilizing related laws, policies and regulations and national programmes.



© The Ministry of Environment and Tourism, Mongolia

Our GAP commitment

The Government of Mongolia is implementing an 'Education for Sustainable Development' Project funded by Swiss Development Cooperation (SDC). The project's overall goal is to integrate ESD into the Mongolian school system, and support the development of an institutional, legal and organizational framework for sustainable and green development. The project focuses on reforming the formal education system at all levels and aims to have ESD integrated into the curriculum of all 628 general secondary public schools. Activities are carried out to increase the awareness of leaders and the public on ESD, sustainable and green development, and to support selected companies and organizations to be certified in accordance with ISO 14001. **The ISO 14001** is the international **standard** that specifies requirements for an effective environmental management system (EMS). The MET plays an important role to encourage and promote private and public organizations to implement the ISO14001.

One of our activities

The government of Mongolia has adopted an `Action Program to Implement Green Development Policy (GDP)` and the section №.5.1.4 of this by providing support to the Eco-school activities to educate children and youth with nature and environmental protection traditions and lead nature-friendly lifestyle and behaviour. Since 2007, 25 percent of Mongolian schools registered to the national network of Eco-schools and its ten consecutive years in the country is running successfully and sustainably. Through this programme, our young people work to improve the environmental footprint of a school, a change which inevitably leads to a more sustainable, less costly and more responsible school environment.

By 2017, first international certification of `Green flag` handed over to 3 schools within the 3 National Youth Forum of Eco-Schools Programme.

Links

<http://esd.mn/>, <http://ncle.mn/esd/>
<http://www.mne.mn/>, <http://eic.mn/greentech/>

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Ministry of Public Education, Costa Rica

The Ministry of Education is the constitutional organ of executive power in the field of education and manages all elements of the formal education system. The Ministry is the link between the executive and other institutions working in both public and private, national and international educational and cultural field. In particular, we promote the incorporation of education for sustainable development within the ministerial activities and coordinate actions in different areas such as curricular activities and workshops. We also help establish relationships between government organizations and civil society and the Ministry in the field of ESD.



© Ministry of Public Education, Costa Rica

Our GAP commitment

To fulfill the commitment, we promote the incorporation of Education for Sustainable Development in the curriculum as part of the curriculum transformation of Costa Rica, as well as in the national policies. In addition a proposal of a Teacher Training Program on Education for Sustainable Development was developed, to be implemented in late 2016 and throughout 2017. There are also organized activities carried out in schools to learn about successful educational experiences in environmental and sustainable development.

One of our activities

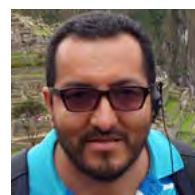
The development of the first policy of education for sustainable development through coordinated work with ministries and other institutions, and with the active participation of key stakeholders. Our intention is to promote awareness and dissemination for the integration of environmental culture, institutional responsibility and social equity in all areas of the educational community through the consolidation of a strong policy of Education for Sustainable Development

Links

<http://www.mep.go.cr/>

Focal Point

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National Council on Climate Change and Clean Development Mechanism (CNCCMDL), Dominican Republic

The main objective of our work is to define national public policies regarding climate change mitigation and adaptation, including a special focus on climate change education. We are a council under the Office of the Presidency of the Dominican Republic and our membership is composed of 14 ministries and government institutions that have responsibilities in climate change policy. We are officially the Art. 6 National Focal Point under the UNFCCC and are the G77 + China coordinators of Art. 6 on climate change education.



© CNCCMDL

Our GAP commitment

To establish a regional programme on climate change education with the eight countries of the Central America Integration System. During the last 3 years, we have worked in each country developing reports on climate education policies and best practices with the aim of defining a common priority action plan for the whole region to be implemented between 2017 and 2022.

One of our activities

In December 2017, the CNCCMDL, with the support of international cooperation organizations, held a competition with students from the technical and university levels to present short videos on 'Climate Change is Calling: Action for the Climate'. With this, the institution sought to influence the Dominican population to assume a culture of sustainable use of resources and natural goods compatible with the climate, promoting the achievement of the goals set out in the Sustainable Development Goals, especially the one that establishes the need to take action against climate change. For the contest, the CNCCMDL and the other organizing institutions had the support of the Dominican University Environmental Network and the Dominican Association of Social Communication Schools.

Links

<http://http://cambioclimatico.gob.do/>

<https://cambioclimatico.gob.do/premian-a-estudiantes-ganadores-del-primer-concurso-de-videos-cortos-sobre-cambio-climatico/>

Focal Point

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Organization of Ibero-American States for Education, Science and Culture (OEI)

We seek to address different challenges which aim to encourage and develop educational quality. Our objective is to achieve more cohesion, social justice and integration in the Ibero-American community and also to address the demands of the information and knowledge society. We are in an exciting process of consolidating a cohesive Ibero-American space with greater presence in the rest of the world. OEI is the regional organization representing Latin American and Caribbean countries in the Global and Regional Sustainable Development Goal – Education 2030 Steering Committee.

Our GAP commitment

The Organization of Ibero-American States for Education, Science and Culture (OEI) is, from a historical point of view, the first intergovernmental body among the Ibero-American States. It was created more than 65 years ago before the Summits of Heads of States and Government. Nowadays, OEI works as a useful cooperation too to support countries when they develop their own public policies in terms of education, science and culture.

One of our activities

All activities of OEI directly or complementarily are in line with SDGs/GAP. One such is Lights to Learn (Luces para Aprender), a project coordinated by OEI that promotes quality rural education and acts as a community development driver in the Ibero-American region. The starting point for LPA was the existence of a multi sector problem with multi stakeholders and an attempt to tackle inequality, involving the corresponding sectors in each stage of the project. LPA has been adapted to the specificities of each country respecting their institutional, legal and social context. It is an Ibero-American regional project supported by the Ministers of Education from each of the countries, approved at the XXI Ibero-American Conference of Ministers of Education held in Paraguay in September 2011. In November 2017, this project was awarded in the 2017 WISE Awards in Doha, Qatar.



© OEI

Links

<http://www.oei.es/>
<http://www.oei.es/historico/programcompartido2.php>;
<http://fundiber.org/lucesparalaciudadaniaglobal/>;
<http://lucesparaaprender.org/web/>;

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United Nations Institute for Training and Research (UNITAR)/UN CC:Learn Secretaria

UN CC:Learn is a partnership of more than 30 multilateral organizations supporting countries to design and implement systematic, recurrent and results-oriented climate change learning. At the global level, the partnership supports knowledge-sharing, promotes the development of common climate change learning materials, and coordinates learning interventions through a collaboration of UN agencies and other partners. At the national level, UN CC:Learn supports countries in developing and implementing national/regional climate change learning strategies. The Secretariat for UN CC:Learn is hosted by the UN Institute for Training and Research (UNITAR).

Our GAP commitment

To advance ESD, UN CC:Learn commits to promote climate change education at the national and international level. In particular, we support the development of climate change learning strategies and action plans including education, in Africa, Asia and Central America. Through our activities at the global level, we also enhance knowledge-sharing and offer a variety of online materials for climate change learning to anyone interested.

One of our activities

UN CC:Learn is promoting a regional approach to climate change learning through the Central American Integration System. The programme aims to leverage the region's existing experience and capacities in the area of climate change learning, jointly implement priority actions that have been defined in a regional action plan, and scale up this collaboration for long-term impact.



© UN CC:Learn

Links

<http://www.uncclearn.org>
<http://www.uncclearn.org>

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Angus Mackay



Cristina Rekasavas

United Nations Alliance on Climate Change Education, Training and Public

The United Nations Alliance on Climate Change Education, Training and Public Awareness (UN Alliance) is a collaborative platform involving 13 United Nations organizations, which supports Parties to the UN Framework Convention on Climate Change (UNFCCC) in their efforts to design, initiate and undertake activities related to climate change education, training, public awareness, public participation and public access to information. The UN Alliance aims at maximizing existing synergies, eliminating duplication and optimizing the impact of the collective effort of UN organizations in enhancing the implementation of Action for Climate Empowerment (ACE). The Secretariat for the UN Alliance is provided by the UNFCCC.



© UNFCCC

Our GAP commitment

We support the implementation of the GAP by:

- Enhancing the implementation of the Doha Work Programme on Action for Climate Empowerment;
- Developing guidelines for national focal points for Action for Climate Empowerment;
- Establishing a network of national focal points for Action for Climate Empowerment;
- Developing educational materials and disseminating them through web-based platforms;
- Supporting countries in adopting and implementing climate change learning strategies and action plans;
- Organizing annually a Dialogue on Action for Climate Empowerment;
- Organizing high-level events on education, training and public awareness during the United Nations Climate Change Conferences.

One of our activities

Dialogues on Action for Climate Empowerment: The objective of the Dialogue is to provide a regular forum for parties, experts, practitioners and stakeholders to share their experiences and exchange ideas, best practices and lessons learned regarding the implementation of the Doha work programme on Action for Climate Empowerment. The Dialogue clusters the six elements of Action for Climate Empowerment into two focal areas, which alternate on an annual basis, with the first focal area consisting of education and training, the second consisting of public access to information, public participation and public awareness. International cooperation is a cross-cutting theme.

Links

http://unfccc.int/cooperation_and_support/education_and_outreach/education_and_training/items/8958.php

http://unfccc.int/cooperation_support/education_outreach/overview/items/8946.php

<http://unfccc.int/resource/docs/2012/cop18/eng/08a02.pdf#page=17>

Focal Point

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United Nations Economic Commission for Europe (UNECE)

The UNECE Strategy on ESD adopted in 2005 by the governments of the UNECE Member States is a practical instrument to incorporate key themes of sustainable development into the region's education systems. The implementation of the strategy and review of its progress is decided on and overlooked by the UNECE Steering Committee whose members are designated by governments of the Member States and include representatives of environment and education sectors, as well as international and non-governmental organizations participating as observers. The Steering Committee constitutes the principal decision-making body for the strategy's activities in the UNECE region, responsible for giving guidance and strategic directions to its implementation.

Our GAP commitment

The High-Level Meeting on ESD held on 8 June 2016 in Batumi, Georgia during the 8th Environment for Europe Ministerial Conference addressed ESD issues at the highest regional level, with UNECE ministers in Batumi recognizing ESD as a cross-cutting theme that serves as an efficient tool for the achievement of the other SDGs. At the meeting, delegates considered progress made by participating Member States in implementing the first 10 years of the UNECE Strategy for Education for Sustainable Development, with a view to reaffirming their commitment to the strategy through the adoption of a **Framework for its future implementation**. The ministers and heads of delegation renewed the mandate of the UNECE Strategy on ESD till 2030, adapting it to the global processes on ESD led by UNESCO. They also adopted the **"Batumi Ministerial Statement on Education for Sustainable Development"**, providing a way forward for further implementation of the strategy in the ECE region.

One of our activities

The UNECE Steering Committee on ESD regularly undertakes evaluation of progress made in implementing the strategy by its Member States. The latest progress report was focused on the implementation of the strategy during the first decade with particular attention to the third phase of implementation (2011–2015), based on 38 national implementation reports submitted by its Member States for that phase. The findings of this report have been taken into consideration in drafting the future implementation framework for the strategy and will be discussed at the high-level segment on ESD at the Environment for Europe Ministerial Conference in Batumi, Georgia, in June 2016 (link to the report at <http://www.unece.org/fileadmin/DAM/env/esd/11thMeetSC/Documents/1521609E.pdf>).

Links

<http://www.unece.org/env/esd.html>

Focal Point

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PN 2

TRANSFORMING LEARNING AND TRAINING ENVIRONMENTS

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Asia-Pacific Cultural Centre for UNESCO (ACCU), Japan

The Asia-Pacific Cultural Centre for UNESCO (ACCU) is a not-for-profit organization dedicated to working with children, youths, families and schools to create a peaceful and sustainable society through promoting education for sustainable development and cultural cooperation among peoples in the Asia-Pacific Region. For over 40 years, we have developed various teaching and learning materials (literacy, environment and disaster risk reduction, etc.) and supported catalysts of change in close collaboration with UNESCO. Since 2005, ACCU added ESD to its focus areas and collaborated with organizations and schools to promote the principles of ESD.



© ACCU

Our GAP commitment

We commit to promote and scale-up the whole-institution approach to create a sustainable society. Specific goals for the next few years are to develop a framework that facilitates understanding the whole-institution approach among education practitioners at home as well as its implementation at a school level in both formal and non-formal settings. We also promote collaborative learning among schools in and outside Japan to open a window of opportunity for transformative learning.

One of our activities

Since September 2016, ACCU has been working with 24 selected institutions of different types and levels in different parts of Japan to promote ESD at school and community levels. The objectives of this initiative, called the ESD Sustainable School Project, is to put into practice the whole-school approach to ESD, to consolidate experiences of transformative learning, and to contribute to building a sustainable future and society through education. A number of training opportunities are provided in the course of three years and participating schools are also encouraged to share their experiences for collaborative learning.

Links

<http://www.accu.or.jp/esd/jp/index.shtml>

<https://en.unesco.org/greencitizens/stories/using-rice-farming-methods-teach-environmental-protection>

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Yumi Shindo

Alianza de Redes Iberoamericanas de Universidades por la Sustentabilidad y el Ambiente (ARIUSA)



© ARIUSA

The Alliance of Ibero American Networks of Universities for Sustainability and Environment (ARIUSA) is a network of university environmental networks, created in 2007. The mission of this 'network of networks' is to promote and to support coordinated actions in the field of the environmental higher education, as well as the academic and scientific cooperation between university networks on environment and sustainability. Currently there are 25 environmental university networks, at national and regional scale. As a whole, they are grouped as 430 universities in 17 Latin American countries, Spain and Portugal.

Our GAP commitment

Our commitment is to organize a second series of National Forums on Universities and Sustainability. Throughout 2013, ARIUSA developed national forums in 10 different countries. This first series ended with the I Latin American Forum, in Viña del Mar (Chile), in December of the same year. The second series ran from 2014 to 2017 with a total of 24 national forums or equivalent events. The second series closed with the II Latin-American Forum of Universities and Sustainability, held in Santa Marta (Colombia) on 19 and 20 October of 2017.

One of our activities

The National Assessments of the Institutionalization of the Environmental Commitment in Higher Education began in March 2014 and continue in a permanent way. Until now, we have responses from 355 universities and other HEIs in 10 Latin American countries. All the national diagnoses share the same methodology, which coincides with the whole-institutional approaches that promote UNESCO and the GAP. Based on information collected so far and that of continuing surveys, we will build the Observatory of Sustainability in Higher Education.

Links

<http://ariusa.net/>

Focal Point

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Foundation for Environmental Education (FEE)

With members in 76 countries around the world, our programmes represent the absolute cutting edge in Education for Sustainable Development and Environmental Education. While our Eco-Schools, LEAF and Young Reporters for the Environment programmes educate young people to cultivate a more environmentally conscious approach in their lives, our Green Key and Blue Flag initiatives are known across the world for their promotion of sustainable business practices and the protection of our valuable natural resources. It is the vision of the Foundation for Environmental Education that our programmes empower people everywhere to live sustainably and in an environmentally conscious manner.



© Foundation for Environmental Education.

Our GAP commitment

FEE ascribed to the maximum period of 5 years' commitment within the Priority Action Area of accelerating sustainable solutions at the local level. We continue to expand our activities into new countries and increase the number of participants enrolled in our programmes, in countries where we are present already. We will continue to approach Education for Sustainable Development through positive means and will work to create projects that allow for inclusiveness for all countries and cultures, respecting the diverse needs and capabilities of different groups, especially in our school-based programmes.

One of our activities

We are hosting the ESD Youth Leaders' conference in cooperation with UNESCO and ABAE in Portugal in March 2018. The conference is aiming to support and prepare young ESD leaders as change agents for sustainable development. The participants are recruited from our global network, especially through the Young Reporters for the Environment programme. The conference will focus on increasing knowledge on ESD as well as journalistic and communication skills which are essential to mobilise their peers effectively. It also aims to create a global network of ESD Leaders where they continue to learn from each other and collaborate in the future.

Links

<http://www.fee.global/our-work/> <http://www.fee.global/>
<http://www.ecoschools.global/> <http://www.blueflag.global/> <http://www.greenkey.global/>
<http://www.yre.global/> <http://www.leaf.global/>

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Global Universities Partnership on Environment and Sustainability (GUPES)

Through the Global Universities Partnership on Environment and Sustainability (GUPES), the UN Environment, Environmental Education and Training Unit (EETU), which serves as focal point for implementation of the UN Environment Assembly Resolution on environmental education (UNEA-2/UNEA-3) on education for sustainable development, organizes programmes, projects, initiatives and activities around three pillars, namely: education, training and networking with specific focus on higher education. We also provide programmatic capacity development towards building a generation of sustainability-literate professionals able to deliver integrated ecosystem management and action on wider sustainable development objectives.

Our GAP commitment

The UN Environment Global Universities Partnership on Environment and Sustainability (GUPES) is a network of affiliated partner universities committed to working together to mobilize universities as agents of transformative change towards sustainable development. The Universities Partnership serves as a facility for increasing the mainstreaming of environment and sustainability practices and curricula into universities.

The Kenya Green University network and the Greening Universities Toolkit was launched at the UN Environment Headquarters to formalize the provision of a platform for facilitating knowledge sharing and promoting best practices in higher education institutions on mainstreaming environment and sustainability aspects in their curricula, campus operations and management, engagement with students and communities in Kenya. In cooperation with the Mohammed VI Foundation for Environmental Protection at the sides of the UNFCCC COP 22 held in Marrakesh, we launched a replica of the Kenyan Green University network for Morocco. The toolkit was translated into French: "*La boîte à outils pour des universités plus vertes v2.0*" and adapted for Moroccan universities. Creating innovative learning tools using online technologies for MOOCs, mini-courses, and mobile telephony-based learning. We have partnered with a local university in Kenya and one telephone communication provider to work on a mobile app mini course.

One of our activities

UN Environment, in consultation with The Global Universities Partnership on Environment and Sustainability (GUPES) Steering Committee, cooperates with the Environmental Association of Universities and Colleges (EAUC) based in the United Kingdom to showcase sustainability and our green universities programme. One way to recognize universities for their efforts in creating environmentally sustainable institutes was with the creation of a separate GUPES Green Gown Award, concentrating on 3 pillars namely: education, training and networking. By extending the highly-acclaimed Green Gown awards to the GUPES network, outreach and awareness on sustainability within the context of the global Action Plan was increased through UN Environment's global network of more than 840 universities. The winners of 2016 Green Gown Awards were Fiji National University (Fiji), Chalmers University of Technology (Sweden), Universidad San Francisco de Quito (Ecuador), and University of British Columbia (Canada). The 2017 Green Gown Awards is in progress and winners will be announced in 2018.

Links

<https://www.unenvironment.org/explore-topics/education-training>
<http://www.gupes.org/index.php?classid=3234>
<https://www.greengownawards.org/gupes-green-gown-awards-2017>

Focal Point

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© GUPES



Higher Education Sustainability Initiative (HESI)

The Higher Education Sustainability Initiative (HESI) was initiated in the lead up to the Rio+20 Conference by a group of UN partners: the Executive Coordinator of Rio+20, UN-DESA, UNEP, UNESCO, UN Global Compact's Principles for Responsible Management Education (PRME), UNU, and – as of 2016 – UN-HABITAT, with the objective of creating coherence among United Nations entities working on issues related to the higher education, and to spur institutions of higher education to commit to teach sustainable development concepts, encourage research on sustainable development issues, green their campuses, and support sustainability efforts in their communities. The Higher Education Sustainability Initiative is also supported by a range of international networks, national and regional organizations, and several student organizations.



Our GAP commitment

As of 2016, over 300 Higher Education Institutions (HEIs) in over 50 countries have made commitments and joined the HESI network. Many of these organizations are also affiliated to other UN initiatives, such as the Global Universities Partnership on Environment and Sustainability (GUPES) and around two-thirds of the organizations are signatories to the UN Global Compact or PRME. The HESI partnership has also helped spearhead the implementation of the Sustainability Literacy Test (Sulitest.org), the first international training and assessment tool for assessing sustainability literacy.

One of our activities

In 2015, the HESI partners prepared a report on "Climate Change Action for Sustainable Development", which was presented on the occasion of the event "From Rio to Paris: Higher Education for Climate Change Action", held on 14 October 2015 at UNESCO headquarters, organized by the partners of the HESI initiative in close collaboration with the Kedge Business School, itself a signatory of the HESI initiative, as contribution to the XXI Session of the Conference of the Parties to the UNFCCC (COP21).

Links

<https://sustainabledevelopment.un.org/sdinaction/hesi>

<https://sustainabledevelopment.un.org/partnerships/hesi>

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International Association of Universities (IAU)

The International Association of Universities (IAU) is a membership-based organization serving the global higher education community through expertise and trends analysis, publications and portals, advisory services, peer-to-peer learning, events, and global advocacy. We gather more than 650 members from 130 countries. Higher Education and Research for Development (HESD) is a Key Thematic Priority since the early 90s. IAU fosters and showcases higher education activities addressing the goals set out in the framework of the 2030 Development Agenda. We developed and maintain the IAU Global Portal on HESD, which displays initiatives of Higher Education Institutions (HEIs) and research bodies and provides news, events and resources on SD and tools for all.



© IAU

Our GAP commitment

We filter initiatives, events, news, resources and actions on HESD and invite HEIs to register their own SD activities on the portal. It presents a representative pool of institutions committed to the SDGs and the 2030 Agenda, creating a unique educational and research instrument on HESD accessible to everyone. We also promote sustainable development initiatives of HEIs through other IAU communication channels and in meetings and conferences. Another important part of our commitment is to build strong connections with other higher education associations, HESD networks and organizations to scale up action jointly.

One of our activities

We launched the Global Survey on HESD ahead of the last PN Meeting in 2016. The survey had a special focus on the “whole institution approach”, mapping the activities of 120 HEI around the world. We develop further tailor-made surveys building on the results of the initial one. We monitor the field of HESD globally to create a space where people can find resources to develop their own policies and initiatives, increase visibility, and develop partnerships. We publish on GAP, the SDGs and the 2030 Development Agenda, foster uptake of the SDGs by organizing topical conferences and thematic sessions at IAU annual events and contribute to the debate by presenting on the role of HESD at key events around the world.

Links

<http://www.iau-aiu.net> ; www.iau-hesd.net
<http://www.iau-aiu.net/HESD>; <http://hedbib.iau-aiu.net/>
<http://www.iau-aiu.net/Higher-Education-Paving-the-Way-to-Sustainable-Development>;
<https://iau-aiu.net/Publications>

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Korean National Commission for UNESCO

We focus on implementing the whole-institution approach to ESD in formal and non-formal education by coordinating activities in existing UNESCO networks, primarily through the UNESCO Associated School Network (ASP) and the Korea UNESCO ESD Official Projects (ESD Official Projects). Main activities include organizing workshops, supporting teachers' learning communities and students' ESD projects, providing consulting and undertaking research. A key effort to support these initiatives involves raising awareness and advancing policy for broader implementation of ESD at the national level. To do so, we operate and collaborate with the Korean National Committee on ESD, which includes members from central and local government, government-affiliated institutions, NGOs and academia, to develop strategies for expanding ESD under the GAP framework.



© Korean National Commission for UNESCO

Our GAP commitment

Our commission works closely with the Republic of Korea ASP to promote sustainability through the ESD whole-school approach. Activities focus on capacity-building for teachers and students to build their understanding of ESD to develop programmes that address sustainability in curricula, teaching, learning and training methodology, operation and management of school facilities and community relations. In 2017, we broadened our commitment by addressing the whole-institution approach to ESD in non-formal education through the ESD Official Projects. Prior to our annual workshop, we developed and distributed a survey to take note of the status of ESD whole-institution approaches and provided tailored consultations on how to improve implementation. The survey results will be used in an upcoming research on developing ESD Official Projects.

One of our activities

As a member of the GAP Partner Network and the ASP National Coordinator, we have organized our GAP commitment through two initiatives; ASP teachers' ESD learning communities and the ASP Rainbow Youth Global Citizenship projects. Since 2015 we have supported teachers' learning communities to undertake research to develop and implement projects at the local level. Through this programme, we provide annual funding, organize capacity-building workshops and distribute teaching and learning materials. We also carried out research on whole-school approaches to ESD and published a final report with recommendations on how to mainstream key initiatives. Moreover, we work to build students' ESD capacities through year-long student-led Rainbow Youth Global Citizenship projects which identify and find solutions to local problems through ESD.

Links

<http://www.unesco.or.kr/esd>

<http://asp.unesco.or.kr>

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Hyunsook Seo



JiEun Lee

Manitoba Education and Training, Canada

Manitoba Education and Training is taking a whole-school approach toward implementing Education for Sustainable Development (ESD) throughout the kindergarten to grade 12-school system. Some of our work activities include incorporating ESD into existing curricula; reorienting technical-vocational education; providing ESD professional learning opportunities; providing funding to schools in support of ESD; developing ESD curriculum support resources, undertaking research; and working with a variety of partners in the promotion of ESD.

Our GAP commitment

Manitoba committed to encouraging every school to have an ESD school plan in place by 2019. In 2014, 31 per cent of the 754 (public and funded independent) schools in Manitoba indicated having ESD school plans in place. In May 2016, Manitoba's K-12 Framework for Continuous Improvement was launched. The Framework, co-developed with school division leaders and other provincial education partners, ensures alignment between school division planning and reporting and provincial priorities. As part of the Framework, all school divisions are required to report on the number of schools with ESD plans in place. As of October 2017, school divisions reported that 68 per cent of the 689 (public) schools in Manitoba have ESD school plans in place. Note that out of the 689 schools, three school divisions (147 schools) did not report on whether or not they have ESD plans in place.

One of our activities

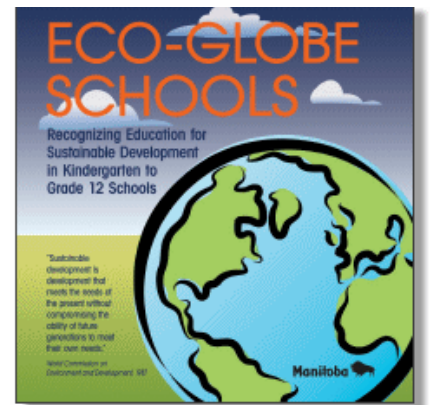
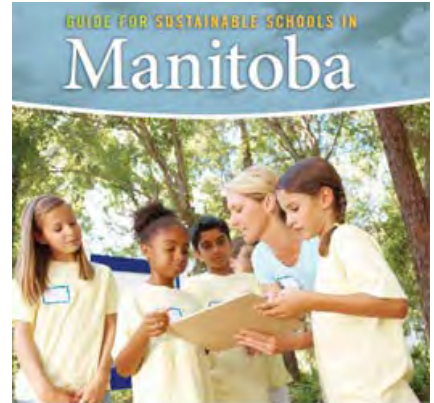
At the Council of Ministers of Education, Canada (CMEC) 105th meeting, ministers of education across Canada approved the six pan-Canadian framework competencies: critical thinking and problem-solving; innovation, creativity, and entrepreneurship; learning to learn/self-awareness and self-direction; collaboration; communication; and global citizenship and sustainability. The CMEC Global Competencies working group, of which Manitoba is a member, is taking a two-phased approach toward the development of strategies to assess the pan-Canadian global competencies for K–12 education. The initial phase will be the development of a systems-level framework to support the transition to education that is focused on competencies. The second phase is to develop materials to support the assessment of learning that is based on the competencies.

Links

<http://www.edu.gov.mb.ca/k12/esd/>

Focal Point

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© Manitoba



Millennium@EDU Sustainable Education

Millennium@EDU SUSTAINABLE EDUCATION is a multistakeholder Initiative to support the development of comprehensive SUSTAINABLE EDUCATION PROJECTS (referred to as Sustainable@EDU PROJECTS) as part of an “education technologies’ ecosystem” based on the collaboration with present partnering companies and entities. The initiative is open to other potential partners, particularly in countries and communities where Sustainable@EDU PROJECTS are developed (designated as Sustainable@EDU ECOSYSTEM.)



© Millennium@EDU SUSTAINABLE EDUCATION

Our GAP commitment

The “World Classroom for Sustainable Development” commitment aims to connect students and teachers through Sustainable@EDU SOLUTIONS in different countries and under a comprehensive education plan. The plan is based on scientific experiments supported by technology tools, promoting Sustainable Development Goals (SDGs) concerning water, climate and energy, in order to improve the quality of Education for Sustainable Development. The Sustainable@EDU SOLUTIONS – a comprehensive concept that covers information, decision-support and operating systems, management tools, computer devices, productivity and functionality tools, educational content and services to support pedagogical models – includes the Sustainable@EDU CAMPUS and SCHOOL, the Sustainable@EDU CLASSROOM and the Sustainable@EDU PROJECT.

One of our activities

The Energy@EDU INITIATIVE <https://millenniumedu.org/energyedu/> focuses on the development of international collaborative educational projects between students and teachers, based on scientific experiments, aiming to promote ENERGY LITERACY, in line with the Sustainable Development Goals, through the use of ICSTs. It simultaneously supports the acquisition of 21st Century Skills. Under this initiative and with some our partners, we are currently developing the Code4Energy@EDU based on a Digital Curricula on Coding for Energy, the Energy Conservation Activity based on an Educational Smart Meter and an Energy Production Activity based on an Educational Energy Kit.

Links

<https://millenniumedu.org/>;
<https://millenniumedu.org/education-for-sustainable-development/>
<https://millenniumedu.org/energyedu/>;
<https://millenniumedu.org/code4energyedu/>

Focal Point

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rootAbility, Germany (ESD Prizewinner 2015)



© rootAbility gUG

Many university students and staff are passionate about sustainability, but don't know how to make a difference, feel overwhelmed or isolated. We enable them to overcome these barriers, and drive change towards sustainability from within. rootAbility is a non-profit social business, building a movement of students and staff who mobilize institutional support for sustainability projects and initiatives in higher education. We spread the "Green Office Model" as an open-source solution to mobilize institutional support for sustainability projects and initiatives, support the work of existing Green Offices and connect Green Office Alumni.

Our GAP commitment

We commit ourselves to continue to inspire and empower students and staff at European universities, colleges, schools and universities of applied sciences to design and lobby for student-led and staff-supported sustainability units – based on the Green Office Model - to advance ESD within their organizations and communities. By 2025, we aim to reach 10,000 students and staff engaging in ESD activities at 100 Green Offices around the globe. 10 Green Offices already exist with a combined budget of 800 000 Euros. We thus commit to support the establishment of 10 Green Offices per year over the coming 10 years.

One of our activities

In partnership with the UNESCO Chair in Higher Education for Sustainable Development at Leuphana University, we are developing a learning platform for students and staff who want to learn how to establish their own Green Office. This platform includes a dedicated website on the Green Office Model, featuring an online course, e-Books, as well as case studies on existing Green Offices. In this way, we aim to inspire more students and staff to mobilize institutional support to launch or scale their sustainability initiatives across the world.

Links

<http://www.rootAbility.com>;

<http://www.GreenOfficeMovement.org>

Focal Point

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Sihlengeni Primary School

(ESD Prize laureate 2017)

We seek to mould a responsible community that is moving towards sustainable development through education. Our goals are to transform learning and training on Education for Sustainable Development, facilitate ESD learning, accelerate sustainable solutions at the local level and support ESD related activities and innovations.

Our GAP commitment

We have striven to be part of UNESCO on Education for Sustainable Development in adjacent communities from 2017 onwards. The “whole institution” approach on our Permaculture project has gained momentum in our school. This project also includes taking actions for reducing land degradation, deforestation and alleviating poverty and hunger through training of learners, youths, community leaders, adjacent communities and other important stakeholders who are integral part of the project.



© Zim NATCOM

One of our activities

On the 24th of January – 18 teachers, 12 community leaders and 80 parents were oriented and trained on ESD and Permaculture. As a result, 600 ornamental trees, 1 000 associated herbs, and 25 fruit trees have been planted. Lantana Camara have been cleared and a fish pond constructed. In addition, a number of water reservoirs have been added to improve water conservation and harvesting approaches. This signifies a positive response towards a green sustainable environment.

Links

<https://en.unesco.org/prize-esd>

<https://en.unesco.org/prize-esd/blog>

Focal Point

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Sustainability and Environmental Education (SEEd), United Kingdom

SEEd is a membership organization focusing on transformative ESD pedagogies and system change. We are the founder/manager of the innovative collaborative Sustainable Schools Alliance (SSA). The Alliance consists of over 25 organizations, across the whole of sustainability, and reflects the way SEEd works to enable, empower, facilitate and influence by developing partnerships to build capacity and embed ESD into the UK education system. It is currently developing its second alliance – EASEL - on evidence for learning for sustainability. We run workshops, consultations, conferences, online services e.g. webinars and policy fora modelling transformative pedagogies and unpicking theories of change.



© SEEd

Our GAP commitment

SEEd has a long-term commitment to adopt the purpose of education in the UK Education Act to: ‘care for oneself, care for others and care for the environment’. In the short term we focus on building learning communities of whole institution practice for embedding ESD. We build the capacity of change-makers, including young people, to work effectively for ESD. We work throughout the UK and internationally e.g. Sweden, Greece, Japan, Thailand, Canada sharing the long-evidenced practice of ESD and whole school approaches. We advise many organizations on ESD and sustainability and are encouraging work towards the SDGs.

One of our activities

We are redesigning the Sustainable Schools Framework in line with the SDGs, ESD competencies and the evidence gathered over the last 15 years. This is a collaborative effort with the SSA (Sustainable Schools Alliance). We are developing a network of clusters of schools, who are developing a whole school approach. They will also be trialling the new revised doorways. We will be gathering evidence with these schools from their action/learning research approaches. We are modelling how education can be included effectively in each SDG moving beyond awareness-raising and sharing with businesses, NGOs and others.

Links

<http://se-ed.co.uk/edu/>

<http://se-ed-elearning.co.uk/>

<http://sustainable-schools-alliance.org.uk/>

Focal Point

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UNESCO-UNEVOC International Centre for TVET



© UNEVOC



UNEVOC promotes a 'whole-institution' approach to implementing ESD in TVET through our flagship initiative on 'greening' technical and vocational education and training (TVET). We support efforts to increase the number of TVET institutions transforming training and learning environments in collaboration with ministries; TVET providers; universities and research and training institutions in over 160 countries. Our aim is to strengthen institutional, leadership and professional capacities so that institutions can effectively serve as sustainable sites of learning. The intervention is envisaged to impact change in the training and learning sites. Peer-learning and sharing of practices on greening TVET are vital to our work.

Our GAP commitment

Our commitment is to (1) support whole-institution implementation of greening TVET; (2) raise awareness on climate change adaptation and the role of TVET; (3) develop evidences of practice; (4) collect success stories; (5) develop new guidelines and tools; (6) support develop training resources development; (7) build capacities; and (8) monitor/evaluate progress.

One of our activities

UNEVOC facilitates actions towards development of institutional strategies that can impact positive and sustainable change. These initiatives include the greening of campus, curriculum and training, community, and greening of research and culture. The approach aims at transforming actions in close cooperation with community, small enterprises, employers and social partners.

Links

http://www.unevoc.unesco.org/go.php?q=page_greening_tvset

<http://www.unevoc.unesco.org/go.php?q=UNEVOC+Network+-+Home>

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Kenneth Barrientos



Shyamal Majumdar

UN Global Compact's Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 as a platform to raise the profile of sustainability in schools around the world, and to equip today's business students with the understanding and ability to deliver change tomorrow. Working through Six Principles, PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Over 700 higher education institutions across 88 countries are signatories to PRME, while over 23 million students have attended a PRME signatory since its founding.



© PRME 2017/8

Our GAP commitment

Since 2016, all of PRME's workstreams – including our 14 Regional Chapters, 8 issue-area Working Groups, and student engagement projects – have been dedicated to advancing the SDGs into business and management education. As such, we have become the largest initiative that is advocating the SDGs in this academic field. Additionally, the PRME Global Forum, held every two years, has become the largest gathering of academics, business executives, students, researchers, thought leaders, and UN officials with the mission to accelerate activity that support various SDGs in business and management-related higher education.

One of our activities

The PRME Champions, which are 38 select higher education institutions around the world that commit to significant transformation in education, are pioneering important new research and case studies into the ways to integrate the SDGs into teaching, research and partnership, with a view to globalize this knowledge for future engagement by other institutions. Current projects and activity include an 'SDG dashboard' that aggregates data provided by a school to visually showcase an institution's current engagement with the SDGs relative to other institutions. Additionally, PRME signatories are advocating for changes in business school rankings to ensure they account for a school's commitment to sustainability and ethics.

Links

<http://www.unprme.org>

Focal Point

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UNESCO Associated Schools Network (ASPnet), Argentina

From the National Coordination of Argentina's ASPnet, we try to help schools in our network to become real laboratories of innovation by implementing projects in their community. The main focus of the projects implemented by our ASPnet as a commitment to the Global Action Program, focus on developing in young people the necessary skills to preserve cultural and natural heritage from a sustainable perspective, transforming learning environments of the schools which are members of our network, by implementing innovative ESD in partnerships with the broader community.



© Mario Lazarovich, 2017

Our GAP commitment

The main objective of the project is to create a network of secondary schools which are located in the World Heritage Site Qhapaq Ñan, Andean Road System (site located along six Latin American countries and seven Argentinean provinces). By organizing different activities, we invited students to reflect their views on heritage and to promote activities related to its preservation. Ever since we launched our commitment to the GAP, students of seven schools located in different provinces of Argentina (Jujuy, Salta, Catamarca, Tucumán, La Rioja, San Juan and Mendoza) received training and were invited to produce their own material reflecting their views on Qhapaq Ñan and delivered their own workshops on world heritage and sustainability for their local communities.

One of our activities

Publication "World Heritage in Argentina: The youth perspective on Qhapaq Ñan". During 2017, we provided funding for schools to implement their projects on sustainability and we produced a publication and a DVD called "World Heritage in Argentina: The youth perspective on Qhapaq Ñan". The publication showcases the best practices of the schools which participated in the project related to Qhapaq Ñan and serves as a tool for teachers in Argentina to work on heritage and preservation providing classroom activities and interactive resources which can be used in the classroom. The publication, which received funding from UNESCO Participation Program, will be distributed to Argentina's ASPnet and will be available for schools to download.

Links

<https://www.argentina.gob.ar/educacion/cooperacioninternacional/cooperacionconlaunesco>

Focal Point

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UNESCO Associated Schools Network (ASPnet), Côte d'Ivoire

Through an innovative approach integrating the social, economic, environmental and cultural dimensions of development, introduce ESD to learners through self-transformation, and transformation of the social environment and society.

Our GAP commitment

Train and educate students, teaching staff, parents and school partners about sustainable development, develop agricultural entrepreneurship for green agriculture through promoting our cultural heritage (growing of medicinal plants), produce viable business models

One of our activities

Recycling e-waste by youth and for youth so they can play their role as change agents for sustainable development through ESD. This learning coupled with agricultural entrepreneurship in a participatory business model will enable young people to build a better future not only for themselves but also for future generations.



© ASPnet, Cote d'Ivoire

Links

<http://www.aspnet-ci-unesco.org>

Focal Point

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UNESCO Associated Schools Network (ASPnet), Greece

We coordinate the ASP schools in the country with special focus on raising awareness on the SDGs and the Agenda 2030. More specifically, we aim at inviting ASP schools to carry out projects on issues related to SDG 4.7, such as “UNESCO Geoparks as learning places for ESD”. We are working in this direction with ASPnet teachers to bring the principles of sustainable development within the school environment. Furthermore, we organize workshops in order to familiarize teachers with the ‘whole school’ approach so that sustainability will be integrated into daily school life and subsequently into the family and community life.

Our GAP commitment

Building on the multiplier effect, our launch commitment entitled “The Student Symposium” is now being organized for Junior High Schools as well, in response to teachers’ requests. The themes of the symposiums, proposed by teachers and the National Coordinator, are related to SDG 4.7, with special focus on ESD and GCED. The same procedure is followed: two-day meetings take place, one in commissions and one in plenary, the outcomes of the meetings are disseminated to students of all participating schools aiming at informing teachers, students and their

parents about the Global Action Programme, and the importance of integrating the principles of Sustainable Development in their lives, so as to prepare learners as future Global Citizens.

One of our activities

Currently, we are establishing cooperation with national and European networks in order to inform participating school about the Education 2030 Framework for Action and the Global Action Programme. In this framework, we have brought UNESCO’s project for ASP schools on the ‘whole school’ approach to Climate Change, to schools that are familiar with this issue through other projects. To start with, we are organizing a workshop for interested teachers in order to inform them on how to implement the guidelines of the “Getting climate ready” booklet in their schools. ASPnet teachers, already trained by UNESCO, will serve as trainers and facilitators.



© ASPnet Greece

Links

<http://www.minedu.gov.gr>

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UNESCO Associated Schools Network (ASPnet), Indonesia

For ESD GAP Programmes in Indonesia, we developed Adiwiyata Green School Indonesia (AGSI). AGSI is a model of Education for Sustainable Development (ESD) in Indonesia. The AGSI programme is directed towards building an ideal school as the basis for humans to reach the sustainable development goals and prosperity. With the AGSI programme, we developed the capability of school to integrate the elements of ESD into the learning process and all school activities, based on the national curriculum and the existing education system in Indonesia. As a result, the AGSI schools are able to create school strategic policy, school management, learning, and planning programme implementation to develop awareness, concern, and environmental management to encourage knowledge and skills related to sustainable development.



© Adiwiyata Green School Indonesia (AGSI)

Our GAP commitment

We implement the AGSI program step by step because there are around 230,000 schools between elementary and high school levels in Indonesia. Recently, we developed the AGSI programme for elementary schools by preparing the AGSI guidelines and training materials for school teachers, principals, committees, and school attendants. We implemented the AGSI programme in five pilot elementary schools in Mataram city, located in Nusa Tenggara Barat, one of Indonesia's small islands. The programme is very successful in terms of school quality improvement, in which the ESD aspects are integrated into the learning process, school activities, and school management. Recently, we were asked by the Mataram city mayor to scale up the programme to all elementary schools in the city. To achieve this goal, the five pilot elementary schools will introduce the AGSI programme to other neighbouring schools and will guide them.

One of our activities

In implementing the AGSI programme in Indonesia, we are preparing the AGSI guidelines and training materials for school teachers, principals, committees, and school attendants. We are also carrying out workshops for them all to practice implementing the AGSI guidelines and training materials. We are also assisting and accompanying school principals and teachers in creating school strategic policy, school management, and teaching, learning and planning programme implementation.

Links

<https://www.its.ac.id>

<http://lppm.its.ac.id>

Focal Point

under nomination

UNESCO Associated Schools Network (ASPnet), Oman

The mission of the ASPnet schools in Oman is spreading awareness among school stakeholders on how to deal with others on international challenges which helps to understand the global issues and the role of the UN in solving them and to raise a generation that faces new age changes and accept them. On top of that, improving quality of education by enhancing the four pillars of Education (Learning to know, Learning to do, Learning to be and Learning to live together)

Our GAP commitment

We have always tried to implement UNESCO projects beside local programmes in partnership with private sectors and NGOs. During 2016-2017. The whole school approach to climate change project was started in ASP schools . This educational project that includes actions for reducing climate change through every aspect of school life, teaching content and methodology, campus and facility management as well as cooperation with partners through active involvement of all internal and external school principals,, students, teachers, school staff at all levels and the wider school community such as families and community members which appeared to be the key to the successful implementation of the project.

One of our activities

In September 10 schools were selected to participate in the project. They started to adapt their facilities and operations to become climate-friendly , all of them have waste management approach, they are reusing grey water to irrigate the ECO school gardens . Raising awareness on consuming water and electricity in morning assembly and posters relevant to this issue, they celebrated relevant climate change world days. They formalized

partnerships and collaborated with Government authorities experts ,private sector and community members to support them. Schools gained many benefits such as greening schools, sustainable use of resource, professional learning as well as narrowing the gap between awareness and environmental behavior.



© OMAN NATCOM

Links

<http://www.oncoman.com>

Focal Point

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UNESCO Chair in Higher Education for Sustainable Development (University of Lüneburg, Germany)

Our activities are focused on collaborating with dedicated UNESCO Chairs, GAP Key Partner institutions, relevant UNITWIN Networks as well as other pertinent UNESCO entities. All our networking endeavours aim to bring the Global Action Programme on ESD in higher education institutions forward, e.g. by liaising research of inter- and transdisciplinary sustainability science and higher education for sustainable development; capacity mobilizing of local and regional experts and stakeholders, and consulting of key actors of policy, civil society, science, economy and administration.



© Leuphana University Lüneburg / 2017 Ethiopian Graduate School of Theology

Our GAP commitment

In line with our commitment is our strategic activity as a member of the Steering Committee in the project “Broadening the Application of the Sustainability Science Approach”, initiated by UNESCO Natural and Social Sciences Sectors together with the Japan Ministry of Education, Culture, Sports, Science and Technology. Here we contributed also a member of the drafting committee with responsibility for the chapter on “Mainstreaming Sustainability Science in Higher Education” in the Policy Guidelines on research and education” (<https://en.unesco.org/sustainability-science>). Worth mentioning is our coordination of a project consortium of 20 institutions from 15 countries. resulting in a proposal on “Sustainability governance through Science indicators for Responsible Research and Innovation” for the European Horizon 2020 Programme.

One of our activities

Since 2017 we are running a joint project with our GAP PN 2 Key Partner “rootAbility”, funded by the DBU (German Federal Environmental Foundation). The aim is to develop and establish a further education programme for students to support the establishment of sustainability offices (“Green Offices”) at German universities. In another project “Empowering Ethiopian colleges of teacher education and theological colleges to address environmental and sustainability Issues” conducted with partners from the Ethiopian Graduate School of Theology, the connection of Ethiopian teacher educators’ networks with the “International Network of Teacher Education Institutions” (GAP PN 3 Key Partner) has been established.

Links

<http://www.leuphana.de/en/unesco-chair.html>

<http://egst.edu.et/training-completed-on-environmental-and-sustainability-education/>

Focal Point

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Wildlife and Environment Society of South Africa (WESSA), South Asia

To coordinate and support the Eco-Schools movement across South Africa. Explore and develop regional projects that promote ESD such as the Stepping Up to Sustainability project which is functioning in 6 SADC countries. Support citizen science tools that enable change for a sustainable future through monitoring water and developing action plans to improve river health. WESSA is also engaged in a range of youth capacity building projects. These entail offering young people internships where they can develop their skills and make a significant contribution to ESD. WESSA also offers accredited training through the Work Skills programme which addresses Education for Sustainable Development through Action learning processes.

Our GAP commitment

Eco-Schools remains the school-based ESD project of choice in South Africa with close to half a million learners engaged in all parts of South Africa. Projects conducted by schools include water management, recycling, biomonitoring, food gardens, biodiversity gardens, invasive alien species eradication, adapting curriculum materials in support of sustainability practices etc.

A teacher development programme, Fundisa for Change (which leans learning for change) is also supported in South Africa. Through this capacity-building programme teachers can achieve professional development points towards their career while they are developing their ESD skills.

WESSA is also exploring the upscaling of Eco-Schools to other southern African countries.

One of our activities

WESSA developed and published the “Year of Special Days” calendar and linked each environmental day to the most appropriate Sustainable Development Goal (SDG). This calendar is proving useful in enabling individuals and organisations to plan their year and undertake meaningful and engaged projects with their partner communities. The calendar is made available copy-right free in a Word format so that anyone can adapt and apply it to their own context. This means it is able to be used in various countries around the world. Already the calendar has been translated into multiple languages.



© WESSA

Links

<http://www.wessa.org.za>

Focal Point

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PN 3

BUILDING CAPACITIES OF EDUCATORS AND TRAINERS

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Asia-Pacific Centre of Education for International Understanding (APCEIU)

Our mission is to promote and develop Education for International Understanding (EIU) to foster a culture of peace. To fulfil this mission, we strive to become a catalyst for fostering EIU and Global Citizenship Education (GCED) through: capacity-building of educators, research and policy development, dissemination of information, development of teaching/learning materials and enhancing networks and partnerships. We recognize ESD as a key area of EIU and GCED, along with peace, human rights, cultural diversity and globalization. In this context, we are strengthening our efforts to contribute to achieving the SDG target 4.7 in collaboration with educational stakeholders and partners.



© APCEIU

Our GAP commitment

We are committed to promoting ESD within the context of Global Citizenship Education (GCED) through our various capacity-building programmes as follows: 1) Global Capacity-Building Workshop on GCED for 30 teacher educators and trainers from developing countries, 2) Asia-Pacific Training Workshop on EIU for 30 educators and teacher trainers in the region, 3) Sub-regional and country-based capacity-building workshops for educators and educational officials, 4) KOICA-UNESCO Joint Fellowship, a 2-month programme for 25 educators from Africa and the Asia-Pacific, 5) Global Youth Leadership Workshop on GCED for 50 youth leaders around the world, 6) online training courses on GCED targeting educators worldwide.

One of our activities

APCEIU co-organized with UNESCO the Sub-Regional Workshop “Sustainability Begins with Teachers in Central Asia” on 19-23 June 2017 in Almaty, Kazakhstan. The workshop on the signature project of PN3 was designed to strengthen the capacities of teacher educators and TEIs in Central Asia to implement ESD and GCED of SDG 4.7. Bringing together 51 teacher educators from 21 TEIs in Central Asia through the workshop, APCEIU and UNESCO enhanced their understanding of the key concepts and pedagogical principles of ESD and GCED and supported the development of their action plans for change in their national and institutional contexts.

Links

<http://www.unescoapceiu.org>

<http://www.gcedclearinghouse.org>

<http://www.gcedonlinecampus.org>

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Jihong Lee



Yangsook Lee

Association for the Development of Education in Africa (ADEA)

The Association for the Development of Education in Africa (ADEA) has played a significant role in the education space for the past 29 years as a convener, knowledge creator, and forum for policy dialogue. ADEA brings together African education and training ministries, bilateral and multilateral development partners, researchers, education experts, and technical partners from Africa and globally for policy dialogue particularly through its Triennales. The work of ICQNs and Working Groups have allowed ADEA to cover the key thematic areas in the

education landscape. ADEA is taking a new strategic direction by concentrating its work under two strategic pillars: (i) Through the Continental Education Platform, (ii) Through Advisory and Execution Support Services to countries. This new direction will also play a central role in supporting the implementation of the African Union (AU CESA 16-25).



© ADEA/AAU

Our GAP commitment

I contribute to several analytical works on how to build an education system that takes innovative measures to introduce an integrated, diversified approach to education and integrate the relevant alternative approaches that link learners' quality of life to learning processes (with the emphasis on education leading to occupational certification, including at the post-primary level, and linkages to local development)

One of our activities

During the 2012 Triennale, ADEA identified the Common Core Skills (CCS) to be integrated into the curricula of African countries. These CCS include issues of life skills, communication, managerial skills, social-cultural values and endogenous African knowledge. The implementation is ongoing in Senegal, Ghana and Benin. More specifically, the activity aims to propose strategies and key recommendations on how to link formal and non-formal curricula (Anchoring NFE to the Country Educational System through CCS and therefore accelerating sustainable development in Africa.

Links

<http://www.adeanet.org>

http://www.adeanet.org/sites/default/files/2018.02.06_general_synthesis_report_on_the_2017_triennale_final_eng.pdf

<http://www.adeanet.org/triennale/eng/index.php?categoryid=80>

<http://www.gtenf-adea.org>

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Chinese National Working Committee for UNESCO on ESD

We aim to actively promote the Priority Action Area 3: Building capacities of educators and trainers, using UN GAP as the main training material; establish the ESD Experimental districts and schools in China and scale-up the implementation of ESD in China; develop ESD-related training for educators, teachers and principals by organizing National ESD Workshop and annual training meetings; promote international communication by holding annual Beijing International Forum on ESD and Asia-pacific Expert Meeting; and develop the clearinghouse of ESD in China by creating the official website and editing the Magazine of Education for Sustainable Development and APIESD Newsletter.



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Our GAP commitment

CNWCESD hopes to achieve the following work: 1). Organize the CNWCESD expert group to carry out a new batch of national ESD experimental districts; 2). Organize the expert group to continue the educator training for principals and teachers in more provinces and cities; 3). Prepare for the 8th Beijing International Forum on Education for Sustainable Development and the 20th Anniversary Meeting of ESD in China, to be held in November, 2018. 4). Continue to publish Education for Sustainable Development in China, APIESD Newsletter, and Wechat Official account, Education for Sustainable Development 2030. 5). Publish a series of China's ESD books, papers, and case collections.

One of our activities

In December 2017, the 5th Asia-Pacific Expert Meeting on ESD/ESD Display of Beijing City Sub-Center & National Training Meeting of ESD was held, themed "To Learn Sustainable Development: the Way of Learning Innovation in the New Era". It provided an important opportunity to develop high-level ESD training for practitioners and over one hundred Chinese principals and teachers from Beijing, Shanghai, Guangdong, Zhejiang and other provinces received ESD training, including three modules, namely, Integrating ESD into Policies & Teacher professional development; ESD curriculum Innovation and sustainable learning class; and Framework, monitoring and evaluation of sustainable competencies.

Links

<http://www.esdinchina.org/>

<http://www.moe.edu.cn/>

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Education International (EI)

Our primary objective is enabling our affiliated unions to become familiar with the knowledge, skills, values and attitudes needed to contribute to sustainable development and especially to the debate on climate change. We also seek to increase the place of education and learning in all action plans, programmes and activities that aim to combat climate change

Our GAP commitment

We are presently working on the development of international guidelines on minimum professional teaching standards. We will incorporate ESD in the guidelines. This work will be completed within the next two years. ESD will also be promoted through a professional network of classroom teachers being set up by our organization. Moreover, regarding teacher professional development and capacity building, we have started to ensure that relevant SDGs and targets are covered during ongoing capacity development and union mobilization workshops. ESD is also included in professional development programmes for teachers and teacher educators within the framework of our Quality Educators for All programme, currently implemented in Mali, Uganda, Niger and Tanzania. The above will be complemented by the various activities of our member organizations around the world. Among other things, we plan to prepare a climate change toolkit for our affiliated unions and organize a sensitization activity at our next Congress in July 2019.

One of our activities

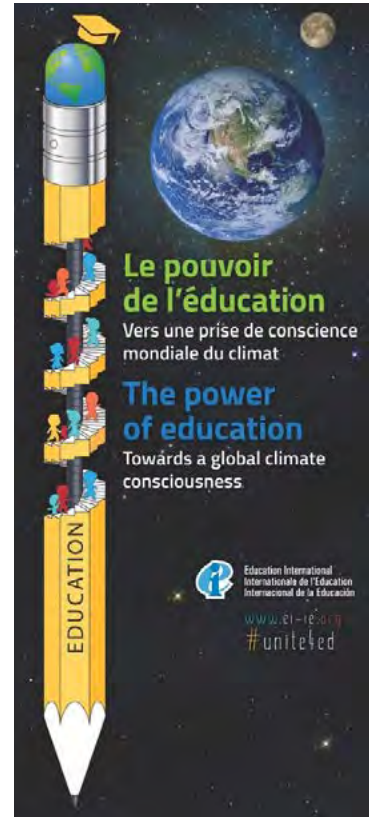
During the COP23 Conference, EI was able to speak as a guest organisation at the “Dreaming big in Climate Education” event organised by various United Nations agencies as part of Education Day. The event addressed partnerships aimed at initiating the necessary changes in attitudes and actions to be taken in the face of the risks arising from climate change. At the event, we argued that, faced with the low level of penetration of CCE in the curricula of the various countries, governments should ensure that climate change education is integrated across the school and teacher education curricula. Teachers must also have access to all the necessary support and training order to become engaged and effective stakeholders in combating climate change. With our member organisations we will continue to put pressure on governments to meet their commitments under the Paris Agreement.

Links

<http://www.ei-ie.org>

Focal Point

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© Education International



Environmental Education Association of Southern Africa (EEASA)

The main objective of EEASA is to support educational practitioners including policy-makers, educators, researchers, and trainers in the Southern Africa region to design and deliver ESD relevant education at all levels – formal, non-formal and social learning. For over three decades our annual conferences and journal themes have been designed to deepen localized conceptualization and understanding of sustainable development with relevant approaches and practices. We are currently promoting all 5 GAP priority areas specially priority Area 3. We are scaling up the implementation of educator capacity building throughout the Southern Africa region through our nodes, individual members and member institutions with the support from our partners



@ eeasa

Our GAP commitment

Since the 2014 launch of GAP in Japan, we have held three annual conferences in Swaziland, South Africa and Botswana; published three accredited journals, one of them based on student papers; three EEASA Bulletins that share member's activities. Two Bulletins were dedicated to teacher professional development. We developed a strategy for upscaling our members' commitments to GAP aimed at widening the GAP footprint in the sub-region.

One of our activities

We have run workshops on strengthening networking approaches within the region with a view of deepening our engagement with ESD and also developing a reporting framework for better sharing the myriad of activities beyond the region. It is envisaged that this will attract North-South and South-South collaborative learning and partnering for our members. We are eternally grateful to our voluntary members and international friends of the association for their dedication to the objectives and activities of the Association.

Links

<http://www.eeasa.org.za>

<https://www.ajol.info/index.php/sajee>

<https://www.ru.ac.za/elrc/projects/eeasa/>

Focal Point

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GroenGelinkt, The Netherlands

GroenGelinkt improves the access to and dissemination of Dutch educational resources in the field of nature, environment and sustainability. With GroenGelinkt we created a nationwide information platform on which all organizations can make their ESD products, activities and venues widely available. GroenGelinkt stimulates knowledge sharing between ESD providers and at the same time improves the distribution of ESD materials to schools and other end-users. GroenGelinkt is not a portal in the traditional sense. GroenGelinkt provides a set of easily implementable and adjustable search widgets to enrich websites with (parts of) the GroenGelinkt data collection.

Our GAP commitment

Our ambition is to make the system available for other countries and (ESD) communities. Of course we could start with sharing our knowledge and experience and thus support other countries in setting up a knowledge platform like GG. It is also possible to use the ICT architecture and system itself. First we would have to make the platform suitable for use outside The Netherlands.

One of our activities

We have had several meetings and correspondence with interested parties in Vlaanderen about GroenGelinkt. We have shared our experiences, best cases and ICT infrastructure with the Flemish government (LNE), and the organization for waste management companies (OVAM). We participated in the research of Goodplanet Belgium on how ICT platforms can be used to make education widely available. They will use this information to create their own platform on ESD for the circular economy.



© GroenGelinkt foundation

Links

<http://www.groengelinkt.nl/unesco-gap-esd-keypartner>

Focal Point

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International Network of Teacher Education Institutions (INTEI) associated with the UNESCO Chair in Reorienting Teacher Education towards Sustainability at York University Toronto, Canada

The INTEI promotes scaling up of ESD in teacher education policies, programmes and practices. Since its inception in 2000, we have been a unique source of recommendations for policy-makers, educators and practitioners embedding ESD into teacher education. Our INTEI members regularly share their experiences on how to raise awareness and build ESD capacity within our member institutions. We successfully implement ESD and evaluate approaches, especially related to pre-service and in-service teacher education programmes. As the INTEI is both a GAP Key Partner and associated with a UNESCO Chair, we widely disseminate knowledge and research results within the UNESCO family and beyond.



Photographer: David Brill
© Swedish International Centre of Education for Sustainable Development (SWEDESD)

Our GAP commitment

INTEI members scale-up ESD in the whole-institution context by embedding their current practices in international policy initiatives, such as the GAP or Education 2030, and engaging new institutions. We formed associations with other teacher education networks globally to bring ESD concept to others, creating opportunities for the broader two-way exchange of good teaching practice. We hold regular international meetings to inform the INTEI community of innovative approaches, new research-based knowledge and emerging international policy development. Joint research activities of members with other networks, such as RCE institutions, also create valuable findings to support ESD as an overall purpose of education.

One of our activities

We hold biennial INTEI meetings to bring together teacher educators who practice ESD and administrators who support ESD, as well as decision- and policy-makers responsible for teacher certification standards. We share our successes and challenges related to practicing and institutionalizing ESD. Together, we create new strategies and develop research concepts or projects to bring ESD forward. For instance, at the 2016 meeting in Visby (Sweden), TEIs began collaborating to create and pilot online modules and courses on ESD. Participants usually originate from 35-40 countries, but the outcomes are shared widely.

Links

<http://unescochair.info.yorku.ca/intei/>
<http://unescochair.info.yorku.ca/>
<http://unesdoc.unesco.org/images/0014/001433/143370e.pdf>
<http://www.esdtoolkit.org>

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rosalynmckeown@hotmail.com; unescochair@edu.yorku.ca



Charles Hopkins



Rosalyn McKeown

Learning Teacher Network

The Learning Teacher Network is an independent, international network association which unites professionals in the ambition of creating front-line and sustainable strategies for, and approaches to, teaching and learning. Our mission is to empower and build capacity of “The Teacher of Tomorrow” as an agent for sustainable education and transformation in society. We organize international conferences, seminars and training courses. We publish a quarterly illustrated magazine and a blog in order to give practitioners and educationalists a voice. All of these network activities provide platforms for educators from many countries to meet and to learn, share knowledge and experiences, which in turn empower and build capacity in teachers, leaders, teacher trainers and researchers.



© The Learning Teacher Network

Our GAP commitment

We have organized conferences and seminars since the GAP launch. Our magazine provides quarterly articles which discuss practical approaches and developments and our website provides updates on key educational initiatives which emerge from major international bodies such as UNESCO and the European Commission.

One of our activities

Articles on ESD in practice which are published in The Learning Teacher Magazine. The magazine is published four times per year in hard copy and also online. This provides a forum for participants in our ESD/GAP seminars and our annual conference which has a strong commitment towards ESD/GAP. The September 2017 conference in Aarhus, Denmark, had 100 participants from 17 countries in attendance. The next ESD/GAP seminar will take place in Palermo, Italy, in late April 2018.

Links

<http://www.learningteachernetwork.org>

<http://www.learningteachernetwork.org/conferences>

<http://www.learningteachernetwork.org/global-action-programme>

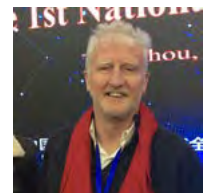
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Bill Goddard



Martin Fitzgerald

Microsoft

Microsoft's mission to empower every person and every organization on the planet to achieve more aligns strongly to the UN SDGs. To better understand how we and other information technology companies can advance the goals, Microsoft was a lead sponsor of a report by the Global E-Sustainability Initiative (GeSI) and Accenture called "#SystemTransformation." The report found that digital technology can help put all the SDGs within reach by enabling a broad range of economic and social opportunities worldwide. Microsoft actively contributes to the achievement of SDG Goal 4, aiming to empower the students of today to create the world of tomorrow.



© Microsoft

Our GAP commitment

Microsoft is working in broad partnership with educators and others to help redefine learning in and out of the classroom with immersive and inclusive learning experiences. Through our products, services, and programmes we empower teachers and students to create and share in entirely new ways, to teach and learn through doing and exploring, and to accommodate any learning style. Microsoft developed Minecraft Education Edition as a version of the popular game that is specifically designed for education with features that make Minecraft more accessible and effective in a classroom setting. Microsoft Innovative Educator Programs support a professional network of educators who come together to learn and share about applying technology in education. Skype in the Classroom is an online community Microsoft provides to enable thousands of teachers to provide transformative learning over Skype.

One of our activities

Microsoft has created a "Teach SDGs" resource for teachers on the Microsoft Educator Community platform. The SDGs are built on the idea of partnership and Microsoft tools and Skype connections allow teachers to collaborate with classrooms all around the world. Every lesson, every curriculum can be connected to the Sustainable Development Goals (SDGs) and teach students how to make the world a better place. Explore our resources, courses and Skype offerings below and get ready to transform the classroom. At Microsoft, we recognize that technology alone cannot develop the 21st century skills students will require in their futures. To help educators achieve their goals of sustainable development through transforming education, Microsoft is focused on improving environments that support students, educators and parents in fostering 21st century learning to produce better learning outcomes. We have made available resources and Skype activities related to the SDGs so that teachers can start incorporating them into the curriculum.

Links

<https://education.microsoft.com/teachsdgs>

<https://www.microsoft.com/en-us/about/corporate-responsibility/un-sdgs>

<https://educationblog.microsoft.com/2017/09/transforming-education-sustainable-development-goals/>

Focal Point

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The Mohammed VI Foundation for Environmental Protection, Morocco

The Mohammed VI Foundation for Environmental Protection was established in June 2001, at the initiative of His Majesty King Mohammed VI. Her Royal Highness Princess Lalla Hasnaa has been entrusted as The President from the beginning. The Foundation's fundamental mission is environmental awareness and education of the entire public, from schoolchildren to political and economic decision-makers, to the general public. It develops awareness of environmental issues, the right to a healthy environment and sustainable development, as enshrined in the Moroccan Constitution. Through education and advocacy, the Foundation prepares future generations to take charge of preserving their living environment, and to engage themselves permanently in the path of sustainable development. In rolling out its action programme, the Foundation refers to the commitments made by Morocco at the Rio summit in 1992 and 2012, and Johannesburg in 2002, which the Kingdom specified in its framework law, the Environmental and Sustainable Development Charter, and the national strategies that ensued.



© Mohammed VI Foundation for Environmental Protection

Our GAP commitment

The Foundation structures its actions around Environmental Education and Awareness. It mobilizes all stakeholders around twenty programmes on the coastal preservation, air and climate, sustainable tourism, historical gardens. The Foundation regularly organizes the training of these actors and their capacity building. It relies on a network of international partners and benefits from their know-how, their pedagogic support, including partners such as UNESCO, where the Foundation is member of the GAP since 2014; The UNFCCC, with its Statute of Observer organization obtained in 2009 reinforced at COP23 by the signing of a MoU on Action for Climate Empowerment (ACE); UNEP with the signature of a MoU for the creation of the network of green universities in Morocco (GUPES). The Foundation has implemented, among other FEE programs, the Eco-Schools programme for pre-school and primary level; and the Goi Peace Foundation with which the Foundation signed a MoU in 2017 covering the areas of environmental education, education for peace and sustainable development.

One of our activities

For the primary eco-school "El Masjid" located in a rural area 10 km (6 miles) from the capital of Morocco Rabat, the biodiversity theme is an ideal theme to get learners involved in hands-on outdoors activities. The objective with teachers is to offer a safe and practical outdoor learning that can complement classroom-based training.

Links

<http://www.fm6e.org>

<http://www.jre.ma> www.ecocoles.ma www.edd-elearning.ma

<http://www.plagespropres.org> www.cleverte.ma www.tropheeslittoral.ma

<http://bilanges.org/>

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National Institute of Teacher Training of the Dominican Republic (INAFOCAM)

We facilitate life-long learning programmes for primary and secondary level teachers of the Dominican Republic in all relevant topics that enhance the quality and social impact of the formal education system. We facilitate the training through higher level institutions serving as financers and coordinators of the programmes, reaching more than 60,000 teachers per year.



© INAFOCAM Graduation 2017

Our GAP commitment

We have committed to train 3,000 primary and secondary teachers on climate change for sustainable development with national government funds. By March 2017 we completed the training of 3,200 teachers, reaching our training goal having implemented 35 training courses in all regions of the country, and empowering seven institutions as training providers

One of our activities

In 2016 we provided 35 training courses of 60 hours of face to face teaching, reaching around 1,100 teachers. This programme is managed together with five universities and two NGOs that are responsible for organizing the courses in all regions of the Dominican Republic. The main material used in this course is the translated to Spanish version of the UNESCO CCESD in the Classroom which we complement with IPCC readings; it also includes a field visit and a component of two follow-up visits in the classroom to ensure the implementation of CCESD in the curricula. In 2017 the graduation of 2471 teachers, trained in the Course Workshop on Climate Change for Sustainable Development, was held.

Links

<http://www.inafoca.edu.do>

Focal Point

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Partnership for Education and Research about Responsible Living (PERL)

PERL aims to advance education for responsible, sustainable living by focusing on values-based learning, consumer citizenship, education for sustainable consumption and social innovation. Our mission is twofold: to empower individuals to recognize their roles as active citizens who make more responsible daily choices; and to influence governments, businesses and schools to educate individuals and to make sustainable lifestyle choices both available and attractive. We develop and promote policy changes; develop curricula; give visibility to those creating innovative, sustainable lifestyles; develop relevant teaching methods and materials and research product and consumer trends, social responsibility, information management and social innovation.



© PERL

Our GAP commitment

PERL has developed new learning methodologies and materials to help overcome the knowledge/action gap through the use of values-based indicators and active learning. We are contributing to the 10-Year Framework of Programmes on Sustainable Lifestyles and Education and consulting with 12 countries about how they can cooperate with relevant stakeholders to develop education for sustainable lifestyles as an integral part of ESD in their countries. We are carrying out research about sustainable lifestyles and assisting with the building of capacity amongst teacher trainers. PERL has, collects and shares information about best practices of education for sustainable lifestyles.

One of our activities

The PERL values-based learning toolkits help individuals and groups to identify the values upon which their actions are based and assist them in changing their behaviour to become more in harmony with their values. Three toolkits, "Measuring What Matters", "Growing a Shared Vision", and "Discovering What Matters", have been completed, printed and distributed online and in hard copies to teachers in 50 countries. They have been used in schools in the United Kingdom, Ireland, the Netherlands, and Tanzania. The toolkits are being translated into Spanish.

Links

<http://www.livingresponsibly.org>

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© Lee Yangsook

Planeta Océano, Peru

Planeta Océano is a Peruvian non-profit organization focused on empowering coastal communities in marine conservation. We work to strengthen formal and non-formal ESD among educational institutions and communities, raising awareness regarding marine environments and fostering participatory action to address local environmental challenges. Through our participatory and interdisciplinary approach, we thus aim to contribute to healthy marine ecosystems and sustainable coastal development, while promoting 'hands-on' education and bringing the community together as a whole.



© Carmen Forsberg, Planeta Océano

Our GAP commitment

We are strengthening marine education in Peru by consolidating a Marine Educators Network, a collaborative initiative connecting pre-school, primary and secondary teachers in coastal regions of Peru. Building this network also includes strengthening capacity in teachers regarding marine education, raising awareness in students regarding marine environments, and transversally incorporating marine topics in the educational curricula. Teacher training workshops are organized, and youth-led environmental projects and game-based learning for students are fostered. Based on this experience, a Teacher's Guidebook is being developed with support from Peru's Ministry of Education and Ministry of Environment, to be shared nationwide. Our long-term goal is for this approach to scale nationally and internationally.

One of our activities

Our Teacher's Marine Education Guidebook aims to transversally introduce 'Ocean Literacy' throughout the school curricula and strengthen ESD in Peru. By addressing topics from marine biodiversity to human-ocean connections with a multi-disciplinary approach, it will build capacities for educators and enhance ESD in schools. Promoting a hands-on approach, it will additionally promote critical thinking in students and encourage teachers to spearhead game-based learning, nature-based learning and student-led initiatives that generate positive community impact. This Guidebook is currently being developed through a participatory process that engages local teachers and Environmental and Sustainable Development specialists. It will be formally incorporated in schools with support from Peru's Ministries of Education and Environment, among other partners.

Links

<http://www.facebook.com/planetaoceano>

<http://www.planetaoceano.org>

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Queen Rania Teacher Academy

Queen Rania Teacher Academy aims at implementing a quality teacher professional development programme to promote teacher leadership and effective classroom teaching and schoolwide practices geared towards strengthening environmental education for sustainable development (EESD) in Jordanian schools. The QRTA EESD programme fosters behavioural change and respect for the environment by teachers and helps in changing students' perceptions and attitudes towards environmental issues leading. Initiating environmental clubs in schools promotes community participation and involvement. Implementing School-based activities create opportunities for community dialogue, interaction and directly engage students in community led activities and projects promoting behavioural change in their homes, schools, and communities.

Our GAP commitment

As of January 2018, QRTA's teacher training programme has met the following Gap Commitments we have trained 620 exceeding our target of 600 classroom teachers from all grade levels. We have trained 49 supervisors, with one supervisor exceeding the target. We have initiated EES PD training networks in 153 schools exceeding our target by 3 schools. And we have initiated 153 environmental clubs. In 100 schools we have already implemented environmental school-based projects focusing on water and energy conservation, awareness messages on school walls and school gardens.

One of our activities

After finishing a two-year training programme Mr Mohammad Yousef Al Kublan passed the MoE certification exam on EES and moved to teach in the United Arab Emirates. Despite the change in the environment and challenges he faced as a new teacher within a new system, he was able to transfer expertise and skills he acquired through training to new school colleagues, students and school grounds, where he started a recycling project and garden similar to those he started in Jordan. He shared with his colleagues strategies to integrate EES concepts in teaching.



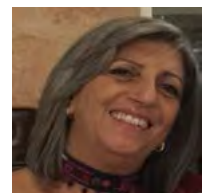
© Queen Rania Teacher Academy; Jordan

Links

<http://www.qrta.edu.jo/what-we-do.html#schoolnetworks>
<https://www.facebook.com/groups/1007153116008422/>
<https://www.queenrania.jo/en/initiatives/queen-rania-teacher-academy>

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Regional Environmental Centre for Central Eastern Europe (REC)

The REC contributes directly to the 2013 UNESCO Global Action Plan on Education for Sustainable Development (ESD) and the UNECE Strategy on ESD and facilitates the achievement of the UN Sustainable Development Goals (SDGs) by building capacity in relation to the UN 2030 Agenda for Sustainable Development. We provide professional advice to decision-makers on educational policy; promote dialogue and international cooperation among different stakeholder groups; disseminate knowledge on ESD policy and tools; develop innovative multimedia toolkits in both online and print formats for classroom use; strengthen teacher education through training, build the capacities of regional, national and sub-national stakeholders; and facilitate public participation in policy-making.



© REC

Our GAP commitment

Since 2016, REC works on finalization of a regional ESD multimedia tool promoting the UN Sustainable Development Goals addressing secondary and VET school teachers, pupils and their families in the CEE region; supports national policy and ESD and integration of SD principles in primary and secondary schools curricula in CEE region; supports secondary school personnel and NGOs capacity-building and awareness-raising on SDG implementation through a Small Grants Programme; works on development of multimedia packs for ESD for primary schools in Moldova (formal education) and for NGOs and citizens in Ukraine (informal education and capacity-building).

One of our activities

In December 2016 REC organized the Regional Conference for ESD that united more than 50 experts from national government, educators, experts and teachers from CEE for an open dialogue on the development of the education for sustainable development and implementation of the SDGs. The objectives of the conference were to: Provide a capacity- building session on the SDGs, the process, the interrelations between the goals, the role of each individual in the “Transforming our world” process; Showcase the latest results in educational reforms per country; Facilitate the sharing of experiences and networking with the stakeholders for further cooperation; Stimulate and provoke critical discussion on the ESD tool to be developed; Promote ESD.

Links

<http://www.rec.org/>

http://www.rec.org/area_of_expertise.php?id=3

<http://education.rec.org/> <http://www.rec.org/news-item.php?id=1218>

<http://www.rec.org/news-item.php?id=1321>

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Swedish International Centre of Education for Sustainable Development (SWEDESD)

SWEDESD works with partners in Europe, Africa and Asia supporting ESD teaching and learning for a more sustainable world. Our current work focuses on creating local and regional collaboration in capacity development of teachers and educators, supporting learning for sustainability in urban communities, in research and development projects on learning for change. Our mission is to empower individual educators to recognize and realize their roles as active change agents for sustainable development, and to strengthen Higher Education Institutions with transformative learning approaches enabling local and regional social transformation. We support strategies to implement GAP by initiating ESD Change Projects in teacher education curricula. We also facilitate regional and global ESD networks to collaborate as critical friends in implementing change and co-publish research outcomes.



© SWEDESD

Our GAP commitment

SWEDESD is one of Partner Network 3 co-chairs, coordinating activities of the 23 partners. We are supporting the UNESCO Flagship Project, coordinating capacity-building for secondary teacher educators in Central Asia and southern Africa. The Flagship Projects “Sustainability Begins/Starts with Teachers” are part of this project which is responding to regional sustainable development concerns and opportunities, and to the SDGs. We are also supporting local and regional Change Projects and putting together a web platform showing the geographical location and descriptions of all the ESD projects initiated in universities from Central Asia and southern Africa. This website has since gone as from the end of January 2018 (www.swedesd.uu.se) and it will be open access for all participating institutions as well as other GAP partner network members.

One of our activities

The Flagship Project is a result of consultation with UNESCO National Commissions, Ministries of Education and universities after which participants were challenged to come up with Change Project ideas. Each teacher educator prepared a pre-course assignment answering the question: “How can secondary school teaching and learning be transformed in order to respond to 21st century challenges? - how should teacher education be structured to enable this?”. These projects offer a catalytic intervention to support 20 universities from Central Asia and 60 from southern Africa, to introduce ESD principles and approaches in teacher education curricula. Each Change Project addresses Goal 4 of the SDGs: “Ensure inclusive and equitable quality education and promote lifelong learning for all”, and empowers educators with professional learning that will support teachers to integrate ESD.

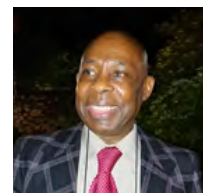
Links

<http://www.swedesd.uu.se/>

<http://www.swedesd.uu.se/changeprojectssv/>

Focal Point

Shepherd Urenje : shepherd.urenje@swedesd.uu.se



World Organisation for Early Childhood Education(OMEP)

World OMEP focuses on advocacy and action for early childhood, a critical period when young children's values, attitudes, and behaviours towards the environment are forming. Since 2009 we have featured ESD themes at OMEP's annual World Assembly and Conference. We encourage OMEP national committees in nearly 70 countries to contribute to projects where early childhood teachers, teacher educators, and researchers capitalize on children's ways of learning and taking action to make their world more sustainable. We are passionate about helping teachers become leaders for sustainability in their communities and about promoting ESD projects in early childhood settings around the world.

Our GAP commitment

To illustrate our GAP commitment, OMEP has developed an ESD resource bank for early childhood teachers, teacher educators, and researchers. We continue adding materials, ranging from research articles to lesson plans, to enhance awareness about ESD and to provide resources teachers and teacher educators need to increase their understanding, commitment levels, and ESD-related activities. Research shows that teacher-led ESD projects impact children, families, and communities, leading to more sustainable life choices. When children are engaged in ESD activities, teachers document what is occurring, listen to children's voices, and utilize children's ideas to develop additional learning experiences.



© Adrijana Visnjic Jevtic

One of our activities

Over the past 10 years, 70 countries have participated in OMEP's ESD world projects, involving approximately 50,000 children, 20,000 adults, 1,200 schools. The idea behind these projects is to invite children and professionals to engage in sustainability discussions and actions. These projects inspire proposals for OMEP's annual ESD Award Competition to support project leaders' travel to OMEP World Conferences to present their projects. We further disseminate information about our ESD activities through our website, presentations at professional meetings and conferences, work with collegiate OMEP chapters, and presentations at the United Nations, where OMEP has Special Consultative Status.

Links

<http://old.worldomep.org/>

<http://www.eceresourcebank.org>

<http://www.worldomep.org/en/education-for-sustainable-development/>

<http://www.worldomep.org/es/educacion-para-el-desarrollo-sustentable/>

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PN 4

EMPOWERING AND MOBILIZING YOUTH

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3BL Associates, Bahrain

3BL Associates is a people + planet strategy consultancy and Think-do-Tank, that was established to re-imagine a more regenerative Middle East, and to accelerate global sustainable development through collaboration. 3BL works to address the broken infrastructure and architecture of the way we solve global social, environmental and economic sustainability challenges. We recognize that in a world of complexity, crosscutting issues like peace, education and climate change cannot be solved in silo. We work at the intersection of issues through a systems-thinking, values based approach. As a hybrid social enterprise, our consultancy is market-driven through providing social impact and sustainability consultancy services to companies, government, and civil society. And our think-do-tank is market-creating through incubating and spinning off our own social ventures and innovations.



© 3BL Associates and Recipes for Wellbeing

Our GAP commitment

Building upon our original GAP Commitment, we launched a toolkit to engage activists in Non-violent Resilience, using social entrepreneurship as a vehicle to build and be 'for' something like revolutionizing education, rather than to simply destroy and be against. Through UNESCO and Ashoka seed funding, we have run the programme with female activists in Bahrain and with refugees in Morocco, Netherlands, and Germany. In 2016, we launched "Recipes for Wellbeing", which that aims to create and spread a culture of wellbeing and resilience for changemakers and their organizations working towards the SDGs. To date, we've hosted workshops in Italy, Germany, Switzerland, Portugal, Morocco, UAE and Pakistan. In 2017, we launched a new paradigm called "Public Planet Partnerships".

One of our activities

Traditional Public-Private Partnerships are viewed as critical to achieving the Sustainable Development Goals, yet we have overlooked our greatest social and economic partner: Planet Earth itself. We protect nature. We learn from nature. But we are not actively partnering with nature. The Public-Planet Partnership (PPP) methodology helps to facilitate win-win partnerships and collaborations between humans and the rest of the natural world.

The Public-Planet Partnerships methodology was launched in a series of education workshops and talks on the sidelines of COP22 in Morocco for youth climate activists, young social entrepreneurs, technologists, designers, students and government representatives. This took place at universities, incubators, and hackathons across 4 cities and at a UNESCO side event.

Links

<http://www.3blassociates.com>

<http://www.recipesforwellbeing.org>

<http://www.publicplanetpartnerships.com>

Focal Point

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Asociación SERES, Guatemala and El Salvador (ESD Prize laureate 2015)

We cultivate and catalyze young leaders to build more just and sustainable communities in Central America. We believe that, given encouragement and the right kind of learning, any young person can become a highly influential and impactful leader, deeply committed to addressing the root causes of injustice and inequality in their community. Our approach – known as Transformative Sustainability Leadership (TSL) – simultaneously galvanizes youths' potential while creating new skilled and passionate leaders and entrepreneurs. TSL programmes inspire and equip individuals to take action, increase their capacity, confidence and impact as young change agents, and strengthen the pathways for youth to lead the way towards a more socially just and environmentally equitable future.



© Asociación SERES

Our GAP commitment

We have trained a cohort of 1,300 sustainability leaders since 2015. Our training consists of a series of multi-day modules, using a funnel model that channels trainees to further training and leadership development opportunities. Entry-level provides easy access to trainees, and more commitment and participation is required as they move deeper into the funnel.

One of our activities

The Changemakers series is designed to inspire a new generation of young leaders and change makers to co-create creative change from a community level. The key outcomes of the series are educating trainees about the urgent global challenges and opportunities faced by people and the planet, and helping trainees to develop the skills, sense of self and spark to take a proactive role in designing and implementing community initiatives that build resilience and strengthen community, while inspiring others to do the same.

Links

<http://www.seres.org>

Focal Point

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Centre for Community Regeneration and Development (CCREAD-Cameroon)

(ESD Prize laureate 2016)

CCREAD-Cameroon's core interventions focus on mobilizing and engaging youths in jointly planning and implementing actions to foster their social and economic empowerment mainstreamed with the promotion of environmental sustainability. We prioritize working with youths selected from marginalized communities while ensuring that we remain as facilitators in the process of social and economic empowerment and granting the target youths the opportunity to be part of the process. The key activities we currently work on cut across social, economic, and cultural empowerment with local and international collaborations.



© CCREAD

Our GAP commitment

CCREAD-Cameroon's GAP commitment up-to-date integrates the institution of community learning centers within 10 communities annually, engaging 25 colleges on integrated ESD schemes which reach at least 12,500 youths and community members annually on leadership, governance, human rights, biodiversity conservation, climate change and sustainable agricultural education and community activism. We recently added the training of youth ESD trainers and advocates trained from our Central ESD Institute who are in turn posted to schools and within learning centers to advance ESD education and advocacy, working with school administrators and local head of municipalities.

One of our activities

We formalized the integrated Education for Sustainable Developed Institute (CIIESD) into a full holistic and hands on education and training center for women and youths across Cameroon in November 2016. At this Institute, our trained ESD instructors enroll an effective cohort of 250 trainees annually on different vocational skills ranging from Business management, ICT for governance and development, environment and conservation leadership, Food processing, transformation and marketing, Tailoring and designing, project management and climate smart agricultural techniques. We equally organize four national workshops to train 400 CSOs leaders and actors on ESD mainstreaming within their plan of actions.

Links

<http://www.ccreadcameroon.org>

<http://www.facebook.com/ccread.cameroon>

<https://www.youtube.com/watch?v=SLdDaoUdkWg&t=138s>

https://www.youtube.com/watch?v=CtFzUpIY_HM

<https://www.youtube.com/watch?v=7bXYvjHe6ew&t=28s>

Focal Point

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Earth Charter International Center for Education for Sustainable Development

Our mission is to support and promote the transition to sustainable ways of living and a global society founded on a shared ethical framework that includes respect and care for the community of life, ecological integrity, universal human rights, respect for diversity, economic justice, democracy, and a culture of peace.

Our GAP commitment

ECI has two GAP commitments. One is in Priority Action Area 4 to empower and mobilize youth through an online training programme in Leadership, Sustainability, and Ethics. The programme is offered twice in English and twice in Spanish annually, training at least 300 young leaders in 3 years. The second commitment is in Priority Action Area 3 to build capacities of educators and trainers through online and face to face educational programmes on values for sustainability. Current programmes are being offered to educators in Spanish and Portuguese.



© UNESCO Bangkok

One of our activities

The Leadership, Sustainability, and Ethics programme is a practical, accessible way for emerging young leaders around the world to develop their expertise in sustainability, ecoliteracy, systems thinking, leadership, ethics, and the Earth Charter. During the programme, participants will engage with content in an online classroom setting and will implement sustainability leadership through dialogue, facilitation, and social media. For 2018 the next English programme will start in 2 July and the next Spanish programmes 9 April and 24 September. The programme is designed for youth from 18 to 35 years old.

Links

<http://earthcharter.org/learn/>

<http://earthcharter.org/youth/youth-courses-webinars/leadership-sustainability-ethics-training/>

<http://cartadelatierra.org/eventos/diplomado-en-educacion-para-el-desarrollo-sostenible-2018/>

<https://www.facebook.com/EarthCharter/>

<https://www.facebook.com/LaCartaDeLaTierra/>

Focal Point

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ECO UNESCO Clubs, Ireland

ECO-UNESCO Clubs is an environmental education and youth focused organization. Founded in 1986, we work with approximately 10,000 people annually and provide a range of innovative ESD programmes for children, young people and adults. Our main objective is to promote youth empowerment and youth action for sustainable development. We aim to raise environmental awareness, understanding and knowledge of the environment among young people, in order to protect and conserve the environment while encouraging their personal development through practical environmental projects and activities. Our work is based on two simple ideas: "learning by doing" and "thinking globally, acting locally".

Our GAP commitment

We have two GAP commitments. The first commitment is to increase young people's participation in our Young Environmentalist Awards (YEA) programme, which promotes environmental protection through local action projects in schools and communities all across Ireland, in non-formal and formal settings and establish ECO-UNESCO Clubs for long-term engagement. The second one is to expand our successful Youth for Sustainable Development, Global Youth leaders for Change peer education programme (YSD), which promotes ESD in the non-formal education sector, by increasing participation nationally throughout Ireland over the next 3 years with an increase in numbers of Global Youth Leaders for Change.

One of our activities

Our Youth for Sustainable Development (YSD) programme develops young peoples (15-19) knowledge, skills and awareness of sustainable development and the Sustainable Development Goals through a non-formal peer education and leadership programme where they develop practical skills to work with others. They carry out a local action project as part of our Young Environmentalist Awards (a programme which motivates young people (10-18) and recognizes and rewards their work in environmental protection and conservation.) During 2017 we ran the European Regional UNESCO GAP Leadership Training in Dublin Ireland with 27 young people who have reached over 800 additional young people through their workshops.



© ECO-UNESCO 2017

Links

<http://www.ecounesco.ie/programmes/education-for-sustainable-development>
<http://www.ecounesco.ie/programmes/unesco-global-action-programme-on-esd> <http://www.ecounesco.ie/programmes/youth-for-sustainable-development>;
<http://www.ecounesco.ie/youth-peer-education-programme>
<http://www.ecounesco.ie/what-is-the-young-environmentalist-award/item/8>;
<http://www.ecounesco.ie/environmental-education-training>
<http://www.ecounesco.ie/eco-unesco-s-introduction-to-sustainable-development-fetac-15>

Focal Point

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Engagement Global gGmbH - Service for Development Initiatives, Germany



© Engagement Global

Engagement Global is the central, government-owned, agency in Germany for sustainable development education initiatives. In cooperation with partners in Germany and worldwide, we aim at educating the German public in development issues. Several of our programmes on ESD have become part of the German Action Plan of the GAP. The ESD Expert Net Programme is one of those. Through years of experience implementing leadership training, participating in such and through their own professional expertise, all ESD Expert Net members have the necessary know-how to support our programmes.

Our GAP commitment

The ESD Expert Net aims at improving the implementation of ESD in Germany, India, Mexico, and South Africa through capacity development among youth and other target groups. Our GAP commitment focuses on the continuation of the ESD Expert Net from the ESD-Decade into the GAP. Main activities are: Designing and implementing activities with the focus on youth, in particular a "Mentoring for ESD Leadership" programme. We also committed ourselves to the action area "building capacities of educators and trainers."

One of our activities

Mentoring for ESD-Leadership is a mentoring programme for young professionals and graduates from Germany, India, Mexico and South Africa who work or who want to work in ESD. In addition to the expert training, the heart of the programme is, above all, supporting national and international mentors to realise their own practical ideas in the field of ESD. Sustainable development requires role models who are able to convince other people of their importance and to motivate them to participate in future sustainable development. Therefore, Mentoring for ESD-Leadership is not just about the implementation of individual projects, but rather about the development of ESD Leadership competencies - skills that are necessary to realise visions, make change and inspire others.

Links

<https://esd-expert.net> ; www.engagement-global.de

<http://www.facebook.com/engagement.global>

<http://www.flickr.com/engagement-global>

<http://www.twitter.com/EngGlobal>

<http://www.youtube.com/engagementglobal>

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The Goi Peace Foundation, Japan

Whether it is war and conflict, climate change, poverty or terrorism, all of the world's problems boil down to people's consciousness. Our consciousness is what determines our values and priorities, forms the vision for our personal and collective future, and musters the will to achieve it. The main objective of our work is to transform human consciousness, primarily through awareness-raising and education for peace and sustainable development, local and global community building, and empowerment of citizens, especially young people.



© Goi Peace Foundation

Our GAP commitment

In addition to continuing our existing ESD programmes including the *Earth Kids Space Program*, the *annual International Essay Contest for Young People*, the *Youth Citizen Entrepreneurship Competition & Entrepreneurship Campus*, and the *Living New Workshop* to build sustainable lifestyle communities, we are committed to supporting the creation and expansion of a youth network/platform for advancing ESD in Japan and internationally by organizing youth conferences and other events.

One of our activities

We have been organizing an annual *ESD Japan Youth Conference* in partnership with MEXT and the Japanese National Commission for UNESCO to offer students and young professionals from various fields a platform to engage in dialogue and peer learning to enhance their ESD practices. Since 2014, this conference has been instrumental in promoting youth involvement in ESD and as of 2017, we have an active national network of over 200 ESD youth leaders collaborating and innovating for sustainable development. Additionally, in November 2017, we co-organized the *Asia-Pacific Regional Workshop for Youth Leadership Training on ESD* in Bangkok as part of the PN4 flagship project.

Links

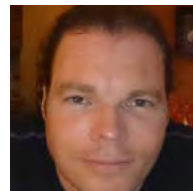
<http://www.goipeace.or.jp>

<https://www.entrepreneurship-campus.org>

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Masami Miyazaki

International Foundation Young Masters' Programme (ISYMP)

TheGoals.org by ISYMP is not just any learning platform. It encourages youth to take innovative steps to tackle global challenges in their local environments, all the while creating real change and shaping a sustainable world for themselves and future generations. TheGoals.org combines the benefits of a mobile-first approach with offline interaction in a non-formal educational spirit. The crowd-learning method helps young people to explore the Sustainable Development Goals (SDGs) in relation to their local circumstances, the results of which they then share with a global community. Through our network of partners and their strong presence globally, we have an initial reach of 100 million young people.



© Hannah Stanton

Our GAP commitment

Our launch commitment was to adapt the existing Young Masters' Programme (YMP) to the 2030 Agenda. So far this has meant creating 17 courses based on the SDGs. All courses are designed with the proven crowd-learning method of the YMP and are being rolled out to a global audience through our network of partners. With an initial reach of 100 million youth, we are excited to see connections and solutions created while exploring global challenges and local circumstances in true learning-by-doing fashion with online learning and offline action.

One of our activities

In 2017, we focused on the launch and roll out of the course on SDG 14 - Life below water. Together with partners such as the Major Group for Children and Youth (UNMGCY) we promoted the course to increase ocean literacy across the world whilst using the unique outcome of the course called 'mission stories' as youth testimonies and status reports within the context of the UN Ocean Conference. In this way we supported youth leaders and amplified their voices within the intergovernmental process, showing the versatility of the platform for both education and advocacy for sustainable development alike.

Links

<http://www.thegoals.org>

<http://www.thegoals.org/about>

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National Union of Students (NUS-UK)

(ESD Prize laureate 2016)

We engage and empower students to be the change that society needs. We support students to embed sustainability in the teaching and learning they receive, and to run their own transformational projects and campaigns outside of the curriculum. Our vision is that every student leaves tertiary education equipped with the knowledge, skills and values to lead society to a more just and sustainable future.

Our GAP commitment

We have grown our Responsible Futures curriculum reform programme to 30 universities, have developed and launched

Dissertations for Good, and are working on Placements for Good. Our other GAP commitment was to spread our work internationally. We now run our programmes in 10 other countries and are in the process of setting up a new international charity to help students unions like us collaborate and innovate on sustainability. It will be called Students Organizing for Sustainability (SOS).



© NUS 2018

One of our activities

We won the UNESCO-Japan ESD Prize in 2016 for our Green Impact programme, which is a sustainability accreditation mark that we have delivered into three quarters of the UK's 120 universities, as well as off-campus organizations like hospitals and local authorities. We train up over 1,200 students each year to be our Green Impact ambassadors and auditors and they mentor staff to green their workplaces through the scheme.

Links

<http://www.nus.org.uk/sustainability>

<https://www.facebook.com/CharteDeLaTerre/>

<https://www.facebook.com/CartadaTerraBR/>

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Okayama ESD Youth Leaders

Fifty two young ESD leaders attended the UNESCO ESD Youth Conference on 7 November 2014. More than 5000 applications were received from 180 countries. The participants came from all corners of the world, including Madagascar, Sierra Leone, Oman, Morocco, Fiji, India, Moldova, the United States of America, Brazil and Jamaica. During the ESD Youth Conference in Okayama City, Japan on 7 November 2014, participants exchanged ideas and experiences with peers. They discussed innovative approaches to ESD and ways to promote young people's contribution and further involvement in the global ESD movement. As a group beyond the conference, our objective is to support the implementation of the GAP.



© Goi Peace Foundation

Our GAP commitment

Okayama Youth developed recommendations for the UNESCO World Conference on ESD, to provide a vision, commitment and recommendations from youth for advancing ESD beyond 2014 in line with the Global Action Programme on ESD. It represents the voices of 50 ESD youth leaders in the conference, who in turn represent thousands of young people around the globe, and also includes contributions from over a hundred youth who participated in pre-conference online discussions.

One of our activities

Members of the "Okayama Youth" have regularly been engaged by UNESCO through global events. Okayama Youth have been engaged with the UNESCO ESD team at COP21 and COP22, hosting workshops, speaking on panels and representing the network at side events. Okayama Youth members were also invited as speakers for the "The UNESCO Week for Peace and Sustainable Development" in Ottawa as well as facilitators for the regional workshops of the ESD Youth Leaders.

Links

http://www.esd-jpnatcom.jp/conference/20141104_okayama/pdf/Participant_Pro les_14-10-01.pdf

http://www.unesco.org/new/leadadmin/MULTIMEDIA/HQ/ED/pdf/esd2014/UNESCO_ESD_Youth_Statement_English_Final.pdf

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Organisation De Developpement Durable (ODDD), Lebanon

ODDD is a local global NGO. We channel our efforts towards spreading the sustainable development concept among youth in local and worldwide communities. We are a platform that leads, promotes, educates and implements sustainable lifestyles. Through our work, we are committed to creating a transnational community that flourishes while securing economic development, social equity and environmental protection. ODDD aims to change this world to a better and sustainable one.



©ODDD

Our GAP commitment

For the past year we showed leadership and high commitment to the UNESCO GAP on ESD plans. We are the only partners who organized two ESD Flagship Training Programmes (TP); the first regional and the second national. We were capable of mobilizing 68 youth activists from the Arab world. Besides committing to the UNESCO ESD youth conference outcome, we are planning to scale up last year's work by creating the first regional ESD initiative engaging the 68 ESD Flagship TP youth leaders in a common project/campaign/intervention to spread the word, empower and mobilize additional youth.

One of our activities

Following the implementation of two UNESCO ESD flagship training programmes, UNESCO Offices in Beirut and the ODDD, decided to implement an ESD initiative entitled "Sustainability Meets Public Schools"; a series of experimental awareness workshops on SDG/ESD which brought together ES flagship training programme youth activists and public schools students. Divided into in-school and guided tour interventions, the initiative aimed to enhance the awareness and skills of young people in Lebanon about SDGs/ESD, through developing, implementing and conducting ESD youth-led activities in various public schools across the country. As a summary, 11 schools were targeted, 385 kids age 8-12 saw their knowledge in ESD/SDG enhanced, and 18 youth facilitators were empowered.

Links

<https://www.facebook.com/OrganisationdeDD/>

<https://www.youtube.com/watch?v=JXmEFT5oIT8&t=18s> https://drive.google.com/open?id=1Mq0RzbHWMgHxOIW7p-MtG_c7W10CE9VQf

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The Energy and Resources Institute (TERI)

The Environment Education and Awareness (EEA) Area at TERI was established with the motive of educating young people on environmental issues in relation to the existing social structure, cultural norms, economic realities and global trends of the present times. The Area has been working over a decade empowering students' fraternity and communities on channelizing ESD and GAP commitments.

Much of our work lies in the promotion of understanding amongst the youth on their relationship with the environment in a 'glocal' context, to foster a spirit of learning and enquiry about sustainable development issues and to create leadership in the field of sustainable development.



© TERI

Our GAP commitment

TERI works diligently to enable youth to comprehend the importance of the environment and to make concerted efforts to conserve it. It firmly believes that governments, civil society organizations, academic institutions and individuals have to work in solidarity along with youth for the protection of nature and they are our key priority target group. The work involves implementing projects with youth on key issues of sustainable development and their reach and influence. We are also involved in cutting-edge research on education for sustainable development, and in publishing books, newsletters, workbooks, manuals, films, and other IEC materials periodically.

One of our activities

One specific programme that contributes to GAP and particularly the priority action area on Empowering and Mobilizing Youth is a programme launched by TERI, New Zealand – India Sustainability Challenge. It focuses on leadership and sustainability and targets undergraduate students from recognized universities and institutions of higher learning in India and New Zealand. The main objective of the programme is to develop competencies in young people that are relevant for creating an empowered workforce that would work towards building low carbon societies. This includes creating learning opportunities for students that complement and build on the knowledge, skills and values acquired through education.

Links

<http://www.teriin.org>

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International Youth Foundation (IYF)

A signature initiative of the International Youth Foundation, YouthActionNet, believes that the world's largest resource – youth – can solve the world's largest challenges. In the last 17 years, the initiative has supported more than 1,700 young social entrepreneurs in over 90 countries. These young leaders founded social ventures, movements or organizations impacting millions of lives. We've expanded our locally-owned and adapted model through 23 national/regional institutes around the world, providing leadership training, coaching, advocacy, and funding to innovative youth-led ventures. We lead grassroots change globally by equipping those closest to community challenges with the resources they need to solve them.



© IYF

Our GAP commitment

YouthActionNet's leadership curriculum is being utilized in more than 20 countries to equip young leaders with the skills to make impactful change in their communities. Our young leaders' social ventures are addressing a majority of the sustainable development goals. We intend to digitize some of these curriculum modules and provide practical applications of SDGs through videos and associated learning materials to be incorporated in leadership trainings around the world. This could also include case studies and practical tools for young leaders to understand SDGs through a solution-oriented approach.

One of our activities

To date, YouthActionNet has selected and trained over 1700 young social entrepreneurs whose ventures are working to address the SDGs in over 90 countries, and has produced over 350 publications, articles, and videos featuring their innovative approaches. Working through 18 university partners, YouthActionNet also hosts 25 events and multiple boot-camps globally to engage students and other young people around social change activities, volunteer opportunities, and social entrepreneurship skill-building.

Links

<http://www.iyfnet.org>

<http://www.youthactionnet.org>

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UNESCO Youth Programme

Young people are at the forefront of social change. More than ever, they are mobilizing and coming together to demand that their rights be respected and opinions taken into account. They are no longer only the future. They are the now. We coordinate UNESCO's youth-relevant activities worldwide, across all UNESCO fields of competence, based on this recognition. UNESCO's Operational Strategy on Youth (2014-2021), which guides this work, aims to ensure young people's engagement in policies and programmes that affect them and that they lead action to promote peace and sustainable development in their countries and communities. The Strategy focuses on 3 axes: Policy formulation and review with the participation of youth; Capacity development for the transition to adulthood; and Civic engagement, democratic participation and social innovation.



© UNESCO/Nora Houguenade

Our GAP commitment

As a priority group for UNESCO, young people are vital actors and partners in responding to global challenges. Their energy, creativity and critical spirit in identifying solutions and building bridges are demonstrated around the world. The Youth Programme ensures that young voices remain top of the UNESCO's agenda, and that young people are engaged in driving action in their countries and communities and as partners in UNESCO's work. We support youth-led organizations, youth networks, youth national or municipal councils, as well as individual youth leaders, young experts and young people with exceptional perspectives and experience, including vulnerable youth, to lead action and engage as active citizens to contribute to sustainable livelihoods, promote mutual understanding and dialogue, and build and consolidate peace.

One of our activities

Held on 26-27 October 2017, on "Rethinking Youth Engagement with UNESCO", the 10th UNESCO Youth Forum focused on discussing ways that UNESCO could partner with youth and support their initiatives to better respond to issues impacting young women and men. The 60 select young change-makers that participated in the Forum developed recommendations aiming at rethinking and improving the ways that UNESCO engages with youth, including on building education systems to cater for vulnerable populations, improving education quality by and for students, and addressing sustainable development issues.

Links

<http://www.unesco.org/new/en/social-and-human-sciences/themes/youth/>
<http://www.unesco.org/new/en/social-and-human-sciences/themes/youth/strategy/>
<http://www.facebook.com/UNESCOyouth>

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Untouched World Charitable Trust (UWCT)



© Untouched World Charitable Trust, Caroline Doole, Dec 15, 2017

Through intense 6-7 day residential programmes close to communities where change is happening, we develop young adult leadership in a context of sustainable best practice and moving from theory to agency – i.e. action competence – “what can I do? – how can I contribute? What change can I make with my community in a global action context?”

Our GAP commitment

We have delivered 12 leadership programmes for youth 18-29 years. We focus on working in teams, sustainable practice, leadership and behaviour change

Describe one specific activity that contributes to the GAP

Mentoring for ESD-Leadership is a mentoring programme for young professionals and graduates from Germany, India, Mexico and South Africa who work or who want to work in ESD. In addition to the expert training, the heart of the programme is, above all, supporting national and international mentors to realise their own practical ideas in the field of ESD. Sustainable development requires role models who are able to convince other people of their importance and to motivate them to participate in future sustainable development. Therefore, Mentoring for ESD-Leadership is not just about the implementation of individual projects, but rather about the development of ESD Leadership competencies - skills that are necessary to realise visions, make change and inspire others.

Links

<http://www.untouchedworld.com>

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WWF Regional Office for Africa

WWF in Africa is working to generate young leaders that will bring about transformational change to promote sustainable socio-economic development while working to conserve Africa's environment and rich biodiversity. This is being achieved through the Africa Youth Transformational Leadership Programme that is currently engaging in ten countries in Africa. The main objective of the programme is to mobilize and empower Africa's youth through four key areas of intervention to include Advancing Policy, Capacity-Building, Green Entrepreneurship and Networking Platforms.

Our GAP commitment

WWF ROA signed a GAP commitment towards Advancing Policy. The Africa Youth Transformational Leadership Programme is working to empower youth while at the same time contributing to key GAP areas to include Advancing Policy, Building Capacities of Educators, Transforming Learning Environments, Empowering and Mobilizing Youth and Accelerating Sustainable Solutions at Local Level. This has been achieved through different projects working with youth in Africa targeting climate-smart agriculture and sustainable livelihoods, renewable and clean energy solutions and working towards sustainable cities. ESD programmes in schools have worked to build the capacity of educators and transforming learning environments.



© WWF ROA

One of our activities

WWF, in a partnership with UNESCO, mobilized 44 youth leaders from 14 countries in Africa that underwent training on ESD, SDGs, Leadership, Communication, Project Management and Conflict Resolution. These youth have mobilized and built the capacity of over 2500 other youth and educators within one year which has made a great contribution to the GAP Priority Area 4 on Youth Empowerment. WWF ROA has an annual Youth Leadership Award that recognizes young leaders who have made a significant contribution towards promoting conservation and sustainable development through innovative solutions. The youth are brought on board the Africa Youth Leaders' networking platform for collaboration and sharing best practices.

Links

http://wwf.panda.org/what_we_do/how_we_work/people_and_conservation/our_work/education_for_sustainable_development/
http://wwf.panda.org/who_we_are/wwf_offices/regional_office_for_africa/our_solutions/cross_cutting_issues/environmental_education/
https://youtu.be/1_KAV-PTAo4 ; <https://youtu.be/yypis1uCc0YI> ;
<https://youtu.be/X37Ktb6Pqbl>

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UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)

UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) leads the *Youth for Education, Sustainability and Peace* (YESPeace) Network which connects youth and organizations working in the area of education, peace, sustainable development, and global citizenship. It facilitates youth dialogues at local and global levels, functions as a channel which carries the voices of youth to policy-makers, and empowers youth to take the lead in transforming education to build a peaceful and sustainable future, as outlined in SDG 4.7. In 2017-18, the network is leading the International youth-led campaign called Acts of Kindness for the Sustainable Development Goals.



© UNESCO MGIEP

Our GAP commitment

Since 2014, the YESPeace Network has directly trained around 1,600 young people in Asia-Pacific and Africa region, and reached 30,000 youth indirectly on sustainable development and peace through its partners in India, Pakistan, Malaysia, South Africa, Kenya, Tanzania, and New Zealand.

YESPeace conducted six Talking Across Generations on Education (TAGE) dialogues reaching 1,500 youth in 2015-2017. One of the key outputs of the TAGE September 2016 has been a youth-led guide on preventing violent extremism through education called: **“Youth Waging Peace”**.

One of our activities

YESPeace Network establishes country chapters to mobilize youth organizations in the countries to foster collaboration within the counties and with other partners to facilitate knowledge sharing, exchange of best practices and build capacities of partners in delivery of action projects on sustainable development. These chapters will be leading an international youth driven campaign to collect inspirational acts of kindness by youth which will be measurable, verifiable and deliberate towards SDGs.

Links

<http://mgiep.unesco.org/projects/yespeace>

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PN 5

ACCELERATING SUSTAINABLE SOLUTIONS AT LOCAL LEVEL

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Barcelona More Sustainable Schools Programme, Spain

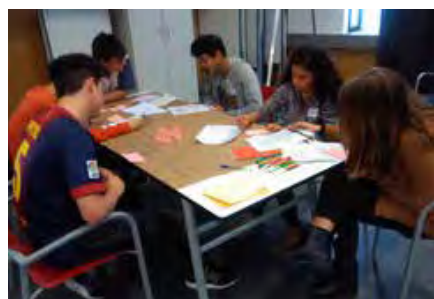
The programme aims to stimulate and support schools in designing, carrying out and appraising ESD plans of action, as well as improving educational practices towards that end. We provide continuous support and training to school directors, teachers, families and district supervisors. The number of schools in Barcelona that have initiated projects or included ESD topics in their curriculum has grown considerably. A network of more of 350 schools committed to sustainability has been developed to share the learning process and to work towards common objectives. A participatory philosophy embraced by Local Agenda 21 is reflected in the prominence and leadership given to students and to the entire school community, and the interaction between the school and other city actors (enterprises, associations or the public administration). We operate as part of the local administration (Urban Ecology – Culture and Sustainability Strategy Department).

Our GAP commitment

Our commitment is to advance and deepen ESD within the BCN school network (Barcelona Escoles + Sostenibles). To accelerate changes locally, we would like to define the criteria for good practices on the collaboration between schools and local government for ESD. We would like to work with it and share it with urban school networks similar to ours.

One of our activities

The “Municipal Action Plan” of Barcelona (2015-2019) aims to create strategic and priority lines, objectives and actions for the next 4 years in the city context. One of this Plan’s theme is on environment, public spaces, public green and biodiversity, urbanism for neighborhoods, sustainable mobility, energy and climate change. Five secondary schools participated in the process. Agreed student proposals were uploaded to the city council web platform with the rest of the organizations and citizen’s contributions.



© Barcelona Escoles + Sostenibles

Links

<http://www.escolexesc.cat/>

<http://confint-esp.blogspot.com.es/p/esenred.html>

<http://www.xesc.cat/>

<http://confint-esp.blogspot.com.es/p/esenred.html>

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Center for Development of Early Childhood Education and Community Education West Java (Jayagiri Center), Indonesia

(ESD Prize laureate 2015)

Jayagiri Center's main tasks are to develop, implement, maintain, and assure the quality of learning models and programmes of EC-NFIE. ESD is integrated in all models and programmes. The "eco-friendly Entrepreneurship for Youth and Adult" programme aims to enhance economic improvement, preserve local resources, potential, and wisdom as well as local cultures and traditions, and develop community awareness of resources sustainability. The ESD action programmes seek to empower the project groups to be self-determining; replicating best practices and disseminating the practices in other area.

Our GAP commitment

Our commitments are 1) to accelerate sustainable solutions at the local level; 2) to work on our objectives from 2016-2020; 3) to pursue the following a) developing an ESD action plan, b) developing guidelines for ESD implementation c) developing a training kit d) conducting ESD training e) compiling profile books of lab sites f) enhancing the quality of lab sites g) expanding implementation; 4) establishing a main task force; and, 5) strengthening partnerships with District Learning Centres and Lab Sites Groups. In 2017, we developed ESD-mainstreamed learning models for early childhood education programmes. We believe that the younger people get exposed to ESD values, the better



@jayagiricenter

One of our activities

Our concern is accelerating sustainable solutions at the local level. Along with developing many aspects of living in rural communities, there come sustainability challenges. Most of those happening in the centre involve constructing settlements or transportation facilities that decrease farming areas; growing populations along with pollution (air, water, and land); decreasing youth awareness toward local wisdom and culture and so on. These lead to a decrease in income, a healthy environment, and cultural preservation. To overcome these challenges, cooperation is needed at the local level among authorities, public figures, and local entrepreneurs.

Links

<http://pauddikmasjabar.kemdikbud.go.id/>
<https://www.youtube.com/user/seksisarpras>
<https://en.unesco.org/prize-esd/2015laureats/jayagiri>

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City of Dakar, Senegal

Our priority mission is to improve people's conditions and quality of life. The ultimate goal is to turn Dakar into a resilient, safe and sustainable city. Our approach consists in ensuring a harmonious development, in reducing social inequalities and ecological degradation and in preserving the environment while considering the impacts of urban development through the economic and environmental planning of the city of Dakar. To do this, we focus on awareness-raising, information and education of the population, of the elected officials and of municipal civil servants.



© Ville de Dakar

Our GAP commitment

We carry out actions of awareness-raising and education within the population on the issues of sustainable development and environmental education: the celebration of World Environment Day and the Week of the Tree in the boroughs of the city of Dakar, information and communication campaigns on air quality and on the different types of pollution and their impact on people's health. Training sessions on environmental and global citizenship education have taken place for students and officers of the City and the Communes. Through the elaboration of a Territorial Energy Climate Plan, the City de Dakar will mobilize citizens to raise awareness on climate culture.

One of our activities

A specific activity is urban agriculture with micro gardens that contribute to food and nutritional security on the one hand and on educating people to respect, protect and preserve the environment on the other. People learn to eat healthy products. Training students on micro-gardening aims to make them aware of the importance of respecting and protecting of the environment.

Links

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Drishtee Foundation, India

We are a social enterprise that enables and empowers communities across 6,000 villages in India working with more than 14,000 entrepreneurs and 300 team members. Our key driver for change is 'Sustainable Livelihood creation' and 'growing empathy connect' between communities – both rural and urban worldwide. Drishtee has created a platform of service delivery as well as livelihood generation by integrating the 4Cs of: (1) Community engagement, (2) Capacity-building, (3) Capital facilitation through micro-credit and (4) Channel linkage to and from the market. Both Drishtee and its partners and supporting stakeholders are working closely to develop and nurture sustainable micro-enterprises in rural areas, to address local issues and utilize local resources. Partners not only fund the gap of sustainability but also add a lot of business or capacity value to the initiatives. Our corporate partner Ricoh is a great example of co-ownership of vision and enablement through broader capacity apart from funds. This includes processes support - technical as well as non-technical - people's expertise and resources being contributed.



© Drishtee & Ricoh

Our GAP commitment

To enable 250 women with skills and capacity for sustainable livelihoods leading to enhancement in their income, social status, self esteem and self reliance. To impact various communities and families through ESD intervention for women entrepreneurs addressing the issues of access, awareness, affordability and approachability specially for women (50,000 women). Creating impact on sustainable development directly and indirectly in 250 villages of India.

One of our activities

Drishtee is a not-for-profit organization that works in villages of India where local governance systems as well as community groups/CBOs need to be educated on ESD goals and implementation strategies. Drishtee engages with the local ecosystem and develops sustainable livelihood models that can be integrated in these strategies. With Ricoh, Drishtee has developed a network of women entrepreneurs working in the various villages for delivery of services and products to only women. This is growing in number and quality and helping in achieving not only entrepreneurial level sustainability but also at the community level. Drishtee is about community-building, training and skill development, local leadership and sustainable models, and therefore is a very suitable fit for taking up the local agenda for ESD. There are resources, structures and standardized approaches where Drishtee does not have great experience and where the GAP Network can help. With deep engagement processes Drishtee would be able to integrate ESD in the local ecosystem with various stakeholders, as well as in all its Skill Development programmes in partnership with the Govt. of India, of states as well as NSDC, National Skills Development Corporation, a government body. There is therefore synergy as well as scope for Drishtee to make a scalable impact for implementation of ESD in India as well as support initiatives in other developing economies/communities.

Links

www.drishtee.org
www.drishteefoundation.org

Focal Point

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Enda Energie

Enda Energie is an international non-governmental organization created in the early 80s and strongly committed to issues related to sustainable development. Through a participatory action research and training approach, it intervenes in favour of pro-poor sustainable development, particularly in Africa. Our mission is to support communities in political, social, environmental, technological and institutional transformation processes through the following axes: • Access to sustainable energy services; • Strengthening the resilience of people to the effects of climate change and desertification; • Sustainable local development and environmental governance. Our priority area is to facilitate and accelerate sustainable solutions at local level. In terms of ESD, its objectives are to: • Communicate, sensitize and train on SD and SDGs, especially SDGs 7 and 13 • Contribute to the integration of SD into national priorities and local development plans • Contribute to the development of the national SD strategy • Work for renewable energy integration.



© Enda Energie

Our priority area is to facilitate and accelerate sustainable solutions at local level. In terms of ESD, its objectives are to: • Communicate, sensitize and train on SD and SDGs, especially SDGs 7 and 13 • Contribute to the integration of SD into national priorities and local development plans • Contribute to the development of the national SD strategy • Work for renewable energy integration.

Our GAP commitment

In line with our vision and mission, we are committed to: the establishment of a national thematic platform for territorial education and information on sustainable development (clean energy, climate change and agriculture (food security)); strengthening the capacities of local authorities (elected representatives and local actors) for the sustainable development of communities; providing support for integrating clean energy, gender and climate change into local planning - the diffusion of technologies aiming at access to energy, a productive use of sustainable energy and the adoption of low-carbon production and consumption modes (support of sustainable sectors (sustainable agriculture, animal husbandry, ENR, waste , etc.); strengthening political influence on sustainable development; and the monitoring and evaluation of the social, economic, environmental and institutional effects and impacts of the commitment to sustainable development.

One of our activities

For about two years now, we have been working to promote sustainable development through access to clean energy in West Africa through the Accelerating the Implementation of Regional Policies on Clean Energy in West Africa project, an advocacy and capacity-building programme targeting civil society organizations, local communities, local authorities, etc. Our objective in this programme is to contribute to the appropriation and implementation of national and regional policies in West Africa on clean energy and to fight against climate change and poverty through access to energy sustainable. Our efforts in the programme consist in strengthening ownership and implementation of national renewable energy and energy efficiency policies and strategies agreed at the regional level, notably by the Economic Community of West African States (ECOWAS).

Links

<http://www.endaenergie.org>

Focal Point

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Free and Hanseatic City of Hamburg, Germany

The initiative “Hamburg is learning sustainability” is coordinating ESD within the city state of Hamburg. It is an integrative and indispensable part of the Hamburg sustainability strategy. We provide examples of ESD best practice in all fields of education and publish a “Hamburg ESD Plan of Action”. Examples are Fairtrade City Hamburg, Climate-friendly Schools and ESD in Kindergarten. We also run a quality management project with certificates for freelancers and non-formal education institutions to improve the quality of ESD. Currently, we are developing an innovative “Masterplan ESD” for all fields of education in Hamburg to be passed by the Hamburg Senate until 2019 and realized until 2030.



© Jürgen Forkel-Schubert

Currently, we are developing an innovative “Masterplan ESD” for all fields of education in Hamburg to be passed by the Hamburg Senate until 2019 and realized until 2030.

Our GAP commitment

Hamburg is member and chair of a network of German municipalities that have supported the UN Decade and now implement the GAP ESD as well. The size of the municipalities varies from small villages like Hetlingen (1,500 inhabitants) to big cities like Hamburg (1.8 million). They all promote sustainable development through education and have won many national awards in ESD. The members of the network meet twice a year to exchange experiences and to enhance the idea of ESD within the municipalities and beyond. This German network plays an important role in the National Action Plan for ESD.

One of our activities

In Hamburg, in association with other states in Northern Germany, we developed a Certification Scheme and quality management system for ESD. We help freelancers and institutions working in the informal and non-formal education sector to develop a professional ESD profile and a future-oriented educational concept. To gain the certificate, six quality areas have to be fulfilled. We provide workshops, information materials and seminars for experienced and new applicants. An inspection group visits the applicants onsite and a commission awards the certification. Certificates are handed out by our Minister of the Environment once a year. By this, we support GAP priority action areas 2 and 3.

Links

<http://www.hamburg.de/nachhaltigkeitlernen>

<http://www.bne-portal.de/de/akteure/profil/stadt-hamburg-hamburg-lernt-nachhaltigkeit>

<http://www.2030hamburg.de/tag/bne/>

<https://www.harburg21.de/de/agenda-21/bne-in-hamburg/>

<https://www.sustainable.uni-hamburg.de/infoboard/aktuelles-n/171017.html>

<http://www.nun-zertifizierung.de/>

Focal Point

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Jürgen Forkel-Schubert



Ralf Behrens

Gaia Education

Gaia Education is a leading provider of sustainability education that promotes thriving communities within planetary boundaries. With a 13-year track record in 48 countries, programmes take place in settings ranging from tribal villages to intentional eco-communities, from urban slums to academic institutions. Our face-to-face and e-learning courses equip students of all ages with the appropriate skills and competencies to design a society which uses energy and resources with greater efficiency, distributes wealth equitably, and makes quality of life the focus of future thinking. Our learners become change agents capable of playing active roles in transitioning their communities to sustainable and regenerative practices, lifestyles and infrastructures.



© Gaia Education

Our GAP commitment

Expand our ESD activities to 50 countries. We are currently conducting ESD programmes in 48 countries including Iran and Mozambique. During the year, GAP and Gaia Education offered double certification to programmes taking place in India, Switzerland, Canada, Japan, Brazil, Italy, Ecuador, USA, Iran, Mexico, Thailand and Mozambique.

4 Keys for Sustainability Books have been launched in Portuguese. Supported by the Government of Japan, SDGS cards are available in English, French, Arabic, Spanish and Portuguese.

A three and a half year programme supported by the Scottish Government has been launched for Zambian Youth. Migrants and unemployed youth project in Sicily enters its 2nd year supported by LUSH and RSF Social Finance.

One of our activities

To accelerate sustainable solutions at the local level, we have developed in partnership with the GAP Secretariat, the SDGs Training for Multipliers and the associated educational tool - SDGs Flashcards- translated into the five official UN Languages. The training was designed to build the capacity of facilitators to hold vitally important conversations on how to implement the SDGs at the local and regional scale, in ways that are carefully adapted to the biocultural uniqueness of each location. So far 20 trainings have been conducted, reaching over 1,000 participants who explored the SDGs in question-focused group conversations, while identifying policies, resources and actions to accelerate their implementation.

Links

<http://www.gaiaeducation.org>

<https://gaiaeducation.org/news/sdg-trainings-review/>

<https://gaiaeducation.org/about/unesco-global-action-programme/>

Focal Point

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UNESCO Global Network of Learning Cities (UNESCO GNLC)

The UNESCO GNLC is an international policy-oriented network, which supports the practice of lifelong learning in its member cities. We, at the UNESCO GNLC, provide support to the achievement of SDGs in particular SDG 4 and SDG 11 by promoting policy dialogue and peer learning among cities; forging links; fostering partnerships; providing capacity development; and developing instruments to encourage and recognize progress made in building learning cities (e.g. UNESCO Learning City Award).

Our GAP commitment

Our commitment is to provide a platform for the implementation and acceleration of ESD at the local level. GNLC member cities have committed to promote inclusive learning from basic to higher education; revitalize learning in families and communities; facilitate learning for and in the workplace; extend the use of modern learning technologies; enhance quality and excellence in learning; and nurture a culture of learning throughout life. To support this further, we provide guiding documents that outline how sustainable development can be achieved through education and lifelong learning. We support and showcase best practices of member cities, including those on ESD, and concrete actions municipalities are developing towards green and healthy learning cities, equitable and inclusive learning cities, and decent work and entrepreneurship in learning cities.



©UIL

One of our activities

As a GAP key partner, we co-organized regional workshops to help integrate ESD in cities: the Europe and North America workshop was held in Hamburg, Germany (12-14 December 2016), the Latin America and Caribbean workshop was held in Villa Maria, Argentina (26-28 April 2017), the Asia-Pacific workshop took place in New Delhi, India (28-30 November 2017), the Africa meeting was held in Nairobi, Kenya (7-8 December 2017), and the Arab States workshop will occur in March 2018, in Aswan, Egypt. These workshops supported the enhancement and integration of ESD at local level by making use of the concept of learning cities. Relevant local stakeholders and learning cities engaged in the meetings and are now planning to implement some of the learned strategies in their municipalities.

Links

<http://uil.unesco.org/lifelong-learning/learning-cities>

<http://unesdoc.unesco.org/images/0026/002604/260442e.pdf>

Focal Point

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ICLEI - Local Governments for Sustainability, South Asia

ICLEI - Local Governments for Sustainability, is the world's leading association of more than 1500 metropolises, cities, urban regions and towns. We promote local action for global sustainability and support cities to become sustainable, resilient, resource-efficient, biodiverse, low-carbon, productive, ecomobile; to build a smart infrastructure; and to develop an inclusive, green urban economy with sustainable procurement with the ultimate aim of achieving healthy and happy communities. Capacity-building of local government officials, both political and administrative, for sustainable development is one of our basic mandates carried out through training workshops as part of projects and campaigns as well as through national, regional and international conferences.



© ICLEI South Asia

Our GAP commitment

The launch commitments were made for a period of 3 years, and have been successfully achieved and surpassed through different projects and campaigns carried out in our target countries. 1. Training workshops: We have conducted more than 50 training or capacity building workshops on sustainable development-related activities, including climate change, resilience and climate mitigation, energy efficiency in buildings, urban transportation, ecosystem services for poverty alleviation, solid waste management and water resource management with local governments. 2. More than 50 local governments from more than 10 countries (India, Bangladesh, Sri Lanka, Nepal, Bhutan, Indonesia, Philippines, Malaysia, China, South Korea, Vietnam, etc) were involved. We provided trainings to the local government officials and political representatives. 3. We trained more than 500 individuals, including political and administrative officials of local governments. ICLEI South Asia, along with other ICLEI offices, conducted the Second and Third Asia Pacific Forum on Urban Resilience and Adaptation in 2016 and 2017. ICLEI South Asia is also acting as the Secretariat for Asia LEDS Partnership, that promotes low emission development with national and local governments in the Asian region and regularly conducts online and offline conferences and trainings. The events bring together local, subnational and national government agencies along with UN agencies, multilateral and bilateral funding agencies, researchers and practitioners on a platform to discuss climate and urban resilience as well as different issues of sustainable resource management.

One of our activities

ICLEI South Asia, along with other regional ICLEI offices, organized the Asia Pacific Forum on Urban Resilience and Adaptation in 2016 in Melaka, Malaysia and in 2017 in Ho Chi Minh City, Vietnam. Both these conferences drew local, subnational and national government representatives from the Asia Pacific region and included a number of sessions on urban resilience, with cross cutting themes such as climate action planning, gender mainstreaming, informality, biodiversity, climate financing, integrated resource management and peri urban ecosystems, among others. As the secretariat for Asia LEDS Partnership (ALP), we have organized the ALP Forum in 2016 and 2017. We regularly organize webinars on low emission development technologies and strategies, regional workshops, deep dive training sessions that cater to almost 500 individuals who are members of the ALP. In the last 2 years, we have organized 15 webinars, one regional workshop and 2 Forums with a number of deep dive training sessions on climate action in cities.

Links

<http://southasia.iclei.org/>

<http://www.asialeads.org/about-us/asia-leds-forums/>

<http://resilientcitiesasiapacific.iclei.org/>

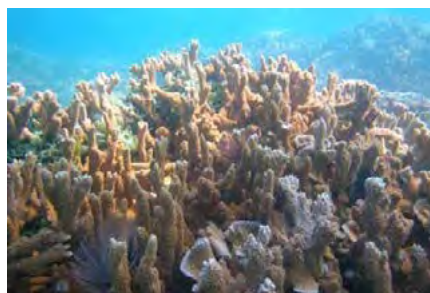
Focal Point

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Intergovernmental Oceanographic Commission (IOC) jointly with the World Ocean Network

Better public understanding of the ocean is an important element of resolving critical environmental challenges and supporting the science and management measures for sustainable development. Increasing ocean literacy at all levels of leadership will build the capacity for adaptation and enhance the resilience of vulnerable communities. Leaders and citizens who have an understanding of ocean and climate science and who can access information will be better prepared to respond effectively to future ocean challenges. We aim at supporting Member States to develop integrated programmes of research, education and community awareness to build fundamental understanding of the importance of ocean research.



Our GAP commitment

We aim at promoting a better awareness of sustainable development issues related to the ocean, i.e. ocean acidification, marine biodiversity protection, prevention and preparedness of marine hazards, through the integration of marine matters in education curricula and in citizens awareness raising campaigns. Results are achieved through the definition of advocacy activities tailored to governments and other international organisations. We promote Ocean Literacy, building on the support of Member States, through an established partnership with experts and institutions from different regions of the world. We organize campaigns, and awareness-raising events on ocean sustainability issues, taking advantage of major international events.

One of our activities

We are participating in the successfully created consortium of Sea Change (2015–2018), part of the European Union's Horizon 2020 programme, led by the Marine Biological Association (United Kingdom). Sea Change aims to establish a fundamental change in the way citizens view their relationship with the sea, by empowering them, as Ocean Literate citizens, to take sustainable action towards a healthy ocean and seas, healthy communities and ultimately a healthy planet. Through the project partnership, we design information campaigns as the basis for mobilisation activities aimed towards key target end stakeholder groups: formal educators and students, the public, and policy-makers.

Links

<http://www.unesco.org/new/en/natural-sciences/ioc-oceans/priority-areas/capacity-development/>

<http://www.seachangeproject.eu>

<http://www.oceanteacher.org>;

<http://www.ocean-climate.org/?lang=en>

<http://www.coexploration.org/gose/>

Focal Point

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Manuel Cira: manuel.cira@nausicaa.fr



Mexico City, Mexico

In Mexico City's Ministry of Environment (SEDEMA) we implement education policies aimed at raising awareness about the importance of the conservation of the environment, as well as promoting citizen values and new attitudes to contribute to sustainability, and also promoting social co-responsibility to solve the environmental challenges of Mexico City. SEDEMA seeks to build an informed society willing to actively participate and to be part in solving the environmental challenges that Mexico City faces.



© SEDEMA, Mexico City.

Our GAP commitment

Education for Sustainable Development is implemented by SEDEMA through the Direction for Environmental Education, which is composed of two main areas, which are the Centers of Environmental Education, and the Education and Communication. SEDEMA has also incorporated Education as a transversal component in all the environmental policy of the City. Our commitment to the GAP is to scale up the activities and strategies of Education for Sustainable Development at local level and promote the participation of government, civil society and private sector, through the implementation of workshops, capacity building in Environmental Education Centers, environmental programmes like the Barter Market, Reciclatron, and Urban Gardening Workshops.

One of our activities

There are 3 Centers of Environmental Education in Mexico City coordinated by SEDEMA (Ecoguardas, Yautlica and Acuexcóatl). They are located in the south of the city in an area classified as "Conservation Land". Education Centers of SEDEMA promote the participation of private institutions, schools, teachers and private institutions through courses, workshops, tours and camps ; to participate in the activities of SEDEMA. In these centres, people receive training and courses regarding mobility, conservation of natural areas, biodiversity, climate change, efficient use of water, solid waste management, alternative energy and environmentally friendly habits that can make a difference.

Links

<http://data.sedema.cdmx.gob.mx/educacionambiental/index.php/en/>
<http://www.data.sedema.cdmx.gob.mx/cambioclimaticocdmx/index.html>
<https://www.facebook.com/EducacionAmbientalCDMX/>

Focal Point

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Namib Desert Environmental Education Trust (NaDEET), Namibia

NaDEET is a vibrant environmental education organization. At the core of NaDEET's programmes is our environmental education centre on the NamibRand Nature Reserve in southern Namibia. Children and adult participants learn first-hand about sustainable living, biodiversity and the balance between humans and the environment. They learn not just by seeing and hearing, but by doing and living. At NaDEET Centre theory meets practice so that empowered participants gain the tools to take action in their homes and communities. Our environmental literacy and new NaDEET Urban Sustainability Centre complement the Centre's activities and expand its reach nationwide.



© NaDEET

Our GAP commitment

Our first GAP commitment successfully worked with three rural communities in southern Namibia. More than 500 residents engaged in ESD activities to integrate it into daily life including renewable energy, water saving, recycling, gardening and general environmental awareness. We are now embarking on a new project to upscale our work to urban areas through our new NaDEET Urban Sustainability Centre. The main focus of the Centre is a model sustainable living house to bring to life sustainability put into practice in an average Namibian household. The new urban centre aims to reach out to all ages.

One of our activities

NaDEET's activities reach across all aspects of the GAP. A recent activity was the translation of our lower primary ESD booklets "It's Time to Grow" into three local Namibian languages. This was done through teacher workshops at NaDEET Centre and thereby training teachers in ESD and developing a resource for them to use in their classrooms. A total of 150 teacher sets including 50 booklets per topic (energy, water, waste, biodiversity), a teachers book and 4 memory card games were printed and distributed nationwide.

Links

<http://www.nadeet.org>

Focal Point

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Okayama City, Japan

(Secretariat of the ESD Promotion Commission,
ESD Prize laureate 2016)

Okayama City has been promoting a whole-city approach to ESD since 2005 in cooperation with various stakeholders. We serve as the secretariat of the 'Okayama ESD Promotion Commission' which carries out the 'Okayama ESD Project'. More than 270 organizations are involved in it including NPOs, enterprises, schools and universities (as of December 2017). We provide financial as well as human resources to support organizations promoting ESD in Okayama region. Our objective is to nurture responsible citizens from children to elderly who recognize local and global issues and act to build a sustainable society



© Okayama City

Our GAP commitment

We committed to strengthen ESD implementation in formal, non-formal and informal learning settings. Currently, we are promoting ESD based on the 'Okayama ESD Project Master Plan 2015-2019' with the following 8 priority action areas: 1) Sharing a vision of a sustainable Okayama region, 2) Youth and Capacity-Building, 3) Local Community and Kominkan (Community Learning Centres), 4) Schools, 5) Reward Good Practices, 6) Enhancement of ESD Activities, 7) Promoting Enterprise-led ESD, and 8) Strengthening International Cooperation.

One of our activities

For capacity-building of educators, public institutions' staffs and youth etc., we carry out the "ESD Coordinator Trainings" and the "ESD Internship". Besides, we organize freely accessible workshops and activities, and provide various opportunities of ESD in schools, 'kominkan', and even shopping malls. For example, we organized a tour and stamp rally in a large shopping mall to let children learn about sustainable production and consumption while introducing them to the Sustainable Development Goals (SDGs). In 2015, Okayama City initiated the annual "ESD Okayama Award" with related organizations to reward ESD good practices of local communities in the region and internationally.

Links

<http://www.city.okayama.jp/esd/top.html>

<http://www.okayama-tbox.jp/esd/>

Focal Point

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RCE Chubu, Japan

RCE Chubu seeks to promote ESD through local initiatives in collaboration with multiple stakeholders, based on the idea that sociocultural and economical phenomena in the community rest on a foundation of ecosystems and natural resources. We have been conducting ESD activities in a 'bioregion', called Ise-Mikawa Bay Watershed in central Japan. RCE Chubu established an ESD model called the 'Bioregional (Watershed) ESD model' and presented it at the UNESCO World Conference on ESD. Our objective is to develop the model for the achievement of the UN Sustainable Development Goals.



© Reita Furusawa

Our GAP commitment

Our commitment is to develop a regional ESD network aiming for mutual learning and collaboration of the multi-stakeholders on ESD in the Chubu (central) Area in Japan. We conduct the projects focusing on all five priority areas of the GAP based on the philosophy of the Aichi-Nagoya Declaration on ESD adopted at the UNESCO World Conference on ESD. The model, promoting the formulation of ESD programmes based on the Bioregional/Watershed ESD Model at the community level, fits particularly into GAP Priority Area 5. Outcomes of our activities are shared nationwide and worldwide through ASPUnivNet, the ESD Consortium network by MEXT, and the RCE network.

One of our activities

Our specific activity is to promote an international or inter-regional dialogue on multi-stakeholder local participation in ESD using the concept of a 'bioregion' as a targeted area to promote ESD. We have been overcoming issues due to fragmentation by administrative district (i.e. difficulties of cross-border river management) and accelerating the learning process for problem-solving based on understanding regional ecological diversities. Currently, we are conducting the SD Policy Maker Project and the ESD Traditional Knowledge Project focusing on local and traditional knowledge, to develop an ESD model which will work effectively in the transformation of both formal and non-formal/in-formal education.

Links

<http://chubu-esd.net/>

Focal Point

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Regional Centre of Expertise Tongyeong, Republic of Korea

Since 2005, RCE Tongyeong has aimed to raise public awareness of sustainable development and induce policy and behavioural change through formal, informal, and non-formal education programmes along with Tongyeong municipal government. With the vision of “Learning and Sharing for a Sustainable Future,” we have been working toward (1) nurturing talents for a sustainable future, (2) supporting happy lifelong learning, (3) promoting the edu-tourism industry, (4) promoting the Asia-Pacific path towards sustainability. In May 2015, ‘RCE Tongyeong Sejahtera Forest and Sejahtera Centre for RCEs in Asia-Pacific’ opened in a beautiful seaside valley serving as an ESD learning and networking centre for Asia-Pacific and beyond.

Our GAP commitment

RCE Tongyeong made a commitment to raise public awareness of sustainable development through not only the formal education curriculum but also the informal, non-formal education sector which has to be involved in ESD activities. We translate global ESD vision into local realities by developing regional ESD programmes for citizen. We will contribute to (a) promoting ESD for citizen, students and educators (b) supporting youth-led programmes, and (c) strengthening partnership through national and international RCEs and ESD network.

One of our activities

“Bridge to the World” has been our flagship programme at RCE Tongyeong for 11 years. TY high school as well as middle school students apply for this programme in early Spring every year. About 10 groups are selected to be especially ESD-trained, out of which 3-4 groups are chosen to send to places carefully found among 150 global RCES for field research on their chosen theme. RCE Tongyeong is proud of the growing leadership of Tongyeong youth as the number of participants is more than 800, dedicated to making a small town like Tongyeong into a Sustainable City.



© RCE Tongyeong

Links

<http://ecopark.rce.or.kr/>

Focal Point

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UN-Habitat

The overall objective of our work is to develop, deliver and promote practical and problem-solving oriented training and capacity-building processes to support the implementation of the New Urban Agenda and the achievement of SDG11. This includes knowledge products and tools aiming at strengthening the capacity of senior policy-makers and technical cadres involved in the planning, design, implementation, management and monitoring of sustainable urban development policies, programmes and projects. We strive to help to empower individuals and organizations with knowledge and skills to transform cities into a sustainable, safe, resilient and just place to live and work.



© UN-Habitat University Network Initiative

Our GAP commitment

The Urban Centre of Excellence to support the New Urban Agenda is a centre of excellence specialized in capacity development of cities and urban institutions that provides knowledge, action learning, knowhow and complementary services that aim at strengthening the capacities of cities and their technical cadre as well as policy-makers and city managers in order to respond effectively to the challenges of urbanization. The Urban Centre of Excellence has been formalized and a call for Expressions of Interest is about to be launched.

One of our activities

During Habitat III and WUF9 conferences, we organized the universities' round-tables to discuss the formulation of a position paper on the role of knowledge and capacity-building in the implementation of the NUA and SDG11. We developed a training package on Fundamentals of Sustainable Urbanization. We also produced 47 Global Urban Lectures (GUL) by 2017 which have become the most popular knowledge product of UN-Habitat. The GUL series is comprised of 15-minute lectures on themes related to sustainable urbanization. They were delivered by renowned world experts, UN-Habitat partners and staff and ranked amongst the best MOOCs on cities.

Links

<http://www.unhabitat.org>
<https://unhabitat.org/urban-knowledge/urban-lectures/>
<http://uni.unhabitat.org/>

Focal Point

Claudio Acioly, Trang Nguyen and Zuzana Vuova



Claudio Acioly



Trang Nguyen



Zuzana Vuova

United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS)/ Regional Centres of Expertise on Education for Sustainable Development

UNU-IAS serves as the secretariat for the Regional Centres of Expertise (RCEs) on Education for Sustainable Development (ESD). RCEs are multi-stakeholder networks working with formal and non-formal ESD at the regional (sub-national) and local level. RCEs see quality education as not only one of the Sustainable Development Goals (SDGs) in and of itself, but also as a mechanism for enabling communities around the world for implementing the global sustainable development agenda at the local level. Because RCEs work as a partnership of educators from different sectors (primary, secondary, higher, informal), they are uniquely poised to aid their communities.



© UNU-IAS; RCE Delhi

Our GAP commitment

UNU-IAS works with RCEs around the globe to develop and disseminate good ESD practices to help communities turn sustainable development aspirations into reality through education. This includes strengthening the coordination and effectiveness of education in regional contexts, building capacity for educators, and helping to link global processes to those occurring at the local level. In addition to our commitment under PN 5, RCEs also contribute to (a) advancing policies through policy research, (b) implementing capacity development programmes for educators on their own, (c) supporting youth initiatives as they relate to ESD, and (d), transforming learning and training environments.

One of our activities

UNU-IAS continues to assist in the expansion of the global network of RCEs in order to scale up and provide multipliers to existing ESD actions. We collaborate strategically among all members in developing and implementing good practices through conferences, workshops, training programmes, and communication channels such as our e-bulletins and web presence on the RCE portal. UNU-IAS as the secretariat provides an up-to-date database of RCE activities reported annually to facilitate learning between RCE communities around the world. Through mobilizing global agendas in local contexts, RCEs continue to translate sustainable development into realities for their communities.

Links

<https://www.rcenetwork.org/portal/home>

Focal Point

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Wahamba Development Organization, Nigeria

We develop innovative capacity-building and nature-learning programmes for underserved young people to design and implement environmentally sustainable development solutions in Nigeria. These programmes inspire self-determination, respect for nature, economic empowerment and community-building among teens in underserved communities through hands-on activities in natural spaces.

Our GAP commitment

Our ESD commitment is to continuously develop new and engaging learning tools to reach young people in underserved communities in Nigeria. Using these tools, we will engage young people in urban community agricultural programmes, environmental responsibility workshops, eco-tourism trainings, among others, to inspire community empowerment.



© Nora Awolowo

One of our activities

Our Open Your Heart Camp is a nature-learning and empowerment programme for underprivileged teenagers in Nigeria. Every year, we focus on a set of underserved teenagers. The programme uses carefully designed workshops, art and activities in natural spaces to empower underserved teens to respect nature, build communities, inspire self-determination and learn more about where their food comes from.

Links

<http://wahamba.org>

Focal Point

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World Network of Biosphere Reserves of the UNESCO Man and Biosphere Programme

UNESCO's MAB Programme combines the natural and social sciences, economics and education to improve human livelihoods and the equitable sharing of benefits, and to safeguard natural and managed ecosystems, thus promoting innovative approaches to economic development that are socially and culturally appropriate, and environmentally sustainable. Its World Network of Biosphere Reserves currently counts 669 sites in 120 countries, including 20 transboundary sites. This World Network provides a unique set of learning sites to shape and to implement the 2030 Agenda. We are committed to support Member States and stakeholders to meet the SDGs in implementing the MAB Strategy and the Lima Action Plan



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Our GAP commitment

In its MAB Strategy and Lima Action Plan (LAP), UNESCO's MAB Programme refers to ESD; one expected result of the LAP (A.4) specifically refers to the GAP for ESD. Furthermore, in the MAB Youth Declaration, the participants stressed the importance of education for social development by their commitment to organize summer camps, workshops and conferences for training young people, as well as the recommendation to create Biosphere Reserve School and youth clubs programmes, working to build a network among schools and within communities dealing with Biosphere Reserves themes.

One of our activities

In September 2017, 276 youth delegates from 138 biosphere reserves in 84 countries gathered during the first MAB Youth Forum in the Po Delta Biosphere Reserve, Italy. They either live or work in a biosphere reserve, areas that are committed to developing solutions reconciling the conservation of biodiversity with its sustainable use. The Youth Forum was organized to offer an opportunity for young people from all over the world who care about the biosphere reserves in which they live to become active in the MAB Programme and to contribute to the sustainable development of their communities.

Links

<http://www.unesco.org/mabyouth>

<http://www.unesco.org/mab>

Focal Point

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Miguel Clüsener-Godt

UN Environment

Our activities are geared towards enhancing understanding of sustainable lifestyles and their potential as an engine for urban change. At the city level, we engage stakeholders, including youth, in the development of initiatives around sustainable lifestyles (e.g. on food, mobility, consumer goods) through the use of targeted messaging, awareness-raising efforts and monitoring behaviour change. We are engaging formal and informal educators in developing core sustainable lifestyles curricula for use at the graduate (Master's) level as part of business schools and sustainable development degrees. We also engage youth as consumers of tomorrow through the YouthXchange Initiative, by developing training kits/guidebooks on sustainable lifestyles.



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Our GAP commitment

Our commitment is focused on accelerating the development and dissemination of educational tools/resources aimed at promoting sustainable lifestyles around the world, with a particular focus on urban environments in emerging and developing regions in sub-Saharan Africa, Asia-Pacific and Latin America and the Caribbean. To date, we have developed various publications designed to increase our understanding of sustainable lifestyles, including a typology on sustainable lifestyles, guidebooks for youth on sustainable lifestyles as well as sustainable lifestyles and consumption curricula.

One of our activities

Workshops and activities through available tools and platform such as the YouthXchange Initiative empower and mobilize youth towards sustainable lifestyles through education, capacity-building and awareness-raising. At local levels, partners adapt available educational resources to their contexts and use those materials to build the capacities of youth and youth leaders on sustainable lifestyles. Through these efforts, youth are mobilized and call upon their peers and local authorities/leaders to act on promoting sustainable lifestyles at local levels. UNEP's messages around sustainable lifestyles and education aim to empower youth to play their rightful role as critical agents of change in seeking sustainable solutions that can improve their lifestyles and opportunities.

Links

<https://www.unenvironment.org/explore-topics/resource-efficiency/what-we-do/sustainable-lifestyles/education-lifestyles-and-youth>

<https://www.unenvironment.org/explore-topics/resource-efficiency/what-we-do/cities>

<https://www.unenvironment.org/explore-topics/resource-efficiency>

Focal Point

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Zikra for Popular Learning

(ESD Prize laureate 2017)

The main objective of our work is to reconnect youth with their identity and culture, through cultivation of their community's local knowledge and to enable them to use this knowledge to inspire sustainable solutions to social, economic and environmental challenges. We believe that this is the seed for shifting the status quo from consumer-based culture that centralizes power and the economy, to a culture of productivity, where people reclaim sovereignty of the land and resources and create independence that enables them to take matters into their own hands, particularly at a time of political unrest in the Arab region.



© Zikra for Popular Learning

Our GAP commitment

We are committed to developing tools where we can share our experiences in cultivating local knowledge with other communities, where this knowledge can inspire economic, social, cultural and environmental projects. These tools will take the form of a website, publications and short films. In addition, we are committed to developing our community-based tourism project to include four more villages. This project is utilized as a tool to transfer the indigenous knowledge of the village communities through experiences that engage urban communities.

One of our activities

We are developing the food trail and community-based tourism programmes in Jordan, a country with a diverse social strata. Throughout the experience visitors will reconnect with nature and the land, learn about wise consumption and sustainable practices and rebuild their relationship with the area's food identity that reflects sustainable agriculture and sovereignty of land and resources. The project generates income for small farmers, beekeepers and shepherds through community-based tourism revenue and through connecting them with urban markets and restaurants.

Links

<http://www.zikrainitiative.org>

Focal Point

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GAP SECRETARIAT



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GAP role

Overall coordination of the ESD team



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GAP role

Coordinating the ESD Team and Focal Point of Partner Network 1: "Advancing Policy" and Partner Network 3: "Building Capacities of Educators and Trainers."



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GAP role

Focal Point for Partner Network 2 "Transforming Learning and Training Environments"



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GAP role

Focal Point of Partner Network 4 "Youth Priority Action Area"
ESD Success Stories and media related activities



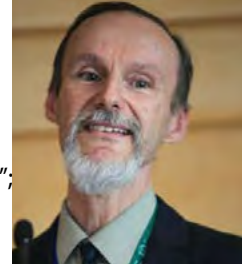
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GAP role

Focal Point of Partner Network 5 “Accelerating sustainable solutions at local level”; Education Sector Focal Point for Biodiversity; UNESCO focal point for the Earth Charter



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GAP role

Coordination of GAP Partner Networks and Japanese Funds-In-Trust



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GAP role

Support to administrative tasks related to the GAP, in particular for the annual meeting of GAP partner network



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GAP role

Focal Point for the ESD Prize; ESD Zoom newsletter and other communication-related issues; support of overall GAP coordination



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GAP role

Support to administrative tasks related to the GAP, in particular for the annual GAP Partner Networks meeting. Assistance with the communication around the GAP.



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GAP role

Focal point of the Future of ESD process



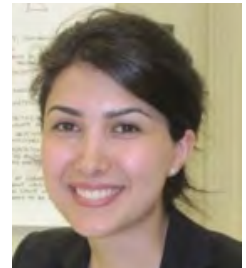
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GAP role

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GAP role

Support to the coordination of GAP Partner Network 2 "Transforming Learning and Training Environments"



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