

DESD Quarterly Highlights

July 2008



The UN Decade of Education for Sustainable Development seeks to integrate the values inherent in sustainable development into all aspects of learning to encourage behaviour changes that allow for a more sustainable and just society for all, through four objectives:

- Facilitate networking, linkages, exchange and interaction among stakeholders in ESD;
- Foster an increased quality of teaching and learning in education for sustainable development;
- Help countries make progress towards and attain MDGs through ESD efforts;
- Provide countries with new opportunities to incorporate ESD into education reform efforts.

IN FOCUS – Preparing the 2009 World Conference on Education for Sustainable Development – *Moving Into the Second Half of the UN Decade*

Education
for
sustainable
development

As the DESD approaches its mid-point, the “World Conference on Education for Sustainable Development – Moving into the Second Half of the UN Decade” will be held in Bonn, Germany, from 31 March to 2 April 2009.

Organizers of the conference are UNESCO and the German Federal Ministry of Education and Research, in cooperation with the German Commission for UNESCO.

The conference will provide a platform for dialogue and advocacy on Education for Sustainable Development at the global level, involving some 700 participants from all regions representing UNESCO Member States, UN agencies, civil society organizations, youth and the private sector.

The World Conference on Education for Sustainable Development will address four main objectives:

1. To highlight the essential contribution of Education for Sustainable Development (ESD) to all of education and to achieving quality education - “Why is ESD relevant?”

ESD, which is relevant to all types, levels and settings of education, is an approach to teaching and learning based on the ideals and principles that underlie sustainability. Since ESD engages with such key issues as human rights, poverty reduction, sustainable livelihoods, climate change, gender equality, corporate social responsibility, protection of indigenous cultures in an integral way, it constitutes a comprehensive approach to quality education and learning. By dealing with the problems faced by humanity in a globalized world, ESD will shape the purposes and content of all education in the period ahead; ESD is, indeed, education for the future.

The World Conference will draw out the relevance of ESD to education as a whole and its importance for improving the quality of education while attaining Education for All (EFA) and the Millennium Development Goals. Moreover, it will seek ways to move ESD further from the margins into the centre of all education.

2. To promote international exchange on ESD - “What can we learn from each other?”

All sustainable development programmes, including ESD, must consider the three spheres of sustainability – environment, society and economy, with culture as an underlying dimension. Because ESD addresses the local contexts of sustainability, it will take many forms around the world.

The World Conference will provide an excellent opportunity to share experiences, best practices and views on ESD from around the world. The question of how ESD can meet different regional, national and local as well as global needs will be addressed. Examples of good practice from all over the world will play an important role in identifying viable approaches to ESD.

3. To carry out a stock-taking of DESD implementation - *“What have we achieved so far, what are the lessons learnt?”*

The empirical results as well as the global and regional reports from the first Monitoring and Evaluation exercise - currently being carried out by UNESCO - will provide input into discussions on the implementation of the Decade. The successes so far will be celebrated and presented while obstacles encountered and lessons learned will also be discussed.

4. To develop strategies for the way ahead - *“Where do we want to go from here?”*

It is important that the analysis of implementation so far and the identification of past and emerging challenges and opportunities leads to the development of new strategies, ensuring the further implementation of the Decade in its second half. Strategies for the way forward may include, among others: the further integration of ESD in educational policies, plans and programmes; the mobilization of more resources for ESD; the establishment of effective partnerships (especially through North-South and South-South cooperation) and the inclusion of stakeholders not involved in implementing the Decade so far. Emerging sustainable development issues and the educational responses to them will also be discussed in this context.

Conference programme and preparations

The World Conference will comprise a high-level segment, plenary and workshop sessions, side events, excursions and an exhibition of good practices. Each element should contribute to the four conference objectives. An International Advisory Group is working with the conference organizers on the development of the programme. Workshop themes will be announced in autumn 2008.

ESD-related conferences and meetings taking place in the lead-up to the World Conference are encouraged to address the four objectives in their agenda in order to prepare for the deliberations in Bonn. It is anticipated that the outcomes of the Bonn Conference will be taken up in ESD-related events occurring after April 2009.

HIGHLIGHTS FROM AROUND THE WORLD



UNESCO'S LEADERSHIP AND COORDINATION ROLE FOR THE DESD

UNESCO will use its DESD coordination role to:

- catalyse new partnerships with the private sector, with youth, and with media groups;
- encourage monitoring and evaluation;
- encourage a research agenda and serve as a forum for relevant research on ESD;
- serve as forum for bringing together important stakeholders in the Decade such as: representatives of key multinationals, faith-based institutions, youth associations, indigenous people, etc.;
- share good ESD practices;
- link Member States that have put in place ESD curricula, policies, research, etc., with those Member States that are requesting help;
- convene flexible working groups on particular topics; and
- fulfill its strategic role with regard to ESD.



WITHIN UNESCO

DESD Global Monitoring & Evaluation Framework

In fulfilling its role as the lead agency in the coordination and mobilisation of the Decade of Education for Sustainable Development (DESD), UNESCO is expected to present a global progress report on the implementation of the DESD to the UNESCO Executive Board and General Conference at the end of each Biennium and a mid-Decade progress report to the UN General Assembly in 2010.

A Global Monitoring & Evaluation Framework (GMEF) has been developed by the DESD Secretariat in close collaboration with the Monitoring and Evaluation Expert Group (MEEG).

The GMEF comprises of 5 components:

1. Questionnaire
2. Complementary research
3. Multi-stakeholder consultation process
4. UNESCO's self evaluation portfolio
5. Longitudinal assessment

Progress to date:

The DESD Secretariat has sent out the questionnaires for preparing the 2009 report, focusing on the context and structure of work on ESD. Components 1, 2 and 3 of the GMEF are currently in the implementation stage. At this point, 20 out of 47 African countries, 16 out of 21 Arab states, 10 out of 47 countries from the Asia/Pacific region, 16 out of 52 countries from the Europe/North America region and 9 out of 28 countries from the Latin America & the Caribbean region have responded to the questionnaire.

UNESCO Regional Bureaux will be sending the completed regional data collation templates that will be compiled primarily from the data generated from the questionnaires, by seeking additional information, and by conducting complementary research i.e. supplementary sources like interviews with key ESD experts in the regions, existing ESD-related case studies.

The Multi-stakeholder consultation process questionnaire was sent to a select number of large stakeholder networks. The responses to this consultation will be synthesised into a report that will inform the global progress report as would the findings coming from the completed regional templates.

@ <http://portal.unesco.org/education/en/files/56743/12137065225GMEFOperationalfinal.pdf/GMEFOperationalfinal.pdf>



AT GLOBAL LEVEL

South South Policy Forum on Lifelong Learning as the Key to Education for Sustainable Development



To reinforce UNESCO's commitment to support the DESD, UNESCO Institute for Lifelong Learning (UIL), the Indonesia Ministry of National Education, and UNESCO Jakarta Office jointly organized this three-day Policy Forum on Lifelong Learning as the key to Education for Sustainable Development, in Jakarta, Indonesia from 21 to 23 April 2008.

Experts and high level education practitioners from Asia and Sub-Saharan Africa came together to share ideas and experiences on how their countries are linking economic, social, and environmental sustainable development with formal, non-formal and informal learning; to exchange concrete innovative practices, initiatives and projects directed to achieving holistic ESD goals;. Key items for discussion were:

- conceptual clarifications of lifelong learning and our vision of sustainable development;
- the essential competencies in education for sustainable development;
- the changes called for in learning and teaching culture so as to further sustainable development;
- the institutional architecture of lifelong learning.

The focus of this forum was therefore on the potential role of non-formal and informal learning modalities in promoting sustainable development at the global, regional, national and local levels. These include projects for socially disadvantaged groups, farmers' cooperatives, community-based organisations, trade union educational schemes, and learning on the job in the informal economy. Such learning modalities play an essential role, especially in countries where formal education is not accessible to all.

The outcomes of the dialogue include: a Strategy Paper by participating countries informing future policy and practice; a permanent professional network to support its implementation; and a forthcoming monograph to document and guide good practice, entitled *Shaping Sustainable Futures: Learning for Life in the 21st Century*.

@ <http://www.unesco.or.id/activities/education/412.php>

@ UIL - <http://www.unesco.org/uil/>

Expo Zaragoza 2008



The city of Zaragoza in Spain is hosting the International Exposition on the theme "Water and Sustainable Development" from 14 June to 14 September 2008. This event will gather more than 100 countries and organizations and is expected to receive more than seven million visitors.

The International Exposition of Zaragoza (Expo Zaragoza) aims to achieve three main objectives:

- inform the public on the most relevant aspects of water as a natural resource;
- sustain a comprehensive debate on the crucial subject of water and sustainable development amongst experts and the general public; and
- present all visitors with a variety of high quality cultural and artistic events on the water theme.

The Water Tribune of Expo 2008 will highlight the sharing of knowledge and will generate documents for discussion among experts and administrators of water resources worldwide. The priority subjects of water in the 21st century will be dealt with during nine thematic weeks.

@ http://www.expozaragoza2008.es/Home/seccion=3&seccionRaiz=3&seccionDesplegar=3&idioma=en_GB.do



AFRICA

ESD Capacity Building in post conflict countries



As part of the ESD in SSA project, funded by the Japanese Funds-in-Trust, two ESD training workshops were organized in post conflict countries: Liberia and Angola.

A 4 day workshop, organized by UNESCO BRENDA, was held in Liberia from May 12 to 15. The purpose of the workshop was to deepen the participant's skills in managing education and teaching in a world where sustainable development and learning for sustainable futures are increasingly important, as well as helping them contextualize the definition of ESD in Liberia.

The workshop objectives were to:

- discuss and reflect on the education sector's response to sustainable development issues
- build interest in and energize national sector stakeholders in education for sustainable development
- identify key challenges and brainstorm on training needs and priorities for ESD implementation
- build capacity and learn interactively in the process

During the 4 days, 24 participants were trained and expressed their commitment to share their learning on ESD. The ESD themes identified for future work include more focusing on values as it linked to professional ethics, and gender misbalance.

A similar workshop took place in Luanda, Angola from June 9 to 13. The workshop was organised in collaboration with the UNESCO Windhoek office in Namibia and focused on several aspects of mainstreaming in linked with ESD. The training was done in Portuguese by national facilitators and looked at themes such as: HIV & AIDS, Environment, gender, human rights, peace education, ICTs, sustainable consumption and cultural heritage.

Education for Sustainable Development in Sub-Saharan Africa (ESD in SSA) Observatory



The Observatory website has been revamped to include ESD Teaching Tools and other relevant information. It is also now accessible in both French and English. A web blog has also been setup and is frequently updated with news and events.

Also, an ESD resource pack CD-ROM is being developed that will be an animated resource package on ESD. This resource will bring together a selection of over 200 studies, references documents, meetings outputs, good practises, and web links on ESD.

@ http://www.dakar.unesco.org/news/en07/071025_observatory.shtml

@ <http://esdinssa.blogspot.com>

National DESD Committee in Cameroon



Cameroon, through the leadership of the Ministry of the Environment and Nature Protection, has set up a National Committee for the DESD. This follows a decree issued by the Prime Minister in January 2008, regarding the establishment, organization and functioning of such Committee. The first official meeting of this Committee should take place soon.

@ http://www.minep.gov.cm/index.php?option=com_frontpage&Itemid=1&lang=fr

12th African Ministerial Conference on the Environment (AMCEN)



The 12th session of the African Ministerial Conference on the Environment, held in Johannesburg, South Africa from 7 to 12 June, was the occasion for focusing on Africa's rapidly changing environmental landscape through the launching of the *Africa: Atlas of Our Changing Environment*, compiled on behalf of the ministers by UNEP.

The Atlas underlines how development choices, population growth, climate change and, in some cases, conflicts are shaping and impacting the natural and nature-based assets of the region. It contains 316 satellite images taken in 104 locations in every country in Africa, along with 151 maps and 319 ground photographs and a series of graphs illustrating the environmental challenges faced by the continent. The "before" and "after" photographs, some of which span a 35-year period, offer striking snapshots of local environmental transformation across the continent. In addition to well-publicized changes, such as Mount Kilimanjaro's shrinking glaciers, the drying up of Lake Chad and falling water levels in Lake Victoria, the Atlas presents, for the first time, satellite images of new or lesser known environmental changes and challenges.

As stated by Achim Steiner, UN Under-Secretary-General and UNEP Executive Director: "As shown throughout the Atlas, there are many places across Africa where people have taken action - where there are more trees than 30 years ago, where wetlands have sprung back, and where land degradation has been countered. These are the beacons we need to follow to ensure the survival of Africa's people and their economically important nature-based assets."

@ http://www.unep.org/roa/Amcen/Amcen_Events/12th_Session_AMCEN/index.asp

@ <http://www.na.unep.net/AfricaAtlas/AfricaAtlas/>



ARAB STATES

Regional Guiding Framework of ESD for the Arab Region prepared



UNESCO Field Offices in the Arab region, in cooperation with the National Commissions for UNESCO and the Focal Points of the DESD, prepared the Regional Guiding Framework of Education for Sustainable Development in the Arab Region (Beirut, March 2008) in Arabic and English, which identified three phases for the implementation of activities within the UN DESD,

as follows:

- Phase One (2005-2007): Launching of Activities and Planning;
- Phase Two (2008-2011): Commitment and Construction; and
- Phase Three (2012-2014): Support, Follow-up and Evaluation.

The ESD Expert Meeting for the Arab Region (Amman, 2-4 March 2008) recommended a set of priorities for the region, as part of phase two work plan (2008-2011): *Commitment and Construction*, which includes the improvement and development of the education and training programmes aiming at sustainable development (i.e. curricula and resource materials), in terms of:

- Development of current curricula in terms of objectives and content, for better understanding of the social, economic and environmental development, and the integration of basic and life skills in the curricula;
- Introduce the concepts of rationalization of water consumption, energy and preserving the environment and natural resources in education and training programmes;
- Focus on the quality of general education on the importance of agriculture and industry and their role in the economy;
- Include examples from every day life in the curricula, in order to help learners to develop scientific thinking, progressive and creativity; and
- Focus on quality improvement, in order to increase knowledge sharing, values and skills needed for the learner work and life

@ <http://www.unesco.org/beirut/index.php?id=esd>

United Nations, International and Regional Cooperation on DESD in the Arab Region



Following cooperation between UNESCO, UNEP Regional Office in Bahrain, and the International Centre for Agricultural Research in Dry Areas (ICARDA) in Aleppo on the implementation of ESD/DESD activities in 2005-2007, the three organizations recommended

the expansion of ESD/DESD joint cooperation to include other UN agencies, international and regional organizations involved with ESD, EFA, MDGs and Youth.

UNESCO Offices in Beirut and Cairo issued invitations to concerned UN agencies, international and regional organizations to participate in ESD Regional Workshop on Curricula (Beirut, 5-7 August 2008) and Technical Coordination Meeting on ESD Regional Framework (Beirut, 7-8 August 2008). ESCWA, UNDP, ILO, FAO, UNICEF, the World Bank, ISESCO, ALECSO, ABEGS, and the League of Arab States are expected to take part in the coordination meeting.

@ UNEP regional office for West Asia - <http://www.unep.org.bh/>

@ ICARDA - <http://www.icarda.cgiar.org/Index.htm>

Regional consultation of UNESCO ASPnet Arab National Coordinators in Petra



UNESCO Amman, Jordan together with UNESCO Doha office, DESD Secretariat, UNESCO National Commission for Jordan and Al-Hussein Bin Talal University organized a Regional Consultation of UNESCO's Associated Schools Project Network (ASPnet) Arab National Coordinators. The event included an Evaluation Workshop for Life-Link and UNESCO ASPnet Pilot Project Culture of Care & Water for Life 2007-2008, within the framework of the DESD. Life-Link is a Swedish NGO supported by SIDA.

The event, organized in the historic city of Petra, Jordan bringing together 75 delegates from 18 countries, resulted in:

- Enhanced awareness among the ASPnet Coordinators about the DESD objectives and goals
- Further clarifications on the ESD concepts and thrusts and the role of ESD in improving teaching and learning approaches;
- Advocacy for DESD Monitoring and Evaluation exercise, contributing to the highest number of responses to the DESD monitoring and evaluation questionnaire from the member states in the Arab region;
- Increased commitment from the ASPnet coordinators in the region to promote DESD and integrate ESD into teaching and learning processes in schools.;
- A joint recommendation from all the participants to extend the project for second phase (3-4 years) within the framework of EFA, promoting the Decades Culture for Peace, Water for Life and DESD.

To follow up on discussions and recommendations from the Petra meeting, the ASPnet Coordinator from Oman has planned a workshop for students from Arab and European UNESCO Associated Schools, in Muscat, Oman, from 8-14 November 2008, titled "Learning for Sustainability in a World of Cultural Diversity – Taking Responsibility for the Future". The workshop will bring together 100 students and accompanying teachers from 15 Arab and European countries

@ <http://www.life-link.org/home.php>

@ <http://www.ahu.edu.jo/petra2008/>



ASIA & THE PACIFIC

Asia-Pacific Expert Consultation on Developing an ESD Mid-Decade Coordination and Programming Tool



UNESCO Bangkok organized a 4-1/2 day expert consultation, from May 9 to 13, to draft a generic framework for clarifying the context of ESD and promotion and coordination of ESD at the national level and sub-regional level in the Asia-Pacific region. The consultation was preparation for sub-regional ESD coordination and capacity building workshops, sponsored by the Japanese Funds in Trust, to be held throughout the Asia-Pacific region in 2008.

To inspire countries as they take steps towards implementing ESD in their own national and subregional contexts into the Mid-Decade and beyond, an e-publication *ESD on the Move* was produced and examines how 13 UNESCO Member States and two sub-regions in Asia-Pacific began to develop initiatives for the DESD during the first years of implementation, including challenges, gaps in implementation and factors for success.

@ <http://www.unescobkk.org/education/esd/monitoring>

@ *ESD on the Move* - http://www.unescobkk.org/fileadmin/user_upload/esd/documents/esd_publications/on_the_move.pdf

ProSPER.Net Meeting on Sustainable Development in Business Schools Curricula



The ProSPER.Net (Promotion of Sustainability in Postgraduate Education and Research Network), funded by the Japanese Ministry of Education, Culture, Sports, Science and Technology, and led by UNU-IAS in collaboration with the Asian Institute of Technology (AIT) and the Australian Research Institute in Education for Sustainability (ARIES) convened a meeting at the Asian Institute of Technology (in Bangkok, Thailand) on April 23 to develop a first year work plan for integrating sustainable development into business school curricula.

Approximately 15 participants contributed to the meeting, including representatives from UNU-IAS, AIT, ARIES, UNEP, UNESCO Bangkok, University Sains Malaysia, Gadjah Mada University in Indonesia and Shinshu University in Nagano, Japan. The outcome of the meeting resulted in an updated draft workplan which includes a baseline study on the status of SD in ProSPER.Net business schools, action research on processes for integrating SD into business school curricula and a tentative March 2009 Symposium to collaborate with, and receive input from, local businesses.

@ http://www.ias.unu.edu/sub_page.aspx?catID=108&ddlID=697

Private Sector Engagement in ESD



UNESCO Bangkok has recently entered into partnership with MAS Holdings, a Sri Lanka apparel manufacturer, to engage youth on sustainable development issues. In-school workshops have already been conducted in 30 schools in Sri Lanka targeting over 11,000 15-18 year olds. Students are currently in the process of completing self designed sustainability projects, providing them with experiential learning. An awards ceremony will be held in October 2008 to showcase the best projects and UNESCO will be attending the ceremony.

To complement these activities, UNESCO Bangkok will be using its technical expertise to produce a toolkit on how businesses can contribute to sustainability education in their communities, and how to conduct in school workshops. This toolkit will then be used to broaden the scope of private sector initiatives in the Asia Pacific region and beyond and provide schools with a clear guide on facilitating their own sustainable development workshops.

@ <http://www.unescobkk.org/index.php?id=1179>

Youth Mural Competition Update



The UNESCO Bangkok mural competition is up and running. Targeting ASPnet schools but open to all youth in the Asia Pacific region, the competition aims to promote discussion on sustainable development themes such as sustainable urbanization, action for climate change, and the preservation of traditional and indigenous knowledge. When considering decisions about the future, young people's viewpoints are extremely important:

Mindful of this, UNESCO Bangkok wants to showcase the competition entries as a representation of young people's point of view on sustainability issues and thus provide a greater understanding of the youth perspective on sustainable development. As the DESD moves into its second half, the entries will create a legacy for future discussion and awareness. The response received so far is impressive and youth is actively encouraged to become involved before the competition deadline on August 5th 2008.

@ <http://www.unescobkk.org/index.php?id=7830>

Untouched World™ Fashion Company (New Zealand) Displays DESD logo



In November 2007, Untouched World™, an ethical lifestyle fashion brand based on the New Zealand lifestyle, became the first fashion company in the world to be given permission to carry the UN Decade of Education for Sustainable Development logo on its labeling. The company grew out of a desire to create a positive, sustainable future with social, cultural and environmental sustainability built deep within the DNA of the business.

Providing Untouched World™ with the rights to use the DESD logo recognizes their efforts in the area of corporate education for sustainability. The DESD logo can be seen in Untouched World™ store fronts in New Zealand, on the company website, and plans are afoot to display the logo on garment tags in the near future..

@ <http://www.untouchedworld.com/>



EUROPE & NORTH AMERICA

2nd International Conference on Environmental Science and Education in Latvia and Europe



The Conference held in Riga, Latvia, on March 14 was organized by the Latvian Council of Environmental Science and Education (LCESE), the Ministry of Environment of the Republic of Latvia with support of the Latvian Environmental Protection Fund and UNDP Latvia.

The theme of the conference was on “Education for Sustainable Development”, and addressed new scientific research results in the field of sustainable development, environment and education. The conference included a plenary session and five parallel sessions:

- Inventory of the projects addressed to sustainable education and its role for environmental education
- The role of higher education in the field of education for sustainable development
- The role of schools in the field of education for sustainable development
- The role of NGOs in the field of education for sustainable development
- Integration of EFSD into economic sectors

The goal of the conference was the promotion of long-term development of environmental science and education and broader promotion of education for sustainable development.

@ <http://www.unece.org/env/esd/regactivit/conferenceLatvia.pdf>

@ http://www.vidm.gov.lv/eng/informacija_presei/preses_relizes/?doc=6032

Fifth Consumer Citizenship Network international conference



The fifth CCN conference on *Assessing information as a consumer citizen* was held from 5 to 6 May at Tallinn University in Estonia. Acquiring, evaluating and applying information are three keys to consumer citizenship. Scientific fact, moral principle and emotional reaction combine to influence the decisions the consumer citizen makes.

Findings from recent surveys (Devinney, T. 2006) indicate that consumers as well as citizens “may not have enough knowledge to make responsible choices”. Others claim that both consumers and citizens experience information overloads. In either case, we are all challenged with the increasingly complex task of integrating information into meaningful units of understanding which can then motivate our behaviour.

The conference focused on how consumers and citizens deal with the information which they encounter daily and how critical assessment of information can be taught.

@ http://www.hihm.no/eway/default.aspx?pid=252&trg=MainPage_7126&MainPage_7126=7183:0:&m=2

Youth Eco-Parliament Report for the Environment released



The *Youth Eco-Parliament (YEP) report for the environment: Let's change our daily habits!* is the result of a collective writing exercise for young YEP members to pick out, analyse and highlight educational actions focusing on sustainable development carried out by other young people, including highlighting both the driving forces as well as the potential obstacles encountered by the project leaders during the implementation of their projects.

The Report was officially launched at the Youth Eco-Parliament Pro-Europe Congress in Prague, Czech Republic (14-15 May).

@ <http://www.eyep.info/IndexR.asp>

Learning Journeys towards Sustainability Conference



Everyone involved in education for sustainability is on a journey and while each journey is unique we can learn a great deal from each other that will help our own journey in this field.

The conference brought together examples of journeys from different sectors of education and from different geographical contexts. The conference was not just about sharing experiences but it also provided an opportunity for all participants to reflect on their own learning journeys and focus on future actions.

The conference held at London South Bank University on June 20 aimed to:

- explore the influences that lead to individual and institutional commitment to sustainability
- share professional practice of sustainability at individual and institutional levels

- provide delegates with an opportunity to reflect on how they can develop their own professional and institutional practice.

@ <http://www.lsbu.ac.uk/efs/conference/conf2008.shtml>

3rd All-Russian Conference on Ecological Education in the Framework of the DESD



The 3rd All-Russian Conference on "Ecological Education in the Framework of the UN Decade of Education for Sustainable Development (global and regional aspects)" was organized in Khanty-Mansyisk Autonomous District-Yugra, Russian Federation, as part of the International Ecological Action "To Save and to Preserve" from June 11 to 13.

The Conference was attended by some 70 participants from all over the Russian Federation and representing many stakeholder groups (Russian National Commission for UNESCO, Ministry level, local government from autonomous areas of the Russian Federation such as Khanty-Mansyisk or Yakutia, academics from the Russian Academy of Natural Sciences, Russian Academy of Economics, teachers, NGO leaders, educational material developers, social workers, ecology experts). Also participating in the conference were the Secretary Generals of the UNESCO National Commissions of Armenia, Belarus and Moldova, and the CEE-India Programme Director, as well as representatives from UNESCO Moscow and the DESD Secretariat.

The conference had as one of its objectives to contribute to the preparation of the 2009 "World Conference on Education for Sustainable Development – Moving into the Second Half of the UN Decade" by seeking to come up with a concerted Russian input and suggestions for the Bonn Conference (see under follow-up actions). The other objective was related to the status of ESD in Russia and how it could be implemented within the General Education standard concept that is being put in place.

The conference was held on a motorship which traveled along the Ob River including a visit to the Sherkaly Indigenous village and Ethno-Ecological center which undertakes educational programmes throughout the year, including summer camps for school children and youth.

@ <http://www.unesco.ru/eng/articles/2004/polina17062008182718.php>

@ http://www.uriit.ru/spasti/index_eng.htm

Albi International Symposium – ESD from school to university campus



A challenge for higher education institutions in the upcoming years, the issue of education for sustainable development was at the core of this international symposium organized by the Jean-François Champollion university center and the Ecole des Mines of Albi from June 25 to 27 2008. The event was under the patronage of the French National Commission for UNESCO and of the French National Committee for the DESD, with the support of the Ministries of Education, Higher Education and Research, and of the Council for Sustainable Development.

Designed as a forum for exchange and dialogue for teachers, researchers, public servants and NGOs, the event aimed at promoting the furthering of knowledge on sustainable development in educational institutions, in France and abroad.

The symposium is part of the actions of the French interministerial working group on ESD, established following the Grenelle de l'Environnement (Environment Round Table, instigated by French President Nicolas Sarkozy) and in the framework of implementing the DESD. Some of the issues discussed included:

- What role for ESD? What type of pedagogy is needed? Which resources?
- How to promote projects? How to establish links and partnerships?
- How to enhance interactions between different stakeholders: teachers, researchers, public administrations, civil society organizations ... in a perspective of change?

@ <http://delecoleaucampus-albi.com/presentation/presentation.php>

@ Grenelle de l'Environnement - <http://www.legrenelle-environnement.fr/grenelle-environnement/spip.php?rubrique112>

UNESCO Chair and Biosphere Reserve partnership in the Basque country: bridging science and environmental management



The Urdaibai Biosphere Reserve (URB) in the Basque Country is a unique example of a Biosphere Reserve linked to a UNESCO Chair – the UNESCO Chair for Sustainable Development and Environmental Education at the University of the Basque Country. It constitutes an important testing and demonstration centre for projects aimed at increasing our knowledge of the Urdaibai

Biosphere Reserve's multifunctional and complex reality to come up with effective solutions to problems related to sustainable development.

Thus, URB constitutes a European and international model of sustainable management and territorial planning. A number of different authorities and stakeholders play an active role in the URB, not only in its management and conservation, but also in the research needed to reach this goal.

Through the UNESCO Chair, the University of the Basque Country provides important support for both scientific research and promotion of the URB values, constituting a good example of applied research within the framework of a Biosphere Reserve. The URB benefits from research projects funded and coordinated by the UNESCO Chair, guaranteeing a real transfer of knowledge from applied research to management. This working method should be strengthened and reinforced even further as a best practice of adaptive management.

@ <http://www.unesco.org/mabdb/br/brdir/directory/biores.asp?code=SPA+09&mode=all>

@ <http://www.ingurumena.ejgv.euskadi.net/r49-12892/en/>

@ <http://www.ehu.es/cdsea>

Newly established Swedish International Centre of Education for Sustainable Development



The Swedish government has commissioned Gotland University to establish a Swedish International Centre of Education for Sustainable Development (SWEDES). The Centre will be financed by Sida, the Swedish International Development Cooperation Agency.

The purpose of the Centre is to facilitate and support education and learning in the field of sustainable development. Learning that results in serious commitment to sustainable development - from aspects of sociology and economy as well as ecology.

The Centre will primarily focus on Sida's partner countries, to which Sweden has long term commitments. The activities will be developed gradually and in close cooperation with national and regional parties in participating countries.

@ [http://mainweb.hgo.se/ext/swedesd.nsf/\(\\$all\)/4CAE61CDCBF50A55C12573DF0036AC0A?OpenDocument](http://mainweb.hgo.se/ext/swedesd.nsf/($all)/4CAE61CDCBF50A55C12573DF0036AC0A?OpenDocument)



LATIN AMERICA & CARIBBEAN

Celebrating Youth Service in favour of the biodiversity of our planet

El Día Global del Servicio Voluntario Juvenil
25-27 de abril del 2008



To celebrate Global Youth Service Day 2008, the Asociación Civil Red Ambiental, in cooperation with GEO Juvenil and Tunza Argentina, undertook a Day of Environmental Action on April 26 in the Ecological Reserve of Costanera Sur, Buenos Aires, Argentina.

Activities for the day included cleaning different areas of the reserve, a guided visit of the different parts of the reserve, and exchanges of experiences and discussions among the youth, with some of them presenting their initiatives in favour of sustainability.

Global Youth Service Day (GYSD) is the largest annual celebration of young volunteers, where millions of young people in countries everywhere carry out thousands of community improvement projects. All organizations are encouraged to plan youth-led community service projects that involve the broader community in GYSD or showcase existing projects to the media and surrounding community.

@ <http://www.geojuvenil.org.ar/actividades/gysd2008.html>

@ <http://www.gysd.net/home/index.html?width=1024>

Coping with Climate Change: Sandwatch Leading The Way



The Sandwatch vision is to change the lifestyles and habits of children, youth and adults on a community-wide basis and develop awareness of the fragile nature of the marine and coastal environment and the need to use it wisely. Thus, Sandwatch is launching an amateur video contest on the theme of coping with climate change, for participants to make an amateur video and upload it to YouTube's dedicated 'Sandwatch Channel'. Entry forms are to be submitted by 15 September 2008.

Videos submitted in this competition should illustrate the following three elements:

- How climate change is (or will in the future) affect your beach
- Your Sandwatch activities; these may include monitoring the beach, sharing information about the beach and climate change with others, and/or a specific project such as a beach clean-up or a tree planting activity
- How the Sandwatch activities are making the beach more healthy and thereby more resilient to climate change

The objective of the competition is to show the world how Sandwatchers are helping with climate change adaptation by keeping beaches and coastal areas healthy and strong. The competition is open to Sandwatch schools, youth groups and communities.

@ http://www.sandwatch.ca/video_contest.htm

SELECTED UPCOMING EVENTS

Junior Eight (J8) Summit

(1-10 July; Chitose City Japan) under the joint auspices of Japan and UNICEF

@ <http://www.j8summit.com/>

3rd International Regional Centers of Expertise (RCE) Conference

(2-4 July 2008; Barcelona, Spain)

@ http://rce-barcelona.net/index.php?option=com_content&task=view&id=112&Itemid=199

G8 Summit

(7-9 July; Toyako, Hokaido Japan) themes include Environment and Climate Change

@ <http://www.mofa.go.jp/policy/economy/summit/2008/index.html>

IAU 13th General Conference "Higher Education and Research Addressing Local and Global Needs"

(15-18 July; Utrecht, the Netherlands) organized by the International Association of Universities

@ <http://www.unesco.org/iau/conferences/Utrecht/index.html>

Working Forum on Nature Education: New Tools for Connecting the World's Children with Nature

(21-23 July; Nebraska City, USA)

@ http://www.worldforumfoundation.org/wf/wf2008_nature/index.php

4th World Youth Congress "Youth-led development and achieving the MDGs"

(10-21 August; Quebec City, Canada)

@ <http://www.wyc2008.qc.ca/about/>

61st Annual DPI/NGO Conference - Reaffirming Human Rights: The Universal Declaration at 60"

(3-5 September; UNESCO, Paris, France)

@ <http://www.ngocongo.org/index.php?what=news&id=10483>

OECD Workshop on Education for Sustainable Development

(11-12 September; OECD, Paris, France) organised by the OECD Horizontal Programme on Sustainable Development with the OECD Education Directorate and OECD Consumer Policy Division with support from the Austrian government

@ http://www.oecd.org/document/16/0,3343,en_2649_37425_40771408_1_1_1_37425,00.html

CCIVS workshop on Volunteering today for tomorrow: Ideas and methods to promote sustainable lifestyles through voluntary service

(23-26 September; UNESCO, Paris, France)

@ <http://www.unesco.org/ccivs/New-SiteCCSVI/CcivsOther/esd/ESD2007.htm>

Terre en tête 2008, 5e Biennale de l'environnement pour un développement durable

(25-28 September; Bobigny, France)

@ <http://www.ast.s.asso.fr/site/manif.php?id=174>

SELECTED RESOURCES FOR THE DESD

How ICTs can support Education for Sustainable Development: Current Uses and Trends



As part of the International Institute for Sustainable Development's involvement with Manitoba Education, Citizenship and Youth and the UN Decade of Education for Sustainable Development, this paper presents a brief history, and identifies current uses and trends for deploying ICTs, primarily in the formal Kindergarten to Grade 12 education system, with a focus on the online environment. It considers three main questions: (1) Why do ICTs need to be considered as a critical tool in education for sustainable development (ESD)?; (2) What ICTs are currently being used by educators and learners?; and (3) What can we expect to see in the near future?

@ http://www.iisd.org/pdf/2008/ict_education_sd_trends.pdf

Media as Partners in Education for Sustainable Development



This ESD media training and resource kit addresses the issues that are being discussed on the social, economic and environmental fronts. It does not pretend to know all the answers, but draws on existing experience and recommends resources for further inquiry and research. This kit, produced by UNESCO with the Thomson Foundation, seeks to assist media professionals in their efforts to report on sustainable development issues, help provide relevant information resources and establish a model for media training on this important topic.

@ <http://unesdoc.unesco.org/images/0015/001587/158787e.pdf>

The Contribution of Early Childhood Education to a Sustainable Society



This publication explains how to educate young children with the aim of preventing further degradation of our planet and contributing to a sustainable society where values of human rights, peace and justice are upheld.

It argues that as early childhood education is about laying a sound intellectual, psychological, emotional, social and physical foundation, it has an enormous potential in fostering values, attitudes and skills that support sustainable development. This publication originates from the international workshop 'The Role of Early Childhood Education for a Sustainable Society', held in Göteborg, Sweden, in May 2007.

@ <http://unesdoc.unesco.org/images/0015/001593/159355E.pdf>

Signposts to Literacy for Sustainable Development



This book contains complementary studies by H.S. Bhola and Sofia Valdivielso Gomez, joint winners of the sixth International Award for Literacy Research from the UNESCO Institute for Lifelong Learning, Hamburg. Prof. Bhola's text systematically explores how adult literacy drives can be combined with the promotion of sustainable development, while Dr. Valdivielso Gomez argues for an integral approach to literacy and sustainable development, informed by the ideas of the philosopher Ken Wilber. Both provide valuable signposts for researchers, policy-makers and practitioners in the field.

@ <http://unesdoc.unesco.org/images/0015/001595/159540e.pdf>

Estrategias de comunicación y educación para el desarrollo sostenible (Communication and Education Strategies for Sustainable Development)



This book (in Spanish) seeks to contribute to the current sustainability discussions by highlighting the importance of communication in terms of education for sustainable development, and for contributing to the development of innovative projects that promote quality learning for creating a sustainable future. This publication should help enhance dialogue and discussions on issues of learning for sustainability, as well as to reflect on our own daily behaviours.

@ <http://unesdoc.unesco.org/images/0015/001595/159531s.pdf>

HIV and AIDS: Responding to a threat to education for sustainable development



The article (*in Natural Resources Forum. 2008 May; 32(2):142-151*) seeks to sensitize the development community, particularly outside the education sector, about the issues surrounding education as a vehicle for promoting sustainable development in an AIDS environment in Africa. By illustrating how the epidemic impacts education sector staff as well as parents and students at all levels, the article intends to suggest how national authorities, NGOs and donor agencies can work out strategies to enhance the role of education in promoting sustainable development in Africa.

Key messages of the article are that the HIV and AIDS epidemic is a multi-sectoral problem and that responding to it effectively in the education sector requires coherent responses that address the needs of learners and instructors, including those who are personally affected or infected by HIV and AIDS. Adapting the Education for Sustainable Development initiative to address the challenges posed by the epidemic must be supported by policy development, leadership and advocacy. Diverse partnerships are essential, as the education sector alone cannot deal with the challenge of HIV and AIDS to sustainable development.

@ [Abstract; subscription needed for full text - http://dx.doi.org/10.1111/j.1477-8947.2008.00188.x](http://dx.doi.org/10.1111/j.1477-8947.2008.00188.x)

Eco Agents website for children about ways to protect the environment



The European Environment Agency's new 'Eco Agents' website, available in 24 languages, invites 9- to 14-year-olds to become undercover 'eco agents' in comic strip stories. In each story, five heroes from the Netherlands, Finland, Poland, Turkey and Greece are assigned to a special mission, such as infiltrating a 'wind farm' in the Netherlands, which is a cover-up for a natural gas extraction facility. After creating a personal profile, each new recruit actually appears in the comic strips alongside the permanent characters.

Each mission includes games where children earn points towards a general score. Two storylines on climate change and water quality are already online. They will be followed by stories on sustainable lifestyle, biodiversity and air quality. Each storyline has a corresponding quiz, which can also be downloaded and used in classrooms. Teachers can also access other educational material as well as a list of websites in their country where they can find more detailed information about environmental issues.

The European Environment Agency (EEA) works closely with its National Focal Points to ensure that the various language versions of the website include relevant national web links and information.

@ [Eco Agents website - http://ecoagents.eea.europa.eu/](http://ecoagents.eea.europa.eu/)

@ [EEA National Focal Points - http://www.eea.europa.eu/organisation/nfp-eionet-group/list-of-members-of-the-nfp-eionet-group/](http://www.eea.europa.eu/organisation/nfp-eionet-group/list-of-members-of-the-nfp-eionet-group/)

Go Green Database



Students, teachers, administrators and environmental activists have found ways to integrate knowledge and awareness of the Earth's fragility into classroom work and community service, carefully blending concern with action to help kids feel engaged and hopeful. The Go Green Database does the same as a directory you can search by topic, grade level, cost, or location -- and supplement with your contributions and comments.

@ <http://www.edutopia.org/go-green>



DESD PARTNERS & STAKEHOLDERS CORNER

The Schools for Life



**B•E•L•U•G•A!
FOR LIFE**

The Beluga School for Life and the School for Life Chiang Mai - projects in Thailand for children in need - provide shelter and education to children at risk, such as victims of the December 2004 tsunami and children from poor backgrounds. The School for Life concept is a unique teaching method, a standard of excellence- empowering children to become successful socio- and eco-entrepreneurs in the future.

The projects safeguard the children's existence, recognize their right for happiness, provide psycho-social care, offer them a new home and empower them throughout a comprehensive education for sustainable development.

Teaching focuses on learning through solving real life problems in a practical way. Teaching is bundled according to life situations in so called Centers of Excellence. They are grouped around different topics important to a sustainable future, such as Nutrition & Health, Body & Soul, Sensitive Cultural Tourism, International Communication, Organic Farming and Cultural Heritage & Development.

@ *Beluga School for Life* - <http://www.beluga-schoolforlife.com/>

@ *School for Life Chiang Mai* - <http://www.school-for-life.org/en/index.html>

YPF Foundation

FUNDACION
YPF

The YPF Foundation Argentina has conducted various educational activities focused mainly on the teaching of sciences. Since 2007, it has participated in various activities for DESD in Latin America and the Caribbean organized by UNESCO Santiago. The Foundation was part of the “*ConCiencias para la sostenibilidad (Awareness for Sustainability)*” project which aims to “help improve and ensure, through a renewed teaching of science, the appropriation of a scientific culture that favours the training of citizens to make informed choices in their lives and to help build a sustainable future.”

The YPF Foundation Argentina has been a strategic partner in the successful implementation of various activities, such as the 2007 ESD regional meeting, the publication of the book “*Estrategias de comunicación y educación para el desarrollo sostenible (Communication and Education Strategies for Sustainable Development)*” and the series of CDs “*ConCiencias para la sostenibilidad (Awareness for Sustainability)*.” This participation has manifested itself in diverse manners, both in the coordination of these activities and their financing. During this year, the Foundation participated in the financing and revision of the CD “*Tierra (Earth)*”, which is part of the series “*Awareness for Sustainability*”.

@ *YPF Foundation Argentina* - <http://www.fundacionypf.org.ar/indexn.html>

This document highlights developments of the UN Decade of Education for Sustainable Development (DESD) which are only a small reflection of the extraordinary number of activities, events, networks and support for the DESD from countries, regions, civil society, non-governmental organizations (NGOs) and stakeholders from all over the world.



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