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PROGRESS REPORT BY THE DIRECTOR-GENERAL ON THE UNITED NATIONS DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT (2005-2014)

SUMMARY

In pursuance of 171 EX/Decision 6 and 172 EX/Decision 10, this report provides information on the progress made in the implementation of the United Nations Decade of Education for Sustainable Development (DESD) (2005-2014), both internationally and within UNESCO during the first two years (2006-2007) of the DESD.

No decision is required.

I. INTRODUCTION

1. In December 2002, the United Nations General Assembly adopted resolution 57/254 declaring the period 2005-2014 as the United Nations Decade of Education for Sustainable Development (DESD). The Assembly emphasized the critical role of education in achieving sustainable development and designated UNESCO to lead the Decade.

2. The Decade was launched internationally by the Director-General at United Nations Headquarters in New York on 1 March 2005. A series of regional and national DESD launches followed in different parts of the world (Annex I).

II. FRAMEWORKS AND MECHANISMS TO GUIDE THE DECADE

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

II.1 The International Implementation Scheme (IIS)

4. To offer guidance and technical support to Member States in achieving the DESD goals, and in accordance with United Nations General Assembly resolution 57/254, UNESCO led the preparation of an International Implementation Scheme (IIS).¹ This scheme was adopted by the Executive Board at its 172nd session in 2005. It sets out a broad and strategic framework for all partners to contribute to the Decade, outlines UNESCO's leadership tasks, lists key milestones and describes pathways forward.

II.2 Mechanisms to facilitate UNESCO's global leadership role

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

6. The Section for DESD Coordination (ED/UNP/DESD) acts as the secretariat for the DESD (Annex II). It offers oversight, advice, backstopping and coordination support to different programme and thematic areas while helping to ensure the coherence of in-house activities. The Section also serves as the interface between the United Nations Inter-Agency Committee, the DESD Reference Group, the Monitoring and Evaluation Expert Group and UNESCO regional, cluster and field offices.

7. The *High-Level Panel (HLP)* on the DESD, convened by the Director-General to provide strategic advice and guidance, assists UNESCO in mobilizing support at the highest levels and guides the Organization in its strategy for mobilizing resources and partners.

8. The *United Nations Inter-Agency Committee for DESD (IAC)* seeks to ensure harmonious international coordination of the DESD within the United Nations system, to embed the ESD agenda into the work of United Nations agencies in a coherent and timely manner and emphasize the role of ESD and its implications for all forms of education.

9. The *Reference Group for the DESD*, whose members are experts and researchers in this field, assists the DESD Secretariat in strategic thinking on UNESCO's future actions and in the coordination and mobilization of partners.

10. The *Monitoring and Evaluation Expert Group (MEEG)* provides guidance on the preparation of a global monitoring and evaluation (M&E) framework for the DESD, drawing on the M&E

¹ The International Implementation Scheme is available online at <http://unesdoc.unesco.org/images/0014/001403/140372e.pdf>.

approaches developed by the Europe and Asia-Pacific regions and the existing M&E systems of other United Nations global initiatives (EFA, UNLD, EDUCAIDS, MDGs).

II.3 Mechanisms to facilitate UNESCO's implementation role

11. The Director-General has set up an Inter-Sectoral Working Group (IWG – DG/Note/05/34) to ensure a “one UNESCO” response to the Decade. The IWG is composed of Directors from all programme sectors and from the Bureaux of Strategic Planning and Field Coordination, as well as representatives from the Sector of External Relations and Cooperation and the Office of the Director-General.

12. The IWG oversees both intersectoral coordination among the programme sectors at Headquarters, the regional bureaux, field offices and institutes, as well as ensuring that DESD contributes to reinforcing the three core EFA initiatives – the Literacy Initiative for Empowerment (LIFE), the Teacher Training Initiative for Sub-Saharan Africa (TTISSA) and the Global Initiative on HIV/AIDS and Education (EDUCAIDS).

13. To maximize participation in the implementation of the DESD, focal points have been identified in the different sectors, field offices and institutes, who are actively involved in taking the DESD agenda forward.

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

II.4 The UNESCO Action Plan for the DESD

15. The UNESCO Action Plan for the DESD (171 EX/Decision 6 and 172 EX/INF.4), in conjunction with the IIS, guides the Organization's work in developing programmes to support Member States and other stakeholders in their efforts to integrate sustainable development issues and practices into education systems at all levels as a basis for a more sustainable human society. The Action Plan was approved by the IWG in March 2007.

16. The Action Plan is a “working document” that may evolve as subsequent programmes and budgets are developed. The Plan focuses on supporting the creation of an enabling environment and on enhancing the capacity of Member States and UNESCO's stakeholders in order to embed sustainable development values and practices in all educational settings to meet the Education for All goals and the Millennium Development Goals (MDGs).

17. Nine intersectoral thematic programmes are currently proposed (Annex III):

- (i). International leadership and advocacy of the DESD
- (ii) Integrating ESD into basic education
- (iii) Reorienting general secondary education for ESD
- (iv) Integrating ESD into TVET
- (v) Integrating ESD into higher education
- (vi) Teacher education for ESD
- (vii) Mainstreaming cultural diversity and intercultural dialogue in ESD
- (viii) Education for sustainable water management
- (ix) Education for sustainable ecosystems and livelihoods

II.5 Reporting mechanisms

18. As discussed in section II.2, UNESCO, together with the DESD Monitoring & Evaluation Expert Group, is developing a global M&E framework (Annex IV) with a concrete plan and schedule for the monitoring and evaluation of the Decade.

19. During the course of the Decade, the compilation of three key reports is foreseen: a first report focusing on context and structure; a second on process and learning; and a third on impact and outcome. The summaries of these reports will serve as a basis for the reports to the United Nations General Assembly in 2010 and at the end of the Decade, and to the Executive Board at the end of each biennium.

III. REVIEWING THE FIRST TWO YEARS

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

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

22. Below are a few examples of activities that have been put in place to ensure that the DESD rests on solid foundations. This is in addition to the many events dedicated to ESD and the DESD taking place at the regional, subregional and national levels and for which UNESCO is solicited to provide technical assistance, tools and materials, suggest speakers or participate. A more detailed report on the first two years of the Decade has been produced and is available from the DESD secretariat.

III.1 Africa

23. The Africa region launched the DESD and its regional Strategy of Education for Sustainable Development for Sub-Saharan Africa (SSAESD) at the biennial meeting of the Association for the Development of Education in Africa (ADEA) (Libreville, Gabon, 27-31 March 2006). The region is presently working towards operationalizing this strategy through subregional consultation and analysis.² Furthermore, the Ministerial Statement of Commitment and Call for Support and Action on the SSAESD underlines the importance of ensuring that “African cultures, knowledge systems, languages, ways of life are integrated into frameworks, programmes and activities developed within the Decade”.

24. Some highlights in the region include:

- UNESCO-Nairobi is spearheading the growth of an Eastern Africa Education for Sustainable Development Network (in Burundi, Eritrea, Kenya, Rwanda, Somalia and Uganda). The network focuses on policy dialogue and strategic planning; vision building, advocacy and public awareness; partnership building; information sharing on “best ESD

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

practices” and innovations; training and capacity-building; resource mobilization; and research, monitoring and evaluation;

- Initiation by UNEP of a DESD programme for mainstreaming environment and sustainability issues into African Universities (MESA). Activities include a training of trainers programme, a leadership programme and on-site university innovation. In the next phase, training materials will be translated for use in Lusophone and Arabic countries;
- In January 2007, the United Nations University (UNU) endorsed the creation of several Regional Centres of Expertise (RCE): one for the Greater Nairobi area to promote education for sustainable development in some of the city’s largest slums; one within the Rhodes University Environmental and Sustainability Education Unit (South Africa); and one based at the Wildlife and Environment Society in KwaZulu Natal, where the SADC Regional Environmental Education Centre is also located; and
- The SADC Food, Natural Resources and Agriculture Directorate has commissioned a regional consultation process to mobilize support for the DESD. This has involved country-based consultations in 14 southern African countries with major ESD stakeholders (Ministries of Education, Environment and Natural Resources, Health, Energy, national NGOs, UNESCO offices, etc.). Four consultation reports providing useful baseline information were released in November 2006 and are available on the SADC Regional Environmental Education Programme website.³

III.2 Arab States

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

26. Some highlights in the region include:

- The Third Arab Conference on Education and Sustainable Development, held in Beirut, Lebanon (24-26 April 2006), was one of the first regional forums organized following the regional launch of the DESD. It was attended by ministers and experts from countries in the region; and
- UNESCO Beirut, in cooperation with the DESD secretariat and UNESCO offices in Cairo, Doha and Rabat as well as Alexandria University in Egypt, organized a regional workshop on Enhancing Teachers’ Competencies in Sustainable Development (Alexandria University, Egypt, 7-9 May 2007). The workshop included discussions and consultations on the regional strategy on the DESD for the Arab region.

III.3 Asia and the Pacific

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

³ For more information, please visit <http://www.sadc-reep.org.za/>.

28. Some highlights in the region include:

- The 10th UNESCO-APEID International Conference “Learning Together for Tomorrow: Education for Sustainable Development”, took place in Bangkok, Thailand, from 6 to 8 December 2006 with financial support from the Japanese ESD funds-in-trust. The meeting helped to strengthen coordination and collaboration among APEID network members, raise awareness and understanding of ESD, and serve as a catalyst for the creation of ESD action plans;
- The ESD-NET – Asia-Pacific Network of Teacher Education Institutions (TEIs) was launched in May 2006 to identify gaps in existing teacher education curricula and to assist teacher educators and TEIs to find locally relevant and culturally appropriate ways to reorient their teacher education courses;
- The Pacific ESD Framework was endorsed by the Pacific Education Ministers Meeting in Nadi, Fiji, on 21 and 22 September 2006. This Framework puts the “think global, act local” adage into practice by taking the international vision and a specific goal for the Pacific, and translating these into focused priority areas and objectives for action at local, national and regional levels appropriate to the Pacific; and
- UNESCO Bangkok is working closely with IUCN and Macquarie University on an Asia-Pacific ESD indicators project to assist countries in developing M&E frameworks for the DESD. Three capacity-building workshops have been held to date in Bangkok (February 2005), Hiroshima (August 2006) and Bangkok (April 2007). UNESCO National Commissions in the region have played a key role in the development of this project.

III.4 Europe and North America

29. Under the leadership of the United Nations Economic Commission for Europe (UNECE), a regional strategy was prepared to facilitate the introduction and promotion of education for sustainable development. The strategy was developed through a participatory process involving governments, international organizations, NGOs, the academic community and other stakeholders. The strategy⁴ was adopted at the UNECE high-level meeting in Vilnius, Lithuania, to launch the DESD in the region on 18 March 2005.

30. Many countries have established formal interdepartmental cooperation mechanisms, while others have set up working groups for the implementation of the strategy that include several governmental bodies and stakeholders such as NGOs, businesses, regional authorities and heads of educational institutions.

31. Some highlights in the region include:

- Creation of a Steering Committee for the UNECE ESD Strategy with specific responsibility for overseeing its implementation;
- Commitment by each country to translate the UNECE Strategy into national languages, create national coordination bodies and establish focal points and national action plans; and
- Endorsement of a set of indicators to monitor DESD progress at regional level by the Steering Committee for the UNECE ESD Strategy. Progress in the implementation of the UNECE ESD Strategy will be shared at the Sixth Ministerial Conference on “Environment for Europe” (Belgrade, 10-12 October 2007).

⁴ See United Nations Economic Commission for Europe (UNECE) Regional Strategy: Europe and North America Region (<http://www.unece.org/env/esd/Strategy&Framework.htm>).

III.5 Latin America and the Caribbean

32. The DESD Latin America launch took place during the Ibero-American Conference on Sustainable Development, held in Rio de Janeiro (31 May-2 June 2005). A Caribbean DESD launch took place during the conference “Education for Sustainable Development: New Approaches for the Future” held in Kingston, Jamaica (18-20 October 2005).

33. The first version of a regional strategy document, entitled “Building education for sustainable development in Latin America and the Caribbean”, was posted online for comments. The strategy was developed in a participatory manner, through an online forum for people around the region to make observations and suggestions. By creating a consensus at the regional level, there should also be a greater commitment for action. This online forum closed in March 2007 and the regional strategy was finalized.⁵

34. Some highlights in the region include:

- Principals, deans and lecturers of 16 teachers colleges of Jamaica, Belize and Turks and Caicos gathered in Montego Bay, Jamaica, on 28 and 29 June 2006 to discuss how to reorient teacher education to address sustainability. The meeting was the first of a series of workshops planned by the Joint Board of Teachers Education of the University of the West Indies, in cooperation with the CIDA/Government of Jamaica ENACT Programme and UNESCO, with the objective of contributing to the DESD in the Caribbean; and
- The convening of a Latin America Regional Mobilization Meeting on “Building Education for Sustainable Development”, bringing together 180 participants from 23 countries in San José, Costa Rica (31 October-2 November 2006). During the event (organized by the Earth Charter Centre for Education for Sustainable Development at UPEACE and UNESCO, with financial support from the Japanese ESD funds-in-trust), panels of experts discussed the challenge of articulating a common regional agenda for ESD.

III.6 UNESCO’s initiatives

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

36. To build advocacy among, and provide technical assistance to, Member States, UNESCO has helped sensitize key decision-makers across ministries, as well as businesses, NGOs and community organizations, of the “value-added” of ESD as a critical element for more sustainable societies. Efforts to communicate the importance of ESD to different national stakeholders are ongoing through conferences, workshops, training events and collecting examples of good practices.

37. Promoting the vision of a sustainable society – through all forms of education, responsible media and public awareness channels – requires different types of communication tools and activities. UNESCO has prepared a number of web-based tools, information and print materials, including the UNESCO DESD website,⁶ guidelines for DESD national launches and activities, guidelines for reorienting teacher education towards sustainability and ESD information briefs on key issues.

⁵ *Estrategia Latinoamericana para la Década de Educación para el Desarrollo Sostenible:*
<http://www.earthcharter.org/foro2006/index.htm>.

⁶ See www.unesco.org/education/desd.

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

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

IV. LOOKING AHEAD

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

41. Many countries have responded enthusiastically to implementing the DESD. However, given the diversity and disparity of the economic and social situations at regional, national and local levels, it is evident that not all countries have achieved the same level of progress. Reaching the goals of the DESD depends upon successfully dealing with challenges, such as:

- *greater proactive and innovative awareness-raising and advocacy* to ensure that sustainable development concerns become an everyday reality for all people;
- *enhanced ESD capacity-building* in Member States for different stakeholder groups;
- *targeted strategies* for working with specific sectors of society, aligned with the sectoral priorities and functions of line ministries for efficient country-level implementation of the DESD;
- *strengthened commitment* at heads-of-agency levels within the United Nations family and Bretton Woods institutions;
- *mobilization of key partners* at national and local levels to harness their valuable contributions to the Decade;
- *mobilization of financial resources* to overcome the gaps in DESD implementation, in particular in countries where the need is the greatest; and
- *ensuring effective monitoring and evaluation* of the DESD, including appropriate M&E capacity-building and integration of DESD monitoring into other M&E processes at country level to avoid duplication of efforts.

ANNEX I

LAUNCHES OF THE DECADE

UNESCO's Director-General officially launched the United Nations Decade of Education for Sustainable Development on 1 March 2005 in New York. DESD launches were also prepared at the regional, subregional, national and even subnational levels.

Regional/subregional launches

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

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

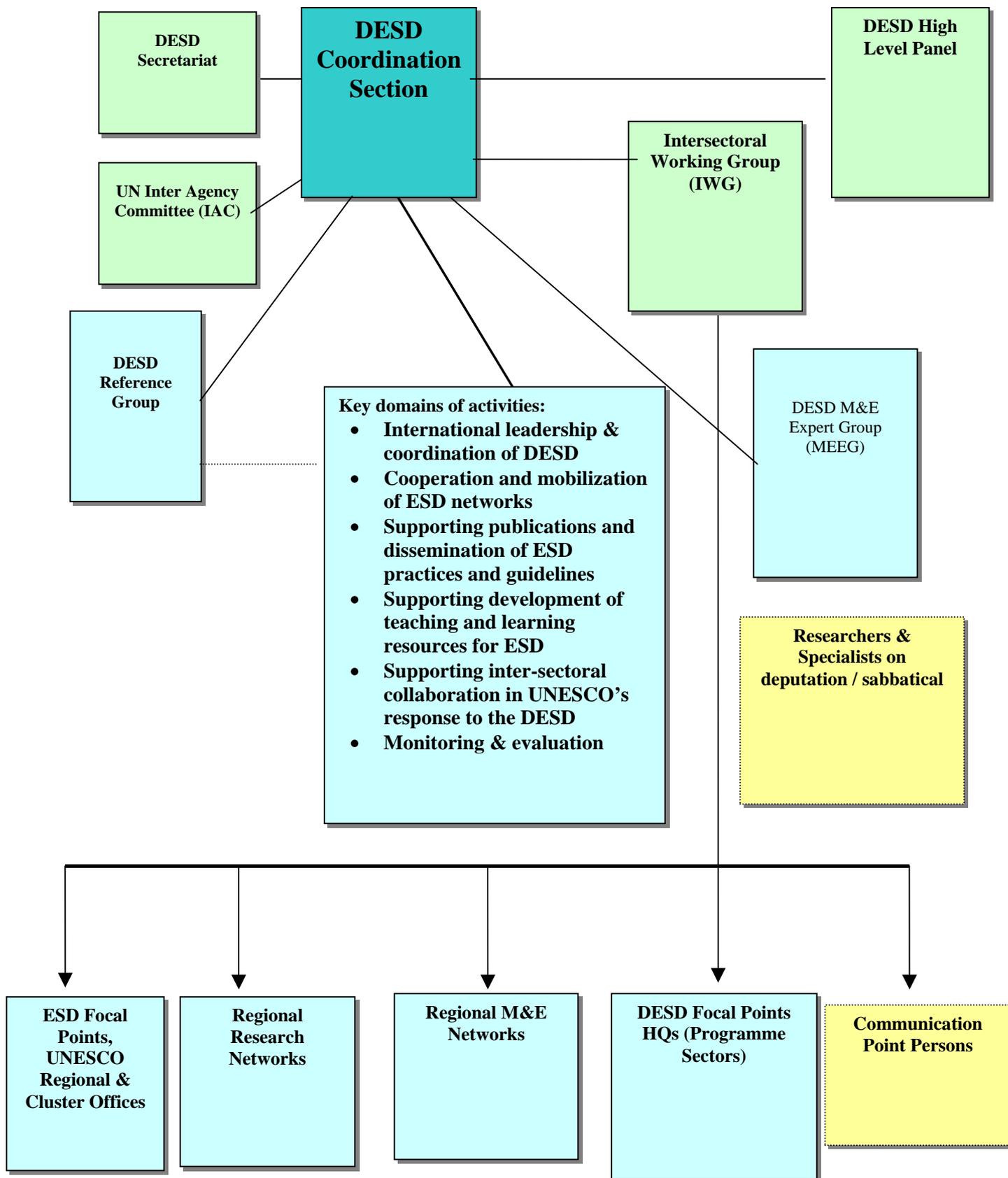
Some national/subnational launches

- Germany (Mainz, 13 January 2005)
- Chile (Santiago, 12-14 January 2005), organization of the "*II Seminario Internacional Educacion para el desarrollo sostenible*" for the national launch
- New Zealand (Auckland, 5 March 2005) at Ecoshow 2005, Waitakere City, Auckland
- Japan (6 March 2005) launching event organized by ESD-J (Japan Council on the UNDESD)
- Canada (Toronto, 10-12 March 2005) at the Annual General Meeting of the Canadian National Commission on the theme of "*Sustainable Development: Learning to Live Together*"

- Mexico (Mexico City, 11 March 2005), national launch and signature of a National Commitment for DESD, in the presence of President Vicente Fox and representatives of all sectors of society
- Norway (Hamar, 15 March 2005) on the theme of “YouthXchange and the United Nations DESD national and global challenges for sustainable consumption”
- The Netherlands (The Hague, 5 April 2005)
- Quebec Province, Canada (Quebec City, 19-20 May 2005) at the “*Carrefour de la citoyenneté responsable*”
- French-speaking community, Belgium (Mons-Frameries, 1 June 2005), during the “*Forum de lancement de la Décennie de l'Education vers un Développement Durable en Communauté française de Belgique*”
- Scotland, United Kingdom (Stirling, 3 June 2005)
- China (Tongji University, in collaboration with the Chinese National Commission for UNESCO, 10 September 2005)
- United Kingdom (London, 13 December 2005), United Kingdom Launch Conference for the Decade on Education for Sustainable Development at the University of London Institute of Education hosted by the United Kingdom National Commission for UNESCO
- Pakistan (Islamabad, 29 December 2005)
- Viet Nam (Hanoi, 5 January 2006), national launch and installation of a national committee.

ANNEX II

DESD COORDINATION SECTION WORK MANAGEMENT CHART



ANNEX III

UNESCO ACTION PLAN FOR THE DESD

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

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

Summary of planning of the Thematic Programmes

Thematic Programme	Area of focus during the forthcoming biennia
1. International Leadership and Advocacy of the DESD (ED/DESD secretariat)	<ul style="list-style-type: none"> • International leadership and coordination of DESD (IWG, IAC, MEEG, CSD). • Cooperation and mobilization of ESD networks. • Supporting publications and dissemination of ESD practices and guidelines. • Supporting development of teaching and learning resources for ESD. • Supporting intersectoral collaboration in UNESCO's response to the DESD. • Monitoring and evaluation.
2. Integrating ESD into Basic Education (ED/BAS)	<ul style="list-style-type: none"> • Education and human rights. Development of policy dialogue to assist Member States in promoting education for human rights, democratic citizenship, peace and non-violence, and intercultural education (World Programme on Human Rights Education (WPHRE)). • Cultural and linguistic diversity. Integration of indigenous learning systems and knowledge in formal and informal education for indigenous peoples. That includes teaching and learning the history, traditions, culture, rights, spirituality and world views of indigenous peoples and their ways of life.

<p style="text-align: center;">Thematic Programme</p>	<p style="text-align: center;">Area of focus during the forthcoming biennia</p>
	<ul style="list-style-type: none"> • Equality and inclusion. Promote gender responsive policies for inclusion learning and teacher education through guidelines and advocacy. • Technical, vocational education and training. Policy dialogue on making national TVET systems accessible for all, particularly for vulnerable and marginalized groups, at all levels. • Science and Technology Education. Promoting an integrated approach to STE focusing on concrete sociocultural issues related to the environment, health, consumption, etc.
<p>3. Reorienting General Secondary Education for ESD (ED/BAS)</p>	<ul style="list-style-type: none"> • The merging of this Thematic Programme with Thematic Programme 2 is under consideration.
<p>4. Integrating ESD into TVET (UNESCO-UNEVOC)</p>	<ul style="list-style-type: none"> • TVET teacher education: to increase awareness and understanding of ESD-related issues in the areas of formal, non-formal and informal TVET education and training. • Private sectors: to broaden private sector engagement in educational initiatives in relation to TVET and ESD especially in developing countries, countries in transition and those in a post conflict situation. • Dissemination of innovative practices: to further develop e-learning tools for sustainable development oriented TVET learning materials (which have been initiated in the Baltic and the Arab States) being launched in 2006. • Capacity-building for skills improvement and enhanced employability: to integrate ESD issues and concerns, in particular in the water and sanitation sector. • Increasing access to ESD information in relation to TVET: to share and promote international best practices on TVET for sustainable development through meetings, conferences, publications and a UNEVOC interactive web platform.

<p style="text-align: center;">Thematic Programme</p>	<p style="text-align: center;">Area of focus during the forthcoming biennia</p>
	<ul style="list-style-type: none"> • ESD focused project initiations: to promote synergy within the UNEVOC network members and to increase inter-agency collaboration to achieve ESD goals.
<p>5. Integrating ESD into Higher Education (ED/HED)</p>	<ul style="list-style-type: none"> • Support and strengthen UNESCO Chairs and UNITWIN Networks in Education for Sustainable Development. Expected result: Active Chairs and Networks in Education for Sustainable Development will be identified and reinforced. • Identification of UNESCO Chairs and Networks that are able to establish dialogue on sustainable development. • Review, development and dissemination of case studies of innovative and effective practice related to sustainable development. • Points 16 and 17 of the new strategic orientations for the UNITWIN/UNESCO Chairs Programme (176 EX/10) propose the establishment of Poles of Excellence.
<p>6. Teacher Education for ESD (ED/HED)</p>	<ul style="list-style-type: none"> • Coordination and support of UNESCO Chairs and networks in teacher education and sustainable development. • Monitoring and strengthening UNESCO Chairs and networks which have been identified. Expected result: Active Chairs and Networks in TED and Sustainable Development identified and reinforced. • Identified Chairs able to establish dialogue on sustainable development issues as they relate to teachers and learners. • Support studies on quality of maths, science and technology education and their relevance to social cultural needs. Expected result: Quality and relevance of science, maths and technical education improved through effective teaching programme.

Thematic Programme	Area of focus during the forthcoming biennia
	<ul style="list-style-type: none"> • Review, development and dissemination of case studies of innovative and effective practice related to the themes of sustainable development. Review of international examples of innovative and effective practice identified as case studies. Expected result: regional and/or international experts' meeting held.
<p>7. Mainstreaming Cultural Diversity and Intercultural Dialogue through ESD (Culture Sector)</p>	<ul style="list-style-type: none"> • Mainstream cultural diversity and its corollary, intercultural dialogue in DESD. • Intercultural dialogue and learning for sustainable development. • Articulate synergies between culture and education in the context of promoting sustainable ways of living and learning. • Cultural mapping to discover and promote locally grounded concepts and practices of education for sustainable development. • Raise awareness and build knowledge and competence on issues of culturally sensitive development and education. • Acquire competencies for sustainable living through the protection and promotion of intangible cultural heritage. • Preserve and promoting local languages as vehicles of local knowledge for sustainable living.
<p>8. Education for Sustainable Water Management (Science Sector/HYD)</p>	<ul style="list-style-type: none"> • Follow-up to EX/Decision 3.6.1: resolutions XVII-10 and XVII-12 of the IHP Intergovernmental Council on (1) the inclusion of a theme on water education on the next 6-year phase of IHP (2008-2013); (2) the establishment of a working group of experts to advise and guide UNESCO's work on water education and capacity-building for the UNDES; and (3) calling for a strong recommendation to Member States' ministries of education, in order to strengthen water education programmes at the primary and secondary levels. • Follow-up to IHP-IC resolution XVII-12: Constitution of a joint intersectoral UNESCO Working Group on Water Education and Capacity-Building for Sustainable Development.

<p style="text-align: center;">Thematic Programme</p>	<p style="text-align: center;">Area of focus during the forthcoming biennia</p>
	<p>Expected result: Intersectoral “freshwater education programme”, developed for documents 34 C/5 and 34 C/5 Approved by the General Conference of UNESCO, at its 34th session.</p>
<p>9. Education for Sustainable Ecosystems and Livelihoods (Science Sector/ESS + SHS/MOST)</p>	<ul style="list-style-type: none"> • The MAB Programme attempts to harmonize people’s needs with biodiversity conservation, using the best available knowledge. Biosphere reserves serve as learning laboratories for sustainable development that will be used for sharing of experience on balancing ecosystems and livelihood needs in specific places. Some countries like Canada, Spain and Viet Nam are already playing an active role and others are expected to contribute during 2008-2013.

ANNEX IV

GLOBAL MONITORING AND EVALUATION (M&E) FRAMEWORK

Introduction

A global monitoring and evaluation framework is seen as an important mechanism that will inform on whether or not the DESD is making a difference and what that difference is. It will also throw light on what needs to be done in terms of corrective action if things are not on track.

Monitoring and Evaluation Expert Group (MEEG)

A Monitoring and Evaluation Expert Group (MEEG) composed of experts with sound experience and from various regions around the globe has been constituted.

Global M&E framework

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

- A set of indicators, to monitor and evaluate DESD implementation. A questionnaire comprising 10 main issues, in turn to be further broken down into sub-questions, will be developed to facilitate the development of the indicators;
- Research studies that will look at changes over time in local-level engagements, difficulties and changes relating to implementation, adaptation and contestation;
- A process of multi-stakeholder participation.

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

Progress to date on the global M&E framework

1. Preliminary questionnaire

The MEEG has already developed a preliminary questionnaire after consultations with the DESD reference group and the UNESCO ESD focal points. The draft questionnaire is now in the process of being finalized.

The 10 issues to be addressed in the questionnaire are listed below:

- Issue 1:** Policy, regulatory and operational measures that support DESD
- Issue 2:** Measures taken to promote SD through formal education
- Issue 3:** Measures taken to equip educators (formal, non-formal and informal) with the competence to include SD in their teaching
- Issue 4:** Measures taken to develop public awareness and understanding of SD through non-formal and informal learning.
- Issue 5:** Measures taken to ensure that adequate tools and materials for ESD are accessible
- Issue 6:** Measures taken to promote research and development of ESD

- Issue 7:** Measures taken to strengthen regional and international cooperation on ESD
- Issue 8:** Describe any challenges and obstacles encountered in implementing a national strategy for education for sustainable development for any levels of education
- Issue 9:** Describe any assistance needed for a better implementation of the DESD
- Issue 10:** Measures taken to conserve use and promote knowledge of indigenous people with respect to ESD.

2. Outline of the proposed M&E related research studies

Rationale

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

Methods

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

3. Outline of the development of a multi-stakeholder participation process

Rationale

The International Implementation Scheme highlights the need to "facilitate networking, linkages and interaction among stakeholders in ESD".⁷ To this end, a multi-stakeholder participation process is envisaged in order to:

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

Methods

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

Organization outline

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

⁷ International Implementation Scheme, p. 6 UNESCO, 2005.