



Highlights on DESD Progress to Date

January 2007

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. Every day, UNESCO receives e-mails, phone calls, letters and visitors to share ideas and concrete initiatives, including artistic expressions, in support of the DESD.

IN FOCUS – Twenty years since the Brundtland Report

Brundtland Report

2007 marks the 20th anniversary of the Brundtland Report.

In 1987 the Brundtland Report, also known as *Our Common Future*, alerted the world to the urgency of making progress toward economic development that could be sustained without depleting natural resources or harming the environment. Published by an international group of politicians, civil servants and experts on the environment and development, the report provided a key statement on sustainable development, defining it as: *development that meets the needs of the present without compromising the ability of future generations to meet their own needs.*

The Report was primarily concerned with securing a global equity, redistributing resources towards poorer nations whilst encouraging their economic growth. The report also suggested that equity, growth and environmental maintenance are simultaneously possible and that each country is capable of achieving its full economic potential whilst at the same time enhancing its resource base. The report also recognised that achieving this equity and sustainable growth would require technological and social change.

The report highlighted three fundamental components to sustainable development: environmental protection, economic growth and social equity. The environment should be conserved and our resource base enhanced, by gradually changing the ways in which we develop and use technologies. Developing nations must be allowed to meet their basic needs of employment, food, energy, water and sanitation. If this is to be done in a sustainable manner, then there is a definite need for a sustainable level of population. Economic growth should be revived and developing nations should be allowed a growth of equal quality to the developed nations.

The full text of the Brundtland Report can be downloaded as a scanned copy of the UN General Assembly document A/42/427 at http://www.are.admin.ch/are/en/nachhaltig/international_uno/unterseite02330/

GOALS OF THE UN DECADE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

The overall goal of the UN Decade on Education for Sustainable Development (DESD) is to integrate the values inherent in sustainable development into all aspects of learning to encourage changes in behavior that allow for a more sustainable and just society for all.

During this decade, education for sustainable development will contribute to preparing citizens better prepared to face the challenges of the present and the future, and decision-makers who will act responsibly to create a viable world. Thus, five kinds of fundamental learning will be enhanced: learning to know, learning to do, learning to be, learning to live together, and learning to transform oneself and society.

The basic vision of the DESD is a world where everyone has the opportunity to benefit from education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation. This translates into four objectives, to:

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

UNESCO'S LEADERSHIP AND COORDINATION ROLE FOR THE DESD

UNESCO's role as lead of the DESD is fully in line with UNESCO's functions as laboratory of ideas, standard-setter, clearing house, capacity-builder and promoter of international cooperation. UNESCO will be proactive, and all of the parts of the Organization will work together in an intersectoral manner, to demonstrate the strong leadership and coordination role at international level that UNESCO can and will play to ensure efficiency and success to the Decade. The Organization 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

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

- A UNESCO Action Plan for DESD defining UNESCO's own contribution to the implementation of the Decade has been developed and adopted by the UNESCO Inter-Sectoral Working Group. The Action Plan is a result of intensive inter-sectoral collaboration and extensive consultative process between all the UNESCO programme sectors, bureaux, regional, cluster and national offices and institutes. A summary of the Action Plan will be presented to the 176th session of the Executive Board in April (as part of document 176 EX/5).

- The UNESCO *Reference Group on the DESD* had its first meeting on 19 – 20 October 2006 at UNESCO headquarters. It is made up of experts in the different spheres of ESD and, through this Reference Group, UNESCO is seeking advice and expertise in addressing the various challenges of the DESD, to think strategically on what UNESCO can and should do. This group will facilitate the work of UNESCO in setting strategic directions and enhancing mobilization of partners.
- To ensure effectiveness in tracking progress of the implementation of the DESD, an ad hoc group of experts, the *DESD Monitoring & Evaluation Expert Group*, has been established to provide guidance to put in place a M&E Framework and a set of global M&E indicators in close collaboration with the regional M&E initiatives. The first meeting of the M&E Expert Group will take place at UNESCO Headquarters on 29-30 January 2007. The concrete plan and schedule of the monitoring and evaluation for the Decade will be developed by UNESCO and its partners with the expert guidance of this ad hoc group.
- The *High-Level Panel on the Decade of Education for Sustainable Development* will meet on the 8th February 2007 at UNESCO Headquarters to take stock of progress made to date in terms of DESD implementation; to advise UNESCO on intensifying support to the DESD at the highest levels; and provide advice on UNESCO's strategy to assist its partners in mobilizing resources for ESD.

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

- The Government of Japan has established a Funds-in-Trust for ESD to support UNESCO's efforts in the global leadership and coordination of the DESD. The JFIT/ESD is supporting UNESCO in organizing a number of high-profile events such as the meeting of the High Level Panel, the DESD Reference Group, the Monitoring and Evaluation Expert Group, the APIED International Conference, the DESD Workshop for the Southern African sub-region, the Latin America and Caribbean regional meeting on "Building ESD in the Latin America" and the upcoming ESD international meetings on "Engaging the corporate sector", and on "Mobilizing faith-based institutions for ESD."

AT GLOBAL LEVEL

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

The 2006-2007 World campaign "Disaster prevention starts at school" on education for disaster reduction was launched on 15 June 2006 in UNESCO Headquarters. This campaign is expected to rally partners for integrating education on disaster reduction into school programmes and for making schools safer. It is launched in partnership with the Secretariat of UN International Strategy for Disaster Reduction (ISDR). The Hyogo Framework for Action 2005-2015, which was adopted at the World Conference on Disaster Reduction conference in Kobe, gave priority to the intersectoral Thematic Cluster "Knowledge, Innovation and Education – building a culture of resilient communities", a cluster in which UNESCO acts as a lead agency. Education for disaster risk reduction is an interactive process of mutual learning among people and institutions. It encompasses far more than formal education at schools, universities, and in training courses. It involves the use of traditional wisdom and local knowledge to safeguard against natural hazards as well as the active and informed participation of the mass media. The cluster is currently formed by the following members: Representatives of Member States, ISDR, UNESCO, ActionAid International, Council of Europe, FAO, IFRC, ITU, ProVention Consortium, UNCRD, UNDP/BCPR, UN/ECE, UNICEF, UNU/EHS, UNV, WMO, Regional entities as ADRC, AU, CRED.

For more information, consult:

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

2007 the Year of the Dolphin

The UN Convention on Migratory Species, together with its specialized agreements on dolphin conservation ACCOBAMS and ASCOBANS and the Whale and Dolphin Conservation Society (WDCS) have declared 2007 the Year of the Dolphin. Patron of the Year of the Dolphin is H.S.H. Prince Albert II of Monaco.

The United Nations, Governments, intergovernmental organizations, NGOs and the private sector, namely TUI, are building a strong alliance to achieve a common objective: to protect dolphins. A crucial factor in achieving this is education to create awareness of dolphin species, educate, inform decision makers and involve local communities. Therefore, the Year of the Dolphin is part of the UN Decade on Education for Sustainable Development. The campaign is also a tangible contribution towards meeting targets to reduce the loss of wildlife by 2010, which all Governments have agreed through the UN. (http://www.yod2007.org/en/Start_page/index.html)

International Polar Year 2007-8

The International Polar Year (IPY) is a large scientific programme focused on the Arctic and the Antarctic from March 2007 to March 2009. The IPY, organized through the International Council for Science (ICSU) and the World Meteorological Organization (WMO), is actually the fourth polar year, following those in 1882-3, 1932-3, and 1957-8. In order to have full and equal coverage of both the Arctic and the Antarctic, IPY 2007-8 covers two full annual cycles from March 2007 to March 2009 and will involve over 200 projects, with thousands of scientists from over 60 nations examining a wide range of physical, biological and social research topics. Education and Outreach are integral to the International Polar Year 2007-8. Teachers and students have the exciting opportunity to experience authentic science in real time. It is also an unprecedented opportunity to demonstrate, follow, and get involved with, cutting edge science in real-time. (<http://www.ipy.org/>)

Gaia Education Ecovillage Design Curriculum

The Gaia Education Ecovillage Design Curriculum, an official contribution to the DESD (<http://www.ecovillagefindhorn.com/education/ecoeducation/index.php>), has been applied in 7 pilot month-long comprehensive training of trainers on the fundamentals of sustainability design for urban and rural settlements, covering all elements of an ecovillage-based education. These sessions took place in the following places: Crystal Waters, Australia (www.ecologicalsolutions.com.au); Findhorn Foundation, Scotland (www.ecovillagefindhorn.org); Instituto Tonantzin Tlalli, Mexico (www.grupedsac.org); Kibbutz Lotan, Israel (www.kibbutzlotan.com); Sieben Linden, Germany (www.oekodorf7linden.de); Tamera, Portugal (www.tamera.org); UMAPAZ, Brazil (www.gaiabrasil.net).

HIGHLIGHTS FROM REGIONS & DESD REGIONAL STRATEGIES IMPLEMENTATION

EUROPE & NORTH AMERICA REGION

United Nations Economic Commission for Europe (UNECE) Regional Strategy

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

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

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

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

Documents for more information

- United Nations Economic Commission for Europe (UNECE) Regional Strategy: Expert Group on Indicators (<http://www.unece.org/env/esd/SC.EGI.htm>)

International Workshop on the UN Decade of Education for Sustainable Development

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

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

In the afternoon of 29 November and through the evening of 30 November, the German Decade Roundtable came together for its annual meeting (<http://www.dekade.org/sites/rundertisch.htm>). Participants of the international workshop were invited to take part in this meeting of around 100 German ESD initiatives and organizations. The German Decade Roundtable include a series of parallel Workshops on various topics, including:

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

Nordic Conference on Sustainable Social Development

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

One of the workshops focused on the UN DESD through the theme "Learning to change our world" during which best practice examples on initiatives for building competence towards the future that focus on environment, fair distribution and participation were presented. The workshop was chaired by the Ideas Bank (<http://www.idebanken.no/index.php>) which promotes innovations that lead to a better environment and stronger communities, globally as well as locally. (for more information see www.framtid-kom.no English, or <http://www.odin.no/md/nordisk-konferanse2006>)

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

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

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

Latvian DESD coordination group established

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

European regions for sustainable development education seminar

In Europe, regional authorities are mobilizing more and more on sustainability issues, as it is felt that regions can make a difference as they are closer to citizens. The Network of European Regions on Education for Sustainability (RES) was officially presented in the EU context at the seminar "European regions for sustainable development education" held at the Committee of the Regions in Brussels on 27 November 2006.

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

US Partnership for ESD celebrates its third anniversary

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

The US Partnership has served to convene, catalyze and promote activities that leverage the existence of the Decade and increase America's awareness of sustainability challenges and solutions. Over 300 organizations are involved with the Partnership helping to advance its vision of *sustainable development fully integrated into education and learning in the United States*. Partners and collaborators include the American Planning Association, the National Council of Churches, the Ella Baker Center for Human

Rights, the North American Association for Environmental Education, the U.S. Department of Agriculture and World Resources Institute. Faith organizations, youth and community groups, businesses, government agencies, K-12 and higher education institutions use their participation in the Partnership to deepen the effectiveness of their educational activities. (<http://www.uspartnership.org/>)

ASIA-PACIFIC REGION

10th UNESCO-APEID International Conference

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

The Conference was successful in meeting its key objectives to strengthen co-ordination and collaboration among APEID network members, raise awareness and understanding of ESD, and serve as a catalyst for the creation of ESD action plans. APEID and all participants are looking forward to a new era of close cooperation to ensure that the principles of sustainable development are integrated into the educational systems in the region. (<http://www.unescobkk.org/index.php?id=3811>)

Young Minds in Action; UNESCO Youth Envisaging Contest.

The contest was initiated to promote awareness and engage students and teachers in Education for Sustainable Development. invite students to express their views on issues of sustainable development through art, music or writing as part of the UN Decade of Education for Sustainable Development (2005-2014). The competition was a welcome success in this its first year of operation. Over 150 entries were received from 10 different countries throughout the region. (<http://www.unescobkk.org/index.php?id=5444>)

PACIFIC REGION

Australian Strategy for the UN Decade

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

The Australian Strategy for the UN Decade builds on the National Action Plan *Environmental Education for a Sustainable Future* – released in July 2000, and acknowledges that new ways of living and working across all sectors of the Australian community are required to address unsustainable practices. All Australians have a vital role to play in creating a more sustainable nation.

Documents for more information

- Sustainability Education - <http://www.deh.gov.au/education/index.html>
 - Australian Minister for the Environment and Heritage intervention at the AAEE 2006 National Conference - <http://www.deh.gov.au/minister/env/2006/mr04oct06.html>
 - Australian Association for Environmental Education (AAEE) - <http://www.aee.org.au/whatsnew.htm>
 - Development of a New National Action Plan for Education for Sustainable Development - <http://www.urbisjhd.com/index.cfm?contentid=419>
-

Pacific Framework for Action on the DESD

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

Documents for more information

- Pacific ESD Framework (<http://unesdoc.unesco.org/images/0014/001476/147621E.pdf>)
-

New Zealand symbol for sustainability

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

(http://www.unesco.org.nz/unesco_current_initiatives.htm?article=2006276175401364006)

LATIN AMERICA REGION

Latin America Regional Mobilization Meeting

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

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

In parallel to the working groups, a drafting team developed the first version of a regional strategy document, entitled *Building Education for Sustainable Development in Latin America and the Caribbean*, using the panels and working group's contributions. This draft strategy was presented on the last day of the event, and participants had a brief chance to make preliminary comments on the draft. The organizers established an online forum, where participants, as well as people around the region that could not attend this meeting, would have the opportunity to make more observations and develop the strategy in a participatory way. By creating a consensus at the regional level, there would also be a greater commitment for action. This online forum will be open until February 2007.

Documents for more information

- Electronic Forum for Latin America ESD strategy - Estrategia Latinoamericana para la Década de Educación para el Desarrollo Sostenible (<http://www.earthcharter.org/foro2006/index.htm>)

National Commitment of Costa Rica for the Decade

On 17 October 2006, the Costa Rica national Launch for the Decade took place at the "*Hacia la Construcción de una Costa Rica Sostenible*" event in San José. It was the occasion for the signing of a national commitment for the Decade. The Minister of Education, the UNESCO Regional Director, the Rector of the National University were there as well as key other individuals and organizations. The Minister of Education, along with all other Ministers and the President of Costa Rica signed this National Commitment for the Decade. In the audience were some 250 people mostly educators, from Universities and from the Ministry of Education. (http://portal.unesco.org/es/ev.php-URL_ID=35120&URL_DO=DO_TOPIC&URL_SECTION=201.html)

Mexico National ESD Strategy

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

CARIBBEAN REGION

Electronic discussion list for teacher educators

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

The coordinators of the electronic discussion list (established under Yahoo Groups esdcaribbean@yahoo.com), hope through this medium to explore the concept of ESD, share ESD project and programme ideas as well as work collaboratively on ESD projects.

Documents for more information

- Caribbean Regional Conference on Education for Sustainable Development: New Approaches for the Future held in Kingston, Jamaica on October 18-20, 2005. (http://portal.unesco.org/en/ev.php-URL_ID=28722&URL_DO=DO_TOPIC&URL_SECTION=201.html)

AFRICA REGION

Windhoek Southern Africa ESD Sub-regional Meeting

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

Emphasis was put on the synergies between the Millennium Development Goals (MDGs), Education for All (EFA), United Nations Literacy Decade (UNLD), Education for HIV & AIDS (EDUCAIDS) and the African Union 2nd Decades of Education in Africa. The need to view these frameworks as complementary, and not as parallel or contradictory mechanisms were highlighted. UNESCO's role in fostering the understanding of that link among policy makers and practitioners was viewed as crucial.

A strong commitment of participants was to become, after the workshop, agents empowered to initiate or join in concrete Action Plans at national levels for which support from their governments, the SADC Secretariat, UN agencies, the private sector, NGO and bilateral development partners are requested.

It was agreed that each country will communicate the name of the ESD national focal point and institutional arrangements in place or planned for immediate follow up activities to the organizers of the

workshop. Each participating country will identify a focal point and a lead institution for implementing DEDS Action Plans in their country. Participants also expressed the need for a monitoring and evaluation mechanism and the development of ESD indicators for the African Region.

Southern African regional consultation process to mobilise support for the UN DESD

The Southern African Development Community's (SADC) Food, Natural Resources and Agriculture Directorate commissioned a regional consultation process to mobilise support for the UNDES D through its SADC Regional Environmental Education Programme. This involved country-based consultations in 14 southern African countries with major ESD Stakeholders (Ministries of Education, Environment and Natural Resources, Health, Energy, national NGOs, UNESCO country offices etc.) to establish possibilities for participating in the UN DESD. This has led to the development of 4 consultation reports providing useful baseline information and inputs into the UN DESD. The reports were released in November 2006 and will be available on the SADC Regional Environmental Education Programme website <http://www.sadc-reep.org.za/>.

South Africa DESD Framework for Action

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

Kenya ESD Implementation Strategy

Dr. A.M. Mwinzi, Director-General, Kenya National Environment Management Authority (NEMA) has released the final draft of the Education for Sustainable Development (ESD) Implementation Strategy for review by government, civil society and the private sector. An ESD Stakeholder Forum is planned for 28 February 2007 to launch the implementation strategy.

In compliance with international commitments, a draft Kenya Education for Sustainable Development (ESD) Implementation Strategy has been prepared. This has evolved from numerous consultations and meetings involving a wide range of stakeholders. A technical working group drawn from representation of different sectors has been meeting regularly under the auspices of the National Environment Management Authority (NEMA) and UNESCO to draft the strategy.

The draft ESD strategy identifies local sustainable development issues, priorities and existing capacities. It proposes modalities that will contribute to the attainment of sustainable development and calls for all sectors to embrace ESD. The strategic objectives are:

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

Documents for more information

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

ARAB REGION

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

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

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

Documents for more information

- Environment Agency of Abu Dhabi (www.ead.ae)
- Educational Programmes of the Abu Dhabi Environment Agency (<http://www.ead.ae/en/?T=2&ID=91>)

SELECTED DOCUMENTS AND PUBLICATIONS FOR THE DESD

Situational Analysis on ESD in Central Asia

An analysis of the state of ESD in Central Asian countries prepared by the Regional Environmental Centre for Central Asia (CAREC) in cooperation and with support of UNESCO-Bangkok and UNESCO-Almaty.

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

Drivers and barriers for implementing sustainable development in higher education

A collection of papers emanating from a workshop held in Göteborg (7-9 December 2005) and organized by the Chalmers University of Technology and the Göteborg University.

☞ <http://unesdoc.unesco.org/images/0014/001484/148466E.pdf>

Vertigo

An electronic open access francophone scientific journal in environmental sciences, in particular supported by the Canadian Commission for UNESCO and the International Development Research Centre (IDRC).

☞ <http://www.vertigo.uqam.ca/>