United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Education for Sustainable Development 2014
World Conference, Aichi-Nagoya (Japan), 10-12 November
Stakeholder Meetings, Okayama (Japan), 4-8 November

Éducation pour le développement durable 2014
Conférence mondiale, Aichi-Nagoya (Japon), 10-12 novembre
Réunions des parties prenantes, Okayama (Japon), 4-8 novembre

UNESCO World Conference on ESD

Reports on Workshops in Cluster IV: Setting the agenda for ESD beyond 2014

Contents

The reports were submitted by workshop coordinators to UNESCO, who subsequently reviewed and consolidated them. Minor editorial changes have been made to the original reports for the sake of clarity and consistency of style across the reports. The workshop coordinators are responsible for the choice and presentation of the facts contained in them and for the opinions expressed therein, which are not necessarily those of UNESCO and do not commit the Organization.

1. Teaching, assessing and promoting 21st century competencies

Co-coordinated by UNESCO Chair in Higher Education for Sustainable Development, University of Lüneburg, Germany, and the University of Melbourne, Melbourne Graduate School of Education for The Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP)

Workshop presenters

- *Shinobu Yume Yamaguchi,* Tokyo Institute of Technology
- *Harold Glasser,* Western Michigan University

Workshop Coordinators/Chairs/ Facilitators

- *Maik Adomssent,* Associate Professor, UNESCO Chair "Higher Education for Sustainable Development", Leuphana University of Lueneburg, Germany
- *Esther Care,* The Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP), Assessment Research Centre, University of Melbourne, Australia

Workshop rapporteur

- *Yoshiyuki Nagata,* Professor, University of the Sacred Heart, Tokyo, Japan

Key points from presentations

Two short introductory presentations of 10 minutes each set the stage for further discussion:

Shinobu Yume Yamaguchi presented key findings of a comparative analysis of integrating "transversal competencies" in educational policies in 10 Asian countries. The study looked at local and school level, highlighting promising practices and lessons learnt for teaching and assessment of these competencies.

Harold Glasser gave an overview of the literature on 21st century competencies in learning for sustainability, including gaps, implementation and assessment challenges, and a potential research agenda for advancing implementation – all in light of the forthcoming Global Action Programme on ESD.

Activities

The introductory presentations were followed by the main interactive part of this workshop. More than 180 participants shared their ideas in our 'World Café' in three progressive rounds of conversation on the following key aspects of the workshop theme:

- Relevance: The question here was whether and why we might need new skills and competencies to facilitate sustainable development.
- Implementation: To be discussed here were issues around implementation of 21st century skills education at policy and teaching level.
- Outcomes: It was deliberated how and why 21st century skills learning might be expected to lead to transformative change.

Hosts for each of the three topics welcomed newcomers, shared ideas, themes and questions (on whiteboards that were photographed for documentation).

Recommendations and conclusions of the workshop:

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With regard to **relevance** participants stated that it is important to think firstly about prioritising "old" skills (e.g. applying numeracy and literacy to engage in the real world, willingness and ability to ask open questions, communicating and collaborating across cultural borders), blending these with traditional knowledge. At the same time participants unanimously agreed that factors such as globalization make it necessary to emphasize skills like perspective taking, ability to foresee consequences, critical thinking, self-reflection, and system thinking to see interconnections or causal loops.

With regard to the policy level on **implementation** of 21st century competencies it was pointed out by the discussants that a sense of urgency is lacking that might be necessary for deep-reaching changes. Where politicians might be seen as reactive rather than taking initiative, pressure might be exerted by integration of stakeholders, helping to reflect the tension of different priorities on different (policy and institutional) levels. Other aspects were emphasized, such as moving from delivery to deliberative mode, e.g. by fostering implementation on the local level – with the economy sector, local communities or teachers. Finally, experimentation spaces need to be established because we do not know which buttons to push for system change.

From the educational side, it was repeatedly pointed out by the groups that it is not only schools, but also the teachers who are not prepared to teach in the desired ESD direction. As a consequence, suggestions were made with regard to (change of) pedagogy, among them project-based learning, cooperation with enterprises, and – foremost – establishing a culture of trust, dialogue and democracy between teachers and students. This trust in students may then lead to look for self-organization based activities or ways of student-to-student teaching and learning.

However, in the face of these numerous imperatives, one has to be aware of the risk of curricular overload; there needs to be a balance between tradition and innovation. So monitoring and assessment might play a critical role here (also in multinational investigations like PISA more questions to address ESD implementation are necessary).

With regard to **outcome**, the overall answer from the groups was that it is not a reasonable expectation that 21st century skills learning will necessarily lead to transformative change. There were several reasons for this, and with some incompatibilities between them. First, it is thought that change depends on power relations, so the question might be more about how to mobilise. Second, change is seen to be connected with values that transcend generational and national borders since it is about response to global phenomena. Third, change is also about local values and imperatives, and needs to reflect these. Since high level social imagination perspectives do not automatically translate into education processes and practices, there is a need to talk about change that needs to take place with teachers and policymakers. In a nutshell: one needs to transform oneself before s/he can transform others.

With regard to the effective **implementation of the Global Action Programme on ESD**, the following proposals were made to advance actions in its five Priority Action Areas.

1) Mainstreaming ESD into education and sustainable development policies to create an enabling environment for ESD and bring about systemic change will require:

   - More deliberative style is at policy-making level;
   - More interactive exchange between practitioners and policy-makers;
   - Participatory policy-making integration of all stakeholders;
   - Explicit values systems;

- Political will to mobilize resources for new skills; and
- Systems approach for policy development and pedagogical practices.

2) Integrating sustainability principles in education and training settings (whole-institution approaches) will require:

- Building appropriate learning environment for new skills;
- Acknowledging learning outside classrooms;
- Providing 'space' and time from youths to engage in real world problem solving;
- Peer-to-peer learning;
- Intergenerational exchange;
- Awareness that learning does happen anywhere anytime; and
- Explicit recognition of informal learning settings.

3) Increasing the capacities of educators and trainers for effective delivery of ESD will require:

- Disseminating ideas of participatory and innovative approach in teacher training;
- School-based informal peer to peer learning and training;
- Better linkage between formal and non-formal education;
- Strengthening collaboration between schools, communities and families;
- Increasing capacities of schools' administers, teachers union and policy-makers;
- Ensuring common understanding among schools' administers, teachers union and policy-makers; and
- Creating a portal that identifies good and promising practices.

4) Generating actions among youth will require:

- Giving time and space for youths to learn and act creatively;
- Understanding and promoting self-directed learning with support of ICT;
- Respecting ownerships of learning processes as being collaborative; and
- Regarding youths as partners and collaborators of SD.

- Encouraging local communities and municipal authorities to develop community-based ESD programmes will require:
- Projects situated within program frameworks;
- Strengthening linkage between formal and informal education;
- Creation of a stronger monitoring and evaluation mechanism by UNESCO regarding ESD initiatives;
- Provision of opportunities for youths to be partners towards sustainable future;
- Recognizing roles of community members as partners; and
- Collaboration with community experts (e.g. Community School Meister in Japan).

2. ESD in the post-2015 era: from policy to practice

Co-coordinated by Council of Ministers of Education, Canada, and the Caribbean Community (CARICOM)

Workshop presenters

- *Gerald Farthing,* Deputy Minister, Manitoba Education and Advanced Learning, and Chair of the UNECE ESD Steering Committee (Chairperson)

- *The Honourable Susan Sullivan,* Minister of Education and Early Childhood Development, Newfoundland and Labrador, Canada

- *Alicia Vargas,* Vice-Minister of Education, Costa Rica

- *Myrna Bernard,* Director, Human Development, CARICOM Secretariat

- *Meera Taryam,* Director, Environmental Services and Education, United Arab Emirates

- *David Bell,* Chair of the Board, Learning for a Sustainable Future, Canada (Facilitator)

- *Jeanette Larue,* Technical Advisor, Environment Education, Ministry of Environment and Energy, Seychelles (Rapporteur)

Key points from presentations

Introduction

The Moderator of the workshop, Dr Gerald Farthing, Deputy Minister of Manitoba Education and Advanced Learning and Chair of the UNECE Steering Committee, welcomed participants and thanked UNESCO for organizing the conference and Japan for hosting. He indicated the workshop is jointly coordinated by the Council of Ministers of Education, Canada (CMEC) and the Caribbean Community (CARICOM) and introduced the panelists and other members of the coordinating committee. Participants were then briefed on the following workshop objectives:

- *Exchange ideas and lessons learnt*
- *Explore key factors to facilitate successful integration of ESD into education policy and into sustainable development policy*
- *Develop actions for bridging the divide between policy and practice in both developed and developing states.*

First Panellist: The Honourable Susan Sullivan, Minister of Education and Early Childhood Development, Newfoundland and Labrador, Canada.

Minister Sullivan presented the Canadian context and briefed participants on the education system. In Canada, there is no federal department of education and no integrated national system of education. This has made implementing ESD more challenging. Canada is made up of 10 provinces and three territories. The country has a Council of Ministers of Education in Canada (comprising the Ministers from all 13 jurisdictions) which identified ESD as an action area in 2008.

Minister Sullivan highlighted the importance of developing education policies that address the social, environmental and economic challenges and opportunities of the 21st century, and she described a number of initiatives which have been implemented in provinces and territories. For example,

- Cape Breton University in Nova Scotia has made ESD a core focus of all School of Education programming and has introduced a new Master of Education programme in Sustainability, Creativity and Innovation.
- Research has shown that engagement with sustainability is on the rise among Canadian post-secondary institutions, with many institutions developing policies, practices and in some instances new programmes to further sustainability.
- Learning for A Sustainable Future (LSF) has undertaken a number of DESD initiatives such as organizing national symposia on key ESD topics, developing an ESD resource website for teachers (r4r.ca), holding teacher professional development workshops, and establishing a Sustainability and Education Academy (SEdA).
- In British Columbia provincial legislation on carbon neutrality has helped to refocus attention on ESD. For example, under the British Columbia Canada Greenhouse gas Emission Target Act, all 60 district schools in the province must report their carbon emissions and provide information on their actions towards carbon neutrality. Schools are also invited to develop educational programmes that raise awareness and engagement for staff, teachers, students, as well as parents. Provincial policy is in effect stimulating local policy in practice by encouraging the creation of programmes ranging from the implementation of sustainability related curriculum to behaviour change capacities.
- Manitoba has introduced a grade 12 course on global issues, citizenship and sustainability that consolidates learning across disciplines and prepares students to be agents of change.

Minister Sullivan emphasized that achieving sustainability requires new learning throughout society. ESD should not be constrained to educational policies; it needs to be integrated into economic, social and environmental policies. Policies need to be developed that equip all learners with 21st century skills within an ESD framework. Only then can one ensure that education systems contribute to a better future for the planet.

Second Panellist: Alicia Vargas, Vice-Minister of Education, Costa Rica.

Costa Rica, a country well known for its natural beauty, has experienced both successes and challenges in regards to sustainable development. In 1990 the National Strategy for Sustainable Development was developed and a commission for environment education was created with representatives from the following ministries: agriculture, energy, environment, education and other institutions. Its aim is to take actions towards ESD. The document on sustainable development used a systematic approach showing the interrelation between different areas or practice, such as the supply and demand for natural resources, political decisions, community participation, environment ethics and human rights.

The National Plan for Environmental Education, produced in 1998, considers environment education as a process where learning from daily life experiences leads to social responsibility. In 2011 the first National meeting on environmental education was held, but the implementation of its recommendations was a challenge.

The new government is now trying to develop its environmental awareness programme. One of the plans is to implement environment management compatible with human development, and education as a human right. In coordination with other organizations and institutions the Ministry of Education is leading efforts regarding the declaration of new policies on ESD. Plans for professional development and training are being established for teachers and managers. The government is developing a new model for environmental education (teaching and learning) that takes into account the country's socio-economical, historical and cultural characteristics.

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A plan of action to promote qualify of life, enhancement of culture and sustainability of the environment is to be implemented, with the participation of government, NGOs, universities, the private sector, community organizations and labour unions. New programmes for science, social studies and arts are underway to incorporate sustainable development in primary and secondary education. New ways of integrating environmental issues in actual programmes are being proposed under the conceptual framework of Critical Pedagogy. A review of cooperation agreements with NGOs, private sector, community organizations, and labour unions is also being undertaken.

Third Panellist: **Myrna Bernard,** *Director, Directorate of Human and Social Development, CARICOM Secretariat.*

This presentation focused on the use of regional cooperation as a resource in order to advance ESD. The Caribbean Community (CARICOM) is a grouping of fifteen member states, and five associate members, majority of which are English speaking countries. All are classified as a Small Island Developing States, and are therefore highly vulnerable to natural disasters and external economic shocks. Most states (except Haiti) have universal primary education and universal secondary education. There is a regional university (the University of West Indies) and several national universities and community colleges. There is a unified regional system of certification at the end of secondary level administered by the Caribbean Examination Council which helps in coordinating and evaluating secondary education. Regional initiatives have resulted in regional public goods and resources available to all Member States, including for sustainable development. The global focus on ESD has resulted in renewed emphasis on addressing ESD at both national and regional levels.

The principal focus has been the integration of ESD into the formal education system through curricula in primary and secondary schools, as well as through extra-curricular activities. The Caribbean Examinations Council plays an important role in the determination and coordination of what is emphasized at secondary level and is increasingly placing attention on integrating ESD in curricula in secondary schools. There is also a resurgence of environmental clubs in schools. Teacher Education at the regional level is currently receiving focused attention and there is a need to examine how universities prepare and train teachers to integrate ESD into the classroom. The National Teaching Councils are using regional resources as a means to advance ESD in the region. ESD is not just changing the content, but through capacity building is also changing perspectives and practices,.

In regard to informal education, there is a marked increase in public awareness campaigns used both as an information delivery mechanism and as a means of encouraging behavioural change. There are also community activities spearheaded by youth at regional and national levels. Similarly, campaigns using a wide mix of modalities and technologies have been generated by the public sector, the private sector, or civil society; or a combination of these interest groups working in tandem.

Some of the major opportunities and catalysts for effecting ESD include recently developed national policies on the environment. Some Member States have now articulated low carbon/green economy strategies, each with their own emphasis on education. As well, cooperation among Member States, tertiary institutions and IDPs in the development of support materials at all levels is an example of putting policy into practice. There are also specialized regional institutions focusing on such policy areas as disaster management and climate change.

The Conference of Heads of Government, which is the major decision making body in the region, has approved a Regional Strategic Plan that pays significant attention to environment and sustainable development. Heads of governments have also recognized the imperative of Rethinking Education

for the 21st Century and have mandated the establishment of a Commission on Human Resource Development to shape a Regional 2030 HRD Strategy. This could certainly provide important policy space for ESD. In addition, national and regional preparation with regard to the Post 2015 Agenda and Sustainable Development goals has provided opportunity for regional input on ESD. It is hoped that the outcome of this conference can make a difference to that so that there could be more concrete propositions to go into the negotiations.

Some of the major challenges for moving ESD into policy and then into practice in Small States include:

- human capacity especially in teacher education
- financial resources
- information systems
- governance structures for inter-sectoral treatment of SD issues
- the need for non-partisan ownership of SD Policy (still largely the purview of Ministries of Environment)
- bolstering involvement of civil society

In the Global context, small states need to try to achieve levels of competitiveness necessary for sustainable development in its broadest sense. This can only be done by looking at the imperatives for education in the building of knowledge economies driven by creativity, innovation, and appropriate skills and attitudes. There is therefore need for greater focus in ESD on issues beyond ecological sustainability in order to achieve and sustain development gains in every sense, especially for small states.

Fourth Panellist: Meera Taryam, Director, Environmental Services and Education, United Arab Emirates

The presentation was a case study where policy has been turned into practice. The example is based on a semi-government company called Bee'ah, based in Sarjah, UAE where there is a department which focuses only on environment education and awareness. Bee'ah is the Arabic word for environment.

Bee'ah is a waste management company which developed an educational unit called Bee'ah School Environment and its slogan is 'education for a greener generation'. This means education which is more than simply raising awareness.

Through an MOU, the company partnered with the Ministry of Education for Serjah which gave them access to all schools in the area. An on-line portal was set up which provided resources for teachers such as lesson plans they can download in English and Arabic. The company hosts workshops to build teachers' capacity on how to integrate the lessons plans into the classroom. The company also regularly conducts school visits which have helped to build a brand, trust and strong relationships. The company provides schools with the infrastructure and tools to start recycling. In addition, several competitions and awards have been established to acknowledge schools for environmental performance, as well as for outstanding teachers and students.

Diversion rate (waste diverted from the land fill and recycled) has been very successful. Less waste is going to the dump site. As with all new programmes, there were also some challenges. First of all the concept of recycling is quite new in UAE. People did not understand or practice it, so it started from scratch. Different cultures and background were another challenge because UAE has a very high transient population.

The company is young and still growing, and there is still a lot of room for improvement.

Workshop Activities

Participants were divided into small groups, based on the Global Action Programme on ESD five priority areas:

- **Advancing policy:** *Mainstream ESD into both education and sustainable development policies*
- **Whole institution approaches:** *Integrate sustainability principles in education and training settings*
- **Building capacity of educators and trainers:** *Increase the capacities of educators and trainers*
- **Empowering and mobilizing youth:** *Multiply ESD actions among youth*
- **Accelerating sustainable solutions at local level:** *Scale up ESD programmes and multi-stakeholder ESD networks*

They were tasked with responding to the question, how would you turn the priority action (policy) area into specific actions? The facilitator reminded participants to think ahead and set the agenda for post 2014. Participants were asked to reflect on what was discussed and learnt over the three days, and use those insights to come up with at least one or two key actions in each of the priority areas which will bring results.

The following points were reported at the conclusion of the breakout group session:

Advancing ESD into Policy Key Messages:

- Political leadership to make ESD part of the purpose of education is important.
- Translating ESD-related policy into multiple contexts and having a platform of exchange between different interest groups is essential.
- ESD actions are being undertaken by various stakeholders without a policy framework and these actions should be translated into policy.
- Need to establish a monitoring and evaluation system which should be used to evaluate the effectiveness of policies.

Whole Institutional Approach Key Messages

- Encourage an ESD plan for each institution.
- Political will from government is important when promoting a whole instituional approach.

Building Capacity Key Message:

- There is a need to continue to build capacity of teachers and trainers.
- Teacher training curriculum needs to be reviewed.
- There is a need for continued support, monitoring and application of knowledge learnt in practice of the daily life of people.
- It is critical to provide teachers and trainers with resource material to use in terms of policy, facts, guidelines and prerequisite materials.
- New programmes have to be introduced which prepare a new generation of educators with background knowledge and skills in ESD.

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- Workshops for in-service teachers are also important to share best practices/experiences in order to continue to update the programme.
- ESD programmes need to encourage teachers/educators to participate in local community initiatives. Incentives and compensation need to be introduced to recognise the work of those who are trying to implement ESD and bring about behavioural changes.

Empowering and Mobilising the Youth Key Messages

- Important to involve youth in dialogue and decision making processes. This includes involving youth in the set up, development, planning and evaluation of policies.
- Youth need to be provided with the necessary skills and competencies to interpret and implement policies in their everyday life.
- Youth should be represented at various levels of society, regional, national and international
- Youth organisations need to be supported by government and other stakeholders, and provided opportunities to connect with their peers.

Accelerating sustainable solutions at local level

- There is a need for a process to accelerate sustainable solutions, which are appropriate for a local context.
- The process is one of planning and managing change in which we plan, do, and have checks and balances in place.
- Awareness campaigns in the local communities need to include schools and students as agents of change.
- Assessment must be done by the local communities themselves.

Conclusions of the workshop

Overall, throughout the workshop there was an emphasis on continued dialogue around the priority areas, and developing a process to engage stakeholders in that dialogue. Strong emphasis was placed on the importance of political will and commitment to make things happen.

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3. ESD and achieving Sustainable Development Goals

Co-coordinated by Centre for Environment Education (CEE), India, and United Nations Department of Economic and Social Affairs (DESA)

Workshop Rapporteurs
- *Prithi Nambiar,* Executive Director, CEE Australia
- *Shailaja Ravindranath,* CEE

Workshop presenters
Session 1 Presenters
1. Nikhil Chandavarkar , Chief, Outreach and Communications Branch Division for Sustainable Development, UN DESA (Workshop coordinator & Chair/Facilitator)
2. Kartikeya Sarabhai, Director, Centre for Environment Education , India (Workshop coordinator & Facilitator)
3. Anantha Kumar Duraiappah, Director, Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), India

Session 2 Presenters
1. Neil Pratt, Convention on Biological Diversity (CBD), Montreal
2. Frans Lenglet, Swedish International Centre of Education for Sustainable Development (SWEDESD)
3. Mahesh Pradhan, UNEP , Nairobi
4. Jim Taylor, Wildlife and Environment Society of South Africa (WESSA)

Please see Annex I for the major points of each individual presentation.

Working Groups
Group 1: Topic: Advancing Policy in all SDG areas
Facilitator: Neil Pratt
Group 2: Topic: Whole Institution Approaches
Facilitator: Jim Taylor
Group 3: Topic: Educators
Facilitator: Mahesh Pradhan
Group 4: Topic: Youth
Facilitator: Frans Lenglet/Sally Asker
Group 5: Topic: Local Community
Facilitator: Kartikeya Sarabhai

Key points from workshop discussions as conducted in the five working groups

Working Group 1
GAP Area: ADVANCING POLICIES

This working group discussed policy issues across all 17 SDGs by grouping them into social, economic and environmental areas. The group emphasized the need for social protection, universal and equitable access to basic services and the need to focus on communication, education and public awareness (CEPA) as part of efforts to integrate ESD into conventions and policy-making processes in all SDG areas. Case studies were discussed as examples of best practice in policy education for SD.

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An example of this is the Environment and Development project for Policymakers which seeks to identify innovative and sustainable approaches in natural resource management and bring them to the attention of key policy planners and decision-makers through publications, seminars and online discussions (CEE and Swiss Development Cooperation). The group also discussed best practice examples from Malaysia, where the Prime Minister has led advocacy on Sustainable Development.

Working Group no 2:
GAP Area: WHOLE INSTITUTION APPROACH

This working group discussed key issues generally addressing all SDGs highlighting the need for leadership and governance. The group identified barriers to whole institution approaches to ESD as being due to leadership adopting a problem *finding* approach rather than developing positive visions and looking for opportunities to realize these visions. A unified vision was thus needed to stimulate synergy, agency and freedom to bring about the trans-disciplinary and multi-sectoral understanding and approach required to address SDG challenges.

Working Group 3
GAP Area: EDUCATORS
This group discussed the central role played by universal access to early childhood education - and training for educators in particular - as well as dialogue, community learning and experiential learning. Professional development opportunities for educators needed special attention and funding. Better coordination of existing networks was seen as highly essential in order to avoid waste of resources through duplication and reinvention of the wheel. Training and capacity-building of educators at all levels (including heads of academic institutions) was needed to redress inequities within organisations. Special institutions in ESD and supporting networks were urgently needed to meet the training and capacity-building needs of educators in the complex area of sustainable development. The group also discussed the need to promote inclusivity, reflexivity and conviction as part of the ESD approach. Education also needs to address the community and all stakeholders, especially local authorities and leaders at every level in order to further all SDGs. Several examples of best practice in non-formal education were discussed, including ASPBAE, EAEA ,etc.

Working Group 4

GAP Area: MOBILISING YOUTH
Discussions centered on poverty and the various challenges/issues that confront young people. Ensuring employment and learning opportunities for youth was seen as a critical means of empowering them for sustainable development and providing them with the skills and knowledge to contribute to green economies (skills knowledge). ESD needs to be used as a strategy to impart skills in thinking/reflection/problem solving. Youth need to be encouraged to participate in policy/advocacy as well as in SMEs start-ups. The group noted that youth are often unaware of opportunities and have a great fear of failure. This makes them vulnerable to being exploited through ideological persuasions of all kinds. Once trapped into these persuasions, young people are often side-lined and further marginalised.

Working Group 5

GAP Area: ENCOURAGING LOCAL COMMUNITIES
This group discussed the urban-rural divide that cuts across all SDGs. The need to focus on developing trust, backed by appropriate legal mechanisms to facilitate implementation, monitoring

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and conflict resolution was discussed, as well as the critical role that leadership plays in enabling communities to address SDGs. The value of working on SDGs through existing community structures was noted as well as the need to ensure that ESD training and capacity-building was undertaken to empower and nurture leadership among youth and the community to enable them to think critically and make choices in favour of sustainability. A forum at the local level where issues of sustainability could be discussed and choices for the village/community made would be something UNESCO could facilitate.

WORKSHOP RECOMMENDATIONS ON ALL GAP AREAS

GAP AREA 1: ADVANCING POLICIES:
1) To set up a coordinating mechanism of actors (mention of UN common country frame works).
2) Increase south-to-south cooperation and exchange experts between developing countries.
3) Ensure the availability of tools to increase the capacities of policy makers to integrate the social, economic and environmental dimensions of SDGs into development strategies
4) Increase policy support for poor people to be able to access markets
5) Increase multi stakeholder coordination and collective action.

GAP AREA 2: WHOLE INSTITUTION APPROACH

1) Seeking trans-disciplinary synergies (through multi-sectoral cooperation)
2) Be practically (pragmatically) sustainable: Help the whole institution become more sustainable
3) Leadership that engenders support (transformative)
4) Responsive and accountable – Response-ability (reflexive competencies)
5) Participation through learning institutions

GAP AREA 3: EDUCATORS

1) Invest in trainers of trainers/service managers
2) Strong partnerships between government and civil society agencies
3) Recognize and integrate indigenous/traditional knowledge
4) Optimisation of funding and resources (avoiding duplication)
5) Create bank of knowledge/resources
6) Focus on pedagogy, process and content
7) Professional development agencies: address quality
8) Approach: experiential learning

GAP AREA 4: EMPOWERING and MOBILISING YOUTH

1) Scale up best practice
2) Support/recognize/respect knowledge of youth and design methodologies for transformative learning
3) Requires a fundamental shift in education systems with students involved at the centre of designing them around their core values/desires for the future.
4) Must support momentum through peer-to-peer approaches
5) Put youth at the centre of the policy-making framework
6) Youth-led platform to act as monitoring agents or 'watchdogs'

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7) Youth need training in leadership for SD
8) Need to ensure participation of youth from diverse backgrounds and enable them to have a voice
9) Education needs to be issues-based looking at gender, consumption patterns and social cohesion
10) Need to rethink philosophy of 'how' to involve youth in dialogues for SD (1-17). (Rethinking structures). Need capacity building for leadership action.
11) SDG 16 key for role of ESD in changing behaviour and values and promoting competencies.
12) (SDG 7-9) Gender equality/equity: Girls need special emphasis while context-specific attention must be given to boys. Third gender equity issues must be specially highlighted and addressed. Work needs to be done urgently on developing a new equitable and non-restrictive view on gender roles.

GAP AREA 5: LOCAL COMMUNITY

1) Develop trust between communities and stakeholders. This needs to be backed by legal mechanisms
2) Promotion of peace and amity at the local level needs to be addressed through mechanisms for local level mediation and resolution of conflicts over resources, power sharing or communal issues. Peace builders and peace makers need to be identified, recognized and institutionally supported
3) Use existing community structures such as family and community to address SDGs
4) Evaluate local knowledge and re-evaluate using participation and empowering processes with a focus on creating new validity for young people
5) Develop leadership, empower communities
6) Build the capacity of communities for them to be able to jump ahead by enabling critical choice and critical thinking
7) Have a full conference focused on community engagement and good practice
8) Sustainable development at the local level needs special platforms/forums, which need to be facilitated.

4. Local Initiatives on ESD: Driving action towards a sustainable future

Co-coordinated by German National Commission for UNESCO and RCE Chubu (for Aichi-Nagoya), Japan

Workshop coordinators

- *Reita Furusawa,* Chubu University/RCE Chubu (for Aichi-Nagoya)
- *Bianca Bilgram,* German Commission for UNESCO

Workshop facilitators

- *Bianca Bilgram,* German Commission for UNESCO
- *Won J. BYUN,* Tongyeong Education Foundation for Sustainable Development/RCE Tongyeong

Workshop presentors

- *Tsuneo Takeuchi,* Nagoya University /RCE Chubu
- *Jürgen Forkel-Schubert,* Municipal Authority, City of Hamburg

Workshop rapporteurs

- *Abel Barasa Atiti,* United Nations University

Agenda

A major focus of Cluster IV-4 workshop was on how to accelerate sustainable solutions at the local level through (1) multi-stakeholder engagement, and (2) commitments of local authorities who can act as drivers and coordinating body of local ESD networks to foster cooperation between formal and non-formal education. Cluster IV-4 workshop mapped good practice from different world regions and identified key challenges for developing resilient and sustainable societies in cities and rural areas. Workshop presentations and discussions highlighted how a deeper understanding of ecological situations and cities based on collaborative actions can play a major role in advancing creative and innovative approaches to ESD. In particular, participants were introduced to a multi-stakeholder ESD programme of RCE Chubu that promotes the concept of bioregion, and also to the award scheme of 21 German ESD-Cities of the UN-Decade. Both the bioregion ESD model and German award scheme for cities are contributing to Priority Action Area 5 of the Global Action Programme. Concrete action proposals for advancing ESD at local level emerged as major outputs of the workshop.

Participants

Cluster IV-4 workshop that was attended by more than 50 delegates commenced by coordinators welcoming delegates and introducing them to the topic and workshop methods. This was followed by two presentations that provided useful inputs and insights into good practice on local ESD initiatives. Prof Tsuneo Takeuchi of Nagoya University introduced the multi-stakeholder ESD programme based on the concept of bioregion (watershed) in Aichi-Nagoya and surrounding areas. Mr Jürgen Forkel-Schubert of City of Hamburg introduced the participants to the award scheme to the award scheme of 21 German ESD-Cities of the UN-Decade.

Key points from the presentations

The bioregional ESD practice

- As a member of the global Regional Centres of Expertise (RCEs) movement, RCE Chubu has been promoting multi-stakeholder engagement, networking and cooperation in ESD since its acknowledgement in 2007. RCE Chubu is implementing and promoting a 'bioregional ESD model' in which watersheds or river basins are used as focal points for multi-stakeholder learning activities.
- Watersheds as bioregions are rich sources of local and traditional knowledge that is essential for accelerating sustainable solutions in local communities. Watersheds are faced with various sustainable development challenges that require collaborative ESD interventions.
- The bioregional (watershed) ESD model is founded on the belief that the biosphere is a collective of bioregions while human society is a collective of local communities. It was pointed out that local ESD initiatives need to foster the principle of coexistence with nature whereby human activities are undertaken from a perspective of limits of resources within any given bioregion (bio-capacity).
- RCE Chubu 'bioregional (watershed) ESD model' has three layers that have direct links to the three pillars of sustainability of economic, social and environment:
  1) Manufacturing (Mono-Zukuri) – a recognition that local and traditional knowledge rooted in a watershed as a bioregion needs to be nurtured and sustainably utilized to improve livelihoods through such productive activities like forestry, agriculture and industry.
  2) Human resource development (Hito-Zukuri) – a focus on developing capacities for understanding the diversity of bioregions and cultures of people within them.
  3) Creating the future (Mirai-Zukuri) – encouraging people to support each other locally and globally towards creating sustainable societies.
- As part of an implementation process of its 'watershed ESD model' RCE Chubu has conducted a series of ESD seminars in the Ise-Mikawa Bay watershed. 100 seminars aimed at increasing sustainability of Ise-Mikawa Bay watershed in which 12 rivers empty into have so far been carried out. Seminars are collaboratively implemented at the upper, middle and down streams of each river basin based on relevant themes. An annual forum for all stakeholders is held for the purpose of sharing activity-related information and case studies of ESD seminars.
- RCE Chubu has also established and administered actor and theme-based committees as part of bioregional ESD practice. Prof Takeuchi pointed out that three actor-based committees have been established and successively explored concrete proposals and promotional methods for ESD. The committees are on corporations and NPOs, higher education, and school education. Theme-based committees have been established on international cooperation and traditional culture.
- In conclusion, Prof Takeuchi presented the bioregional (watershed) ESD model as a commitment of RCE Chubu to implementing priority five of the UNESCO's Global Action Programme. He outlined key activities under this commitment as follows:
  o Making political proposals and contributions for implementing ESD at the watershed level.
  o Taking a holistic-institutional approach that incorporates the concept of bioregional ESD model into educational and training settings.
  o Enhancing skills of teachers and trainers to effect human resource development and contribute to a future that embraces sustainable technologies and ethics.
  o Supporting and engaging youth in the design and improvements to the sustainability of watersheds and bioregions.
  o Promoting the formulation of ESD programmes at the community level based on the bioregional ESD model.

The award scheme of the German ESD Cities of the UN Decade

- As drivers and coordinating bodies of local ESD networks, local authorities are essential in fostering cooperation between formal and non-formal education. This role was underscored by

Mr Jürgen Forkel-Schubert of City of Hamburg when introduced participants to the award scheme of the German ESD cities of the UN Decade.

- The City of Hamburg has 21 authorities with a combined population of more than six million people. Through ESD the City is promoting systemic networking between local authorities, educational institutions and various stakeholders. Through ESD the City seeks to develop sustainable local educational landscapes following implementation of joint activities in the 21 authorities. Local authorities are awarded for good education through an award scheme that requires:
  o Personal commitment by mayor
  o Linkage of ESD projects with action for sustainability at local level
  o Public support of local networks
  o Evidence of ESD being part of the official policy
  o Presence of responsible person for ESD
  o Public relations (advocacy) for DESD through administration
- Mr Jürgen shared examples of how ESD is influencing public life and policy. In Frankfurt schools have organised 'blue party' celebrations to exchange knowledge on nutrition thereby fostering sustainable consumption lifestyles. Personal commitment for ESD ensured re-election of a mayor in one local authority, a case of sustainability being used to create political awareness.
- ESD is a driving force in Hetlingen where the concept of sustainable development has been embraced by community politicians. Through ESD citizens in some local authorities have been engaged in developing good neighbourhoods and participation in social micro financing activities. This is contributing to 'good life' in the City of Hamburg in general.
- It was mentioned that global learning has taken place in Bonn as a result of ESD institutions in the city collaborating with international bodies.
- It was pointed out by Mr Jürgen that the city of Hamburg faces a number of sustainable development challenges that include climate adaptation, noise pollution, migration, transport, energy efficient housing among many others. In spite of the challenges Hamburg has embraced sustainability to emerge as the Green capital of Europe in 2011. As a learning city for sustainability the city has adopted a systemic approach in all fields of education and identified relevant actors in those fields. It has developed an annual action plan comprising 180 ESD projects within well-defined aims and guidelines. The city holds monthly round table expert discussions and engages the public in the reporting of ESD outcomes.
- In his concluding remarks, Mr Jürgen shared results of the German ESD Cities of the UN Decade initiative that provide key lessons for strengthening the role of local authorities as drivers and coordinating bodies of local ESD networks.
  o There is high public recognition and identification with ESD if a local politician (e.g. mayor) is involved and taking the lead.
  o ESD is of high relevance for politicians
  o There is need to employ both top down and bottom up approaches to ESD implementation – Top down meets bottom up.
  o Education is linked to local sustainable development.
  o Improvement of ESD quality through standards, labels and indicators (e.g. award scheme) is essential for improving local platforms.

Activities

Workshop coordinators and facilitators used two activities, whispering groups and fishbowl, to engage participants in deliberating and generating concrete action proposals to advance ESD at local level. In the whispering groups activity participants shared in small groups their experiences on how they have used local ESD initiatives to drive action towards a sustainable future. This was followed with discussions within an open fishbowl framework.

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Fishbowl deliberations

- The question on how to finance local ESD initiatives was raised by one participant. Participants made various responses to the challenges of funding local ESD networks. For example, in RCE Chubu, Chubu University funds secretariat activities of the network. Collaborative projects of the RCE are funded external (e.g. Ministry of environment, Japan). RCE Munich from German asks its 55 affiliated stakeholders for membership fees and also received additional funding from the City of Munich. According to Mr Jürgen, there is enough money for ESD but it does not go to the right pockets. He asserted we need hearts, hands and ideas on how to manage our system since people can become addicted to money.

- A participant from the Association of South-East Asian Nations (ASEAN) Youth Network underscored the need for developing education programmes aimed fostering a deeper understanding amongst schoolchildren. He pointed out that ESD is not well known in some of the ASEAN countries. ESD need to be applied in the clarification of local sustainable development challenges with a view to finding solutions.

- Local ESD experiences from RCE Pune were shared with reference to the City of Pune. As multi-stakeholder ESD networks of engagement and cooperation, RCEs are prone to experiencing adversarial relationships. There is need to establish trust amongst stakeholders through capacity development programmes and building a sense of agency. It is important to collectively reflect on how to use local ESD networks to bring change at all levels. A detailed documentation of case studies from RCEs (e.g. handprint project) on how to accelerate sustainable solutions at the local level is required.

- A participant from Chad spoke on the need to promote sustainable livelihoods in local communities and cited the challenge of excessive use of firewood in the country.

- The question on who to include in a multi-stakeholder network came up for deliberation. Responses ranged from finding a project that is fair to most partners to finding members who support an eco-profit system. When starting a new network, it is important to make it an inclusive process and consider those local community members.

- A participant from Canada lamented that the general feeling within our society is that we do not care. The issue on how to make our population care was deliberated. Political leadership, implementing an award system and making ESD as a criterion for elective position were mentioned as being essential for engaging the general public in sustainability processes. It is also important to upscale the involvement of faith-based organisations in ESD projects and processes.

During fishbowl deliberations key points were summarised on a whiteboard (see Figure below) under five broad themes that are presented here as concrete action proposals to advance ESD at local level towards a sustainable future.

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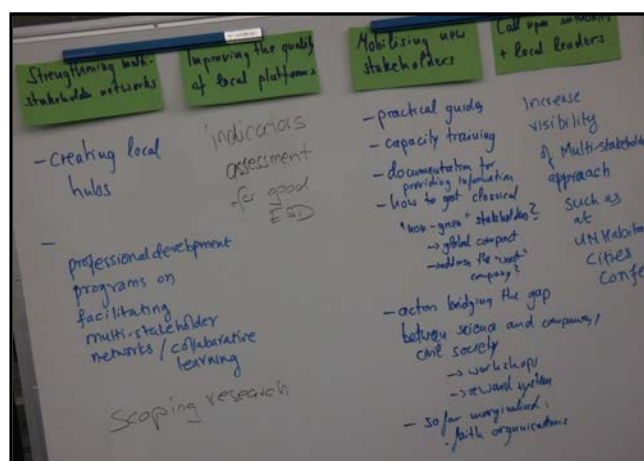
Recommendations and conclusions of the workshop[1]

The following five concrete action proposals for advancing ESD at local level emerged as major outputs of *Cluster IV-4* workshop.

1. *Further strengthening of multi-stakeholder networks for ESD*

    *   Actively engaging policy makers (e.g. mayors) to ensure a high public recognition and identification of ESD activities at the local level.
    *   Improve and create more local platforms to enlarge the ESD landscape.
    *   Sharing good practice on multi-stakeholder engagement and other local ESD initiatives.
    *   Promote community-based engagement and research activities aimed at enhancing sustainability livelihoods.
    *   Develop multi-stakeholder networks for ESD not only within administrative boundaries but also in bioregions (e.g. RCE Chubu's Bioregional ESD Model).

2. *Improving quality of local platforms for learning and cooperation*

    *   Undertake stock-take and scoping research activities on existing local networks (e.g. RCEs) with a view to documenting key lessons.
    *   Strengthen assessment of local ESD activities – monitoring and evaluation of local ESD initiatives.
    *   Develop and implement capacity development programmes for stakeholders and local actors.

3. *Further mobilization and recruitment of new stakeholders to scale up local ESD initiatives*

    *   Produce practical guidelines and induction programmes on multi-stakeholder engagement and local ESD initiatives.
    *   Bridge the gap between science and policy to attract new members.
    *   Bring on board marginalized local groups such as faith-based organizations.
    *   Provide incentives such as award recognition schemes, also at international level (e.g. by UNESCO)

4. *Enhance the capacity of civil society including the youth as critical agents of change at the local and global levels*

    *   Linking local ESD initiatives to international sustainability processes.
    *   Creating a sense of heightened agency through projects such as ecological handprint.

5. *Increase financing of local ESD project and initiatives*

    *   Develop joint project funding proposals
    *   Share good practice on funding strategies for local ESD initiatives
    *   Utilise existing local funding opportunities by developing good financial management systems.

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5. Whole-institution approaches to ESD

Co-coordinated by Foundation for Environmental Education, Denmark, and The Mohammed VI Foundation for the Protection of the Environment, Morocco

Workshop presenters

- *Rachid Belmokhtar,* Minister of Education and Professional Training, Morocco

- *Lesley Jones,* Vice President, FEE Board of Directors, United Kingdom

- *Masao Omori,* Mayor, Okayama City, Japan

- *Dzulkifli Abdul Razak,* President, International Association of Universities (IAU)

- *Michael Scoullos,* Professor , Faculty of Chemistry , University of Athens, Greece

- *Pranshu Singhal,* Head, Sustainability, Microsoft Devices, India

Workshop coordinators

- *Asma El Kasmi,* Chair holder, UNESCO Chair for Water, Women and Decision Power, Morocco

- *Kenza Khallafi,* Coordinator, Mohammed VI Foundation for the Protection of the Environment, Morocco

Chair/ Facilitator

- *Daniel Schaffer,* CEO, Foundation for Environmental Education, Sweden

- *Nouzha Alaoui,* Secretary General, the Mohammed VI Foundation for the Protection of the Environment, Morocco

Workshop rapporteur

- *Mario Tabucanon,* ESD Programme, United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS)

Key points from presentations

The workshop was opened by Minister Belmokhtar. Five panellists from the following sectors were asked to present concrete experiences and good practices in terms of WIA (school, higher education, civil society, private sector, local government).

1. **Lesley Jones (school):** explained the importance of involving multiple stakeholders, including youth, and multiple processes and approaches adapted to the needs of youth, following a stepwise methodology and a link to curriculum. Besides educational changes, NGOs and media play an important role as they can influence policymakers.

2. **Abdurrazak Dzulfulki (higher education):** stressed that working as a team was important in keeping the connectivity going and used the metaphor of the university as a garden where everything (roots, trunk, branches, leaves, etc) is connected. He recommended breaking down compartmentalization and promoting trans-disciplinary education.

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3. **Michael Scoullos (civil society):** made a sketch and explained that despite the size of an NGO, it can promote an integrated approach to curriculum, infrastructure, openness to society, and learners. It can also provide scholarship, while another NGO may provide equipment, while others can also play a part – as a collaborative approach.

4. **Masao Omori (Local Governement):** mayor of Okayama, showcased what is being done in Okayama in terms of implementing ESD through festivals, sustainable agriculture, preservation of species, and through actions – to spread ESD among citizens; and to encourage ESD actions among multiple stakeholders.

5. **Pranshu Singhal (Private Sector):** explained that businesses should promote ESD from three perspectives – resource efficiency, change in production/consumption patterns (e.g. 3Rs, etc) and consumer expectation on sustainability (e.g. how to engage people).

Activities

Panel discussion followed by breakout group work to formulate recommendations.

Recommendations and conclusions of the workshop

To promote effective Whole Institution Approaches (WIA) in a variety of sectors of society, the following points were suggested to be taken into account by the groups:

- Involvement of top management (principals, leaders, governors, politicians, CEOs, etc.) is crucial, but participation of all stakeholders is essential, and it has to be mutually interactive.

- WIA should be integrated into the vision, mission, policies and laws and put it into practice.

- The role of media is important in order to influence policymakers and for communication.

- The effect of WIA should be monitored and measured.

- For businesses to change, fundamental consumer demand and perceptions have to change through education, building on incentives that solve shared objectives.

- The importance of engagement with youth and students especially as they influence parents and other stakeholders

As for the conclusion, despite the limitation of time for discussion, we managed to collect some important inputs for the effective implementation of WIA.

6. Catalyzing support to ESD

Co-coordinated by New Vision Education project/World Economic Forum and Global Partnership for Education

Workshop presenters

- *Jiaojiao Li,* Senior Community Manager, Head of New Vision for Education, World Economic Forum (Workshop co-coordinator)

- *April M. Golden,* Donor Relations, Middle East & Asia Pacific, Global Partnership for Education (Workshop co-coordinator)

- *Jose Roberto Guevara,* Vice-President, International Council of Adult Education (ICAE), Australia

- *Aleesha Taylor,* Deputy Director, Education Support Program, Open Society Foundation, United States of America

- *Aiko Doden,* Senior Commentator-Asian Voices, NHK, Japan

- *Shinichiro Tanaka,* Senior Advisor, Japan International Cooperation Agency (JICA), Japan

Workshop rapporteur

- *Ravhee Bholah,* Associate Professor, Science Education Department, School of Science and Mathematics, Coordinator of ESD, Mauritius Institute of Education, Mauritius; Visiting Fulbright Fellow, Cornell University, USA

Key points from presentations

We had four speakers, including a moderator. Each discussed a different aspect of the general topic: how to catalyze support from public and private sectors for ESD. The goal was to move the workshop beyond more narrow considerations of domestic and external resource mobilization, to consider multiple dimensions for supporting ESD as well as developing and implementing effective policies, programs, investments and approaches.

Key points from each of these presentations included:

Core ESD issues to be addressed:

Aiko Doden from NHK represented the media for this presentation. She discussed the challenges involved in implementing and integrating ESD, with particular emphasis on the perceived awareness of ESD amongst the media and general public. Referencing her recent interview of UNESCO Director-General, Irina Bokova, Doden identified one of the key challenges as how to mainstream ESD within the broader context of global concerns and development priorities. This is especially a challenge considering many parts of the world becoming embroiled in conflict and violence, notably Boko Haram in Nigeria and the Taliban in Afghanistan.

A second challenge involved mobilizing the funding support for issues like ESD. Ms. Doden acknowledged that the media can do more to raise public awareness and call on political leadership to dedicate increased resources. In multi-stakeholder initiatives, the media should be more proactive to work synergistically with all actors-educators, politicians, the private sector and international organizations to ensure these goals are met.

Mobilizing political will

Shinichiro Tanaka, Senior Advisor from JICA, gave a presentation contextualized by the concept of decentralized political will as, in his experience, decentralization of education governance and political decision-making is becoming a global reality. His presentation then focused on three elements of decentralization in education and how they can be utilized to mobilize interest and engagement in education, including local elections, school-based management (SBM) and general political will.

Local elections often address key domestic local issues including education. However, there is some evidence that elected officials do not follow on promises made during campaigns. While education is often utilized as a rallying point, Mr. Tanaka also pointed out that candidates also sometimes use the issue of education as a tokenistic way of generating support for their own political success, rather than to generate support for education as an issue in itself. Proper mechanisms to ensure accountability are needed to turn promises into reality, post election.

School-based management is a unique practice whereby local education-related decisions are delegated to a managing committee/board of the school itself, rather than a more centralized directorate. Committees in an SBM setting develop their own policies and plans, assess needs, govern themselves and implement the school programme. In this instance, the school operates as a policy generator rather than a policy recipient. Political will to govern the school properly is delegated to the community itself and with increased responsibility and engagement, governance and interest in the management of the school often increases. Community members are more invested in education than they would have been otherwise and can likely play larger roles in advocating for interest in education more broadly.

Finally, Mr. Tanaka posed some general questions with regards to political will: What is 'good' political will and how do we understand this to be different from 'bad' political will? Political will also necessitates the element of mutual trust and accountability. Does this trust exist between policy makers and policy recipients? If not, how can we address this?

Multi-stakeholder partnerships

Dr. Roberto Guevera from RMIT presented on the importance of developing and implementing learning partnerships for successful programme implementation in ESD. Dr. Guevera challenged participants to think of partnership as a core asset of ESD, not simply as an implementation strategy. It is an active process between multiple entities whereby these entities learn from each other to achieve particular goals. Partnership itself is a dynamic process that evolves from networking to cooperation, coordination and collaboration.

Dr. Guevera's support for learning partnerships for ESD is grounded in several examples from his experience in the field. In Australia, a sustainability project involving a range of stakeholders successfully linked communities with schools over the course of five years. In Bhutan, a project aimed at improving women's literacy linked with farming practices found that one of the most important outcomes was the strengthened partnership relationship between the Ministry of Agriculture and the Ministry of Education. This was not originally seen as a desired outcome of the project, but as an indirect effect, leading Dr. Guevera to argue that we need to conceive of improved partnerships as an outcome of partnerships and contributes to the ultimate sustainability of program goals and targets. The right partnership starts with a genuine understanding of the challenges from both sides as relates to solving the core issue.

Potential for Innovative Financing

Aleesha Taylor, Deputy Director for the Education Support Program at the Open Society Foundation gave a presentation on the potential for innovative financing (IF) mechanisms for 'filling the gap' in financing for education, learning from similar mechanisms utilized for driving support to other sectors, including climate change and health. She noted that IF is typically linked to the delivery of global public goods, is complementary and additional to traditional ODA and is more stable and predictable than aid. IF also focuses on improving the efficiency of current resources, including novel partnerships and approaches to leverage existing funds for increased investment.

Ms. Taylor identified domestic revenue raising (i.e. taxation) as one of the primary sources of financing from governments, however many developing country partners do not have the capacity to leverage the full legitimate amount of taxation they otherwise would be able to access to – an estimated $156 billion in tax revenue is lost globally on an annual basis and corporate tax dodging (also referred to as aggressive tax planning), particularly from multinational corporations, has effectively reduced the amount of revenue governments could have access to for social services like education. Improving the capacity of governments to negotiate tax agreements is one way to potentially increase public funding for education.

The Financial Transactions Tax is a small levy on a range of financial transactions, has been approved by the European Union and is expected to provide some revenue for the social sector, including for ESD. Other earmarked taxes for education include a programme with Cess in India and casino taxes in the Philippines for early childhood programmes.

In terms of leveraging existing resources, Ms. Taylor identified that securing local currency bond issuances for development, securitization of assets by institutional investors, and social impact bonds or mechanisms similar to green or climate bonds for ESD are viable options to explore in the future. Ms. Taylor also argued that an important element of any investment in IF needs to be incentives for the private sector investment to be regulated by a strong state and civil society. This will help to ensure that resources are directed in an equitable manner.

Activities

Prioritization was placed on the value of small-group conversations. Thus the co-coordinators divided participants into three self-selected groups, which were given the opportunity to discuss questions more deeply and draw up recommendations stemming from three of the workshop topics including: 1) mobilizing political will; 2) multi-stakeholder partnerships; and 3) the potential for innovative financing in mobilizing additional resources. Three of the panellists served as discussion leaders for the groups and assigned a note-taker to help capture the outcomes of the discussions. Following the breakout discussions, each group gave a brief report of their recommendations and next steps. The moderator moved around the room, capturing aspects of each of the discussions, in order to give a workshop summary at the conclusion of the event.

Recommendations and conclusions of the workshop

There were a variety of key recommendations from the workshop participants, including:

Develop a better understanding and broader awareness of ESD amongst all stakeholders (including educators, public and private sector, parents, students, teachers, etc). This could include:

- exploring opportunities to build new technologies or other innovations in media to promote ESD amongst the general public (distance learning was cited as an example);

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- developing an international open source platform (perhaps a web or cloud-based platform) providing ESD resources and best-practices to disseminate information and facilitate knowledge-exchange amongst stakeholders; and
- lobbying members of the media to promote issues in ESD.

Further explore mobilizing political will for ESD, including the importance of maintaining the element of trust between government officials, decentralized schools and the general public.

Explore models for effective learning partnerships, including scaling up or out from ongoing and successful learning partnerships. In addition, the overall process of partnership should be thoroughly analysed and documented to ensure better engagement across multiple stakeholders.

Promote ESD as the 'business of everyone'. One common theme explored was that responsibility for education has largely been placed within ministries of education. However, successful improvements of education delivery at all levels will require buy-in and participation across sectors, line ministries and stakeholders.

Innovative Financing has a place in attracting new funding for ESD, but we must be careful to learn from other initiatives, including tax planning and negotiation, mechanisms to ensure equitable allocations of resources, and innovative mechanisms like Social or Development Impact Bonds. The private sector should play a major role in funding education and it is urged for business leaders to ensure proactive alignment between business objectives with education outcomes to drive the incentive for funding ESD and beyond.

Interest in generating a dynamic, multi-stakeholder initiative to advocate for ESD, moving from just 'talking' to engaging, acting and implementing.

Conclusion

This was a dynamic workshop, with participants eager to discuss ways of mobilizing greater support for ESD, from donors (public and private), civil society, the media and the general public. Participants demonstrated knowledge and experience in the technical aspects of ESD and a greater appetite for combining and utilizing this knowledge and experience to develop a broader partnership or platform for ESD. The co-coordinators acknowledged the call to move beyond merely 'talking' to 'doing', and requests UNESCO to seriously consider the recommendations made above.

7. Monitoring and Evaluation (M&E) during the GAP: scope, quality and priorities

Co-coordinated by International Association for the Evaluation of Educational Achievement and Institute of Politics and Governance, Tallinn University, Estonia

Workshop presenters

- Organisers (and speakers):
  - o Ralph Carstens, International Association for the Evaluation of Educational Achievement
  - o Anu Toots, Institute of Political Science and Governance, Tallinn University, Estonia,
- Speaker: Daniella Tilbury, Chair of MEEG
- Rapporteur: Robert J. Didham, Institute for Global Environmental Strategies

Agenda

- Welcome and introduction (Carstens)
- Review and key messages from Workshop I-7 (Tilbury)
- Framing presentation on the GAP (including a video), its position in relation to other international agendas, and the importance of M&E (Carstens)
- Introduction to group work (Toots)
- Group work: discuss scope, quality and priorities
- Presentations of group work
- Key messages by rapporteur (Didham)

Key points from presentations

Ralph Carstens introduced the workshop agenda and its position and purpose in relation to the previous M&E workshop (I-7). He also explained that because the Global Action Programme (GAP) will only be a five-year process, the workshop needs to use time wisely and realistic about what can be achieved. This should be reflected in what we recommend to measure and the M&E frameworks to be used.

Review and key messages from Workshop I-7

Daniella Tilbury provided a presentation 'Sharing outcomes and findings from WS I-7'. She explained that the UN MEEG was established to advise how to conduct M&E of the DESD, as well as explained that this conference is a culmination of 10 years work on ESD. Monitoring and evaluation of the DESD was not an easy process and because 1) there were limited resources (e.g. for longitudinal/trend monitoring) and good practices to build on, and 2) conducting meta-analyses and linking quantitative and qualitative analysis was very difficult. She also noted that the Final Report of DESD captures a flavour of what has been working well and the gaps that exist, but it cannot provide the necessary longitudinal study.

Prof. Tilbury continued by highlighting several key messages of WS1-7 on the M&E of the DESD and ESD.

- M&E <u>on</u> people needs to change to M&E <u>with</u> people: it should not just be expert reviews but needs to engage all people involved in ESD implementation and practice.
- Responsibility and leadership for M&E of ESD is needed at all levels (including by donors and funders).

- Measuring should not just be just quantitative; what we can measure is not everything we need to know; we need to understand how ESD is changing people and changing societies.
- Measuring effectiveness, not just activity, is essential.
- We need to define universal principles for ESD clearly, so we know that we are monitoring ESD in a meaningful way.
- We also need to define indicators that can be used and applied but targets should be defined by countries, and indicators should be situated in national/local contexts and cultures.
- For the GAP, we have learned through the M&E of DESD; it is useful to focus on M&E in different stages, much like the three stage approach of GMEF. At the end of each year of the GAP, M&E should focus on different aspects to access progress during the GAP.

Ralph Carstens commented on the usefulness of these key messages and suggested that the M&E of ESD remains a difficult challenge because it may require different and additional approaches than those that have been used for educational assessment in the past. Mixed methods and multi-stakeholder approaches are aspects that are important for M&E during the GAP.

*Framing presentation on GAP, its position in relation to other international agendas, and the importance o*f *M&E*

Mr. Carstens then provided a presentation on the context for the GAP and surrounding aspects and activities. He posed the question whether the current high attention to both ESD and Global Citizenship Education (GCE) will create a "perfect wave" in which all programmes can integrate, or rather a "perfect storm" that diffuses efforts into a competition between these various programmes and an un-orchestrated message to policy, activists and stakeholders in general. Alongside the GAP, education will also be influenced by Education for All (EFA), GCE and the UN Secretary General's Global Education First Initiative (GEFI). In the development arena, there are seemingly unconnected activities around the post-2015 development agenda including, but not limited to, that of the Open Working Group (OWG) defining a set of Sustainable Development Goals (SDGs). OWG Target 4.7 and EFA Target 5 draw important links to the work of the GAP. However, the measurability of these targets can have serious implications on their eventual adoption.

Thus, ESD is not, or is no longer, working in isolation and there are multiple education initiatives for which attempts are being made to develop M&E processes, including UNESCO's Expert Advisory Group (EAG) on GCE, the UNESCO co-convened Learning Metrics Task Force (LMTF) on GCE, the IEA's 2016 cycle of the International Civics and Citizenship Study (ICCS), and the 'global competency' experimental assessment domain for PISA 2018. In this way, ESD and GCE could serve as mutually reinforcing programmes but they require significantly better alignment and delineation at their currently weak conceptual level.

Activities (e.g. small group work)

Anu Toots introduced the planned group work. She explained the intention to have discussion groups divided around the five priority actions areas of the GAP. Groups were tasked to consider key issues for their priority action area, and asked to specifically consider the following points:

- Stakeholders (who are they?)
- Resources (what exist/where and what is needed?)
- Priorities and indicators as drivers of change (from quantity to quality, which indicators would be of interest for different stakeholders, are they comparable across countries?).

It was also explained that each group should begin by establishing a clear conceptual focus for their discussions about what they wanted to achieve. It was suggested that this could differ for groups, e.g. the policy group could probably speak about decision-making responsibility, while empowering youth group could maybe talk about participatory monitoring.

Group findings

Group 1: Advancing Policy

The main stakeholders represent various governmental and non-governmental institutions. The stakeholders are the main resource for policy change, but partnership networks are needed to support effective resource mobilisation. Such networks can provide capacity-building expertise on how to integrate ESD into curriculum and teaching. The group also discussed the issue of indicators' quality, stressing that indicators must be based on the baseline and have practical value for schools and communities. The group found that a smart balance between the universal comparability and local meaningfulness of indicators is needed.

Group 2: Transforming learning and training environment

The group also supported the approach that M&E frameworks need to be country and region specific and a baseline for measuring progress needs to be established. It was found that the baseline of ESD indicators should take the situation and challenges of different organisations into account. Two further aspects important for making progress in M&E activities were stated: timely reporting and evaluation, which should support improving practice, and strengthened mechanisms for assessment at organisational level. Lastly, the group suggested creating a database of indicators and practices to support sharing and learning.

Group 3: Building capacities of educators and trainers

Group members stressed that stakeholders are numerous and a very large group needs to be involved. Management of schools needs to gain more support and funding in order to advance M&E of ESD. This can be done by enhancing partnerships with stakeholders that are better equipped with resources for the M&E of ESD. Higher Education institutions can support research on ESD and tracking the progress in schools and communities (for example by providing accessible tools). Inspection teams should include ESD perspectives and information into general educational evaluation. Many existing indicators should be revised, for example the assessment of social and environmental impacts, as well as the number of ESD-focussed teachers in schools, should be included.

Group 4: Empowering and mobilizing youth

Echoing Prof. Tilbury's notion to change to M&E with people, the group members stressed the importance of involving youth in ESD M&E. This should be done via relevant and youth-friendly tools such as ICT, national contests for the best youth leaders, mock decision-making processes etc. Similarly to other groups, a possibility to progress in ESD via creating a data hub, a youth index that includes information on youth engagement and participation was appreciated. When discussing the quality of indicators, it was suggested some data on youth clubs (the number of clubs and members, activities and achievements) should be included in assessment frameworks.

Group 5: Accelerating sustainable solutions at the local level

Generally, a strong support to multi-stakeholder approach has been voiced. To increase commitment to the M&E of ESD among teachers, students, local communities, parents, NGOs and committed religious leaders, they need a mandate and support from their government. It was recognised that although self-assessment by stakeholders is important, lack of resources and

meaningful indicators do not currently support this. It is crucial to train teachers, integrate ESD into school curriculum, and practice school and municipality budgets earmarked for ESD.

Recommendations and conclusions of the workshop

Key Messages

- Monitoring and Evaluation of the GAP needs to involve a strong level of stakeholder engagement. Rather than being an "evaluation on people" driven by experts, it should aim for an "evaluation with/by people".
  - o All ESD actors are also stakeholders for the M&E of ESD.
  - o Self-evaluation mechanisms need to be developed for a variety of actors across different levels and sectors.
  - o Stakeholder collaboration in larger scale analysis of ESD practices at national and global levels should be enhanced.
- M&E of the GAP needs to align with other important global initiatives, including the post-2015 development agenda (and perspective SDGs), EFA, GCE, etc.
  - o Quality learning must be the priority focus for harnessing sustainable actors and global citizens for transforming society.
  - o Indicators should track competencies, skills, attitudes, social practices, action, and societal change.
  - o The fundamental purpose of M&E is a <u>formative</u> one, i.e. learning how to improve practice.
- Effective M&E needs to be supported through capacity building and with appropriate tools and M&E frameworks.
  - o The first step in M&E needs to be the establishment of baseline(s), i.e. what is already happening and what are the current gaps
  - o This should be coupled with identification of national/locally set and culturally relevant targets.
  - o However, in orchestration with national and regional M&E targets, lead indicators need to be valid, technically robust and comparable at the global level to track progress.
  - o Indicators should be developed across input, throughput and output.

Actions

- Build partnerships to increase the connectivity of stakeholders and communities to identify both priorities and indicators.
- Clarify a set of universal priorities and objectives that ESD and the GAP aim to achieve and that frame national targets.
- Speed is of essence: establishing a baseline of where we are at and clarifying where we need to go must happen immediately.
- Establish a database or index to both collect possible indicators and good practices.
- Ensure that indicators (whether nationally or globally set) are used on a regular basis to track change over time.
- M&E of ESD needs to be developed across sectors and for a variety of stakeholders, while reflecting the principles of ESD in:
  - o policy and curriculum
  - o teacher training
  - o learning assessment approaches
  - o youth empowerment
  - o non-formal education and community initiatives

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- o private sector and media

Finally, UNESCO should take stock of M&E processes, approaches, frameworks and indicators that have been developed during the DESD as well as capacity, expertise and experience in the existing educational monitoring networks and organizations.

Cluster IV-3

Key points from individual presentations:

Session 1

1. Nikhil Chandavarkar (Chair)
A. Opening remarks
- Described the workshop plan and agenda and introduced:
  - Structure of the workshop: themes ; panel discussion; group discussion; group presentations

B. Introduction to SDG

- Discussed the 17 SDGs and suggested that the difficulty in negotiating this exhaustive list from a policy perspective could be addressed by grouping them in the following manner:
- The first seven relate to social issues; the next five to economic issues and the next three goals to the environmental agenda. The final two relate to enabling conditions.
- SDG 16 (on peaceful and inclusive societies, justice and effective institutions) bridges the economic and political agenda.
- SDG 17 spells out the means of implementation (finance, trade, technology, aid and capacity-building) which is particularly important from the developing world perspective
- SDG 4 focuses on education and is cross cutting across all 17 SDGs
- In the UN General Assembly building, there are two murals by the Brazilian artist, Portinari. One shows war and destruction as you walk in while the another mural, as you exit, depicts peace and harmony, thus indicating the movement through international cooperation from a negative to a positive world outlook. These murals from the 1950s can still be seen as symbolizing the aspiration and spirit of the post-2015 development agenda, as captured in the SDGs.

2. Kartikeya Sarabhai on ESD
- The current paradigm of development is not sustainable. World consumption levels already exceed what the planet can produce.
- The *Ecological Footprint* was a good indicator of the impact of our current lifestyles. (North America has a footprint of 8 ha., Europe less than 5 ha. and Asian countries less than 2 ha.) With a population over 7 billion, the world can only sustain a *per capita* footprint of about 2 ha.
- In most cases increases in Human Development Index leads to high ecological footprints. But there are exceptions.
- India, at Rio in 1992, stated that the challenge of development was to find alternatives to the current paradigm.
- Developing nations need to avoid imitation of unsustainable models, but need to have the capacity to leapfrog ahead by carefully choosing sustainable development approaches
- To enable sustainable development, people should be empowered to make the right choices. *Pick Right* rather than *Kick the Habit* was the campaign which India adapted for World Environment Day, 2008. *Kick the Habit* was appropriate for countries that had already developed in a certain way and needed to change.
- The focus of ESD is to build capacity to make such choices.
- The *Handprint* was a concept initially developed by CEE and is now used by several groups across the world to stand for positive action for sustainability

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4. Anantha Kumar Duraiappah on GAP

- SDG 4 emphasizes the major role that education plays in sustainable development
- However, a prerequisite are peace and institutional frameworks
- Second order necessary, Condition 1: learning to be reflective (psychological) - convictional – (beliefs), behavioral - (agency and change)
- Second order necessary, Condition 2: Inclusive and open dialogue and an exchange of information and knowledge - the formation of the Knowledge Commons
- As the global population increases from 7 billion to 9 billion, moving towards Global Citizenship is important and building this into curricula is essential
- Behavioural changes are not easy, though transformative learning should help to bring about these changes
- Since education is a cross-cutting issue, it is important to outline and prioritize educational goals in all SDG areas

Session 2: Panel Discussion
Panelist 1 - Neil Pratt: ESD and SDG from the policy perspective

- The Aichi Biodiversity Targets adopted at the CBD COP10 in Nagoya are founded on sustainable development concerns, as opposed to looking at conservation in isolation
- Biodiversity provides a foundation to food security and water security and has a crucial role in climate change mitigation and adaptation, disaster risk reduction and other areas related to sustainable development and human well-being
- Multi-stakeholder and multisectoral approaches are important from a policy perspective to enable an integrative approach to advance and implement policy at national level
- The principle of mainstreaming requires inter-ministerial collaboration and multi-stakeholder cooperation
- ESD relates to - and cuts across - all SDGs and should form a part of all initiatives that address all SDG areas – the GAP priority area on advancing policy has an important role in this respect
- Two proposed SDGs specifically address biodiversity, and biodiversity is recognized and connected to other goals. ESD strategies must incorporate biodiversity and is crucial to the attainment of the Aichi Targets
- A key challenge is translating global frameworks (SDGs/Aichi Targets) to national level, policy into practice, and enabling implementation that integrates multi-stakeholder and multisectoral involvement. ESD and the GAP Priority Area on policy have important roles in this respect.

Panelist 2 - Frans Lenglet: ESD and SDGs - Local Communities

- Working with local communities in a variety of areas has highlighted the fact that transformative learning does not just happen within education systems, but often outside of them in informal environments
- Working in South Africa and South Asia, like in India with CEE or in Bhutan, it became clear that issues of human development are affecting ecosystem services
- Multiple stakeholders need to come together to start collaborative learning on issues related to sustainable development, especially in a conducive environment that helps to bring people together in understanding solutions and building consensus for decision-making

- The process of collaborative learning on sustainable development also helps in empowering voiceless or marginalized people
- In order to facilitate this process, it is essential to train people at the local level

Panelist 3 - Mahesh Pradhan: ESD and SDG - Educators
- There are several environment-related goals in SDGs
- Environmental Education is the key in laying the foundation for sustainable development models
- Strengthening the capacity of educators is important in changing landscapes
- Curriculum change, networking with educators, creating synergy are important processes
- Facilitating discussions that connect national to global priorities and goals will help to make SDGs relevant at the national level
- Interlinkages between SDGs need to be considered by all programmes and initiatives

Panelist 4 - Jim Taylor: ESD and SDG - Whole institution approach
- Bringing the spiritual dimension into ESD is extremely important
- Cited the example of bio-monitoring of water which helped to collect river health data
- Social networking using smart phones apps can help to spread the message across communities
- The data is fed into Google Earth via the app which is a global system and can therefore accommodate monitoring data from all over the world

Activities (Working Group session): Dr. Prithi Nambiar, CEE Australia
Presented workshop guidelines and approach to participants on education for sustainable development
- SD is context specific and needs educational input at every stage - from negotiating what sustainability means to the individual and community to implementing and continuing adapt approaches to keep them sustainable
- ESD is a different type of education aimed at deep change to enable development that is inclusive and equitable, and must therefore address issues of culture and power
- ESD must remove barriers to public discourse by empowering all to contribute
- Global citizenship can provide a suitable continuous learning framework for providing SD-specific skills, values, capabilities in a non-ideological manner
- Five working groups will focus on key barriers to the achievement of all 17 SDG areas from each GAP perspective to arrive at appropriate educational interventions to address them

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